

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

**Wednesday, June 28, 2017
3:45 p.m.
Sutherland Campus
Scholfield Boardroom
Room B3330
Peterborough, ON**

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

A G E N D A

	<i>Pages</i>
1. Call to Order	
• Confirmation of Quorum	
• Welcome to the Traditional Territory, Introduction of Guests	
• Conflict of Interest Declarations (if any)	
2. Additions/Deletions/Approval of Agenda	1-2
3. Consent Agenda	3
<i>The following items have been identified for the Consent Agenda; any Governor may request any item be removed from this section by advising the President/Board Chair/Board Secretary in advance of the meeting or before approval of the agenda at the meeting. Items not moved will be considered adopted by consent without debate.</i>	
Approve the	
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3.3 Investment Performance Report for 2016-2017	8-12
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• #4-419A, <i>Comprehensive Investment Policy Statement</i>	16-22
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• #4-421, <i>Endowment Policy</i>	30-31
3.4.2 #5-501, <i>Admissions</i>	32-45
Receive, as information, the:	
3.5 Investment Portfolio Review from RBC	46-84
3.6 Contracts Awarded for the April/May 2017 Timeframe	85
3.7 2016 Annual Report to Sponsors of the CAAT Supplementary Plan	86-93
4. Business Arising from Previous Meetings (not otherwise covered on the agenda)	
No items tabled.	
5. Matters for Board Decision	
5.1 By-law 1-102 and Related Governance Policies and Procedures (Report enclosed)	94-155
5 min. From the Executive Committee	

- 5.2 2017-2018 Board Schedule (Report enclosed)** 156
5 min. From the Executive Committee
- 5.3 Risk Appetite Statement (Report enclosed)** 157-159
10 min. Presenters: Vice-President Baker with Angie Sims
- 5.4 2016-2017 Fleming College Annual Report (Report enclosed)** 160-189
10 min. Presenters: Vice-President Crook
- 5.5 New College Policies (Reports enclosed)**
- 5.5.1 Signing Authority** 190-202
10 min. Presenters: Vice-President Baker with Sue Sanders
- 5.5.2 Academic Regulations** 203-241
15 min. Presenters: Vice-President Limkilde with Brenda Pander-Scott, Trudy Heffernan
- 5.6 Draft 2017-2020 Strategic Mandate Agreement (Report enclosed)** 242-281
15 min. Presenter: Vice-President Crook
- 6. Matters for Board Discussion**
- 6.1 Postsecondary Enrolment Update (Report enclosed)** 282-285
10 min. Presenter: Dr. Pander-Scott
- Items for Information** (10 min)
- 6.2 Chair's Report** 286-287
- 6.3 President's Report to the Board: June 2017 ("On the Table")**
- 6.4 Fleming College Annual [Sustainability Report 2016-2017](#)**
Please click on the hyperlink to access the electronic version of this report highlighting achievements to date arising out of the Five Year Sustainability Plan (2013-2018).
- 6.5 Community Connections – Roundtable**
- 7. Other Business**
- 7.1 Recognition of Outgoing Governors**
- 8. Report from the In-Camera Meeting**
- 9. Adjournment of the Public Meeting** approx. 5:10 p.m.

Private Session (Governors Only)

Governors are reminded that a **confidential meeting evaluation form** will be available from **noon June 28, 2017 until end of day June 29, 2017** on the **Surveys and Questionnaires** page of the **Board Portal**.

CONSENT AGENDA

Public Board Meeting
June 28, 2017

Agenda Item 3

CONTEXT / PURPOSE

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

BACKGROUND

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

Attachments:

As listed below

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College

Approve the

- 3.1 minutes of the May 24, 2017 Public Board meeting
- 3.2 Grant Summer Authority to the Executive Committee of the Board
- 3.3 2016-2017 Investment Performance Report
- 3.4 Revised College Policies
 - 3.4.1 Investment Policy Statements (IPS)
 - #4-419A, *Comprehensive Investment Policy Statement*
 - #4-419D, *Ministry Endowed Investment Policy Statement*
 - #4-424, *Operating Account Investment Policy Statement*
 - #4-421, *Endowment Policy*
 - 3.4.2 #5-501, *Admissions*

Receive, as information, the:

- 3.5 Investment Portfolio Review from RBC
- 3.6 Contracts Awarded for the April/May 2017 Timeframe
- 3.7 2016 Annual Report to Sponsors of the CAAT Supplementary Plan

Board of Governors PUBLIC MEETING

Wednesday, May 24, 2017

Sutherland Campus – Kawartha Trades and Technology Centre

Room D1129.3

Peterborough, ON

Draft Until Approved

MINUTES

Present: Mr. Paul Downs
Ms. Dana Empey
Ms. Shelley Knott Fife
Ms. Lori Geens, Board Chair
Mr. George Gillespie
Ms. Heather Kerrigan
Mr. Mike Leonard
Ms. Katherine MacIver
Mr. Dan Marinigh
Dr. Nancy Martin-Ronson
Mr. Mike Perry
Ms. Patti Watson
Dr. Tony Tilly

Regrets: Ms. Rosemarie Jung
Mr. Joon Kim
Ms. Sue Kloosterman

Ms. Michele McFadden, Board Secretary

Senior Administration:

Mr. Brian Baker, Vice-President Finance and Administration

Ms. Sonia Crook, Vice-President Planning, Human Resources and Student Services

Mr. Drew Van Parys, Executive Director Marketing and Advancement

Presenters:

- Item 6.1: Mr. Terry Williams, Director Physical Resources
- Item 6.2: Dr. Brenda Pander-Scott, Executive Director International Education, Enrolment Management and Registrar

Guests:

- Laura Copeland, College Communications

1. Call to Order

Confirming quorum, the Chair called the meeting to order at 3:50 p.m. and acknowledged holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

Staff and guests were **welcomed**.

Conflict of Interest Declaration: Members were asked to declare conflicts of interest with items on the agenda; none were declared.

2. Additions/Deletions/Approval of Agenda

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

3. CONSENT AGENDA

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

Moved and Seconded by Mr. Marinigh and Ms. Watson

THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the May 24, 2017 meeting and, by unanimous consent, approve

3.1 the minutes of the April 26, 2017 Public Board meeting

Motion Carried
(Resolution BoG May24-2017 #1)

4. Business Arising from Previous Meetings

No items tabled.

5. Matters for Board Decision

5.1 Draft Audited Financial Statements 2016-2017: A meeting of the Audit Committee of the Board of Governors was held earlier in the day; Governor Gillespie presented items as recommended by the Committee. Of particular note are the financial health indicators which are all within the acceptable benchmark targets and that the College has made good progress toward achieving the objective of doubling financial reserves.

Moved and Seconded by Mr. Gillespie and Ms. Empey

THAT the Board of Governors of Sir Sandford Fleming College approve the 2016-2017 Audited Financial Statements.

Carried
(Resolution BoG May24-2017 #2)

5.2 Internally Restricted Net Assets: A portion of the ancillary operations is included in the internally restricted net assets which requires Board approval to increase or decrease. The Sports Field Complex Agreement between the City of Peterborough and the College requires an annual contribution by both parties to a reserve fund for future capital repairs and improvements, also included in internally restricted net assets.

Moved and Seconded by Mr. Gillespie and Mr. Leonard

THAT the Board of Governors of Sir Sandford Fleming College increase the internally restricted net assets by \$233,000 for the purposes of residence and other direct student services.

Carried
(Resolution BoG May24-2017 #3)

Moved and Seconded by Mr. Gillespie and Ms. Empey

THAT the Board of Governors increase internally restricted net assets by an additional \$10,000 for the purpose of future Sports Field Complex capital repairs and improvements.

Carried
(Resolution BoG May24-2017 #4)

6. Matters for Board Discussion

6.1 Projects and Property Update: Mr. Williams joined the meeting and responded to questions to the high-level summary report of the projects currently under way. With respect to the temporary space moves required to carry out the renovations, staff have been open and receptive, offering comments and suggestions on how to move forward in a positive way.

Referring to the new classroom space that the Board was utilizing for the meeting, Dr. Tilly noted

the intent is to phase in the "Silver Ballroom" space as a venue for meetings, conferences, retreats, exhibitions, special events, etc.

6.2 Centennial-Fleming – A Partnership Involving Two Colleges: Dr. Pander-Scott presented the final update in the partnership series. This unique partnership has developed over the past six-and-a-half years. The initial arrangement began with a presence in India and expanded to include similar arrangements in China, Vietnam, South Korea and, most recently, the Philippines. It has also fostered other partnerships, e.g. the Teacher Training initiative with the Government of Panama, and is an exceptional example of how public institutions can work together toward greater results and benefits than can be achieved independently.

On behalf of the Board, the Chair will write to Centennial's Board Chair, expressing appreciation for this collaborative relationship and thanking their Leadership Team and President for their commitment to the success of this partnership.

Information or Update Items

6.3 Chair's Report: A consolidated report covering the May/June timeframe will be provide in the June package.

6.4 Report to the Board: The President referred to the May 2017 Report on the table which will also be posted as an addendum to the Public Board meeting package.

6.5 Community Connections Roundtable: Members were afforded an opportunity to note participation in a variety of events within their communities.

7. Other Business

7.1 In accordance with section 49 of By-law 1-102 dated June 2011, notice was given of the Board's **intent to amend By-law 1-102** for the general conduct of the affairs of the College at the June 28, 2017 Public meeting.

No further business was identified.

8. Report from the In-Camera Meeting: An In-Camera meeting was held earlier in the day; the Board awarded the General Construction Contract for the Sutherland SIF Project to Steelecore Construction Ltd., carried out the annual an operational review of the Board for 2016-2017, and identified actions to incorporate for the 2017-2018 Board year.

9. Adjournment of Meeting: Senior Administration and guests were thanked for attending the meeting. It was moved by Dr. Martin-Ronson, seconded by Ms. Empey and carried to adjourn the Public meeting at 4:30 p.m.

Governors were reminded that a **meeting evaluation** form would be available on the Surveys and Questionnaires page of the Board Portal until end of day Thursday.

The Board moved into a **private session**.

BOARD BRIEFING REPORT

SUBJECT: Summer Authority for Board Decisions

Submission to: Public Board Meeting

Meeting Date: June 28, 2017

Requested Action: Approval

Consent Agenda Item 3.2

1. CONTEXT / PURPOSE

To designate the Executive Committee to act on behalf of the Board for the summer meeting recess.

2. BACKGROUND

The mandate of the Executive Committee identifies in its terms of reference that:

By resolution, the Board may delegate to the Executive Committee any such powers of the Board subject to such restrictions, if any, as may be imposed by an applicable statutory provision or as may be imposed from time to time by the Board.

The Executive Committee is empowered to act on behalf of the Board during the summer as well as on other occasions when a quick decision is required and it is not possible to achieve the requisite quorum of Governors.

Attachments: N/A

3. ANALYSIS / PROPOSED OPTIONS

Meetings of the Board are not scheduled for the months of July and August. Granting authority for the summer recess is a standard operating procedure of the Board thereby ensuring that urgent matters which may arise during the summer months are handled in a timely manner.

4. ASSESSMENT OF POTENTIAL RISK

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

5. RELATIONSHIP TO STRAEGIC PLAN / BUSINESS PLAN / VISION / MANDATE

N/A

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College delegate to the Executive Committee authority to act on behalf of the Board on decisions that must be taken between June 29, 2017 and the first full meeting of the Board in the Fall 2017, with all such activity publicly reported at that meeting.

AUTHORED BY: Board Office

BOARD BRIEFING REPORT

SUBJECT: Investment Performance Report for 2016-2017
Submission to: Public Board Meeting
Meeting Date: June 28, 2107
Requested Action: Decision / Approval

Agenda Item 3.3

1. CONTEXT / PURPOSE

A report summarizing the annual investment performance and confirmation of compliance.

2. BACKGROUND

The *Banking, Investment and Borrowing* Binding Policy Directive requires that the college board of governors review and approve, at least annually, an investment performance report. This reports is to include a statement signed by the Senior Financial Officer stating that the college is in compliance with relevant legislative requirements and this policy.

- College Policy #4-419A, *Comprehensive Investment Policy Statement*
- College Policy #4-419D, *Ministry Endowed Investment Policy Statement*
- College Policy #4-424, *Operating Account Investment Policy Statement*

Attachments:

- 2016-2017 Investment Performance Report

3. ANALYSIS / PROPOSED OPTIONS

The Comprehensive IPS and the Ministry Endowed IPS are both endowment funds where only the investment income earned can be distributed as bursaries and awards; the principal must be held in perpetuity.

The target asset allocation for the Comprehensive IPS includes 30% Canadian equity, which is subject to market fluctuation, the fixed income and long term nature of the fund mitigate the equity fluctuation risk. The target disbursement award percentage is currently set at 3.5% under the College's Endowment Policy. The endowment funds' cumulative investment income is sufficient to provide bursary awards at the target percentage for fiscal 2017-2018.

The target asset allocation for the Ministry Endowed IPS includes 97% fixed income and 3% cash. This entire endowment fund is defined as College funds under the Minister's Binding Policy Directive and, as a result, there are significant restrictions on the eligible bonds that can be held in the portfolio. Specifically, corporate bonds must be AAA rated, of which there are very few options available, and therefore, bank bonds and GIC's comprise the majority of the holdings. The IPS does not have a target due to the restrictions on the holdings; however, there is only one named fund at this time and there is sufficient accumulated investment income to disburse 3.5% annually for the next few years.

4. ASSESSMENT OF POTENTIAL RISK

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Endowment returns will not be 3.5% over the long term to allow for bursaries to be disbursed at the targeted rate	Low	Low

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

There are currently in excess of 150 individuals' named funds within the College total endowment fund balance. The target to be disbursed annually is set at 3.5%, but the actual award to be disbursed is determined based on returns net of awards issued for each named fund. This process mitigates risk by allowing earnings in excess of 3.5% in good years to be set aside to offset years where the full 3.5% is not achieved. As well, the Endowment Policy (which is referenced in the donor endowment agreements) allows the College to reduce or eliminate awards in years where the cumulative investment returns are not sufficient, which has not happened to date.

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

N/A

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Investment Performance Report for 2016-2017*.

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

To: Sir Sandford Fleming College of Applied Arts and Technology
Board of Governors
Re: 2016/17 Investment Performance Report

The Minister's Banking, Investments and Borrowing Binding Policy Directive (Policy), must be adhered to by the College. At least annually the Board of Governors is required to review and approve an investment performance report, signed by the senior finance official.

The Ministry Policy requirements differ for College Funds and Externally Restricted and Endowment Funds. Government matching endowment funds are deemed to be College Funds, therefore, all funds that are held by the College, with the exception of donations received through fundraising, are considered College Funds. College Funds are subject to the attached Investment Guidelines, while all other funds are subject to the requirements for organizations handling funds or property in trust under the Trustee Act.

The College has three Investment Policy Statements (IPS). The Operating IPS and the Ministry Endowed IPS are comprised entirely of College Funds and they provide a framework for the investment of operating cash not immediately required for operations and endowment funds, respectively. The third IPS is the Comprehensive IPS and provides guidelines to govern the investment of endowment funds which include a mix of College funds and Externally Restricted and Endowment Funds.

The cash not immediately required for operations, which falls under the Operating IPS was held in the College bank account and invested in guaranteed investment certificates with RBC Dominion (\$ 8.0 million). These funds earned 1.29% during the year when invested with RBC Dominion and 1.0 % in the College bank account.

The Ministry Endowed IPS (\$ 0.3 million) target asset allocation under the current IPS is 3% cash and equivalents and 97% Fixed Income. The annual market return for the year ended March 31, 2017 was 1.77%.

The Comprehensive (\$ 7.8 million) IPS target asset allocation under the current IPS is 3% Cash and Equivalents, 67% Fixed Income and 30% Canadian Equities. The market return on the combined asset allocations during the fiscal year was 6.82%. This positive return is mainly due to the equity component of the portfolio which returned 18.00% for the year.

On March 31, 2011 an Ontario Hydro Bond (\$ 0.2 million), with a yield of 3.96% was transferred to the College from the Fleming College Foundation and is expected to be held until its maturity in February 2018. There is not a specific IPS for this particular investment, however compliance with the Comprehensive IPS Eligible Investments and Quality Guidelines Sections is reviewed quarterly.

Sir Sandford Fleming College is in compliance with relevant legislative requirements in force for the fiscal year, as well as the Minister's Banking, Investments and Borrowing Binding Policy Directive



Brian Baker
VP Finance & Administration

June 12, 2017

Date

Investment Guidelines for College Funds

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

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

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

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

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

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

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

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

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

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

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

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

BOARD BRIEFING REPORT

SUBJECT: Investment Policy Statement and Endowment Policy

Submission to: Public Board Meeting

Meeting Date: June 28, 2017

Requested Action: Decision / Approval

Consent Agenda Item 3.4.1

1. CONTEXT / PURPOSE

A report summarizing recommended revisions to the College Investment Policy Statements and the Endowment Policy, and confirmation of an annual review.

2. BACKGROUND

The Ministry's policy framework requires a college board of governors to approve an Investment Policy to guide its investment activities.

Each of the current Investment Policy Statements (IPS) include a requirement for an annual review to ensure they remain consistent with the overall objectives of the College and prudent and conservative investment practices.

The current Endowment Policy also has an annual review requirement to ensure the target award percentage continues to be consistent with investment returns.

Consolidation of the Board committee structure requires adjustment to the responsibility previously assigned to the Finance and Property Committee. This, in turn, provided opportunity for additional edits.

Attachments:

- College Policy #4-419A, Comprehensive IPS
- College Policy #4-410D, Ministry Endowed IPS
- College Policy # 4-424, Operating Account IPS
- College Policy #4-421, Endowment Policy

3. ANALYSIS / PROPOSED OPTIONS

The College has reviewed its three IPS that guide its investment activities and the Endowment Policy that sets the award distribution target percentage. The market returns over the last five-year period, have exceeded the Endowment Policy target award percentage of 3.5%, which is equal to the current Canada Revenue Agency's disbursement quota requirement.

The changes recommended to the IPS's include the following (please note that these are applicable to all IPS unless specific IPS are referenced):

1. The Ministry changed its name last year and all references to the former Ministry of Training, Colleges and Universities have been updated.
2. The following functions were undertaken in the past by the Finance and Property Committee and have been modified in the draft IPS's as follows:
 - a. Monitoring of the IPS will be carried out by the Board of Governors through the Committee of the Whole
 - b. Investment Reports will be prepared for and distributed to the Board of Governors through the Committee-of-the-Whole

- c. Each IPS will be reviewed annually by Administration to ensure they remain consistent with the overall objectives of the College and prudent and conservative investment practices
 - d. The Vice-President Finance and Administration will present, at least annually, the Investment Performance Report to the Board of Governors for review and approval.
3. Each IPS currently lists specific positions within the College with authority to approve fixed income purchases. These specific positions have been removed and replaced with a reference in the College Policy on Signing Authority which is not yet approved. Once that occurs, it will be the primary policy to delegate signing authority.
 4. The investment reports are currently prepared quarterly; the change to semi-annual reports in the Comprehensive IPS and the Ministry Endowed IPS is recommended as there is no longer a matching Ministry program and, as a result, the change in the funds are minimal. Through discussions with RBC Dominion, semi-annual reporting would not be outside of industry standards for similar types of investment funds.
 5. The equity portion of the Comprehensive IPS is managed by the investment manager on a discretionary basis. The Equity Allocation Guidelines and the two new diversification guidelines have been added as they are now requirements of RBC Dominion and are industry standard.

The changes recommended specific to the Endowment Policy include replacing the position of Chief Advancement Officer with the Advancement department (to agree upon the planned award disbursements each year). This change is consistent with the current Finance department approval within the Policy and, in the future, this will eliminate the need for Board approval for minor title changes or changes in roles. In addition, Administration will carry out an annual review of the policy to ensure that target award percentage continues to be consistent with investment returns; with the elimination of this committee, and consistent with the IPS.

Based on Administration and RBC Dominion’s annual review, each IPS is assessed as remaining consistent with the overall objectives of the College as well as prudent and conservative investment practices; the target award percentage continues to be consistent with investment returns achieved over the long-term. As a result, Administration is not recommending any changes to the overall objectives or the target award percentage.

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

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
The changes are minor and administrative in nature.	Low	Low

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

The College Investment Policy Statements and Endowment Policy will continue to be reviewed annually by Administration.

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

Strong Investment Policy Statements assist the College in achieving its objective of enhancing its financial health and sustainability.

6. RECOMMENDATION

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

#4-419A, *Comprehensive Investment Policy Statement*

#4-419D, *Ministry Endowed Investment Policy Statement*

#4-424, *Operating Account Investment Policy Statement*

#4-421, *Endowment Policy*

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

COLLEGE POLICY: Comprehensive Investment Policy Statement (IPS)

Policy ID:	#4-419A
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	<i>Original:</i> March 24, 2010
Revision Date(s):	January 25, 2012; February 26, 2014; Scheduled June 28, 2017
Effective Date:	Replaces February 2014
Next Policy Review Date:	Annual review
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

The Ministry of Training, Colleges and Universities **Advanced Education and Skills Development (MAESD)** require colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

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 **Minister's Binding Policy Directive – 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

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

5. Liquidity / Income

The College targets that about 3% of the portfolio should be held in cash or cash equivalents.

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~~ **4** consecutive ~~quarters~~ **semi-annual periods** will automatically lead to a review of the manager. The performance is reported and monitored ~~quarterly~~ **semi-annually**.

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~~ **Board of Governors through the Committee-of-the-Whole** on a combined basis.

ASSET ALLOCATION	LOWER	TARGET	UPPER
CASH AND EQUIVALENTS	0%	3%	10%
FIXED INCOME	55%	67%	75%
EQUITY	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~~ **next six months**.

Equity Allocation Guidelines

Asset allocation guidelines will be managed by the Investment Manager on a consolidated basis and reported to Administration on a quarterly basis.

ASSET ALLOCATION	LOWER	TARGET	UPPER
CASH AND EQUIVALENTS	0%	0%	20%
EQUITY	80%	100%	100%

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 on-going 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~~ **within the next six months** 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.
2. The maximum amount allowable per equity security will be the greater of 10% of the portfolio or 15% of the equity portfolio.
3. The majority of the equity holdings will be in mid-to-large companies as measured by market capitalization diversified across multiple sectors.

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 ~~next six months~~.

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 ~~Ministry Funds (Ministry Funds)~~

Quality Guidelines

Ministry Funds are defined as College Funds in the MTCU ~~Minister's Binding Policy Directive – 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 and Property Committee~~ **Board of Governors through the Committee-of-the-Whole**.

Investments in the fixed income portion of the portfolio will be recommended to one of the following **Investment Transactions Signing Officers as set out in College Policy #4-417 – Signing Authority**, 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~~ **Semi-annual** investment reports shall be prepared for and distributed to the ~~Finance and Property Committee or~~ **Board of Governors and** Administration.

~~Quarterly~~ **Semi-annual** reports for the ~~Finance and Property Committee~~ **Board of Governors** shall contain the following information:

- A summary of the asset allocation percentage at the end of the ~~quarter~~ **period**, 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 College Policy #4-421 – Endowment Policy, 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~~ **Semi-annual** 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~~ **period**, 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 and Property Committee~~ **Administration** 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 and Property Committee~~ **Vice-President Finance and Administration** will present at least annually an Investment Performance Report for the fiscal year to the Board of Governors for review and approval.

History of Amendments/Reviews:

Section(s)	Date	Comments
Investment Policy Statements established*	March 2010	• Board approval of IPS (Resolution BoG March 24-2010 #4)
Regular review; consolidation of Policies 4-419B and 4-419C into a single Policy 4-419A	January 2012	• Board approval of policy (Resolution BoG Jan25-2012 #6)
Review of policy by Finance and Property Committee	February 2014	• Board approval of policy (Resolution BoG Feb26-2014 #5)
Regular review by Administration and RBC	March 23, 2016	• Received by Board for information, no changes
Review of policy; updated format	May-June 2017	• Board approval of policy (Resolution BoG – scheduled June 2017)

* OSOTF Phase 1 and Phase 2 IPS dated February 25, 2010 – evolves into Policy #4-419A
 OTSS IPS dated February 22, 2010 – evolves into Policy #4-419B
 Other Endowment Funds IPS dated February 22, 2010 – evolves into Policy #4-419C
 Endowment Funds (Ministry Funds) dated February 25, 2010 – evolves into Policy #4-419D

COLLEGE POLICY: Ministry Endowed Investment Policy Statement (IPS)

Policy ID:	#4-419D
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	<i>Original:</i> March 24, 2010
Revision Date(s):	January 25, 2012; February 26, 2014; Scheduled June 28, 2017
Effective Date:	Replaces February 2014
Next Policy Review Date:	Annual review
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

The Ministry of ~~Training, Colleges and Universities~~ **Advanced Education and Skills Development (MAESD)** require colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

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 Minister's Binding Policy Directive – 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 3% of the portfolio should be held in cash or cash equivalents.

6. Asset Allocation Guidelines for MTCU Ministry 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	0%	3%	10%
FIXED INCOME	90%	97%	100%

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 ~~next six months~~.

7. Implementation

Investments 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 on-going 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 Minister's Binding Policy Directive – Banking, Investment 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~~ **Board of Governors through the Committee-of-the-Whole**.

Investments in the fixed income portion of the portfolio will be recommended to one of the ~~following~~ **Investment Transaction Signing Officers as set out in College Policy #4-417 – Signing Authority**, 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~~ **Semi-annual** investment reports shall be prepared for and distributed to the ~~Finance and Property Committee or~~ **Board of Governors and Administration**.

~~Quarterly~~ **Semi-annual** reports for the ~~Finance and Property Committee~~ **Board of Governors** shall contain the following information:

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

~~Quarterly~~ **Semi-annual** 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 and Property Committee~~ **Administration** 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 and Property Committee~~ **Vice-President Finance and Administration** will present at least annually an investment performance report for the fiscal year to the Board of Governors for review and approval.

History of Amendments/Reviews:

Section(s)	Date	Comments
Investment Policy Statements established*	March 2010	• Board approval of IPS (Resolution BoG March 24-2010 #4)
Regular review	January 2012	• Board approval of policy (Resolution BoG Jan25-2012 #6)
Review of policy by Finance and Property Committee	February 2014	• Board approval of policy (Resolution BoG Feb26-2014 #6)
Regular review by Administration and RBC	March 23, 2016	• Received by Board for information, no changes
Review of policy; updated format	May-June 2017	• Board approval of policy (Resolution BoG June28-2017 #x)

* OSOTF Phase 1 and Phase 2 IPS dated February 25, 2010 – evolves into Policy #4-419A
 OTSS IPS dated February 22, 2010 – evolves into Policy #4-419B
 Other Endowment Funds IPS dated February 22, 2010 – evolves into Policy #4-419C
Endowment Funds (Ministry Funds) dated February 25, 2010 – evolves into Policy #4-419D

COLLEGE POLICY: Operating Account Investment Policy Statement (IPS)

Policy ID:	#4-424
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	<i>Original:</i> March 24, 2010
Revision Date(s):	January 25, 2012; Scheduled June 28, 2017
Effective Date:	Replaces January 2012
Next Policy Review Date:	Annual review
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

The Ministry of ~~Training, Colleges and Universities~~ **Advanced Education and Skills Development (MAESD)** require colleges to have an Investment Policy Statement (IPS) approved by the board of governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

Statement of Objectives and Investment Policy

The Investment Policy Statement expresses the Sir Sandford Fleming College's Operating account investment objectives in a document that can help guide the content of its portfolio. The Investment Policy Statement provides a framework for managing the Sir Sandford Fleming College's Operating account and provides a useful process for making decisions, reporting on progress and reviewing objectives in a timely and regular manner.

1. Purpose

To establish guidelines governing the College's Operating account.

2. Objectives

The overall objective of the portfolio is to provide for the current operating requirements for the College.

The portfolio is to be managed in such a way as to provide capital preservation and liquidity through investment in qualified money market investments.

In addition, the investments will adhere to the requirements as set out by the Ministry of ~~Training, Colleges and Universities (MTCU)~~; the funds may be invested in investments identified in the MTCU **Minister's Binding Policy Directive – Banking, Investments and Borrowing** ~~Binding Policy Directive~~, as amended from time to time.

3. Investor Profile

The College is seeking income and preservation of capital.

4. Time Horizon

The funds are expected to be required in one year or less.

5. Liquidity

The College requires that the entire Operating account must be in liquid investments at all times.

6. Asset Mix Guidelines

The portfolio will be invested in money market securities in accordance with the following guidelines:

	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Money Market Securities	100%	100%	100%

7. Investment Guidelines for College Operating Funds

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

- I. Bonds, debentures and promissory notes or other evidence of indebtedness, issued or guaranteed by:
 - a. Canada or a province or territory of Canada, or
 - b. an agency of Canada or a province or territory of Canada.

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

- III. Bonds, debentures, promissory notes, deposit receipts, deposit notes, certificates of deposit or investment, acceptances, commercial paper or similar instruments, issued, guaranteed or endorsed by:
 - a. a bank listed in Schedule I or II or a branch in Canada of an authorized foreign bank under the *Bank Act (Canada)*;
 - b. a loan corporation or trust corporation registered under the *Loan and Trust Corporation Act*; or
 - c. a credit union to which the *Credit Unions and Caisses Populaires Act, 1994* applies.

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

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

- VI. A college is not to invest in a security under subsection IV or V above unless the security has a minimum rating, at the time the investment is made by the college by at least one rating agency of:
 - “R-1 (high)” or “AAA” by Dominion Bond Rating Service Limited;
 - “Prime-1” or “Aaa” by Moody’s Investors Services Inc.;
 - “A-1+” or “AAA” by Standard and Poor’s; or
 - “F1+” or “AAA” by Fitch Ratings.

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

8. Application

This investment policy will be implemented by our chosen investment advisor, and monitored by the ~~Finance & Property Committee~~ **Board of Governors through the Committee-of-the-Whole**.

Investments ~~in the fixed income portion of the portfolio~~ will be recommended to one of the following **Investment Transactions Signing Officers as set out in the College Policy #4-417 – Signing Authority**, for their approval prior to any investment being made.

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

The ~~money market~~ investments will be managed on a transaction basis.

9. Reporting

Annual investment reports shall be prepared for and distributed to the ~~Finance and Property Committee~~ **Board of Governors**.

These reports will contain the following information:

- Complete inventories of all portfolio investments and percentage breakdown by each kind of investment type and credit rating.
- Average term to maturity of the portfolio.
- A list of all maturities, dispositions, purchases and accrued interest.

10. Policy Review

This policy shall be reviewed annually by the ~~Finance & Property Committee~~ **Administration** 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~~ **Vice-President Finance and Administration** will present **at least annually** ~~an the investment policy statement and summary financial reports~~ **investment performance report for the fiscal year** to the Board of Governors ~~annually~~ for their review **and approval**.

History of Amendments/Reviews:

Section(s)	Date	Comments
Operating Account IPS established; evolves into Policy 4-419E	March 2010	• Board approval (Resolution BoG March24-2010 #4)
Reviewed, renamed as Policy 4-424	January 2012	• Board approval of policy (Resolution BoG Jan25-2012 #6)
Annual review of target award percentage and policy	February 2014	• Finance and Property Committee February 12, 2014 – no changes recommended
Review of IPS by Administration and RBC	March 23, 2016	• Received by Board as information – no changes
Regular review; update format	May-June 2017	• Board approval of policy (Resolution BoG June 28-2017 #x)

COLLEGE POLICY: Endowment Policy

Policy ID:	#4-421
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	<i>Original:</i> March 23, 2011
Revision Date(s):	January 25, 2012; Scheduled June 28, 2017
Effective Date:	Replaces March 2014 January 2012
Next Policy Review Date:	Annual review
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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's **investment policies** 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** **Advancement** and the Finance Departments.

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 to ensure that the target award percentage continues to be consistent with investment returns.

History of Amendments/Reviews:

Section(s)	Date	Comments
Policy created	March 2011	• Board approval of policy (Resolution BoG March23-2011 #7)
Reviewed/updated in conjunction with IPS policy as outcome of integration of Foundation Board with governance structure of the College	January 2012	• Board approval of policy (Resolution BoG Jan25-2012 #6)
Review by Finance and Property Committee	February 2014	• Finance and Property Committee February 12, 2014 – no changes recommended to policy or target award percentage
Annual review of target award percentage	March 23, 2016	• Received by Board for information - no changes
Regular review of policy; updated format	May-June 2017	• Board approval of policy (Resolution BoG June28-2017 #x)

BOARD BRIEFING REPORT

SUBJECT: Revised College Policy #5-501, Admissions

Submission to: Public Board Meeting

Meeting Date: June 28, 2017

Requested Action: Decision / Approval

Consent Agenda Item 3.4.2

1. CONTEXT / PURPOSE

The current Admissions Policy has been revised to clearly separate policy from operating procedure and reflect currency.

2. BACKGROUND

The current policy was approved June 1993.

The following internal stakeholders have reviewed the revised documents:

- Academic Council
- Deans and Chairs
- Executive Leaders Team (approved operating procedures May 30, 2017)

Attachments:

- College Policy #5-501, Admissions
- For information, Administrative Operating Procedures
 - OP 5-501A, Applicant Eligibility Determination Process
 - OP 5-501B, Oversubscribed Program Selection Process
 - OP 5-501C, Appeal of Admissions Decision Process

3. ANALYSIS / PROPOSED OPTIONS

The previous Admissions Policy has been modified to include a broader policy statement and three related but separate operating procedures. Highlights of major changes from the previous policy which included a mix of policy and procedure are noted below.

Policy and Procedure	Noteworthy Changes
Admissions Policy	No substantial change. Much of the policy is defined by the <i>Minister's Binding Policy Directive on Admission Criteria</i> . Fleming's policy for the most part, reinforces Ministry policy.
Applicant Eligibility Determination Process	Additional clarification of College English Language Proficiency requirements. Additional clarification for eligibility to upper semesters and for individual course exemptions (transfer credit).
Oversubscribed Program Selection Process	Additional clarification of applicant responsibilities in relation to oversubscribed processes. Additional clarification of how oversubscribed selection and pathway program seat allocations function within overall program capacity.

Policy and Procedure	Noteworthy Changes
	Clearly defined Constituent Groups for Semester One and Upper Semester Oversubscribed Selection Processes.
Appeal of Admissions Decision Process	No significant changes to process.

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

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

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

The clarifications and revisions to the Policy and related operating procedures are reflective of Fleming’s commitment to improving the student experience and student satisfaction with core services and contribute to meeting the college’s enrolment goals.

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve revised College Policy #5-501, *Admissions* for implementation September 2017.

AUTHORED BY: Brenda Pander-Scott, Executive Director International Education, Enrolment Management, & Registrar; Darryl Papke, Manager Admissions

COLLEGE POLICY: Admissions

Policy ID:	#5-501
Manual Classification:	Student Services and Registrar
Approved by Board of Governors:	<i>Original:</i> May 4, 1988
Revision Date(s):	June 2, 1993; Scheduled June 2017
Effective Date:	Scheduled September 2017
Next Policy Review Date:	<i>Scheduled for 2022</i>
Administrative Contact for Policy Interpretation:	Registrar
Linked to an Operating Procedure:	OP 5-501A; OP 5-501B; OP 5-501C

Policy Statement

Fleming College is committed to providing fair and equitable access to College programs. Admissions requirements established for applicants shall reflect the necessary academic skill level for the program to which the applicant has applied. The College gives admissions consideration to those applicants who meet the published admission requirements.

The selection procedures to programs shall be equitable, fair and open, consistently applied and as governed by the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#).

Purpose

To provide a framework by which all applicants shall be considered for full-time or part-time admission into an Ontario College Credential.

Scope

All full-time and part-time applicants to programs and courses leading to a Fleming College Credential.

Definitions/Acronyms

Applicant: Individual who has submitted an application for admission to a program

Conditional Offer of Admission: Offer of admission into a program issued prior to the successful completion of one or more of the published admission requirements for the program

Equal Consideration Date: Date by which all qualified applicants will be given equal consideration for entry to programs

Oversubscribed Program: A program for which the number of eligible applications received by the Equal Consideration Date exceeds the number of qualified applicants required to fill the program

Constituent Group: A grouping by educational background of all similarly qualified applicants to an oversubscribed program

Mature student: A student who has reached the age of 19 on or before the start of the program and who does not have an Ontario Secondary School Diploma, or equivalent

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma and Graduate Certificate

Pathway Program: A program which has been formally identified as preparing and qualifying graduates for entry to another Ontario College Credential program

Pathway Agreement Seat Allocation: An agreement that a pre-determined and published number or percentage of available seats in an oversubscribed program will be allocated to graduates of a pathway program

General Principles

Fleming College believes applicants should demonstrate the potential for academic success in order to be accepted into a college program.

Admission to college programs shall be determined according to the Applicant Eligibility Determination Procedure. This process requires that applicants meet system eligibility requirements set by the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#). At Fleming, system eligibility can be demonstrated by the applicant possessing an Ontario Secondary School Diploma or equivalent.

Applicants must also demonstrate successful completion of program specific requirements. These requirements shall reflect the necessary academic skill level for the program to which the applicant has applied.

Admission to programs deemed as oversubscribed as of the Equal Consideration Date shall be determined according the Oversubscribed Program Selection Procedure which:

1. Adheres to the Residency Priority guidelines identified in the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#) and;
2. Considers qualified applicants for admission and/or waitlist standing within academically ranked constituent groups determined by the ratio of qualified applicants within that constituent group over the total number of qualified applications.

Admission to programs not deemed oversubscribed as of the Equal Consideration Date shall be granted on a first come first serve, basis until program capacity is deemed to have been reached.

Admission to a program of study at Fleming College means admission to that specific program/semester/course/intake only. Admission to one program, semester level, course or intake is not a guarantee of subsequent admission to another program, semester level, course or intake.

Related Documents

- Administrative Operating Procedure OP 5-501A, *Applicant Eligibility Determination Process*
- Administrative Operating Procedure OP 5-501B, *Oversubscribed Program Selection Process*
- Administrative Operating Procedure OP 5-501C, *Appeal of Admissions Decision Process*
- [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#)

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Policy created, identified as #3-301	1988	<ul style="list-style-type: none">• Board approval of policy (Resolution BoG May4-1988 #2)
Reviewed, renamed #5-501	1993	<ul style="list-style-type: none">• Board approval of policy (Resolution BoG June2-1993 #3)
Policy reviewed and revised	2017	New format, separating policy from operating procedure <ul style="list-style-type: none">• Board approval of policy (Resolution BoG xxx) <i>Scheduled June 2017</i>

ADMINISTRATIVE OPERATING PROCEDURE: Applicant Eligibility Determination Process

Procedure ID:	# OP 5-501A
Approved by Executive Leaders Team:	<i>Original:</i> June 2, 1993 (Board of Governors)
Revision Dates:	June 2017
Effective Date:	September 2017
Next Review Date:	2020
Monitoring Responsibility:	Office of the Registrar
Linked to a College Policy:	#5-501, Admissions

Policy Statement

Fleming College is committed to providing fair and equitable access to College programs. Admissions requirements established for applicants shall reflect the necessary academic skill level for the program to which the applicant has applied. The College gives admissions consideration to those applicants who meet the published admission requirements.

The selection procedures to programs shall be equitable, fair and open, consistently applied and as governed by the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#).

Definitions/Acronyms

Applicant: Individual who has submitted an application for admission to a program

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Equal Consideration Date: Date by which all qualified applicants will be given equal consideration for entry to programs

Oversubscribed Program: A program for which the number of eligible applications received by the Equal Consideration Date exceeds the number of qualified applicants required to fill the program

Constituent Group: A grouping by educational background of all similarly qualified applicants to an oversubscribed program

Mature student: A student who has reached the age of 19 on or before the start of the program and who does not have an Ontario Secondary School Diploma, or equivalent

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma and Graduate Certificate

Pathway Program: A program which has been formally identified as preparing and qualifying graduates for entry to another Ontario College Credential program

Pathway Agreement Seat Allocation: An agreement that a pre-determined and published number or percentage of available seats in an oversubscribed program will be allocated to graduates of a pathway program

Operating Procedure: Applicant Eligibility Determination Process

1. Roles and Responsibilities

- 1.1 The authority for granting admission to the College lies with the College Board of Governors. Through policy 5-501 the Board of Governors delegates this authority to the College Registrar.
- 1.2 The Dean of an Academic School is accountable for specifying the requirements for admission to a program.
- 1.3 It is the responsibility of the Registrar or his/her designate to determine, using the records at his/her disposal, whether or not individual applicants meet those requirements and to provide official notification upon review.
- 1.4 At Fleming, system eligibility can be demonstrated by applicant possessing an Ontario Secondary School Diploma or equivalent.

2. College and Program-Specific Admissions Criteria

Minimum and program-specific admissions requirements may be met by completion of an Ontario Secondary School Diploma or equivalent; successful completion of a mature student test; successful completion of an academic upgrading program prescribed as a result of a mature student test; successful completion of post-secondary level courses from a recognized post-secondary institution.

3. Applicants with First Language other than English

- 3.1 English is the common language of instruction at Fleming College. Applicants for whom English is not a first language may be asked to provide proof of English language proficiency as a requirement in order to be granted admission to their selected program. Applicants may meet this requirement by:
 - Submission of an approved English Language Proficiency test with scores meeting the minimum published requirements.
 - Demonstrating a minimum of three (3) years of full-time secondary or post-secondary education with English as the primary language of instruction.
 - Completion of an English as a Second Language (ESL) or English for Academic Preparation (EAP) at an Ontario Community College or University or at a partner institution.
- 3.2 Fleming College reserves the right to request an English Language Proficiency test from any applicant if the College deems it necessary.

4. Advanced-Standing Admissions Consideration

Applicants whose academic background exceeds minimum college and program requirements may be considered for individual course exemptions within OR placement to an upper semester of a program of study. Applicants will be reviewed against current and published Articulation or Advanced Standing agreements.

5. Conditional Offers of Admission

In order to be eligible for an offer of admission, all college and program requirements must be determined to be complete or in progress. Offers with requirements in progress shall be issued as conditional offers – conditional upon submission of formal documentation indicating completion of those requirements no later than the final date to Register/Withdraw from an academic term.

Related Documents

- College Policy #5-501, *Admissions*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New procedure	2017	New format, separating policy from procedure • ELT approval of operating procedure (TBC)

ADMINISTRATIVE OPERATING PROCEDURE: Oversubscribed Program Selection Process

Procedure ID:	# OP 5-501B
Approved by Executive Leaders Team:	<i>Original:</i> June 2, 1993 (Board of Governors)
Revision Dates:	June 2017
Effective Date:	September 2017
Next Review Date:	2020
Monitoring Responsibility:	Office of the Registrar
Linked to a College Policy:	#5-501, Admissions

Policy Statement

Fleming College is committed to providing fair and equitable access to College programs. Admissions requirements established for applicants shall reflect the necessary academic skill level for the program to which the applicant has applied. The College gives admissions consideration to those applicants who meet the published admission requirements.

The selection procedures to programs shall be equitable, fair and open, consistently applied and as governed by the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#).

Definitions/Acronyms

Applicant: Individual who has submitted an application for admission to a program

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Equal Consideration Date: Date by which all qualified applicants will be given equal consideration for entry to programs

Oversubscribed Program: A program for which the number of eligible applications received by the Equal Consideration Date exceeds the number of qualified applicants required to fill the program

Constituent Group: A grouping by educational background of all similarly qualified applicants to an oversubscribed program

Mature student: A student who has reached the age of 19 on or before the start of the program and who does not have an Ontario Secondary School Diploma, or equivalent

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma and Graduate Certificate

Pathway Program: A program which has been formally identified as preparing and qualifying graduates for entry to another Ontario College Credential program

Pathway Agreement Seat Allocation: An agreement that a pre-determined and published number or percentage of available seats in an oversubscribed program will be allocated to graduates of a pathway program

Operating Procedure: Oversubscribed Program Selection Process

1. Initial Eligibility

- 1.1 Only applicants who have applied on or before the Equal Consideration Date will be eligible for consideration in the Oversubscribed Program Selection Process.
- 1.2 Applicants who fail to provide appropriate documentation in a timely fashion may relinquish their right to be considered as an Equal Consideration Date applicant and will be considered for admission and/or waitlist position as of the date qualification is determined.

2. Residency Priority

Admission to programs deemed as oversubscribed as of the Equal Consideration Date shall be determined in accordance with the Residency Priority guidelines identified in the [Ministry of Advanced Education and Skills Development \(MAESD\) Policy Framework: Minister's Binding Policy Directive on Admission Criteria](#). Unless a formal Exemption by the College Admissions Review Committee (MTCU) exists, applicants are to be accepted into oversubscribed programs according to the following order of preference: residents of Ontario; residents of provinces and territories in Canada; other applicants.

3. Pathway Agreement Seat Allocation

Other than seat allocations outlined in current and published pathway agreements, the total number of seats in an oversubscribed program will be filled through the Oversubscribed Program Selection Process.

4. Constituent Groups

- 4.1 Fleming College furthermore considers qualified applicants to oversubscribed programs within academically ranked constituent groups determined by the ratio of qualified applicants within that constituent group over the total number of qualified applications.
- 4.2 Based on their academic background, qualified applicants will be identified as eligible for consideration to an oversubscribed program from one or more of the constituent groups below.
- 4.3 Qualified applicants within an individual constituent group will then be ranked from highest to lowest amongst all other applicants in that constituent group by academic average as calculated below.

Semester 1 Constituent Groups

Constituent Group	Description	Academic Average
HS	Current Ontario Secondary School Student/Secondary School Graduate	Calculated on the basis of all senior secondary school final grades completed at the time of selection
PS	Current Post-Secondary Student/Post-Secondary Graduate	Calculated on the basis of all post-secondary final grades completed at the time of selection Note: a minimum of one term of full-time post-secondary study is required for consideration in this category

Constituent Group	Description	Academic Average
MAT	Mature Student who has completed a mature student test (CAAT Level C) and has scored at or above the minimum level for Secondary School Equivalency	Raw scores for sub components will be converted to a scaled overall score
UPG	Mature Student who has completed an approved mature student test and has scored below the minimum level for Secondary School Equivalency AND has therefore enrolled in academic upgrading	Calculated on a minimum of 50% of prerequisite course marks at the time of selection.

Upper Semester Constituent Groups

Constituent Group	Description	Academic Average
INT	Applicant's most recent academic history which would meet requirements is from within the College	Cumulative GPA
EXTL	Applicant's most recent academic history which would meet requirements is from another approved post-secondary institution	Cumulative GPA

4.4 The number of acceptances granted to any one constituent group will be determined as a ratio of the total number of applicants in that constituent group over the total number of qualified applicants in all constituent groups.

5. Waitlist Determination

5.1 After applicants selected for admission have been identified, the remaining applicants in all constituent groups will be sequenced on the waitlist by the same ratios used for selection.

5.2 In cases where students are eligible for consideration in more than one constituent group, the standing that places them highest in overall ranking will be utilized.

5.3 Waitlists will not be re-sequenced on the basis of grade results submitted after the selection process has been completed.

Related Documents

- College Policy #5-501, *Admissions*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New procedure	2017	New format, separating policy from procedure • ELT approval of operating procedure (TBC)

ADMINISTRATIVE OPERATING PROCEDURE: Appeal of Admissions Decision Process

Procedure ID:	# OP 5-501C
Approved by Executive Leaders Team:	<i>Original:</i> June 2, 1993 (Board of Governors)
Revision Dates:	June 2017
Effective Date:	September 2017
Next Review Date:	2020
Monitoring Responsibility:	Office of the Registrar
Linked to a College Policy:	#5-501, Admissions

Policy Statement

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Operating Procedure: Appeal of Admissions Decision Process

When a request for appeal is received in writing, the Registrar will begin a review of the case:

- Gathering together all pertinent documentation.
- Notifying appellant that he/she has the right to access all documentation in his/her file.
- Notifying appellant that he/she has the right to be accompanied by a support person (i.e. parent/guardian, Elder, friend or family member) at the time of interview.
- Interviewing all involved stakeholders at Fleming College.
- Interviewing the appellant.

The Registrar will give his/her decision to the appellant in writing with copies to College stakeholders involved.

The decision of the Registrar shall be final.

Related Documents

- College Policy #5-501, *Admissions*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New procedure	2017	New format, separating policy from procedure • ELT approval of operating procedure (TBC)

BOARD BRIEFING REPORT

SUBJECT: Investment Portfolio Review
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: For Information

Consent Agenda Item 3.5

1. CONTEXT / PURPOSE

A summary of the investment performance of the Portfolios for the period ended March 31, 2017 as provided to the College by RBC Dominion Securities

2. BACKGROUND

The Comprehensive Investment Policy Statement (IPS) requires quarterly reporting to the Board of Governors which includes the asset allocation, performance versus the benchmarks, a written statement of compliance with relevant sections of the IPS and a market commentary.

The Ministry Endowed IPS also requires quarterly reporting to the Board which includes the asset allocation and a written statement of compliance with the Quality Guidelines included in the IPS.

The Operating Account reporting to the Board is annual and includes an inventory of investments, average term to maturity if applicable as well as a list of all transactions.

Attachments:

- Detailed Portfolio Reviews

3. ANALYSIS / PROPOSED OPTIONS

The Comprehensive Reports are in compliance with the asset mix targets, the eligible investment guidelines, the investment limits as well as the fixed income quality and diversification requirements included in the related IPS.

The overall investment performance of the Comprehensive portfolio is measured against an annual target benchmark return of 3.5%. The average returns for the last five years was 3.96%, which exceeds the target of 3.50%.

As well, the performance of the equity portion, which is targeted to comprise 30% of the portfolio, is compared to the S&P/TSX Equity Income Total Return Index. The actual performance for the five year period ended March 31, 2017 was 6.38% (net of fees) as compared to the benchmark returns of 7.19%. The returns are slightly lower than the benchmark, however before fees the actual returns exceeded the benchmark.

The Comprehensive IPS includes a target of 30% Canadian equities; therefore this portion of the portfolio is subject to fluctuation. The remaining 70% of the portfolio is comprised of a ladder of fixed incomes, which must be rated "A" or better by a recognized Rating agency and are generally held to maturity. The fixed income investments provide both current income for student bursaries and long term stability.

The Ministry Endowed Report is in compliance with the asset mix and fixed income quality targets. The Ministry Endowed portfolio is comprised entirely of cash, government bonds as well as bonds and GICs issued by banks listed in Schedule I or II under the Bank Act (Canada).

The Operating Report is in compliance with all aspects of the IPS and is invested in GIC's issued by banks listed in Schedule I or II under the Bank Act (Canada)

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

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Future negative equity returns could limit the amount of bursaries available for distribution from the Comprehensive Fund	Low	Low

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

The objective of the IPS is to preserve capital and generate income to meet the target award percentage over the long term, currently 3.5%. It is recognized that the target return may not be achieved each and every year. As a result, returns in excess of 3.5% are set aside to offset years where the 3.5% target is not achieved and the actual returns are reviewed annually prior to setting the awards to be disbursed in the following year.

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

6. CONCLUSION

This report is provided for information.

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



SSFC Board of Governors Comprehensive Review

As at settlement date March 31, 2017

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Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union,
Other Funds Accts)

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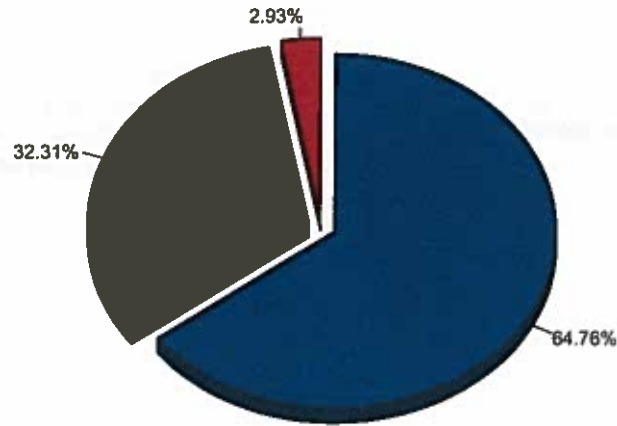
Asset Allocation

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

By Asset Class and Geography

As at March 31, 2017

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	5,077,075	64.76
Total Fixed Income	5,077,075	64.76
Equity - Canada	2,533,351	32.31
Total Equity	2,533,351	32.31
Cash and Cash Equivalents - Canada	229,864	2.93
Total Cash and Cash Equivalents	229,864	2.93
Total Canada	7,840,291	100.00
Total Portfolio	7,840,291	100.00

Investment Policy Statement

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Investment Policy Statement

March 31, 2017

Total Portfolio Asset Allocation

As of March 31, 2017

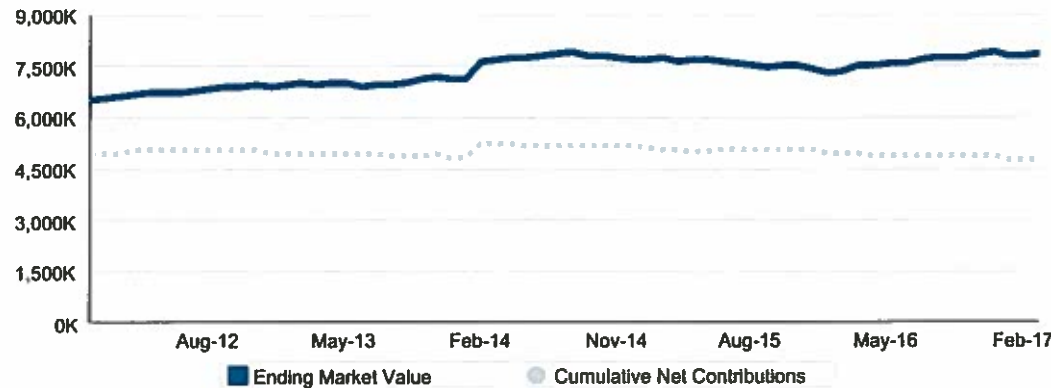
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	67.00%	55.00%	75.00%
Equity	30.00%	20.00%	40.00%

Market Value History

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Sir Sandford Fleming College

January 1, 2012 to March 31, 2017



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, administration fees, and any applicable withholding taxes. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end, as was reported on your Monthly Client Statements.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Change in Market Value	Ending Market Value
2014	June	7,684,453.87	(74,964.00)	180,376.87	7,789,866.74
	September	7,789,866.74	85.23	26,588.28	7,816,540.25
	December	7,816,540.25	(9,283.00)	(85,011.96)	7,722,245.29
2015	March	7,722,245.29	(117,295.00)	56,462.69	7,661,412.98
	June	7,661,412.98	(9,356.00)	(24,028.68)	7,628,028.30
	September	7,628,028.30	(2,826.00)	(162,666.58)	7,462,535.72
	December	7,462,535.72	32,406.00	(61,375.26)	7,433,566.46
2016	March	7,433,566.46	(118,613.68)	202,163.64	7,517,116.42
	June	7,517,116.42	(56,857.00)	129,854.81	7,590,114.23
	September	7,590,114.23	1,102.00	151,178.29	7,742,394.52
	December	7,742,394.52	5,507.00	184,252.93	7,932,154.45
2017	March	7,932,154.45	(135,337.00)	43,340.58	7,840,158.03
TOTAL			(485,431.45)	641,135.61	

Compliance Statement

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

As at March 31, 2017

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolios are in compliance with the IPS dated February 2014 in terms of the following sections:

- Asset mix
- Eligible investments
- Investment limits
- Fixed income quality and diversification

Portfolio Performance

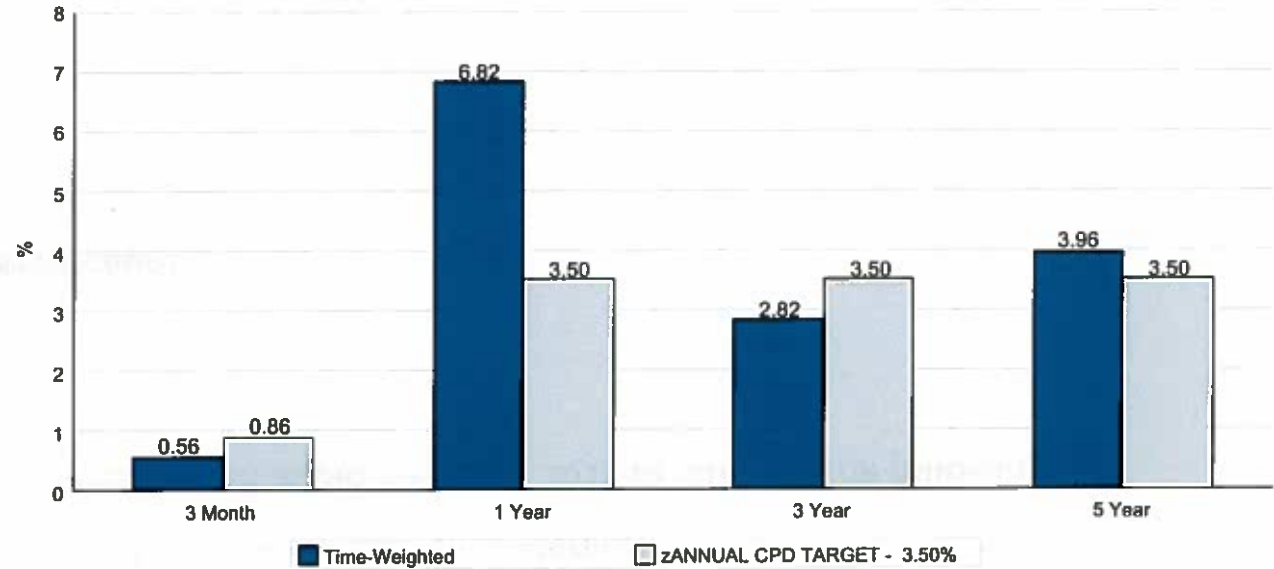
Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Sir Sandford Fleming College

January 1, 2012 to March 31, 2017

% Rate of Return / Benchmark	3 Month	1 Year	3 Year	5 Year
Time-Weighted	0.56	6.82	2.82	3.96
zANNUAL CPD TARGET - 3.50%	0.86	3.50	3.50	3.50

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between January 1, 2012 and March 31, 2017
- Information regarding Performance Methodology can be found on the Statement of Terms page.

The Economy

Policy uncertainty indexes are giving extreme readings. The surprising Brexit referendum result last June apparently kicked off a new interlude (or perhaps "era") in which the shifting priorities of voters disrupt traditional party allegiances and the electoral/policy equilibrium.

It was the surprise U.S. presidential upset which convinced many that the Brexit vote rejecting the status quo was not a "one-off." Observers are now looking ahead to French and German elections in the coming months with some trepidation. And, perhaps more importantly, the emerging policy ramifications of both Brexit and the new administration in Washington remain murky and highly fluid.

Is this the "wall of worry" the major stock markets have been climbing? And would the arrival of some policy clarity spell the end of what has been an impressive rally? If so, then the markets probably have further to go because, in our view, it will be some time before actionable policies emerge.

It has taken Britain nine months just to get to formally asking for a "divorce" from the EU. That has triggered the start of a two-year negotiating period at the end of which the U.K. will be out of the EU regardless of whether any agreement on continuing a relationship has been reached; many believe the negotiations will drag on for much longer.

In the U.S. it's still comparatively "early days" for the new administration. Its policy preferences for fiscal stimulus, tax cuts, and deregulation remain in the formative stages. Once formally proposed they are unlikely to sail through Congress quickly or unaltered. President Trump's own party tends to be reluctant on infrastructure spending, especially if it is not accompanied by offsetting cuts elsewhere in the budget. Some deep spending cuts have been proposed but are getting pushback from legislators in both parties. And tax cuts, unless they are "revenue neutral" (i.e., largely offset by spending reductions or revenue increases), will need some significant Democratic support.

Fixed Income

Politics, central banks, and economic fundamentals have increased volatility for fixed income investors, leaving many to question current allocations to the sector. Paraphrasing former British Prime Minister Margaret Thatcher, now is not the time to go wobbly, we agree prompt attention should be devoted to portfolios, but it's not time to panic as there continue to be areas of opportunities in corporate credit across all geographies.

The "pedal to the metal" feel of market-moving events continues this month- U.S. fiscal policy pivots to tax reform, France commences its presidential election process, and the U.K. and Europe begin to deal with Brexit. One can't forget the central banks, but for now only the Federal Reserve is on a path toward normalizing interest rates and it is likely to move slowly. Despite these issues, rates in North America, the U.K., and Europe continue to be relatively well contained and could be range-bound for the foreseeable future.

We continue to favor corporate credit for opportunities, but yield spreads are still historically tight even though we have seen the start to the long-awaited pullback in high-yield bonds. This suggests to us, for now, investors will be better served by not blindly chasing yield but adhering to a more-patient, "quality is king" focus. Global developments will likely generate additional volatility, and while we feel investors shouldn't go "wobbly" in the face of opportunities that arise, it is also not the time to radically change fixed income investment strategies.

Canada

Persistent slack in the economy combined with a lack of core inflationary pressure provides good reason to believe the Bank of Canada will remain cautious during its Monetary Policy Report meeting this month. We expect the shorter end of the yield curve to be relatively anchored and would treat any move higher in yields further out on the Government of Canada curve as an opportunity to invest bond ladder positions at higher rates.

As at March 31, 2017

We see value in upgrading credit quality within portfolios given the low additional compensation for taking on credit risk; corporate credit spreads generally are among the tightest they've been in two-and-a-half years in Canada. High-yield investors should also consider upgrading quality given the lack of additional compensation currently available as well as the possibly unwanted high correlation to the Canadian equity market.

We continue to see more attractive opportunities in the preferred share market versus corporate bonds although we advise investors to be selective given parts of the market look fairly valued. Buy-and-hold preferred share investors should stay the course, but we see value in tilting portfolios defensively against potential market weakness.

Equity

Our view continues to be that any stimulative benefits to the economy from lower taxes and/or infrastructure spending are unlikely to arrive before late 2017 or more fully in 2018. That should provide a bump for GDP growth next year and a somewhat bigger lift for U.S. corporate profits.

In fact, rising economic activity indexes just about everywhere in the developed world suggest that earnings expectations for this year, and perhaps next, are likely to be met. In our view, it is this perception of a firmer footing for most developed economies that has been powering greater confidence in the earnings outlook and a willingness to pay up for equities.

At some point this unanimously constructive view will crumble in response to some uncooperative data or perhaps to the arrival of a policy clarity which turns out to be at odds with today's optimism. That would probably mark the end of the current dynamic uptrend and usher in a period of consolidation and perhaps correction. However, we do not think it would mark the end of the bull market.

That, in our judgment, would require that a new global economic downturn, in particular a U.S. recession, was imminent. It is highly likely the next U.S. recession will be triggered, as recessions nearly always have been, by the arrival of restrictive monetary conditions-i.e., the combination of prohibitively high interest rates and an unwillingness of banks to extend credit. We don't think those conditions are likely to arrive before 2019. Until they do, we expect to recommend global portfolios remain committed to equities.

Canada

We have downgraded Canadian equities to Market Weight from Overweight. Our outlook for key sectors of the domestic equity market has shifted to a point where the risk-reward opportunity appears more balanced.

The Canadian banks continue to trade at a modest premium to the group's long-term average price-to-earnings multiple. First-quarter results were supportive of this premium as the group broadly displayed improving credit trends, positive operating leverage, and strong capital ratios. While we believe these trends can continue in the short term, we recognize that banks now face a backdrop of persistent revenue growth headwinds, including the housing market and energy prices.

Elevated household leverage and the potential for further policy action to rein in house prices are headwinds to consumer and mortgage credit growth. National home price growth accelerated to 16% y/y in February with much of that upward momentum concentrated in pockets of Southern Ontario. While no national housing policy measures were introduced in the Federal Budget, stretched affordability in certain markets has given voice to calls for local policy action. We stress that elevated home prices in isolation pose a limited credit risk to banks absent a material employment or interest rate shock.

Market Commentary.

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

As at March 31, 2017

The outlook for crude oil has become somewhat more clouded given the sharp rebound in U.S. shale production. Additional data is required to confirm the sustainability of recent production trends, and we believe elevated U.S. crude inventories should improve as the OPEC-led production curtailments wind their way through the global supply chain. However, there is now a more-elevated risk to our base-case outlook for higher crude oil prices in 2017, as the global cost curve has moved lower than previously anticipated.

What Does This Mean For Your Portfolio

Equity markets remained strong in the first quarter and fixed income moved back to positive returns after a negative finish in 2016. These results have allowed us to significantly exceed our 3.5% benchmark - by 332 basis points - on the portfolio for the past year and by 46 basis points per year over the last 5 years. Equities trailed the benchmark on the quarter, but are consistent with the benchmarks over the past 3 and 5 year time frame gross of fees. Within our holdings we remain overweight banks, pipelines, consumer discretionary stocks - think Tim Hortons and industrials, specifically the railroads.

In the fixed income area we remain significantly underweight duration versus the benchmark as it is clear that the US Federal Reserve is on pace to raise rates at least 50 basis points more this year but more probably will hike a full percentage point. As a reminder as rates go up bonds go down. The longer until maturity of a fixed income security the greater the price fluctuation. We are keeping our bonds and GICs shorter to protect the capital value.

Statement of Terms

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union,
Other Funds Accts)

As at March 31, 2017

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 - THE SIR SANDFORD FLEMING COL - 3760716815000
 - THE SIR SANDFORD FLEMING COL - 3760716815001
 - THE SIR SANDFORD FLEMING COL - 3760719512000
 - THE SIR SANDFORD FLEMING COL - 3761072119000
 - THE SIR SANDFORD FLEMING COL - 3761737919000

Henderson Capital Management

RBC Dominion Securities

THE SIR SANDFORD FLEMING COL - 3761737919001
THE SIR SANDFORD FLEMING COL - 5111959010000
THE SIR SANDFORD FLEMING COL - 5112105415000
THE SIR SANDFORD FLEMING COL - 5112147615000
THE SIR SANDFORD FLEMING COL - 5112189310000
THE SIR SANDFORD FLEMING COL - 5112269013000
THE SIR SANDFORD FLEMING COL - 5112269112000
THE SIR SANDFORD FLEMING COL - 5112269211000

- For position not held in CAD, all values were converted using the following exchange rates:
CAD converted to USD at CAD\$1 - USD\$0.75199
USD converted to CAD at USD\$1 - CAD\$1.32980
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Section Specific Disclaimers

Portfolio Performance

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The Rate of Return and Investment Return calculations in your portfolio are net of investment management fees. For household portfolios a daily averaged priced exchange rate has been used to convert portfolios from their base currency to the reporting currency of the household portfolio.



SSFC Board of Governors Equity Review

As at settlement date March 31, 2017

Sir Sandford Fleming College Equity (PIM)

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**Sir Sandford Fleming College of Applied Arts
& Technology**
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 Peterborough, ON, K9J 7B1
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Henderson Capital Management

Stephen L. Henderson, FCSI
 Vice President and Director
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Shaylene Pind, Associate
 705-743-4492
 Lee Ann Jenkins, Associate
 705-743-4413

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Dominion Securities

Portfolio Performance

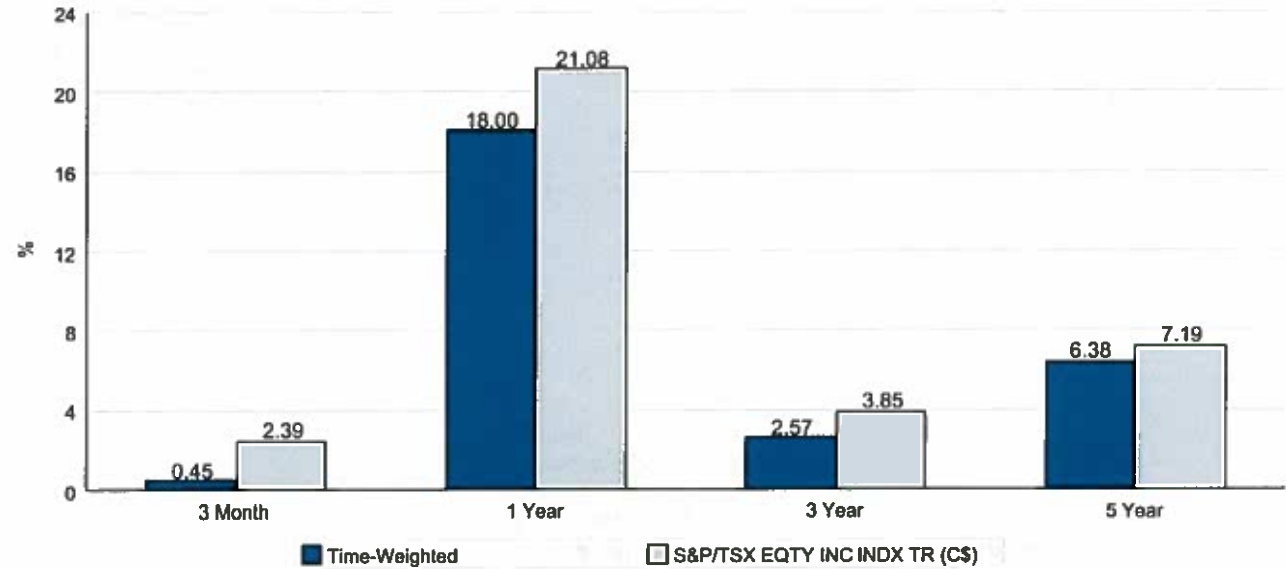
Sir Sandford Fleming College Equity (PIM)

Sir Sandford Fleming College

January 1, 2012 to March 31, 2017

% Rate of Return / Benchmark	3 Month	1 Year	3 Year	5 Year
Time-Weighted	0.45	18.00	2.57	6.38
S&P/TSX EQTY INC INDX TR (C\$)	2.39	21.08	3.85	7.19

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between January 1, 2012 and March 31, 2017
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Statement of Terms

Sir Sandford Fleming College Equity (PIM)

As at March 31, 2017

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Henderson Capital Management

RBC Dominion Securities

THE SIR SANDFORD FLEMING COL - 3761737919001

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SSFC Board of Governors Ministry Endowed Review

As at settlement date March 31, 2017

Sir Sandford Fleming College Bursary Ministry Funds

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**Sir Sandford Fleming College of Applied Arts
& Technology**
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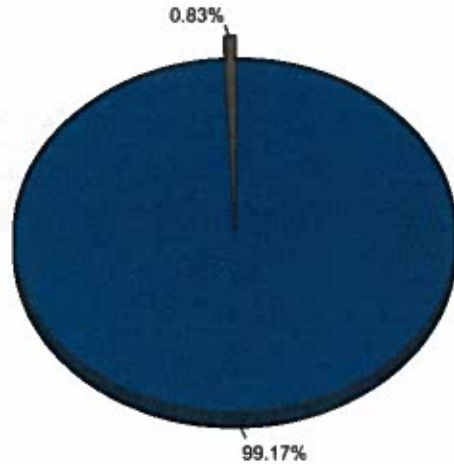
RBC Wealth Management
Dominion Securities

Asset Allocation

By Asset Class and Geography

As at March 31, 2017

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	287,577	99.17
Total Fixed Income	287,577	99.17
Cash and Cash Equivalents - Canada	2,394	0.83
Total Cash and Cash Equivalents	2,394	0.83
Total Canada	289,972	100.00
Total Portfolio	289,972	100.00

Investment Policy Statement

Sir Sandford Fleming College Bursary Ministry Funds

Investment Policy Statement

March 31, 2017

Total Portfolio Asset Allocation

As of March 31, 2017

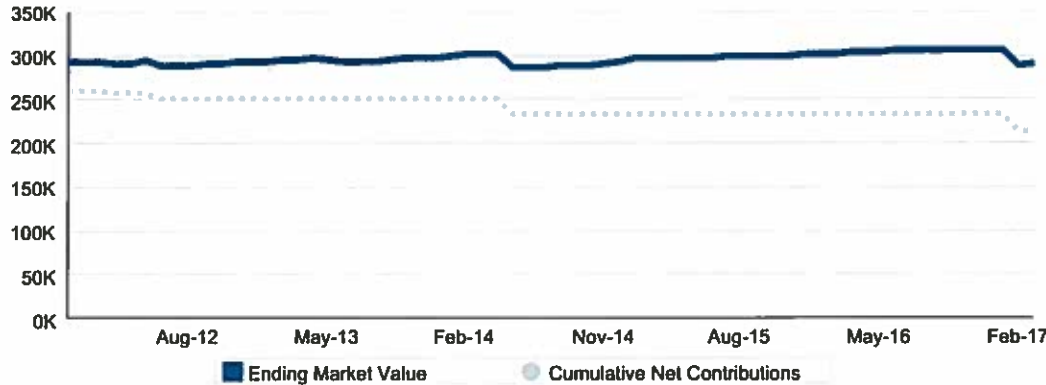
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	97.00%	90.00%	100.00%

Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

January 1, 2012 to March 31, 2017



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, administration fees, and any applicable withholding taxes. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end, as was reported on your Monthly Client Statements.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Change in Market Value	Ending Market Value
2014	June	300,439.81	(18,000.00)	3,381.08	285,820.89
	September	285,820.89	0.00	2,280.14	288,101.03
	December	288,101.03	0.00	3,948.60	292,049.63
2015	March	292,049.63	0.00	5,312.75	297,362.38
	June	297,362.38	0.00	475.24	297,837.62
	September	297,837.62	0.00	1,143.69	298,981.31
	December	298,981.31	0.00	1,974.80	300,956.11
2016	March	300,956.11	0.00	1,734.63	302,690.74
	June	302,690.74	0.00	2,133.63	304,824.37
	September	304,824.37	0.00	1,718.88	306,543.25
	December	306,543.25	0.00	(363.26)	306,179.99
2017	March	306,179.99	(18,000.00)	1,790.39	289,970.38
TOTAL			(36,000.00)	25,530.57	

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolio is in compliance with the IPS dated February 2014 in terms of the following section:

Fixed income quality

Statement of Terms

Sir Sandford Fleming College Bursary Ministry Funds

As at March 31, 2017

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Section Specific Disclaimers



SSFC Board of Governors - Operating Annual Review

As at settlement date March 31, 2017

Sir Sandford Fleming College Operating account

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Operating Account
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 Vice President and Director
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Portfolio Performance

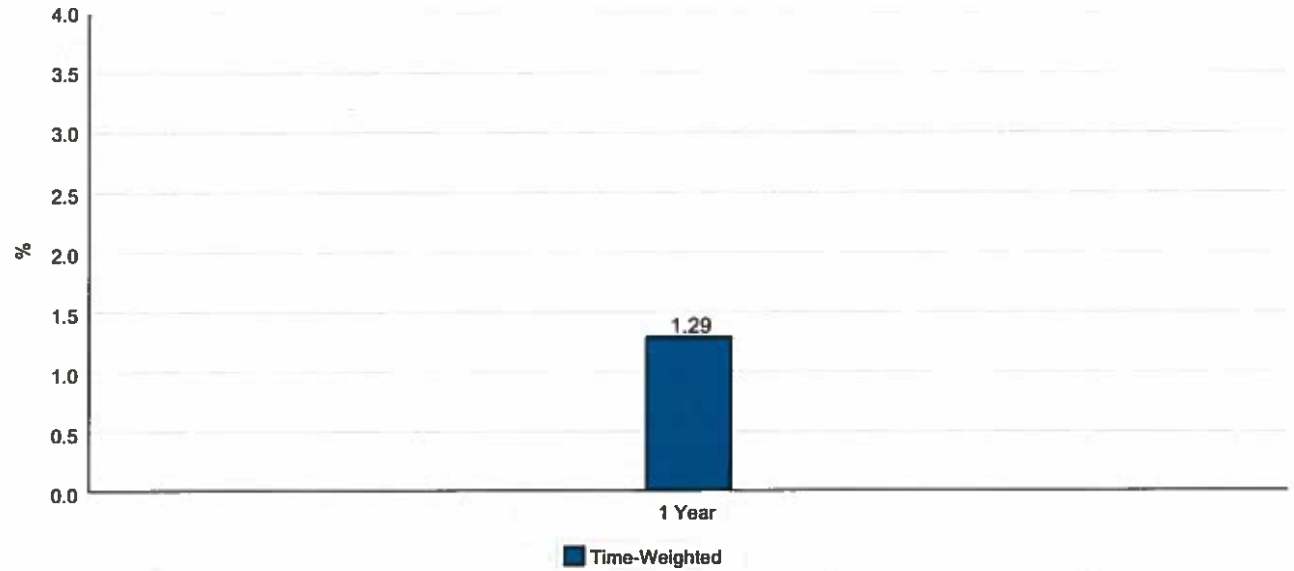
Sir Sandford Fleming College Operating account

12 month without benchmark

January 1, 2012 to March 31, 2017

% Rate of Return / Benchmark	1 Year
Time-Weighted	1.29

Annualized Returns



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- Since Start Date returns are for the period between January 1, 2012 and March 31, 2017
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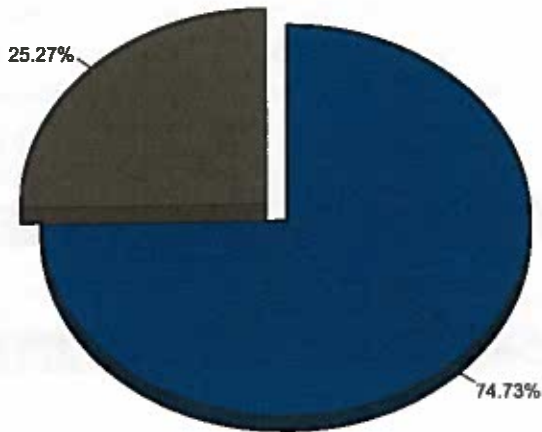
Asset Allocation

Sir Sandford Fleming College Operating account

By Asset Class and Geography

As at March 31, 2017

Allocation by Asset Class and Geography



Geography	Market Value	%
Cash and Cash Equivalents - Canada	6,011,827	74.73
Total Cash and Cash Equivalents	6,011,827	74.73
Fixed Income - Canada	2,032,512	25.27
Total Fixed Income	2,032,512	25.27
Total Canada	8,044,339	100.00
Total Portfolio	8,044,339	100.00

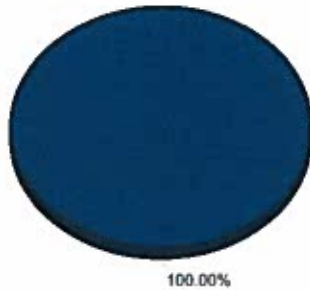
Fixed Income Summary

Sir Sandford Fleming College Operating account

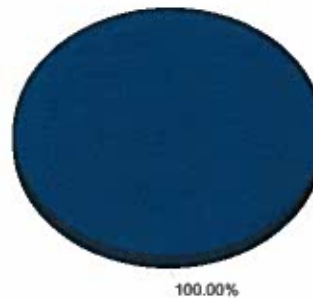
Total Fixed Income

As at March 31, 2017

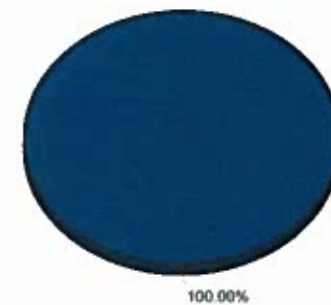
Allocation by Geography



Allocation by Term (excl. Preferreds)



Allocation by Issuer Type



Geography	Market Value	%	Term	Market Value	%	Issuer Type	Market Value	%
Canada	2,032,512	100.00	0-4 years	2,032,512	100.00	Bank Certificates/Deposits	2,032,512	100.00

Fixed Income Characteristics	Values
Total Market Value of Fixed Income in Portfolio	2,032,511.61
Total Market Value of Fixed Income excluding Preferreds	2,032,511.61
Weighted average (excl. Preferreds) Term to Maturity (in years)	0.85
Weighted average (excl. Preferreds) Yield to Maturity (%)	1.45
Weighted average (excl. Preferreds) Current Yield (%)	1.45
Weighted average (excl. Preferreds) of Coupons (%)	1.45
Weighted average of Current Yield of Preferreds (%)	0.00

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Portfolio Valuation

Sir Sandford Fleming College Operating account

Detailed Position Review

As at March 31, 2017

Quantity	Security Description	Book Value /Unit	Market Price	Book Value	Market Value	Accrued Interest	% of Class	Est. Annual Distrib'n	Current Yield (%)
CAD Accounts (In CAD)									
CASH AND CASH EQUIVALENTS									
Canada									
Bank Certificates/Deposits									
1,000,000	BANK OF MONTREAL GIC - ANNUAL DUE 02/01/2018 1.45000%	100.00	100.00	1,000,000	1,000,000	2,304	16.67	14,500	1.45
1,000,000	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	100.00	100.00	1,000,000	1,000,000	2,304	16.67	14,500	1.45
1,000,000	RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	100.00	100.00	1,000,000	1,000,000	2,304	16.67	14,500	1.45
1,000,000	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2018 1.45000%	100.00	100.00	1,000,000	1,000,000	2,304	16.67	14,500	1.45
1,000,000	ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	100.00	100.00	1,000,000	1,000,000	2,304	16.67	14,500	1.45
1,000,000	ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/23/2018 1.40000%	100.00	100.00	1,000,000	1,000,000	307	16.64	14,000	1.40
Total - Bank Certificates/Deposits				6,000,000	6,000,000	11,827	100.00	86,500	1.44
Total - Canada				6,000,000	6,000,000	11,827	100.00	86,500	1.44
TOTAL - CASH AND CASH EQUIVALENTS				6,000,000	6,000,000	11,827	100.00	86,500	1.44

Henderson Capital Management

RBC Dominion Securities

Quantity	Security Description	Book Value /Unit	Market Price	Book Value	Market Value	Accrued Interest	% of Class	Est. Annual Distrib'n	Current Yield (%)
FIXED INCOME									
Canada									
Bank Certificates/Deposits									
1,014,000	BANK OF MONTREAL GIC - ANNUAL DUE 02/05/2018 1.45000%	100.00	100.00	1,014,000	1,014,000	2,256	50.00	14,703	1.45
1,014,000	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/05/2018 1.45000%	100.00	100.00	1,014,000	1,014,000	2,256	50.00	14,703	1.45
Total - Bank Certificates/Deposits				2,028,000	2,028,000	4,512	100.00	29,406	1.45
Total - Canada				2,028,000	2,028,000	4,512	100.00	29,406	1.45
TOTAL - FIXED INCOME				2,028,000	2,028,000	4,512	100.00	29,406	1.45
Total CAD Accounts (in CAD)				8,028,000	8,028,000	16,339		115,906	1.44
Combined Accounts (in CAD) ¹									
Cash and Cash Equivalents				6,000,000	6,000,000	11,827		86,500	1.44
Fixed Income				2,028,000	2,028,000	4,512		29,406	1.45
Total Portfolio				8,028,000	8,028,000	16,339		115,906	1.44

¹ See Statement of Terms for conversion rates.

Yield on Cost cannot be calculated for discount instruments at this time. YOC values at the total level exclude discount instruments.

Book Values are reported in account currency unless otherwise stated.

Portfolio Transactions

Sir Sandford Fleming College Operating account

Buy and sell only Portfolio Transactions English

April 1, 2016 to March 31, 2017

Transaction Type	Security Description	Settlement Date	Quantity	Market Price/Rate	Net Settlement/ In Kind Amount
THE SIR SANDFORD FLEMING COL 511-22508 CAD					
Buy					
Buy	RBC 30D CASHABLE GIC - ANNUAL DUE 07/04/2017 0.85000%	04-Jul-2016	1,011,000.000	100.000	(1,011,000.00)
Buy	BANK OF MONTREAL GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2017	1,000,000.000	100.000	(1,000,000.00)
Buy	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2017	1,000,000.000	100.000	(1,000,000.00)
Buy	RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2017	1,000,000.000	100.000	(1,000,000.00)
Buy	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2017	1,000,000.000	100.000	(1,000,000.00)
Buy	ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2017	1,000,000.000	100.000	(1,000,000.00)
Buy	BANK OF MONTREAL GIC - ANNUAL DUE 02/05/2018 1.45000%	03-Feb-2017	1,014,000.000	100.000	(1,014,000.00)
Buy	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/05/2018 1.45000%	03-Feb-2017	1,014,000.000	100.000	(1,014,000.00)
Buy	ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/23/2018 1.40000%	23-Mar-2017	1,000,000.000	100.000	(1,000,000.00)
Total Buy Transactions:					(9,039,000.00)
Sell					
Sell	RBC 30D CASHABLE GIC - ANNUAL DUE 07/04/2016 1.10000%	04-Jul-2016	(1,000,000.000)	0.000	1,000,000.00
Sell	BMO AAT 30 DAYS CASHABLE GIC - ANNUAL DUE 07/18/2016 1.10000%	18-Jul-2016	(5,062,500.000)	0.000	5,062,500.00
Sell	RBC 30D CASHABLE GIC - ANNUAL DUE 07/04/2017 0.85000%	14-Oct-2016	(1,011,000.000)	100.000	1,013,401.47
Sell	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/03/2017 1.40000%	03-Feb-2017	(2,000,000.000)	0.000	2,000,000.00
Total Sell Transactions:					9,075,901.47

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

This Portfolio Transactions section is limited. It includes the following transaction types (if applicable): Buy, Sell.

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolio is in compliance with the IPS dated January 25, 2012 in terms of the following section:

Investment guidelines for College Operating Funds

Statement of Terms

Sir Sandford Fleming College Operating account

As at March 31, 2017

Legal Disclaimers

The portfolio summary ("the Portfolio Report") is prepared by your Investment Advisor/Portfolio Manager who is an employee of RBC DS and is prepared from information received from sources we believe to be reliable. It is not an official statement of your positions at RBC Dominion Securities Inc. ("RBC DS").

This Portfolio Report has been prepared at the direction of and solely for the general guidance and benefit of the owners of the accounts included in the portfolio. It should be noted that a Portfolio Report can be created at anytime whereas your monthly statement is created at the last day of the month. Some of the positions shown in this statement may be held at other financial institutions where they are not covered by the Canadian Investor Protection Fund. Information regarding positions that are not held at RBC DS has been provided by the owner of an account included in the portfolio. These positions are included in the Portfolio Report at the request of the owner(s) of one or more of the accounts comprising the Portfolio Report for the purposes of providing as complete a view as possible of the portfolio. Neither RBC DS nor its employees can guarantee the accuracy or completeness of information relating to positions held at entities other than RBC DS, including quantities of securities held, market value and book-cost.

Please consult the monthly statements you receive from RBC DS or from other entities where the positions are held to determine which positions are eligible for protection by the Canadian Investor Protection Fund, including information as to which positions are held in segregation.

If there are any discrepancies between the transactions or positions shown on the monthly statements you receive from RBC DS and those shown in this Portfolio Report as being transacted or held at RBC DS please report them to your RBC DS Investment Advisor or Portfolio Manager. If there are any discrepancies between the transactions or positions shown on the monthly statements you receive from other entities where the positions are held please report them to such other entity.

The securities accounts comprising the portfolio are listed below. Please review this list of accounts carefully to understand what assets are included and what assets are not included in the Portfolio Report. Contact your Investment Advisor/Portfolio Manager if you are uncertain as to the beneficial ownership of any accounts included in this Portfolio Report.

Each beneficial owner of an account included in the Portfolio Report must have provided consent to their RBC DS Investment Advisor/Portfolio Manager to include information about their account(s) in this Portfolio Report as this information will be shared with all parties whose accounts or assets have been included in the Portfolio Report. If you are the beneficial owner of an account(s) included in this Portfolio Report and you wish to have your accounts removed from the Portfolio Report please advise your Investment Advisor/Portfolio Manager.

Clients should consult their Investment Advisor/Portfolio Manager when planning to purchase or sell securities or otherwise rebalance securities holdings as a result of the information provided in this Portfolio Report. This will ensure that their own circumstances, including their own individual investment objectives and risk tolerances, have been considered properly and that action is taken on the latest available information. Interest rates, market conditions market prices, tax rules, security classifications and other investment factors are subject to change.

For more information on the terms, conditions and a glossary of terms used in the Portfolio Report, please contact your Investment Advisor/Portfolio Manager.

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General Disclaimers

- Generated on April 11, 2017
- This portfolio is composed of the following accounts:
THE SIR SANDFORD FLEMING COL - 5112250815000
- For position not held in CAD, all values were converted using the following exchange rates:
- Accrued interest is included in market values except when accrued interest is displayed in a separate column.
- Book Values are reported in account currency unless otherwise stated.

Henderson Capital Management

RBC Dominion Securities

- Effective January 1, 2016 performance calculations are based on trade-date valuations. Hence, market values and net contribution amounts displayed on performance related sections may vary slightly from other report sections if portfolio has unsettled transactions at time of valuation. For time periods earlier than January 1, 2016, performance is calculated on a monthly basis and used settlement date valuations. This applies to the following sections: Portfolio Performance.
- Month end market values may differ from the Custody Statement as this reporting captures back dated transactions.

Section Specific Disclaimers

Portfolio Valuation

- Yield % indicates yield to maturity based on current market value for debt products. In general, CDN and US Bonds and Debentures indicate semi- annual yield. All other debt products indicate annual yield. Equity Products indicate current yield.
- Distribution information may not be available for certain mutual funds.
- Distributions may vary widely from year to year.

Portfolio Performance

- Performance calculations use the Modified Dietz Method which adjusts for cash flows to calculate the monthly performance in this portfolio. Monthly returns are geometrically linked to calculate returns for periods greater than one month. Any return greater than 12 months is annualized. The Rate of Return and Investment Return calculations in your portfolio are net of investment management fees. For household portfolios a daily averaged priced exchange rate has been used to convert portfolios from their base currency to the reporting currency of the household portfolio.

Period: April 1, 2017 - May 31, 2017

Procurement Contract Awards Between \$500,000 and \$999,999.

Award Date	Description	Vendor Name	Contract Amount (tax excluded)
	No contracts to report \$500k+ for this period.		



2016

ANNUAL REPORT TO THE RCA SPONSORS

RCA : CAAT Retirement
: Compensation
: Arrangement

A full pension benefit on all pensionable earnings

The CAAT Supplementary Plan, generally known as the CAAT Retirement Compensation Arrangement, or RCA, was established by the Ontario Council of Regents in 1994.

In 1998, the Council of Regents delegated responsibility for governance and administration of the Supplementary Plan to the RCA Sponsors' Committee. The Boards of Governors of each college subsequently passed resolutions to:

- accept the role of RCA Plan sponsor, including funding obligations, and
- authorize the RCA Sponsors' Committee to act on behalf of the colleges on all Supplementary Plan funding, governance and administration issues.

The Supplementary Plan is administered by the CAAT Pension Plan, with its assets held in a segregated account, with a dedicated investment philosophy to reflect the funding objectives of the RCA. It is not included in the financial statements or funding valuations of the CAAT Pension Plan.

The Income Tax Act (ITA) restricts the amount of pension a member can earn in a registered pension plan, such as the CAAT Pension Plan. The CAAT Supplementary Plan provides pensions to members of the CAAT Pension Plan for their service with a participating employer in respect of the portion of their pensionable benefits that exceeds the maximum pension for registered pension plans allowed under the ITA. For the CAAT Pension Plan benefit formula this currently occurs at earnings of \$165,077. This earnings threshold changes annually to reflect changes in the ITA defined benefit limit and the Year's Maximum Pensionable Earnings (YMPE), which is set annually for benefits earned in the Canada Pension Plan.

Supplementary Plan members contribute at the same rate as they do to the CAAT Pension Plan and the benefit formula is identical to that used in the CAAT Pension Plan.

The pension benefits earned under the Supplementary Plan are identical to those earned under the CAAT Pension Plan. In addition, members pay the same contribution rates under both Plans.

The benefits earned in the RCA are available to all members of participating RCA employers in the CAAT Plan whose pensionable earnings exceed the earnings threshold. In 2016, there were 87 active members and 164 retired members and beneficiaries.

This type of arrangement is common in the public sector. Without a supplementary plan, CAAT Pension Plan members with pensionable earnings greater than the earnings threshold could not earn pension benefits reflecting their full pensionable earnings on service in the college system.

Membership and contributions

Membership in the Supplementary Plan is automatic for all CAAT Plan members employed by a College or participating RCA employer with pensionable earnings above the threshold. Pensionable earnings under the Supplementary Plan are determined using the same rules as under the CAAT Plan. For members, the contribution rate is the same as the contribution rate of the CAAT Plan. In the CAAT Pension Plan and the RCA, the contribution rate on earnings above the YMPE is currently 14.8% (the contribution rate below the YMPE is currently 11.2% in the CAAT Plan). The employer pays a total of three times the member contributions on pensionable earnings above the ITA limit, to meet the funding targets of the Supplementary Plan, and for administration expenses. (In the CAAT Pension Plan, employers match or pay one times the member contributions.)

This increased contribution amount is necessary because the Supplementary Plan is subject to different income tax rules than the CAAT Pension Plan. Within the Supplementary Plan, 50% of the contribution and realized investment income goes to Canada Revenue Agency in the form of a refundable tax credit, paid back when Supplementary Plan benefit payments are made. Due to the refundable tax credit, only half the initial contribution and realized investment income can be invested and earn more investment income. The refundable tax credit held by the Canada Revenue Agency earns no income. As members pay the same contribution rates as in the CAAT Pension Plan, employers are responsible for any additional contributions needed to meet the funding targets.

VALUE OF THE CAAT SUPPLEMENTARY PLAN FOR PARTICIPATING EMPLOYERS

- Attracts and retains key employees
- Provides for benefits otherwise limited by the Income Tax Act
- Eliminates the need for colleges to maintain their own supplementary plans for key staff
- Provides equal treatment of employees across all participating employers regardless of earnings
- Membership is automatic for all CAAT Pension Plan members employed by RCA participating employers with pensionable earnings above the annual threshold
- Managed on a low cost basis

VALUE OF THE CAAT SUPPLEMENTARY PLAN FOR MEMBERS

- Pension benefits reflect full pensionable earnings on service with participating employers
- Mirrors the provisions of the underlying CAAT Pension Plan
- An important piece of total compensation, competitive with public sector employers
- Tax deductible contributions
- Provides equal treatment of employees across all participating employers regardless of earnings
- Managed on a low cost basis

Policy Reviews

The RCA Sponsors' Committee work plan includes a regular review of key CAAT Supplementary Plan policies. The RCA Sponsors' Committee Terms of Reference set out the composition, schedule, powers, duties and obligations of the Committee. The Statement of Funding Policy sets out the funding objectives and principles to deliver the benefit promise of the CAAT Supplementary Plan. Both policies were reviewed in 2016 resulting in minor amendments to improve clarity.

Asset Mix Review

An asset mix review was conducted in 2016. The Supplementary Plan is invested in a Canadian federal and provincial government bond portfolio. The RCA Sponsors' Committee concluded that no change in the asset mix was required at this time. The current asset mix meets the objectives as it enables cash flow management and benefit security. The current asset mix is designed to achieve returns sufficient so that the Plan assets exceed the Funding Target.

SIPP Review

The Statement of Investment Policies and Procedures (SIPP) for the Supplementary Plan is reviewed annually. The SIPP addresses the key investment management considerations as well as procedures adopted for the ongoing operation of the CAAT RCA Fund. Although the SIPP for the Supplementary Plan does not have to be filed with a regulator, the SIPP is modelled on provincial and federal regulations. Following the review, minor amendments to improve clarity were made.

Member communications

The CAAT Pension Plan website contains general information about the Supplementary Plan. The information is intended for all stakeholders. The Pension Estimator on the CAAT Pension Plan website can also be used by members of the Supplementary Plan (subject to some caveats, listed in the estimate disclaimer). A member booklet, entitled "A benefit on all your pensionable earnings," is distributed with the annual statement of each CAAT Pension Plan member who makes contributions to the Supplementary Plan.

Funding objectives

The Supplementary Plan does not have an objective to be fully funded, given the tax treatment of pre-funding the obligations. The primary goal of funding the Supplementary Plan is to enable cash flows to meet benefit payment obligations as they fall due over a specified time horizon. The Funding Target adopted for the Supplementary Plan is based on a multiple of the benefits expected to be paid over a 10 year period. The actuarial valuation projections against the established Funding Target demonstrated that the Supplementary Plan assets continue to be expected to exceed the Funding Target over the 10 year period. As a result, no contribution adjustments are necessary at this time.

The January 1, 2017 Funding Target test confirmed that employer contribution rates continue to be sufficient.

Actuarial valuation

The Supplementary Plan is monitored on an on-going basis, with a valuation and Funding Target test performed annually. Mercer Human Resource Consulting conducted a valuation for the Supplementary Plan as of January 1, 2017. It showed the Supplementary Plan with a wind-up deficit of \$54 million, and a going concern deficit of \$119 million. As the plan is not intended to be fully funded on a going concern or wind-up basis, the deficits do not have a statutory significance. Rather, the Committee uses the Funding Target as a guideline for determining appropriate action as outlined in the Funding Policy.

Wind-up Position – January 1, 2017	(\$ million)
Assets (market value)	41
Liabilities – Active members	(37)
Liabilities – Inactive members	(58)
Surplus (deficit)	(54)

(For disclosure purposes only)

Going concern Position – January 1, 2017	(\$ million)
Assets (market value)	41
Present value of future contributions	124
Actuarial value of assets (total)	165
Accrued liabilities – Active members	(111)
Accrued liabilities – Inactive members	(69)
Liabilities for future service	(104)
Total liabilities	(284)
Surplus (deficit)	(119)

(For disclosure purposes only)

Investment approach

The investment portfolio for the Supplementary Plan focuses on the need to preserve capital for benefit payments, and reflects the unfavourable tax treatment (a refundable 50% withholding tax) to which the Fund is subject. Therefore, the Fund has since 2004 been exclusively invested in a mix of Canadian federal and provincial bonds in a “buy and hold” strategy by one of the CAAT Pension Plan’s bond managers.

The investment portfolio of the Supplementary Plan returned 1.3% net of fees in 2016.

Over the five year period ending December 31, 2016, the portfolio’s annualized return has been 3.7%. This represents a “real return” (after inflation) of 2.4%, which exceeds the expected 2% real return stated in the Statement of Investment Policies and Procedures.

Financial statements & administrative expenses

At its May 31, 2017 meeting, the RCA Sponsors’ Committee approved the audited financial statements of the Supplementary Plan for the year ended December 31, 2016. Net assets available for benefits increased by \$1.0 million during 2016 to \$41.3 million.

Under the Supplementary Plan, each employer is assessed a portion of the total administrative expenses, which is paid into a CIBC Mellon account that is separate from the

fund of the Supplementary Plan. The contributions owed by each employer are then reduced by the amount of the administrative assessment, so that there is no change to the total cost for the employer. This process provides greater certainty that the Supplementary Plan is compliant with tax policy, and ensures that the refundable tax credits are properly captured. CIBC Mellon is the trustee for the Supplementary Plan. The total of such expenses paid for 2016 was \$199,000.

Governance

The RCA Sponsors’ Committee is composed of five members: the four Employer members of the CAAT Pension Plan’s Sponsors’ Committee, and one OPSEU representative, who can be a member of either the CAAT Pension

Plan’s Sponsors’ Committee or Board of Trustees. The Employer members of the CAAT Pension Plan’s Sponsors’ Committee are appointed by the College Employer Council on behalf of the Boards of Governors of the Colleges.

RCA Sponsors' Committee members (as at December 31, 2016):



Brian Tamblin – Mr. Tamblin is Employer Co-Chair of the CAAT Pension Plan Sponsors' Committee, and Chair of the RCA Sponsors' Committee. Mr. Tamblin joined the Committee in 2013. A private practice management consultant, he is a past President and CEO of Georgian College.



Steve Hudson – Dr. Hudson is Vice President, Academic at Niagara College. He joined the Committee at the beginning of 2014.



Peggy McCallum – Ms. McCallum is Partner and head of the pension and benefits practice group at the law firm of Fasken Martineau, and served on the Committee from 2005-2016.



Donald Wright – the OPSEU representative, Treasurer for OPSEU Local 557 and an instructor in George Brown's Continuing Education program, Mr. Wright joined the Committee in 2016. Mr. Wright is Chair of the CAAT Pension Plan Board of Trustees.

Notes:

Effective January 1, 2017, Anne Sado, President of George Brown College, filled the vacant role on the Committee and Ross Gascho, Partner at Fasken Martineau, succeeded Peggy McCallum on the Committee. Jeff Zabudsky, past President and CEO of the Sheridan Institute of Technology and Advanced Learning, served on the Committee from 2012-2016.

Participating employers

The Board of Governors of the following colleges of applied arts and technology are participating employers:

Algonquin College of Applied Arts and Technology
Cambrian College of Applied Arts and Technology
Canadore College of Applied Arts and Technology
Centennial College of Applied Arts and Technology
Collège Boréal d'arts appliqués et de technologie
Collège d'arts appliqués et de technologie La Cité collégiale
Conestoga College Institute of Technology and Advanced Learning
Confederation College of Applied Arts and Technology
Durham College of Applied Arts and Technology
Fanshawe College of Applied Arts and Technology
George Brown College of Applied Arts and Technology
Georgian College of Applied Arts and Technology
Humber College Institute of Technology and Advanced Learning
Lambton College of Applied Arts and Technology
Loyalist College of Applied Arts and Technology

Mohawk College of Applied Arts and Technology
Niagara College of Applied Arts and Technology
Northern College of Applied Arts and Technology
St. Clair College of Applied Arts and Technology
St. Lawrence College of Applied Arts and Technology
Sault College of Applied Arts and Technology
Seneca College of Applied Arts and Technology
Sheridan College Institute of Technology and Advanced Learning
Sir Sandford Fleming College of Applied Arts and Technology

The following institutions are non-college employers participating in the Plan:

Ontario Colleges Library Service
Ontario College Application Service
College Employer Council
OntarioLearn Online Collaborative
Colleges Ontario



250 Yonge Street, Suite 2900
P.O. Box 40 Toronto ON M5B 2L7
Tel 416.673.9000 Toll Free 1.866.350.2228
www.caatpension.on.ca

04-18-2017

BOARD BRIEFING REPORT

SUBJECT: Revisions to By-law 1-102, Governance Policies and Board Procedures

Submission to: Public Board Meeting

Meeting Date: June 28, 2017

Requested Action: Decision / Approval

Agenda Item 5.1

1. CONTEXT / PURPOSE

A Report seeking approval of an updated by-law for the general conduct of the affairs of the College and Board policies and procedures in support of this by-law.

2. BACKGROUND

- Notice of Motion to revise the By-law, provided May 24, 2017
- Board Objective #4, *To review for currency and update By-law 1-102 and the policies, procedures and processes of the Board of Governors*

The last major review of these documents was conducted in the 2010-2011 Board year and they were formally approved by the Board in June 2011.

The Board has also established new processes; this recent review of policies and procedures confirms documentation of this direction.

Both sets of documents are available to the College community and the public through the College web site.

Attachments:

- By-law 1-102, dated June 2017
- Governance Policies and Board Procedures, dated June 2017

3. ANALYSIS / PROPOSED OPTIONS

The last full review of the By-law and the supporting policies and procedures was carried out in 2011. For the most part, the revisions are minor edits and reflect updated numbering in either By-law or policy. As directed by the Board, reference to "guidelines" has been removed from policies and procedures.

- The update supports the Board's direction to remove process from By-law and place it into policy or procedure; this was carried out specifically with respect to sections on Removal of a Board Member and on Conflict of Interest.
- The By-law reflects currency with changes to committee structure, clarification around meeting attendance, the number of required meetings in a year, inclusion of statements with respect to meetings by electronic means, and limiting the number of successive terms of the Board Chair.
- The Internal Election of Board Members Procedure includes a requirement for a student member to have and maintain good academic standing.
- The Services for Governors Procedure identifies access to College courses at the staff rate as a taxable benefit to the governor.
- Removing from procedure the separate listing of Board composition.

For ease of document review, edits have been provided in red font.

4. ASSESSMENT OF POTENTIAL RISK

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

Legislation and Ministry Directives set out specific requirements pertaining to college boards and by-laws. Our documents have also been reviewed by legal counsel.

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

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve revised By-law 1-102, dated June 2017.

THAT the Board of Governors of Sir Sandford Fleming College approve revised Governance Policies and Board Procedures, dated June 2017:

**GP-001, Removal of a Board Member
GP-002, Committees of the Board of Governors
GP-003, Advisory College Council
GP-004, Risk Oversight**

**BP-001, Delegations to the Board of Governors
BP-002, Expenses Regarding Governor Gravel
BP-003, Internal Election of Board Members
BP-004, Election Process – Board Executive
BP-005, Conflict of Interest
BP-006, College Services for Governors
BP-007, College Liability Insurance
BP-008, External Governor Appointment and Re-appointment Process
BP-009, Consent Agenda
BP-010, Governor Advocacy
BP-011, Governor Participation at Conferences and Workshops
BP-012, Governor Attendance – Board and Committee Meetings
BP-013, President's Performance Evaluation
BP-014, Presidential Continuity and Succession**

AUTHORED BY: Board Office

**THE SIR SANDFORD FLEMING COLLEGE
OF APPLIED ARTS AND TECHNOLOGY**

BY-LAW 1-102

Be it enacted as a by-law of THE BOARD OF GOVERNORS OF SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY (herein called the “College”) for the general conduct of the affairs of the College, as follows:

1. DEFINITIONS

1.1 In this By-law, unless the context otherwise specifies or requires:

- (a) "Academic Staff Member", "Administrative Staff Member", "Support Staff Member", and "Student" shall have the respective meanings as defined in O. Reg. 34/03 and, in each case, shall refer to full-time and part-time members, as the case may be;
- (b) "Act" means the *Ontario Colleges of Applied Arts and Technology Act, 2002*, S.O. 2002, CHAPTER 8, SCHEDULE F, as may be amended from time to time and every statute that may be substituted for the Act;
- (c) "Board" means the Board of Governors of the College;
- (d) "By-law" means this By-law 1-102 as may be amended from time to time;
- (e) "Chair" means the chair of the Board or any committee thereof, as the case may be;
- (f) "College" means The Sir Sandford Fleming College of Applied Arts and Technology established by the OCAAT Act as an agency of the Crown, and is also known as Fleming College and/or Sir Sandford Fleming College;
- (g) "Corporations Act" means the *Corporations Act*, R.S.O. 1990, CHAPTER 35, as may be amended from time to time;
- (h) "Council" means the College Employer Council established pursuant to the Regulation;
- (i) "Election Policy" means the "Internal Election of Board Members" policy as established from time to time by Resolution of the Board;
- (j) "External Members" means those Governors appointed in the manner provided in O.Reg. 34/03, none of whom shall be an employee or a student of a college of applied arts and technology;
- (k) "Governor" means an elected or appointed member of the Board;
- (l) "Internal Members" means those Governors duly elected in accordance with procedures established by the Board after consultation with the Students and with

Academic, Administrative and Support Staff Members and set out in the Election Policy of the Board. The President is an Internal Member;

- (m) "Lieutenant Governor" means the Lieutenant Governor in Council;
- (n) "Minister" and "Ministry" means the Minister and Ministry of Advanced Education and Skills Development;
- (o) "Motion" is defined as a proposition placed before a meeting for discussion and decision; if the motion is carried, it is considered a Resolution of the meeting;
- (p) "Officers" means the Board Chair, the two Vice-Chairs and the Secretary-Treasurer;
- (q) "President" means the President of the College;
- (r) "Program of Instruction" means a group of related courses leading to a degree, diploma or certificate awarded by the Board;
- (s) "O.Reg. 34/03" means Ontario Regulation 34/03, "General" made under the Act, as may be amended from time to time;
- (t) "Vice-Chair" means the vice-chair of the Board or any committee thereof, as the case may be.

2. GENERAL

- 2.1 In this By-law and all other by-laws and resolutions of the Board, unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice versa.
- 2.2 **Except where specifically stated otherwise, references to "in writing" or similar terms shall include electronic communication and references to "address" or similar terms shall include email address. It is the intent of the College to use electronic communication whenever possible.**
- 2.3 The headings used in this By-law are inserted for reference purposes only, and are not to be considered or taken into account in construing the terms or provisions of this By-law or to be deemed in any way to clarify, modify or explain the effect of any such terms or provisions.
- 2.4 The head office of the College shall be in the City of Peterborough in the Province of Ontario or at such place as the Board may from time to time determine.
- 2.5 The seal, an impression whereof is stamped at the end of this By-law, shall be the corporate seal of the College, and shall be kept in the custody of the Board Office.
- 2.6 This By-law and any additional by-laws shall be open to examination by the public during the normal office hours of the College and shall be made available to the public on the College's website.

- 2.7 This By-Law may be amended or repealed at a regular meeting of the Board by an affirmative majority vote of not less than two-thirds of the Board members present PROVIDED THAT at least three (3) weeks' public notice of the proposed amendment(s) has been given.
- 2.8 The College and Board were established under the Act, but the powers and duties of the Board are also described in other legislation.
- 2.9 In the event of a conflict between any regulations made under the Act, including, without limitation, O.Reg. 34/03, and the *Corporations Act*, the regulation made under the Act shall prevail.
- 2.10 In all instances not provided for in this By-Law, the provisions of "Robert's Rules of Order" shall be applicable to all procedures of the Board and its committees except where said rules conflict with the Act, other legislation, a "Minister's Binding Policy Directive" or a by-law of the College.
- 2.11 No Governor shall use for his own benefit information obtained from College sources or divulge the same to others unless legally compelled or specifically authorized to do so. Confidential matters include all information which is not generally available to or known by the public and includes those matters which, if known, would give a member of the public an advantage for profit or benefit.

3. POWERS OF THE BOARD

3.1 The Board

- (a) shall oversee all of the affairs of the College;
- (b) may cause or cause to be made on the College's behalf in the College's name any kind of contract into which the College may lawfully and, save as hereinafter provided, generally exercise all such powers and do all such other acts and things as the College is authorized to exercise and do, as provided by any applicable statute or law, in accordance with and subject to obtaining such approvals as may be required by an applicable statutory provision;
- (c) without in any way derogating from the foregoing and subject to obtaining such approvals as may be required by any applicable statutory provision, the Board is expressly empowered to purchase, lease or otherwise acquire, sell, exchange or otherwise dispose of shares, stocks, rights, warrants, options and other securities, lands, buildings and other property movable or immovable, real or personal, or any right or interest therein owned by the College for such consideration and upon such terms and conditions as it may deem advisable;
- (d) shall annually review and approve the College's business plan, budget and annual report, approve the auditors' report and audited financial statements, and appoint the auditors;

- (e) shall have the power to set policies consistent with the Act, all “Minister’s Binding Policy Directives” and any applicable law; and
- (f) within the limits identified in sections (a) through (e) above, and subject to the Policy Directive Guidelines of the Ministry and the College Employer Council, and subject to the Terms and Conditions of Employment for College Staff, the Board may establish policies to guide the President in operating the College. The President shall establish administrative procedures within the limits defined by said policies.

4. BOARD OF GOVERNORS

4.1 The Act stipulates that the College is a corporation without share capital and shall consist of the members of its Board of Governors. As such, the affairs of the College shall be managed by a Board of Governors (the “Board”), which shall consist of such persons as are from time to time appointed or elected as Governors in accordance with the provisions of all current and relevant legislation, regulations, all “Minister’s Binding Policy Directives”, and this By-law. The College shall be carried on without purpose of gain for its External and Internal Members, and any profits or other gains to the College shall be used in promoting its purpose.

4.2 The Board shall comprise:

- (a) an even number of not less than twelve (12) and not more than twenty (20) External Members, appointed as set out in O. Reg. 34/03. There shall not be more than twelve (12) External Members comprising four (4) External Members appointed by the Lieutenant Governor in Council and eight (8) External Members appointed by the Members (Internal and External) of the Board holding office at the time of the appointment;
- (b) the President, by virtue of office, as a voting member of the Board, and identified as an Internal Member;
- (c) one (1) Academic Staff Member, duly elected by members of the College’s academic staff in accordance with the Election Policy, as a voting member of the Board for a term prescribed by the Board, and identified as an Internal Member;
- (d) one (1) Administrative Staff Member, duly elected by members of the College’s administrative staff in accordance with the Election Policy, as a voting member of the Board for a term prescribed by the Board, and identified as an Internal Member;
- (e) one (1) Support Staff Member, duly elected by Members of the College’s support staff in accordance with the Election Policy, as a voting Member of the Board for a term prescribed by the Board, and identified as an Internal Member;
- (f) one (1) Student Member, duly elected by the College’s students in accordance with the Election Policy, as a voting member of the Board for a term prescribed by the Board, and identified as an Internal Member; and

- (g) one (1) Student Observer, duly elected by the College's students or appointed by the Board in accordance with the Election Policy, as a non-voting member of the Board for a term prescribed by the Board. In the absence of a Student Member on the Board and with approval of the Board, the Student Observer may assume the role of the Student Member as outlined in section 4.2(f).
- 4.3 No person appointed pursuant to section 4.2(a) shall be an employee or student of a college of applied arts and technology.
- 4.4 Every Governor shall be eighteen (18) or more years of age and shall not be an undischarged bankrupt
- 5. TERM AND TERM LIMITS**
- 5.1 Each External Member and each Internal Member, other than the Student Member, shall be appointed or elected for a term not to exceed three (3) years.
- 5.2 All Governors, whether appointed or elected, take office on the first day of September in the year of their appointment or election, except where prohibited by legislation or in the case of filling mid-term vacancies on the Board.
- 5.3 The term of any Governor ends when the member resigns, vacates or is removed from the Board or upon his death or permanent disability where such disability prevents the member from fulfilling the duties of a Governor.
- 5.4 Each External Member and Internal Member, other than the Student Member, is eligible for re-appointment or re-election, as the case may be, after two (2) years continuous absence from the Board for successive terms not to exceed six (6) years in total.
- 5.5 Academic, Administrative and Support Staff Members are eligible for re-election for a second term, for successive terms not to exceed six (6) years in total.
- 5.6 The Student Member shall serve a one (1) year term and is eligible for re-election for a second year. The Student member is eligible for re-election after two (2) years continuous absence from the Board, for successive terms of one (1) year not to exceed two (2) years in total.
- 5.7 The Student Observer shall serve a one (1) year term and is eligible for re-election for a second year. The Student Observer is eligible for re-election after two (2) years continuous absence from the Board, for successive terms of one (1) year not to exceed two (2) years in total.
- 5.8 Where a Governor ceases temporarily or permanently to be an Academic Staff member, Administrative Staff Member, Support Staff Member or a Student, as the case may be, the Governor ceases to be a member of the Board. The President ceases to be a Governor upon ceasing to be President.

5.9 Despite section 5.6, a Student Member who graduates prior to the expiration of the Student's term may remain a member of the Board until August 31 in the year of his graduation.

5.10 No Governor shall participate in a vote of the Board in relation to the renewal or extension of his appoint pursuant to section 4.2(3) of O.Reg. 34/03.

6. BOARD VACANCIES

6.1 Where a vacancy occurs on the Board among the External Members, the vacancy shall be filled as prescribed by O.Reg. 34/03.

6.2 Where a vacancy occurs on the Board among the Internal Members, the vacancy shall be filled as outlined in the Election Policy.

6.3 Notwithstanding section 6.2, in the case where the Student Member position on the Board becomes vacant prior to the end of the member's term, the Board may appoint the Student Observer to the Student Member's Board position and then appoint a replacement Student Observer pursuant to the Election Policy.

6.4 The term of the person appointed or elected pursuant to section 6.1 or 6.2 shall

(a) commence on the date of the appointment or election, as the case may be;

(b) subject to 6.4(c) be for the remainder of the term of the member whose position became vacant; and

(c) terminate on August 31 of the year in which the term expires.

7. REMOVAL OF BOARD MEMBERS

7.1 The Board may remove any Board Member, other than the President or those External Members appointed by the Lieutenant Governor, before the expiration of his term by resolution of the Board pursuant to the provisions of Governance Policy, "Removal of a Board Member".

7.2 If the Board believes that there exist reasons justifying the removal of an External Member appointed by the Lieutenant Governor, the Board may set those reasons out in a report to the Minister for referral to the Lieutenant Governor requesting the member be removed from the Board.

8. REMUNERATION

8.1 Governors shall serve without remuneration, and no Governor shall directly or indirectly profit from his position as a Board member.

8.2 Notwithstanding section 8.1, a Governor may be reimbursed for reasonable expenses incurred by him in the performance of Board duties as more particularly described in the Board Procedure, "Expenses Regarding Governor Travel" as well as in College Policy and Administrative Operating Procedure, "Travel and Related Expenses".

8.3 This section applies to all members of the Board's committees, sub-committees and *ad hoc* committees as well.

9. MEETINGS

9.1 All Board meetings are public except where a matter is determined by the Board to be confidential.

9.2 Where the Board discusses a matter determined by it to be confidential, the Board may hold an *in camera* meeting and the public shall be excluded from such meeting or portion of a meeting. For clarity, unless otherwise directed by the Board, the following matters shall be discussed in *In-Camera* meetings or portions of meetings only:

- (a) the conduct, discipline, suspension and all other matters relating to individual students,
- (b) all personnel matters,
- (c) matters where Board liability may arise,
- (d) strategic labour relations and matters pertaining to collective bargaining or terms of employment,
- (e) nominations and appointments of Board and Committee members,
- (f) Board evaluation and self-evaluation,
- (g) security of property,
- (h) matters of a contractual or financial nature where it is in the interest of the College to maintain confidentiality, and
- (i) advice that is subject to solicitor-client privilege, including communications necessary for that purpose.

9.3 Attendance at *in camera* meetings shall be restricted to Governors, the Board Secretary, and those individuals appropriate to the business of that meeting on the invitation of the Board Chair, subject to approval of the Board.

9.4 Decisions made during an *in camera* meeting may, at the discretion of the Board, be reported at a subsequent open session meeting, taking into consideration the need or requirement for ongoing confidentiality.

9.5 All Governors shall keep all *in camera* meetings information, discussions and proceedings strictly confidential.

9.6 Agenda packages and related materials for the open session meetings shall be made available to the public on the College web site and/or through arrangement with the Board Secretary.

10. NOTICE OF MEETINGS

- 10.1 The Board may appoint a day or days in any month or months for meetings.
- 10.2 Notice of Board meetings shall be given in such a manner as may be from time to time determined by the Board and at least three (3) days prior to the day appointed for the meeting. Notice may be delivered by courier, email, facsimile, pre-paid regular mail, College mail service, or via **publication on the College web site and Board Portal**.
- 10.3 Notice of all other meetings of the Board or its committees shall be delivered or transmitted to each Governor or other person(s) entitled to notice of such meeting. However, no formal notice of any such meeting shall be necessary if all the Governors are present or if those absent waive notice or otherwise signify in writing their consent to the meeting being held in their absence. Such waiver of notice or consent may be given either before or after the meeting.
- 10.4 Special meetings may be formally called by the Chair or Vice-Chair(s) or by the President on the direction of the Chair or the Vice-Chair(s). Notice of such meetings shall be delivered by telephone, facsimile or email to each Governor not less than one (1) day before the meeting is to take place or delivered by courier to each governor not less than two (2) days before the meeting is to take place. The statutory declaration of the President or Chair that notice has been given pursuant to this By-Law shall be sufficient and conclusive evidence of the giving of such notice.
- 10.5 No error or omission in the giving of such notice for any meeting of Governors shall invalidate such meeting or invalidate or make void any proceeding taken or had at such meeting, and any Governor may at any time waive notice of such meeting and may ratify and approve of any or all proceedings taken or had thereat.

11. OTHER MEETINGS

- 11.1 **The Board may, at any time, schedule a Governors' retreat, planning session, information session, orientation or any other such events as it deems appropriate. No resolutions shall be passed during these sessions, and such events shall not be open to the public.**

12. FREQUENCY OF MEETINGS

- 12.1 The Board shall meet in public no less than **six (6) times per year, unless otherwise determined by the Board in its sole discretion.**

13. PLACE OF BOARD MEETINGS

- 13.1 The Board may hold its meetings at such place or places as it may from time to time determine in its sole discretion. Board meetings shall normally be held at the College's main campus and may, when possible, be scheduled at other College campus locations.

14. MEETINGS BY ELECTRONIC MEANS

- 14.1 Any Board member may participate in a meeting of the Board or its committees by means of conference telephone or other communications equipment that permits all persons participating hear and address each other. A Board member participating in

a meeting pursuant to this section shall be deemed to be present in person at the meeting and shall be counted toward quorum.

- 14.2 In this instance, quorum shall be established by a verbal roll call conducted by the Board Secretary at the beginning of each meeting.

15. QUORUM

- 15.1 The quorum required for a meeting of the Board shall be equal to the majority of the number of Board members that is required under O. Reg. 34/03 plus one.
- 15.2 No business shall be transacted at any Board meeting unless the requisite quorum is present at the commencement of such business.
- 15.3 If, during a meeting, quorum is lost, the Chair shall refer matters to a subsequent meeting for consideration.
- 15.4 Where a Board member declares a conflict of interest for an item of business, the quorum for that portion of the Board meeting consists of the majority of the Board members who have not declared conflict.

16. VOTING

- 16.1 Only Board members may make motions and vote. The Student Observer may not move or second a motion or vote at Board meetings.
- 16.2 **The Chair and President have the same voting privileges as other members of the Board.**
- 16.3 Questions arising at any Board meeting shall be decided by a simple majority vote of the members. In the case of an equality of votes, the Chair, in addition to his original vote, shall have a second or deciding vote.
- 16.4 All votes at any Board meeting shall be taken by ballot if so demanded by any Governor present, but if no demand is made, the vote shall be taken by a show of hands. Any Governor may request a recorded vote. Any Governor may request his vote or abstention be recorded.
- 16.5 Unless there is a demand for a recorded vote, a declaration by the Chair that a motion has been carried and an entry to that effect in the Board meeting minutes shall be admissible in evidence as *prima facie* proof of the fact of the number or proportion of votes recorded in favour of or against the motion.
- 16.6 The minutes shall record a motion as carried or defeated. **Meetings held by electronic means will require a recorded vote.**
- 16.7 Votes to amend or adopt by-laws shall require a two-thirds majority.
- 16.8 No Board member may use a proxy or be represented by a proxy-holder.

17. DELEGATIONS TO MEETINGS

- 17.1 Delegations will be heard by the Board at any of its regular meetings, subject to the requirements outlined in the Board Procedure, "Delegations to the Board of Governors".

18. ADJOURNMENTS

- 18.1 Any Board meeting or committee meeting may be adjourned by motion at any time and from time to time, and such business may be transacted as might have been transacted at the original meeting from which such adjournment took place. No notice shall be required of any such adjournment. Such adjournment may be made notwithstanding the absence of a quorum.

19. ANNUAL MEETING

- 19.1 The Board shall hold an annual meeting at the Head Office of the College or such other location in Ontario as may be determined by the Board and on such day as the Board shall appoint.
- 19.2 For clarity, the Board meeting at which the audited financial statements are received will be deemed to be the annual meeting of the College as described in section 19.1.

20. CONFLICT OF INTEREST

- 20.1 All Governors must comply with the Minister's Binding Policy Directive on Conflict of Interest which is intended to protect the integrity of college boards and the integrity of governors who may face a conflict. To aid in the application of this directive, the Board shall maintain and all governors abide by the Board Procedure, "Conflict of Interest" which may be amended by resolution of the Board from time to time, as appropriate.
- 20.2 Further to section 20.1,
- (a) Board Members shall not be under any duty or responsibility in respect of any contract, act or transaction whether or not made, done or entered into in the name or on behalf of the College, except such as shall have been submitted to and authorized or approved by the Board; and
 - (b) If any Board Member be employed by or perform services for the College otherwise than as a Board Member or be a Member of a firm or a shareholder, director or officer of a company which is employed by or performs services for the College, the fact of his or her being a Board Member shall not disentitle such Board Member or such firm or company, as the case may be, from receiving proper remuneration for such services, provided adequate disclosure has been made pursuant to the provisions of section 21 of this By-law.

21. DISCLOSURE OF INTEREST IN CONTRACTS

- 21.1 Without limiting the generality of section 20, every Board member who is in any way directly or indirectly interested in a proposed contract or a contract with the College shall declare his interest and/or conflict at a Board meeting.

- 21.2 In the case of a proposed contract, the Board member shall declare his interest at the meeting of the Board or any committee at which the proposed contract is first discussed or, if the Board member is not present at that meeting, at the next meeting of the Board or any committee meeting where the proposed contract was discussed.
- 21.3 For the purposes of this section, a general notice given to the Board by a Board member to the effect that he is a shareholder of or otherwise interested in any company, or is a member of a specified firm and is to be regarded as interested in any contract made with such other company or firm, shall be deemed to be a sufficient declaration of interest in relation to a contract so made, but no such notice is effective unless it is given at a Board meeting.
- 21.4 If a Board member has made a declaration of his interest in a proposed contract or contract and has neither taken part in the discussion nor voted in respect of the contract, he is not accountable to the College or to any of the Board members or creditors for any profit realized from the contract, and the contract is not voidable by reason only of his holding that office or of the fiduciary relationship established thereby.

22. OFFICERS

- 22.1 There shall be a Chair, one (1) or more Vice-Chairs, a Secretary-Treasurer, and other such Officers as the Board may determine, by Resolution, from time to time.
- 22.2 The Secretary-Treasurer shall be the President of the College.

23. ELECTION OF OFFICERS AND TERMS

- 23.1 No later than the regular meeting of the Board in June of each year, the Board shall hold an Election Meeting to elect its Officers for the coming year, provided that in default of such election the then incumbents, being Members of the Board, shall hold office until their successors are elected.
- 23.2 The Chair and Vice-Chairs are elected for a one (1) year term commencing September 1. The incumbent Chair and Vice-Chairs are eligible for re-election.
- 23.3 A Board member is limited to three (3) successive terms of one (1) year each as Chair of the Board.
- 23.4 The process to elect the Chair and Vice-Chairs is the Board's jurisdiction and responsibility.

24. OFFICERS' DUTIES

- 24.1 Subject to the direction of the Board, the **Chair** shall:
- (a) when present, preside at all meetings of the Board,
 - (b) together with the Secretary-Treasurer or other Board Officers appointed for the purpose, sign all By-laws of the College,
 - (c) sign such contracts, documents or instruments in writing as require his signature,

- (d) on behalf of the Board, have primary supervisory responsibility for the College President with an obligation to report to the Executive Committee and the Board,
- (e) have the lead role in all terms and conditions of employment of the President, including contracts and evaluation,
- (f) act generally as spokesperson for the Board,
- (g) interpret the intent of the by-laws and the resolutions of the Board,
- (h) be named as a Director of the Fleming College Foundation Board, and
- (i) have such other powers and duties as may from time to time be required or assigned to him by the Board or as are incident to his office.

24.2 Subject to the direction of the Board, the **Vice-Chair** shall:

- (a) be Chair of the Executive Committee,
- (b) have such powers and perform such duties as may from time to time be required or assigned to him by the Board,
- (c) in the Chair's absence, inability or refusal to act, and upon approval of the Board, perform all the duties and have all the powers of the Chair, and
- (d) be a Director of the Fleming College Foundation Board and serves as Chair of said Board.

24.3 Subject to the direction of the Board, the **Second Vice-Chair** shall:

- (a) chair the Audit Committee,
- (b) have such powers and perform such duties as may from time to time be required or assigned to him by the Board,
- (c) in the Vice-Chair's absence, inability or refusal to act, and upon approval of the Board, perform all the duties and have all the powers of the Chair, and
- (d) be a Director of the Fleming College Foundation Board.

24.4 Subject to the direction of the Board, the **Secretary-Treasurer** shall:

- (a) keep full and accurate accounts of all receipts and disbursements of the College in proper books of account and shall deposit all moneys or other valuable effects in the name and to the credit of the College in such banks or financial institutions as may from time to time be designated by the Board,

- (b) disburse the funds of the College under the direction of the Board, and report the financial position at each regular meeting,
- (c) co-operate with the auditors of the College or of the Province during any audit of the accounts of the College and shall also perform such other duties as may from time to time be determined by the Board, and
- (d) attend all meetings of the Board and record, or delegate to be recorded, all facts and minutes of all proceedings in books kept for that purpose.

25. PRESIDENT

- 25.1 The Board shall appoint the President of the College. The Board shall establish the President's employment contract.
- 25.2 The Board may delegate to the President full authority to manage and direct the business and affairs of the College, except such matters and duties as by law must be transacted or performed by the Board, and further to employ and discharge agents and employees of the College, or may delegate to the President any lesser power.
- 25.3 The President shall conform to all lawful orders given to him either by the Board and/or by the Chair thereof, and shall at all reasonable times give to the Governors and/or any one of them as authorized by the Board all information any of them may require regarding the affairs of the College.
- 25.4 Any agent or employee appointed by the President shall be subject to discharge as set forth in the collective agreements or the terms of employment for administrative staff.
- 25.5 The President is the Secretary-Treasurer of the Board, and as such is the ex-officio clerk of the Board and custodian of the corporate seal of the College and of all books, papers, records, correspondence, contracts and other documents belonging to the College which he shall deliver up only when authorized by a resolution of the Board to do so.
- 25.6 The Board, through the Secretary-Treasurer, shall see that all necessary books and records of the College required by the by-laws of the College or by any applicable statute or law are regularly and properly kept.
- 25.7 The President may appoint an Associate Secretary to assist him in his role as Secretary-Treasurer who shall attend all Board meetings and record all facts and minutes of all proceedings in the books kept for that purpose.

26. OTHER OFFICERS

- 26.1 The Board may appoint such other Officers as it may determine whose duties shall be such as the terms of their engagement call for or as the Board and/or the President may require of them.

27. DELEGATION OF OFFICERS' DUTIES

27.1 In the event of absence, inability to act or for any other reason deemed sufficient by the Board, the Board may delegate all or any of the powers of any Officer to any other Officer or to any External Member for such period of time deemed appropriate.

28. BOARD OFFICER VACANCIES

28.1 If the Office of the Chair or Vice-Chairs shall be or become vacant for any reason, the Board may elect or appoint an External Member to fill such vacancy for the remainder of the term of that Officer.

29. LIMITATION OF LIABILITY

29.1 No Board member or Officer shall be liable for:

- (a) the acts, receipts, negligence or default of any other Governor, Officer or College employee, or for joining in any receipt or act for conformity;
- (b) any loss, damage or expense happening to the College through the insufficiency or deficiency of title to any property acquired by the College or for or on behalf of the College;
- (c) the insufficiency or deficiency of any security in or upon which any of the money of or belonging to the College shall be placed out or invested;
- (d) any loss or damage arising from the bankruptcy, insolvency or tortious act of any person, firm or college with whom or which any money, securities or effects shall be lodged or deposited; or
- (e) any other loss, damage or misfortune whatever which may happen in the execution of the duties of his respective office or trust or in relation thereto,

unless the same shall happen by or through his own wrongful and willful act or through his own wrongful and willful neglect or default.

30. INDEMNIFICATION

30.1 All Board members and Officers, their heirs, executors, administrators, and estate and effects respectively, shall from time to time and at all times, be indemnified and saved harmless, out of the funds of the College, from and against:

- (a) all costs, charges and expenses whatsoever which such person sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against him for or in respect of any act, deed, matter or thing whatsoever made, done or permitted by him in or about the execution of the duties of his office; and
- (b) all other costs, charges and expenses which he sustains or incurs in or about or in relation to the affairs thereof except such costs, charges or expenses as are occasioned by his own willful neglect or default.

31. STANDING COMMITTEES

- 31.1 The Board may appoint standing committees as required from time to time.
- 31.2 The standing committees of the Board are the Committee-of-the-Whole, the Executive Committee and the Audit Committee.
- 31.3 The Board shall establish Terms of Reference for each standing committee. Terms of Reference for each are contained in the Governance Policy, "Committees of the Board of Governors".
- 31.4 Membership on standing committees shall be established following the Board's annual election meeting and prior to the commencement of the Board year
- 31.5 Committee members are appointed for a term of one (1) year commencing September 1 through to the following August 31, which appointments may be extended for an additional one (1) year term provided the member continues as a Governor.
- 31.6 Only members of the Board have a vote on standing committees. To clarify, only the Governors and the Student Observer identified as members of the standing committee may make motions and vote at standing committee meetings.
- 31.7 Standing Committees meet *in camera*, and meeting minutes are reviewed and approved by the full Board at the next succeeding Board meeting as part of the In-Camera Consent Agenda.

32. EXECUTIVE COMMITTEE

- 32.1 The Executive Committee is a standing committee of the Board and meets *in camera*. Terms of Reference for the Executive Committee are outlined in Attachment 1 to Governance Policy, "Committees of the Board of Governors".
- 32.2 The Executive Committee comprises:
 - (a) the Vice-Chair of the Board, who shall be Chair of the Executive Committee,
 - (b) the Chair of the Board of Governors,
 - (c) the Second Vice-Chair of the Board of Governors, who shall be Chair of the Audit Committee,
 - (d) two (2) Governors-at-large (both External Members), as elected by the Board;
and
 - (e) the President (*ex officio*).
- 32.3 **Given the responsibilities of the Executive Committee and to avoid conflict of interest situations, with the exception of the President who is a member by virtue of office, an Internal Member may not be a member of the Executive Committee and as such, is not eligible to be elected as a Governor-at-large member of the Executive Committee.**

- 32.4 Ratification of actions taken by the Executive Committee shall be sought from the Board at the next scheduled meeting of the Board.
- 32.5 The Executive Committee shall perform such duties as may be assigned to it by the Board in accordance with this By-Law. The Executive Committee shall have power on its own motion to make inquiries and bring recommendations to the Board as it may deem to be in the best interests of the College.

33. COMMITTEE-OF-THE-WHOLE

- 33.1 The Committee-of-the-Whole is a standing committee of the Board and meets *in camera*. Terms of Reference for the Committee-of-the-Whole are outlined in Attachment 2 to Governance Policy, "Committees of the Board of Governors."
- 33.2 The Committee-of-the-Whole comprises all members of the Board of Governors.
- 33.3 No official actions are made in Committee-of-the-Whole. Members decide through consensus if an item is ready to be taken to the Board for decision or whether to refer the item to another committee for further development.

34. AUDIT COMMITTEE

- 34.1 The Audit Committee is a standing committee of the Board and meets *in camera*. Terms of Reference for the Audit Committee are outlined in Attachment 5 to Governance Policy, "Committees of the Board of Governors."
- 34.2 The Audit Committee comprises a minimum of four (4) governors of which at least three (3) are External Members, one of whom is the Committee Chair, and at least one (1) member shall have accounting or related financial management expertise

35. COMMITTEES – GENERAL PRINCIPLES

- 35.1 Committees help the Board do its job by preparing alternatives and options for the Board's deliberation and ultimate approval. Committees are subject to the authority of the Board and no decision of a committee, with the exception of the Executive Committee, is binding upon the Board or College unless and until adopted and ratified by the Board.
- 35.2 The Board may establish committees, consisting of such persons as may from time to time be appointed by the Board, to act in an advisory capacity to the Board in the particular area of responsibility assigned to each of such committees. The Board shall establish terms of reference for each committee. The Board may from time to time amend the purposes or responsibilities of any committee. The Board may fill any vacancies occurring from time to time on any such committees.
- 35.3 The named members of such committees shall serve at the pleasure of the Board. The terms of reference shall outline the committee membership. By virtue of office, the Board Chair, the Vice-Chairs and the President shall receive all committee agenda packages unless otherwise directed, and shall have the right to participate in all such meetings, without vote or consideration in quorum.

- 35.4 Board members are appointed to committees for a term of one (1) year commencing September 1 through to the following August 31, which term may be extended for an additional one (1) year term provided the member continues as a Governor.
- 35.5 The Board, in its sole discretion, may abolish committees which no longer serve a function for the Board, without prejudice to the Board later re-establishing any such committee.
- 35.6 Board committees meet *in camera*, and meeting minutes are reviewed and approved by the full Board at the next succeeding Board meeting as part of the "Closed Session Consent Agenda".
- 35.7 Any such committee so appointed may meet for the transaction of business, adjourn and otherwise regulate its meetings as it thinks fit provided, however, that a majority of the members of each committee shall constitute a quorum thereof for the transaction of business.
- 35.8 Members of committees shall receive no remuneration for serving on the committee but may be reimbursed by the College for reasonable expenses incurred by them in connection with meetings.

36. ATTENDANCE AT COMMITTEE MEETINGS

- 36.1 Committee members may attend meetings in person, or by telephone, electronic or other communication facilities as permit all individuals participating in the meeting to communicate.
- 36.2 Attendance at committee meetings is limited to the named committee members and other persons appropriate to the business of that meeting.

37. QUORUM AT COMMITTEE MEETINGS

- 37.1 A quorum for committees is defined as a simple majority (half plus one) of the named committee members.
- 37.2 When a Governor declares a conflict of interest for an item at a committee meeting, the quorum shall be a simple majority of the remaining committee members for that item.

38. VOTING AT COMMITTEE MEETINGS

- 38.1 Questions arising at any meeting of a Board committee shall be decided by a majority vote of the named committee members. In the case of an equality of votes, the committee Chair, in addition to his original vote, shall have a second or deciding vote.
- 38.2 A declaration by the committee Chair that the motion has carried and an entry to that effect in the minutes shall be admissible in evidence as prima facie proof of the fact of the number or proportion of votes recorded in favour or against said motion.
- 38.3 No member of a committee may use a proxy or be represented by a proxy-holder.

39. OTHER COMMITTEES OF THE BOARD

- 39.1 The Board shall establish a Naming Committee and establish terms of reference for the committee outlining the composition, mandate, duties and responsibilities pursuant to Attachment 7 to Governance Policy, "Committees of the Board of Governors".
- 39.2 The Board has the right to establish additional committees as the Board deems necessary and to set the terms of reference for such committees which may be amended by Board resolution from time to time, as appropriate.
- 39.3 Quorum is determined based on the Membership as defined in each committee's terms of reference.
- 39.4 Voting privileges are granted to all named members of each committees.

40. ADVISORY COLLEGE COUNCIL

- 40.1 The Board shall establish an Advisory College Council through which students and College staff may provide advice to the President on matters of importance to students and College staff.
- 40.2 An outline of the structure, composition, mandate, reporting and terms of reference of the Advisory College Council is contained in the Governance Policy, "Advisory College Council" and may be amended by Board resolution from time to time, as appropriate.
- 40.3 The Advisory College Council shall keep proper records and minutes of its proceedings and shall submit annually a report of its priorities and activities to the Board, presented by the Chair of Advisory College Council.

41. ADVISORY COMMITTEES – PROGRAMS

- 41.1 The Board shall appoint Advisory Committees for each program of instruction or cluster of programs offered by the College. Each advisory committee shall elect its own chair for a term of one (1) year, and he shall be eligible for re-appointment.
- 41.2 The Board may delegate to a senior administrative member of the College the task of appointing the members of the Advisory Committees.
- 41.3 The Board shall establish a policy that outlines the structure, terms of reference and procedures for Advisory Committees contemplated in this Section 41 pursuant to College Policy and the Administrative Operating Procedure, "Program Advisory Committees".
- 41.4 The Board shall maintain a close relationship with the Advisory Committees. An annual schedule of Advisory Committee meetings will be made available, and Board members encouraged to observe meetings of Advisory Committees. Board members shall also be afforded the opportunity to serve on an Advisory Committee or Committees.
- 41.5 The Vice-President Academic shall, on an annual basis, provide the Board with a report detailing advisory committee activities, accomplishments, program objectives, future trends and other information

41.6 The Board shall establish a policy that outlines a rigorous, ongoing and systematic program review and evaluation process of the Advisory Committees pursuant to College Policy and the Administrative Operating Procedure, "Program Quality Assurance".

42. OTHER ADVISORY COUNCILS OR COMMITTEES

42.1 The College may establish advisory committees or councils for programs and services other than for programs of instruction. These advisory committees or councils shall report to the appropriate administrative authority, and the President or his delegate shall define the structure, mandate, and terms of reference of such committees or councils.

43. SIGNING AUTHORITY

43.1 The Chair, Vice-Chair(s) and/or President may execute instruments, contracts or obligations related to externally binding transactions and contractual obligations with parties external to the College **as set out in the College Policy and Administrative Operating Procedure, "Signing Authority – Externally Binding Transactions and Contractual Obligations" as may be amended from time to time.**

43.2 Pursuant to section 25.2 of this By-law, the President may further delegate his authority to execute documents to other College personnel.

43.3 Notwithstanding sections 43.1 and 43.2 and the College Policy and Administrative Procedure on Signing Authority, the Board may, at any time, by resolution, delegate the execution of instruments, contracts or obligations related to externally binding transactions and contractual obligations with parties external to the College to any person or persons it deems appropriate.

44. DEPOSIT OF SECURITIES

44.1 The securities of the College shall be deposited for safekeeping with one or more banks, trust companies or other financial institutions to be selected by the Board. Any and all securities so deposited may be withdrawn, from time to time, only upon the written order of the College signed by such officer or officers, agent or agents of the College, and in such manner, as shall from time to time be determined by resolution of the Board and such authority may be general, or confined to specific instances. The institution, which may be so selected as custodian by the Board, shall be fully protected in acting in accordance with the directions of the Board and shall in no event be liable for the due application of the securities so withdrawn from deposit or the proceeds thereof.

45. BORROWING OF FUNDS

45.1 Subject to applicable legislation and Ministry directives, the Board may from time to time:

- (a) borrow money on the credit of the College;
- (b) issue, sell or pledge securities of the College;

- (c) charge, mortgage, hypothecate or pledge all or any of the real or personal property of the College, including book debts, rights, powers, franchises and undertakings to secure any securities or any money borrowed, or other debts, or any other obligation or liability of the College.
- 45.2 Subject to applicable legislation and Ministry directives, the Board may from time to time authorize any Governor, Officer or employee of the College or any other person to make arrangements with reference to the moneys borrowed or to be borrowed as in section 45.1 and as to the terms and conditions of the loan thereof, and as to the securities to be given therefore, with power to vary or modify such arrangements, terms and conditions and to give such additional securities for any moneys borrowed or remaining due by the College as the Governors may authorize and generally to manage, transact and settle the borrowing of money by the College.

46. AUDITORS

- 46.1 The Board shall annually appoint an auditor or a firm of auditors licensed under the *Public Accountancy Act, 2004*, S.O. 2004, c. 8 as may be amended or replaced from time to time who shall be instructed to prepare for submission to the Board, the Ministry and other agencies as required by legislation, audited financial statement(s) of the College for the preceding fiscal year, and such other reports as required.

47. FINANCIAL YEAR

- 47.1 Unless otherwise ordered by the Ministry, the fiscal year of the College shall terminate on the 31st day of March in each year.

48. REPEAL

- 48.1 By-law 1-102 of the Board of Governors of The Sir Sandford Fleming College of Applied Arts and Technology, enacted on the 22nd day of June 2011 is hereby repealed.

TO BE COMPLETED UPON APPROVAL: Enacted by the Board of Governors and sealed with the Corporate Seal this 28th day of June 2017, Resolution BoG June28-2017 #x

Original signed by
Lori Sutcliffe Geens
Chair, Board of Governors
Sir Sandford Fleming College

Original signed by
G.A. Tilly, Ph.D.
Secretary-Treasurer, Board of Governors and
President, Sir Sandford Fleming College

Summary of Amendments:

GOVERNANCE POLICY: Removal of a Board Member

REFERENCE NUMBER:	GP-001
APPROVAL DATE:	<i>Original:</i> June 23, 2004 (Policy 1-102I)
REVISION DATE(S):	June 22, 2011 (Policy 1-102I); scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Section 7 of By-law 1-102 provides that:

The Board may remove any Board Member, other than the President or those External Members appointed by the Lieutenant Governor, before the expiration of his term by Resolution of the Board pursuant to the provisions of the Governance Policy, *Removal of Board Members*.

2. **Grounds for Removal**

A Governor may be removed from the Board by Resolution before the expiration of his term if the Governor has:

- (a) neglected or refused to participate on Board committees and/or contribute to effective discussion and decision making at the Board
- (b) has knowingly failed to comply with applicable legislation or the By-laws or Policies of College including, without limitation, conflict of interest provisions
- (c) failed to observe and perform fiduciary duty to act with honesty, in good faith and in the best interests of the College
- (d) has failed to maintain the confidentiality of any and all information, discussions or proceedings at *in-camera* (closed session) meetings of the Board or any committees of the Board;
- (e) has failed to maintain the requirements of the Board Procedure, *Board and Committee Meeting Attendance*; or
- (f) demonstrated conduct unbecoming of a Board Member including but not limited to activities that are illegal, are in breach of established Board policies, constitute or demonstrate harassment, violence or discrimination, or misconduct which, in the opinion of the Board, would adversely affect the image and/or operations of the Board or of the College if the Member were to continue

An External Member becomes disqualified under s. 4 (3) of O.Reg. 34/03 which precludes a person appointed to a board from being an employee or student of the College. Should an External Member become disqualified under this provision, the seat will automatically become vacant without need of a Resolution.

An Internal Member becomes disqualified under s. 7 (4) of O.Reg. 34/02 when the person ceases temporarily or permanently to be an academic staff member, administrative staff member or support staff member, as the case may be. Should an Internal Member become disqualified under this provision, the seat will automatically become vacant without need of a Resolution and a new member selected in accordance with the Election Policy.

A student who graduates prior to the expiration of their term may remain a member of the Board until August 31 in the year of his graduation.

3. Alternatives to Removal of a Governor

3.1 If any of the events of Section 2 have occurred, the Board shall, as an alternative to removing a Member, have the option of imposing any one or a combination of the following sanctions:

- (a) issue an oral reprimand;
- (b) issue a written reprimand;
- (c) suspend the Governor for a period or term set by the Board;
- (d) request the Governor resign.

4. Procedure for Removal

4.1 The Chair or the Vice-Chair shall discuss the matter with the Governor to explain why the removal is being considered and to seek a satisfactory explanation of or solution to the alleged grounds for removal.

4.2 If discussions do not result in a satisfactory explanation or solution, the matter is to be brought to the Board at a special in-camera meeting of the Board called by the Chair or a Vice-Chair and the President for this purpose.

4.3 The notice for the in-camera meeting is to specify the intention to pass a Resolution removing the Governor and the grounds for removal.

4.4 The Governor shall be given an opportunity to respond to the grounds for removal by addressing the Board at the special in-camera meeting, but shall not be present during discussion and shall have no right to vote on any Resolution.

4.5 The Board will determine by Resolution passed by at least two-thirds of the votes cast whether the Governor shall be removed before the expiration of the Governor's term. The option of a secret ballot is available to the Board.

4.6 The Governor shall be clearly notified in writing by the Chair of the Board and the President of the final consideration and decision of the Board, the attestation that the removal process was carried out in accordance with this procedure.

4.7 In the event any governor perceives that another governor has engaged in conduct warranting their removal from the Board under this section, they shall bring the matter to the attention of the Chair of the Board, or if the Chair's conduct is in question, to the Vice-Chair of the Board. The Chair or Vice-Chair will follow the procedure outlined above. Misuse of this provision by a governor is considered conduct unbecoming of a governor defined above and may result in the removal of the offending governor.

5. Review Procedure

5.1 A member who is removed from the Board in accordance with the procedure outlined above may, within 10 days of the decision by the Board to remove the Governor, apply to the Executive Committee to request review of the decision to remove the affected member. The Executive Committee's review shall be limited to determining whether the reasons for removal and the procedure followed were in accordance with the process outlined, not whether the decision of the Board to remove the member was correct.

- 5.2 At the time the review is requested, the Governor shall submit a written statement setting out the reasons he believes the reasons for removal or the procedures were not followed.
- 5.3 Upon completion of the review, the Executive Committee shall issue a written report to the Board and the Governor who has been removed; the Board shall render its decision within thirty (30) days of receipt of the request for review.
- 5.4 The decision of the Board is final and binding.
- 6. Removal of External Members Appointed by the Lieutenant Governor**
- 6.1 With respect to any member of the Board appointed by the Lieutenant Governor in Council, if the Board believes that there exist reasons justifying the removal of the member from the Board, the Board may set those reasons out in a report to the Minister for referral to the Lieutenant Governor in Council.

History of Amendments/Reviews:

Section(s)	Date	Comments
Added to By-law 1-102 as Section 8	2004	Required pursuant to O.Reg. 34/03 (Resolution BoG June23-2004)
Review of By-law 1-102	June 2011	Reviewed (Resolution BoG June22, 2011 #4)
Review of By-law 1-102	May 2017	Recommended as a stand-alone Governance Policy (Resolution BoG June28-2017 #x)

GOVERNANCE POLICY: Committees of the Board of Governors

REFERENCE NUMBER:	GP-002
APPROVAL DATE:	<i>Original:</i> June 22, 2011 (Policy 1-102J)
REVISION DATE(S):	June 24, 2015; October 26, 2016; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

Purpose

This policy sets out the guiding principles that the Board will apply when establishing committees and establishes the parameters applicable to the operation and function of all Board committees.

Background

From time to time, the Board may appoint committees to support its work and to assist with the realization of Board objectives by preparing alternatives, options and implications for the Board's deliberation and approval. Standing Committees are permanent committees of the Board. The Board may also choose to appoint other committees.

This policy outlines the principles of committee operation which apply to all Board committees unless otherwise determined by Resolution of the Board or as stated in the Terms of Reference established and approved by the Board. Additional information on committees is provided in By-Law 1-102, 31 through 39.

Policy Statements

Committees complement the Board and do not pre-empt it in any way. Committees do not speak or act for the Board except when such authority has been formally designated by the Board, i.e. the Executive Committee. Committees cannot exercise authority over staff and college operations.

The Board establishes and approves terms of reference for each committee. Terms of reference may be amended by Board resolution from time to time, as appropriate.

Membership on committees is established annually prior to the commencement of the Board year and in accordance with the Terms of Reference, for a one-year term commencing September 1 through to the following August 31, and may be extended for an additional year while the member continues to be a governor. Changes in membership may be made as circumstances require throughout the year. Vacancies occurring in the membership of a committee shall be filled by the Board at its earliest convenience.

Committees meet on a regular day and time as determined by the Board. Committees meet as listed on the annual Board Schedule, recognizing that there may be circumstances necessitating additional meetings or cancellation of scheduled meetings.

Attendance at committee meetings is limited to the named committee members and other persons appropriate to the business of that meeting.

At the discretion of the Committee Chair and where the agenda for a scheduled committee meeting is composed only of one or two non-controversial matters (i.e. information items or reports), the meeting may be conducted by conference call with members.

Board Committees meet in-camera. The meeting minutes accurately reflecting the deliberations of the committee and are reviewed and approved by the full Board at the next Board meeting as part of

the In-camera (Closed Session) Consent Agenda. The Committee Chair is responsible for presenting any recommendations to the Board.

The Board has established the following committees with composition and terms of reference detailed in Attachments numbered 1, 2, 5 and 7:

- | | |
|----------------------------|--|
| Standing Committees | <ul style="list-style-type: none"> • Executive Committee • Committee-of-the-Whole • Audit Committee |
| Other Committees | <ul style="list-style-type: none"> • Naming Committee |

Related Documents

- By-law 1-102, s.31 through 39

Appendices

- Attachment 1: Terms of Reference – Executive Committee
- Attachment 2: Terms of Reference – Committee-of-the-Whole
- Attachment 5: Terms of Reference – Audit Committee
- Attachment 7: Terms of Reference – Naming Committee

History of Amendments/Reviews:

Section(s)	Date	Comments
Regular review of By-law 1-102	June 2011	All Terms of Reference moved from By-law into policy (Resolution BoG June22-2011 #4)
Attachment 2 – Human Resources Committee	October 2014	Attachment rescinded upon dissolution of the committee and transfer of responsibilities to the Executive Committee; minor edits to the mandate of the Executive Committee (Resolution BoG Oct29-2014 # 6)
Attachment 6 – Advancement Committee	December 2014	Attachment 6 (committee terms of reference) rescinded with removal of s.37.2 from the By-law (Resolution BoG Dec3-2014 #3)
Minor language revisions, new format	June 2015	Required as result of revision to s.31.1 of the By-law (Resolution BoG June24-2015 #4)
Terms of Reference developed for Committee-of-the-Whole, minor language updates	October 2016	Terms of reference identified as attachment 2 to Governance Policy 1-102J (Resolution BoG Oct26-2016 #6)

Terms of Reference: EXECUTIVE COMMITTEE

TYPE: Standing Committee

MEMBERSHIP/COMPOSITION: Limited to external Governors, with the exception of the President who is a member by virtue of office, membership is defined in By-law 32.1 as the

- Chair of the Board of Governors
- Vice-Chair of the Board, named as the Chair of the Executive Committee
- 2nd Vice-Chair of the Board, named as Chair of the Audit Committee
- Two Governors-at-large (both external Governors), as elected by the Board
- College President (ex officio)

QUORUM: Simple majority defined as half of the named members (rounded down to the nearest whole number) plus one.

KEY RESOURCE: The Executive Secretary to the President and Board of Governors supports the Committee by liaising with the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

MEETINGS: Two weeks prior to each Board of Governors meeting, or at the request of the Board Chair or President, as needed. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be included on the next In-Camera (Closed Session) Meeting Consent Agenda, for approval of the Board (as stated in By-law 1-102, s.35.6).

RESPONSIBILITIES

- Work closely with the College President, providing guidance and acting as advisor on College issues, strategy or process, as needed.
- Prepare Board meeting agendas and review any matters arising from the Board Committees before submission to the full Board for consideration.
- Monitor the leadership of the Board and ensure appropriate processes are established for succession planning.
- Through the Board Chair, take the lead in the election process of the Officers of the Board.
- Develop an orientation session for incoming governors.
- Develop and plan Board Retreats.
- By resolution, the Board may delegate to the Executive Committee any such powers of the Board subject to such restrictions, if any, as may be imposed by an applicable statutory provision or as may be imposed from time to time by the Board.

The Executive Committee is empowered to act on behalf of the Board during the summer as well as on other occasions when a quick decision is required and it is not possible to achieve the requisite quorum of Governors.

As a Human Resources Committee,

- Establish, with the approval of the Board of Governors, a Presidential Search Committee, as required. With the Board Chair as lead, oversee the recruitment and selection process* in filling the position of president including establishing salary and terms. The hiring process overall is supported by the Vice-President Human Resources and selected staff.

* reference document is Board Procedure BP-014, Presidential Continuity and Succession

- Through the Board Chair, advise the Board on the process for the President's annual performance review*.

* reference document is Board Procedure BP-013, President's Performance Evaluation

- In-camera and as required, recommend to the Board the appointment of a president including the terms of employment and compensation, the re-appointment of the President and compensation, any change(s) to the terms of employment and, where appropriate, termination of the President's contract.

As a Nominating Committee,

- Assist with governor recruitment. Develop and maintain a pool of interested and suitable candidates.
- Annually review the skills matrix/profile, seeking input from the full Board with respect to identifying gaps.
- Review the applications of potential candidates including those seeking a second term, recommending nomination of new and continuing governors to the Board, for approval.
- Recommend the membership/composition of all Board Committees and liaison assignments, for Board approval.

As a Governance Committee,

- Advise the Board in respect of compliance with Ministry and Board policy relating to governance.
- Conduct regular reviews of the Board's By-law and related policies, procedures and guidelines, and prepare recommendations for consideration by the full Board.
- Annually review and evaluate the operation of the Board and its Committees as a means to continuous improvement, and prepare recommendations for consideration by the full Board.

Other

- Perform functions as may from time to time be assigned by the Board.
- To address other sensitive or confidential College matters as appropriate from time to time.

Review Summary:

- Resolution of the May 28, 2014 In-Camera Board meeting to dissolve the Human Resources Committee and transfer responsibilities under its mandate to the Executive Committee
- Resolution of the October 29, 2014 Public Board meeting to approve the Terms of Reference: Executive Committee
- Resolution of the June 24, 2015 Public Board meeting to amend s.31.1 of By-law 1-102 defining the Executive Committee

Terms of Reference: COMMITTEE-OF-THE-WHOLE

TYPE: Standing Committee

MEMBERSHIP/COMPOSITION:

- All members of the Board of Governors

The Board Chair also chairs the Committee-of-the-Whole meeting. The Board Chair may delegate the Committee Chair's role to a member of the Executive Committee.

Quorum: Simple majority defined as half of the named members (rounded down to the nearest whole number), plus one.

Administrative Resources (ex officio, without vote)

- Vice-President Academic
- Vice-President Finance and Administration
- Vice-President Human Resources and Student Services

MEETINGS: Meetings of the Committee are normally scheduled during the same day and prior to the scheduled Board meeting. Meetings are held in-camera (are closed to the public); individuals may be invited to attend for specific purposes. Minutes, meeting materials and attachments are considered confidential. A full set of minutes will be included on the next In-Camera (Closed Session) Meeting Consent Agenda, for approval of the Board (as stated in By-law 1-102, s.35.6).

The Committee is supported by the Executive Secretary to the President and Board of Governors.

Meeting agendas are developed from the annual Board Work Plan, with input of the Executive Leaders Team, and finalized by the Board Executive Committee.

SCOPE, RESPONSIBILITIES AND PROCESS

- Meeting as a single committee provides all Board members the opportunity to engage in discussion of ideas, issues and proposals in greater depth, in the same room, at the same time.
- The primary outcome is for Board members to feel they have enough information and have had ample conversation around an issue to be able to make a recommendation to the full Board.
- Committee-of-the-Whole meetings may vary in length and format to include, for example, educational opportunities, tours, presentations, workshops.
- No official actions are made in Committee-of-the-Whole. "Voting" relates to deciding through consensus if an item is ready to be taken to the Board for decision or whether to refer the item to another group (e.g. the Board Executive Committee) for further development.
- Items that are deemed ready to move forward to the Board are placed on the following month's Public or In-Camera Board meeting agenda. However, if an urgent issue arises which requires action that month, the item may be discussed at Committee-of-the-Whole and taken to the Board meeting for action that same day.

Review Summary:

- Resolution of the October 26, 2016 Public Board meeting to approve the Terms of Reference: Committee-of-the-Whole

Terms of Reference: AUDIT COMMITTEE

TYPE: Standing Committee

MEMBERSHIP/COMPOSITION:

The Audit Committee shall consist of a minimum of four governors of which at least three are external governors, one of whom is the elected Committee Chair. All such committee members shall be financially literate* as determined by the Board or shall become financially literate within a reasonable time after appointment to the Committee, and at least one member shall have accounting or related financial management expertise. Any internal governor whose duties as an employee of the College include involvement in producing information for the external financial audit or the financial statements is not eligible to serve as a member of the Audit Committee.

** the definition and criteria for financial literacy is the ability to read and understand a balance sheet, an income statement and a cash flow statement, and the notes.*

Ex-officio (non-voting): Board Chair, Board Vice-Chair, College President

QUORUM: Simple majority defined as half of the named members (rounded down to the nearest whole number), plus one.

RESOURCE TO COMMITTEE: The Vice-President Finance and Administration is the senior administrative resource to the Committee. His/her assistant supports the Committee by liaising with the VP and the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

Additionally, the Committee shall have access to such personnel as it considers appropriate, i.e. Director Finance, Manager Accounting Operations.

MEETINGS: Two scheduled meetings per Board year (October or November, May or June); any member of the Committee, the external auditor or senior staff may request additional meetings to consider any matter he/she believes should be brought to the attention of the Committee or the Board. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be submitted to the Board Office, for inclusion on the next In-Camera (Closed Session) Meeting Consent Agenda for approval of the Board (as stated in By-Law 1-102, s.35.6). At each meeting at which the external auditors are present, provision will be made for the Committee to meet privately with either management and/or the external auditors.

RESPONSIBILITIES

The primary duties and responsibilities of the Audit Committee are to:

- Assist the Board in fulfilling its fiduciary responsibilities relating to accounting and reporting practices by ensuring appropriate controls and accountabilities are in place with respect to finance and areas of material risk.
- Monitor the integrity of the College's financial reporting process and systems of internal controls regarding financial reporting and applicable legal compliance.
- Recommend to the Board the annual appointment of the College's auditors after considering management's evaluation of the incumbent auditors; evaluate and make recommendation to the Board regarding the fees charged by the auditors.

- Monitor the performance of the College's independent auditors; review significant findings or recommendations submitted by the external auditor; and review changes in generally accepted accounting principles and practices.
- Review the external auditor's comprehensive audit plan, scope of examination and materiality thresholds.
- Provide an avenue of communication among the independent auditors, management and the Board, ensuring appropriate processes are in place to identify and report areas of significant risk; deal with conflicts between management and the auditor should they arise which cannot be resolved amicably between the two parties.
- Review the audited financial statements and make recommendation to the Board regarding acceptance or rejection.
- Perform such functions as may from time to time be assigned to the Committee by the Board of Governors.
- Review and report on such other matters as may be assigned to the Committee by the Board of Governors.
- Report to and make recommendations to the Board.

Review Summary:

- Resolution of the October 29, 2014 Public Board meeting to approve the Terms of Reference: Audit Committee

Terms of Reference: NAMING COMMITTEE

TYPE: Committee of the Board

MEMBERSHIP/COMPOSITION:

- Executive Committee of the Board
- Vice-President Finance and Administration (or designate)
- Executive Director Marketing and Advancement (or designate)

The Chair of the Executive Committee also chairs the Naming Committee.

The Committee shall have access to such personnel as it considers appropriate. Others may be invited as a resource (non-voting), to lend specific expertise.

QUORUM: Simple majority defined as half of the named members (rounded down to the nearest whole number), plus one.

KEY RESOURCE: The Executive Secretary to the President and Board of Governors supports the Committee by liaising with the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

MEETINGS: On an as-needed basis, immediately preceding or following a scheduled meeting of the Board Executive Committee. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be included on the next In-Camera (Closed Session) Meeting Consent Agenda for approval of the Board (as stated in By-law 1-102, s.35.6)

RESPONSIBILITIES

- (a) The Board Naming Committee identifies naming opportunities, invites naming options as/when appropriate, and provides recommendations on College naming to the Board of Governors, for approval.
- (b) Suggestions for names for a campus, building, room, facility, space or road may be openly invited by the Committee. All suggestions in this regard may be provided to the Committee, to the College President, and/or to the Executive Director Marketing and Advancement.

The Committee may refer to the "Donor Recognition Policies and Procedures" and to the College Policy, "College and Community Recognition and Awards."

- (c) The Committee prepares and forwards recommendations to the Board of Governors, for approval.

Review Summary:

- Policy 1-105 – Board of Governors Recognition (approved March 7, 2001) and Policy 1-105A – Board of Governors Naming Policy (approved September 27, 2006 and reviewed June 22, 2011) were reviewed and combined into a single policy document, Policy 1-105 – College and Community Recognition and Awards (approved at the June 27, 2012 Public Board meeting)

GOVERNANCE POLICY: Advisory College Council

REFERENCE NUMBER:	GP-003
APPROVAL DATE:	<i>Original:</i> June 23, 2004 (Policy 1-102K)
REVISION DATE(S):	January 2008; June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

Each Board of Governors shall establish, in accordance with the current legislation and the Minister's Binding Policy Directive, an **advisory college council** through which college staff and students may provide advice to the President of the College. At Fleming College, this body is known as the "President's Advisory Council" (or PAC).

1. Terms of Reference

- 1.1 As stated in the Minister's Binding Policy Directive, the purpose of an advisory college council is to provide a means for students and staff of the college to provide advice to the President on matters of importance to students and staff. It is a corporate body in the sense that it will deal with issues that affect the entire College. It is a future oriented body involved with strategic planning. An underlying premise is that the Council will be a forum for communication between the President and College faculty, staff, and students regarding issues which are focussed on, or affect, the academic activities of the College.
- 1.2 Given the above, Council's Terms of Reference for advisory capacity consist of, but are not limited to, strategic planning; review of annual reports as each pertains to the College Strategic Plan; academic and student affairs; curriculum and program affairs; faculty and staff affairs.
- 1.3 Council may recommend policies, regulations and guidelines in respect of the above.

2. Reporting

- 2.1 Council provides advice to the President of the College. The President may in turn refer issues, comments, questions, and/or concerns to the appropriate staff for information, follow-up, and/or resolution.
- 2.2 The President takes the advice provided by Council under consideration in the decision-making process on strategic and operational initiatives.

3. Composition of Council

- 3.1 Council consists of 25 to 29 representatives from the student, academic, administrative, support staff constituent groups, who receive notice of, attend, and participate at all meetings of Council.
- 3.2 If the election/appointment processes for the constituent groups fail to produce representation of all areas, Council will request that the President appoint a maximum of two additional members on the recommendation of Council.
- 3.3 Three ex-officio members also serve on Council: the President (who serves as an ex-officio member of all Fleming College committees), a Governor (through a rotating membership), and the Administrative Assistant in the President's Office (who provides support to Council).

4. Nomination and Election Process

- 4.1 Each year, or as often as may be required, Council shall prescribe a process to be followed for these elections.
- 4.2 In February/March, the President will make an announcement to all staff and students that provide notice of any openings on Council for election and the process to be followed.

5. Vacancies

- 5.1 In the event of a vacancy, the runner-up from the last election would be approached to accept the position. If he/she was not available, then Council may request that an appropriate person be appointed by the President.

6. Length of Term

- 6.1 The term for *employee* representation is for two years, September 1 to August 31 (Council does not meet in June, July and August).
- 6.2 The term for *student* representation is for a one-year period, September 1 to August 31, with the exception of the Student Presidents in accordance with the Student Administrative Council and Student Association elections (under the auspices of SAC and SA).

7. Meetings

- 7.1 Council may appoint a day or days in any month or months for regular meetings, at a place or hour to be named by the Chair.
- 7.2 Meetings are open to the College community. Notice of meetings, agendas, minutes and background documents are available to the College community through the College Portal.

8. Quorum: 50% of the current voting members.

9. Process: Council meetings are semi-formal and use standard procedural rules to facilitate decision making.

10. Voting

- 10.1 A majority vote is based on a majority of votes cast by show of hands. The Chair has a casting vote. Ex-officio members are not eligible to participate in motions or voting.

Reference Documents:

- Governance and Accountability Framework – Minister's Binding Policy Directive (revised September 2010) requiring a report on activities to be included in the College's annual report
- President's Advisory Council [web page](#), specifically the Terms of Reference/Handbook

GOVERNANCE POLICY: Risk Oversight

REFERENCE NUMBER:	GP-004
APPROVAL DATE:	<i>Original:</i> March 23, 2016 (Policy 1-1020)
REVISION DATE(S):	Scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	March 2018

Policy Statement

Oversight of risk management is a fundamental aspect of the governance role of the Board. In this role, the Board is responsible for understanding the principal risks facing Fleming College and to ensure there are systems and processes put in place by the President to minimize or manage but not eliminate those risks.

Definitions/Acronyms

Risk: an event, action or trend that can potentially impact the achievement of the activities, priorities and strategic objectives of Fleming College if the event, action or trend occurs.

Risk management: a planned and systematic approach to setting the best course of action by identifying, assessing, understanding and acting on risks in order to maximize opportunities and minimize losses.

General Principles

1. The Board is committed to ensuring the introduction, adoption and implementation of an effective risk management framework for Fleming College. This framework will be detailed in a College policy and approved by the Board.
2. The following categories will be used in identifying potential risk: Strategic, Reputational, Operational, Compliance.
3. The Board will approve proposed strategies for risk management.
4. In order to integrate risk in the Board's decision-making process, submissions will include an assessment of potential risks in all recommendations or matters requiring a decision by the Board.
5. The Board will ensure there are systems and processes put in place to minimize or manage risks. Reports on the College's efforts to mitigate risk will be provided to the Board, through the President, in a timely manner; the President will also report to the Board on significant emergent risk in a timely manner.

Related Documents

- *Manual for Effective College Governance* (a resource manual for Ontario colleges); Chapter 2 – Role and Functions of the Board

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
NEW policy	March 2016	• Board approval (Resolution BoG March23-2016 #8)
Reviewed as part of the overall Board Policy review	May 2017	(Resolution BoG June28-2017 #x)

BOARD PROCEDURE: Delegations to the Board of Governors

REFERENCE NUMBER:	BP-001
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 1998; June 23, 2004 (By-law 1-102 Appendix C); June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

Delegations to the Board of Governors will be heard by the Board of Governors at any of its regular meetings, subject to the following:

1. Delegations to the Board of Governors must make their request, in writing, to the Secretary-Treasurer of the Board (the College President), at least seven (7) regular business days prior to the published meeting date. This written request shall contain the reason(s) for the appearance; copies of material to be used in the presentation; contact information of the spokesperson(s) for the delegation; and the number of persons in the delegation.

After consultation with the Chair or a Vice-Chair, the President shall respond to the delegation spokesperson(s) prior to the meeting confirming that the delegation will be on the agenda and whether the presentation will be held in the Public meeting of the Board or in the In-Camera meeting. Exceptions to the seven (7) regular business days' notice may be made if agreed to by the Chair, a Vice-Chair and the President.
2. Delegations will be limited to a maximum of fifteen (15) minutes each. The Board reserves the right to limit the number of such presentations during any one meeting.
3. A delegation may make an oral or written presentation to the Board and may be questioned by the Board of Governors in regard to the presentation.
4. Individuals or groups appearing before the Board shall be welcomed by the Chair, informed as to the availability of time, and permitted to make the presentation without interruption subject to the discretion of the Chair. Following the presentation, the Chair shall invite the Governors to ask questions for clarifications only. As soon as all points have been clarified, the Chair shall close the presentation by thanking the delegation and indicating that the matter will be considered by the Board at a time deemed appropriate by the Chair.
5. The presentation will be acknowledged and response made back in a timely manner. After the Board has considered the presentation, the spokesperson or someone named by the delegation will be informed in writing of any action taken by the Board pertinent to the presentation.

BOARD PROCEDURE: Expenses Regarding Governor Travel

REFERENCE NUMBER:	BP-002
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 1998; June 2004 (By-law 1-102 Appendix E); June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

No remuneration is paid to any Board member.

All reasonable expenses by a member of the Board engaged in meetings, Board development or representation on behalf of the Board or College **on sanctioned business** shall be reimbursed **in accordance with the Broader Public Sector Directive on Expenses**. Examples of allowable expenses are: mileage (reimbursed at the rate allowed to staff as set by the Management Board of Cabinet) for travel to attend meetings of the Board and its committees, College Convocations and other requested events; meals, overnight expenses and accommodation for a Board Retreat, regional or provincial meeting or conference; workshop and conference registrations.

The *Fleming College Expenses Directive* provides further details on allowable expenses and will be strictly enforced. **A copy of this Directive is available to Board members through the Board Office.**

Board members must submit expense claims on the College Expense Statement supported by original, detailed receipts for travel, meals, accommodation and other necessary expenses to the Budget Manager (Board Secretary) in a timely manner and at least quarterly.

The College Board cannot pay for expenses which may be incurred by a Board member's spouse/**partner** or guest. In instances where a spouse/**partner** or guest attends a function, any additional costs which result will be borne personally by the Board member.

BOARD PROCESS: Internal Election of Board Members

REFERENCE NUMBER:	BP-003
APPROVAL DATE:	<i>Original:</i> March 2000
REVISION DATE(S):	January 27, 2003 (By-law 1-102 Appendix F); June 23, 2004; June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

In accordance with Regulation under the *Ontario Colleges of Applied Arts and Technology Act, 2002*, all members of the four constituent groups of Sir Sandford Fleming College (Academic, Administrative, Support Staff and Student) shall have an opportunity to participate in the nomination and election process for membership on the Board.

1. Definition of Constituent Groups

- (a) "Academic staff member" means a person who is employed **full- or part-time** by the College as a professor, counsellor, instructor or librarian.
- (b) "Administrative staff member" means a person who is employed **full- or part-time** by the College who does not fit the definition of an Academic staff member or a Support staff member.
- (c) "Support staff member" means a person who is employed **full- or part-time** by the College as a member of the office, clerical, technical, health care, maintenance, building services, shipping, transportation, cafeteria or nursery staff.
- (d) **"Student member" means a person enrolled full- or part-time in a course or program of instruction at Fleming College who is elected by and from within the student population.**

"Program of instruction" means a group of related courses leading to a degree, diploma or certificate.

- 1.1 For each of the **staff** groups, eligibility will be determined by **employee** status on the date of the election. In order to be nominated or to vote, persons in each category must remain an employee of the College under the terms of the Collective Agreement for his/her constituent group or the Administrative Terms and Conditions of Employment.
- 1.2 **All members of the Executive Leaders Team are excluded from eligibility to run as the Administrative staff member but are eligible to nominate and to vote.**
- 1.3 Students must be aged 18 or older, a current Fleming College student, and returning as a Fleming College student in September in order to be nominated. **The student member must have (at the time of nomination) and maintain (if elected) good academic standing, a 2.0 Grade Point Average (GPA) or higher.**
- 1.4 Contractors and vendors are not employees of the College and are not eligible to stand for election or vote.

2. Vacancies

- 2.1 Each January, the **Board Secretary** identifies to **the Executive Committee** the upcoming vacancies from among the internal Board members.

2.2 As the term of office for Student governor is one year, a student governor election shall be announced and held annually as part of the above election process.

3. Election Dates

3.1 Elections shall be held no later than April 30 in any year.

4. Chief Election Officer and Duties

4.1 The Board of Governors appoints the Board Secretary as Chief Election Officer (hereafter known as the Election Officer) to oversee the process for all internal elections.

4.2 The Election Officer is responsible for preparing all written and electronic communications to inform the constituents of the election.

5. Call for Nominations

5.1 The Election Officer will issue a Call for Nominations in February/March each year **through internal email and posted on appropriate areas of the College's website or applicable Portal. The call will include the positions for which the elections are being held, details of the electoral process including the election date and deadline for nominations.** It is the responsibility of all students and staff, including those who are absent from the workplace because of short- or long-term disability, maternity leave, sabbatical or other valid reason, to access the information via the Portal.

5.2 A valid nomination includes the names, signatures and student/employee number of four nominators from the same constituency group. Two nominators must be from a Fleming College campus other than that of the nominee, **e.g. a Sutherland student must have two student nominators from either the Frost, Haliburton or Cobourg Campuses.**

5.3 Nominees and nominators for a governor from a constituent group must be members of that constituent group.

5.4 A candidate is eligible to stand in nomination in one constituent group only.

5.5 A member of a constituent group may sign the nomination paper for more than one candidate of the group for nomination.

6. Confirmation of Nomination

6.1 Candidates must provide a statement of intent which is made public as part of the announcing of candidates. The statement and completed nomination form is confirmation of a candidate's willingness to stand for election. All those nominated attend an information/orientation session with the Election Officer prior to the Election Notice going out.

6.2 Information for each group will be available on the Fleming College website and will provide details of the process including dates and deadlines, roles/responsibilities of a Governor, and Quick FAQs.

6.3 The Election Officer will review all nomination papers for conformity to this procedure and treat all nominations in confidence.

6.4 The names of all valid nominated candidates for each group, **in alphabetical order**, will be prepared by the **Election Officer** and posted on the ~~Intranet~~ College's website or applicable portal, notifying the constituent group(s) of their candidates.

7. Campaigning

- 7.1 The candidates' statement of intent becomes part of the election notice which begins the campaign period.
- 7.2 **Campaign costs are at the expense of the candidate.** A small budget of no more than \$50 for each candidate **may be expensed through the Board Office. To be reimbursed, a completed Expense Statement including itemized receipts** must be provided within four weeks following the election.
- 7.3 **Candidates must adhere to all College policies and procedures including (but not exclusively) the policies and procedures related to employee and student conduct, discrimination and harassment, and posting of signs. Use of social media is acceptable.**
- 7.4 Any and all signs or posters must be removed 24 hours prior to the first voting day. No lobbying for candidates may occur during posted voting days. All campaigning ends at the close of business as posted.
- 7.5 **All staff candidates will be provided the opportunity to participate in one broadcast email to be sent globally to their constituent group through College Communications.** Student candidates work through the Directors of Communications for the ~~respective~~ Student Administrative Council ~~of~~ and Frost Student Association.

8. Voting

- 8.1 Electronic voting will be carried out through Fleming Data Research. The system allows only one vote per person. Electronic voting stations may be set up to allow voters who do not have access to computers the opportunity to vote.
- 8.2 It is the responsibility of all students and staff, including those who are absent from the workplace because of short- or long-term disability, maternity leave, sabbatical or other valid reason, to access the information via the Portal.
- 8.3 The results of voting will be tabulated electronically by Fleming Data Research.
- 8.4 Candidates will be informed of the results immediately following the close of the election process. The Board of Governors will be informed of the results at the next Board meeting.
- 8.5 If only one nomination **to represent a constituency group** has been received at the close of nominations, that individual will be **declared elected by acclamation.**

9. Equality of Votes:

- 9.1 In the event two candidates receive an equal number of votes, the results shall be determined by a drawing of lots by the candidates themselves under the supervision of the Election Officer.
- 9.2 The winner of such drawing shall be declared to have been elected. Representatives from the applicable academic and support staff unions and the Fleming College Administrative Staff Association can also be present at the draw if they choose.
- 9.3 The draw will be held as soon as possible after the candidates have been notified of the need for a tie-breaking draw.

10. Dispute Resolution Procedure

- 10.1 A nominee is responsible for notifying the College President in writing of an election dispute within 48 hours of the polls closing. An Election Appeal Committee (consisting of the College

President, one Governor from the Board Executive, two internal board members and a member of the local union executive) will convene for the purpose of resolving a dispute.

11. Term

- 11.1 Subject to legislative requirements, the term of appointment for the academic, administrative and support staff internal members is for three years (September 1 through to August 31) renewable once subject to re-election.
- 11.2 The term of appointment for the student governor is one year, renewable once subject to re-election.
- 11.3 The student constituency group may also elect a second representative whose term runs parallel to that of the student governor. The student with the next highest number of votes from a Campus other than that of the election winner will be declared the **Student Observer**.
- 11.4 Should such a candidate decline, the appointment of the next runner-up from other campuses will be sought. In the event of no such replacement (i.e. the individual was acclaimed), the Board may endeavour to appoint a Student Observer.
- 11.5 Elections and/or interim appointments may be necessary at other times should resignations occur.

12. Mid-term Vacancies

- 12.1 The term originally established will be maintained to ensure staggered terms for internal Governors.
- 12.2 In case of resignations during an elected term, the candidate with the next highest number of votes will be invited to assume the vacant position. Should this candidate decline, the next candidate in line will be invited to serve.
- 12.3 In the event of no such replacement (i.e. the individual was acclaimed), the Board may endeavour to appoint a replacement for the duration of the term.

BOARD PROCEDURE: Election Process – Board Executive

REFERENCE NUMBER:	BP-004
APPROVAL DATE:	<i>Original:</i> 1998 (By-law 1-102, s.4.1.1)
REVISION DATE(S):	May 2002 (By-law 1-102, s.23); June 23, 2004 (By-law 1-102 Appendix G); June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

In the context of this Procedure, the term "Board Executive" refers to the Board Officers and members elected as the Executive Committee of the Board of Governors.

1. The Board Chair and **members** of the Board Executive will encourage external Governors to consider Board leadership roles.
2. The Board shall annually hold an election meeting. Governors will be notified each Spring (April) of the annual election meeting, which is held on the same day as the **scheduled** June meetings of the Board. A Nomination form will be provided in the April meeting materials.
3. **The positions to be elected are Board Chair, Board Vice-Chair, Second Board Vice-Chair, and two Governors-at-Large.**
4. Nominations received to date will be brought to the May closed session meeting of the Board as a status report. Nominations will be received up to the Election meeting and invited "from the floor" at the Election meeting.
5. The outgoing Board Chair or **the President** will conduct the formal election for each position. The Board Secretary shall perform the duties of Election Officer.
6. The Election meeting is held in camera. At the meeting, nominations will be invited "from the floor" by position. The question will be asked twice more. If no additional nominations are made, nominations will then be declared closed.
7. **Although only external members of the Board are eligible to stand for election, all governors (with the exception of the Student Observer) are eligible to nominate candidates and participate in the electoral process.**
8. Nominees will be given an opportunity to address the Board for a maximum of 3 minutes each.
9. Voting is by paper ballot. Ballots will be distributed, collected and counted by the Election Officer, assisted by the Student Observer. The Election Officer will advise the Board of the result of the vote, not the count of votes.
10. If a tie results with only two candidates, the result will be determined by a drawing of lots by the candidates themselves under the supervision of the Election Officer.
11. A final motion to destroy all ballots is required.
12. **Members are elected for a one-year term which** begins on September 1 of the year and ends the following August 31.

13. Although the outcome of the election is known immediately to the Board, the **incoming** Executive Committee is not officially announced or profiled for the media or to the College community until mid- or late-August each year, **just prior to the commencement of term.**
14. The President may, however, inform the senior leadership of the College of the outcome of the election.

BOARD PROCEDURE: Conflict of Interest

REFERENCE NUMBER:	BP-005
APPROVAL DATE:	<i>Original:</i> June 11, 1997
REVISION DATE(S):	June 23, 2004 (By-law 1-102 Appendix H); June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

It is an inherent part of a fiduciary duty that conflicts of interest be avoided. Conflict of interest arises when a Governor's private or personal interest supersedes or competes with his duties and responsibilities as a member of the Board.

1. Definitions

An **Actual Conflict of Interest exists** where a governor has a private or personal interest that is sufficiently connected to **his** duties and responsibilities as a governor that it influences the exercise of these duties and responsibilities.

A **Potential Conflict of Interest exists** where a governor has a private or personal interest that could influence the performance of **his** duties **and** responsibilities, provided that the governor has not yet exercised that duty or responsibility.

A **Perceived Conflict of Interest exists** where a reasonably well-informed **individual** could properly have a reasonable belief that a governor has an actual conflict of interest, even where that is not the case in fact.

As the College is part of the Broader Public Sector and subject to a high level of public scrutiny, the issue of perceived conflict will often be more problematic than the issue of actual or potential conflict.

2. Principles

- 2.1 The situations in which conflict of interest may arise cannot be exhaustively set out.
- 2.2 Governors are expected to act honestly, lawfully and uphold the highest ethical standards. This commitment includes proper use of authorization and appropriate decorum in group and individual behaviour when acting as governors. The Board shall institute standards and procedures as well as endorse sanctions in its endeavour to govern with excellence. Governors will be subject to further policies regarding code of conduct as may be adopted by the Board.
- 2.3 Governors shall not have private interests (other than those permitted pursuant to the Minister's Binding Policy Directive, or applicable laws, or statutes) that would be affected particularly or significantly by College decisions or actions in which they participate as governors.
- 2.4 When appointed, Governors must arrange their private interests to prevent conflicts of interest. If a conflict does arise between the private interests of a Governor and the official duties of that individual, the conflict shall be resolved in favour of the public interest.
- 2.5 Each Governor (regardless of how the governor becomes a member of the Board) has a responsibility first and foremost to the welfare of the institution and must function primarily as a member of the Board, not as a member of any particular constituency.

3. Meeting Procedure

- 3.1 At the beginning of every Board **and Committee** meeting, the Chair of the Board **will** ask and have recorded in the minutes whether any Governor has a conflict to declare in respect to any agenda item.
- 3.2 When the agenda item arises in the **Public** Board meeting, the Governor(s) with an actual conflict of interest may **choose to be absent for the discussion and vote or may** remain in the room for the duration of the discussion and not participate in the vote on this item. **If the Governor chooses to remain in the room**, the minutes are to record that the Governor(s) in conflict of interest remained in the room for the discussion and did not vote on this item.
- 3.3 **Should the matter occur in the In-Camera meeting, the Governor(s) will not be present while the matter is being discussed or voted on, and the minutes shall reflect this.**
- 3.4 When the conflict is perceived or potential, the Board will determine whether the Governor(s) remain for the discussion and vote on agenda items. The minutes are to reflect the ruling of the Board and whether said governor(s) remained in the room, participated in the discussion or voted on the item.
- 3.5 A governor who has declared or is found to be in conflict of interest with respect to an agenda item, but was present at the beginning of the meeting, may be counted to determine the presence of a quorum.

4. ~~Duty to~~ Declaration of Conflict

- 4.1 **Where** a conflict cannot be avoided, a Governor has an obligation to declare a conflict of interest at the earliest opportunity and, at the same time, is to declare the general nature of the conflict. Where a conflict of interest is declared prior to a Board meeting, the declaration is to be made to the Chair of the Board and the Board is to be informed.
- 4.2 **If** a governor is unsure whether a conflict exists, that Governor shall raise the perceived potential conflict with the Board **at the earliest opportunity**. The Board **will** determine by majority vote whether a conflict of interest exists; the Board-member **raising the issue does not participate in this vote**.
- 4.3 Where a conflict of interest is discovered after consideration of a matter, the conflict must be declared to the Board and appropriately recorded at the first opportunity. If the Board determines that involvement of **the Governor with the conflict** influenced the decision of the matter, the Board **must** re-examine the matter, and may rescind, vary, or confirm its **original** decision.
- 4.4 Where the Governor in conflict, or with a perceived or potential conflict, is the Chair of the Board, the Vice-Chair will act as Chair for the purposes of **this procedure**. The Vice-Chair will also act as Chair of the meeting for that portion of the meeting dealing with the conflict. If the Chair has declared or is found by the Board to have an actual, perceived or potential conflict of interest, the Vice-Chair will also chair that portion of the meeting dealing with the item in question.

5. Duty to Report

- 5.1 Any governor who perceives another governor to be in conflict of interest in a matter under consideration **must raise** this concern with the Chair of the Board. The Chair, in turn, **must** discuss the matter with the Governor who is perceived to be in conflict and, as appropriate, hold further discussion with the reporting Governor. If the discussions do not lead to a resolution, the

matter **must** be brought to the Board and the Board **will** determine by majority vote whether or not a conflict of interest exists. The Governor perceived to be in conflict is to refrain from voting.

6. Consequences for Failure to Comply

6.1 Where there has been a failure on the part of a Governor to comply with **this guideline** and/or the Minister's Binding Policy Directive, unless the failure is the result of a bona fide error in judgment, the Board shall impose sanctions which will include any one or combination of the following:

- issue a verbal reprimand;
- issue a written reprimand;
- request that the Governor resign;
- remove the Governor through processes established in the **Governance Policy, Removal of a Board Member**.

7. Application

7.1 These provisions are applicable to all members of the Board of Governors, including Officers and the Internal Governors.

7.2 **The following situations specific to internal governors should be noted.**

- (a) The President has a conflict of interest in respect to agenda items relating either directly or indirectly to **his** compensation, perquisites, and/or benefits. NOTE: The Board may require certain information from the President to assist their deliberations, but these queries must be of the general nature or relate to providing performance-related information concerning the President's success in meeting agree-to objectives **and must not in any way, either directly or indirectly, influence decisions on his compensation, perquisites and/or benefits**. This does not preclude the President from participating in the evaluation or performance review process as the employee being evaluated.
- (b) **All internal staff governors have a conflict of interest in respect to agenda items relating to the President's evaluation or performance review, compensation, perquisites and/or benefits. NOTE: this does not prevent the Chair from asking for their input as part of the general information-gathering process in preparing the President's evaluation.**
- (c) **All internal governors have a conflict of interest in respect to agenda items relating either directly or indirectly to collective bargaining and/or compensation and terms and conditions of employment and/or academic programs in relation to their constituent group. NOTE: this would not apply to agenda items that are of a general nature occurring in the Public Board meeting.**
- (d) **The Student Governor (and Observer) have a conflict of interest in respect to agenda items relating to the program in which the student is enrolled.**

8. Insignificant Conflicts

8.1 The Minister's Binding Policy Directive does not apply where the interest is so remote or insignificant that it cannot reasonably be regarded as likely to influence the Board member or where a pecuniary or other interest is in common with a broad group of which the governor is a member (e.g. students, support staff, academic staff, and administrative staff). The Binding Policy Directive does not apply where the issue is one of general or public information.

9. Disclosure of Interests in Contracts (By-law 1-102, section 21 – June 2017)

9.1 Every Board member who is in any way directly or indirectly interested in a proposed contract or a contract with the College shall declare **his** interest and/or conflict **at a Board meeting**.

9.2 A Board member must disclose to the Board Chair as soon as possible if he or any related person of that Board member is proposing to bid on any contract to provide goods or services to the College, regardless of the size or perceived materiality of the contract, before submitting a bid on the contract.

9.3 Where the Board, by majority vote, approves the award of a contract to an entity in which a Governor or a member of a Governor's immediate family has a material interest, and where a Governor has made a declaration of his ~~or her~~ interest in the proposed contract in compliance with this **procedure** and has not voted in respect of the resolution which awards the contract (or, in the case of a conflict declared in accordance with **this procedure**, the Governor has not voted on the resolution confirming the award of the contract),

- the governor is not accountable to the College or to any of its members or creditors for any profit realized from the contract; and
- the contract is not voidable by reason only of the governor's holding that office or of the fiduciary relationship established thereby.

BOARD PROCEDURE: College Services for Governors

REFERENCE NUMBER:	BP-006
APPROVAL DATE:	<i>Original:</i> June 1982
REVISION DATE(S):	March 2, 1994; Nov. 6, 1996 (By-law 1-102 Appendix A); Oct. 7, 1998; June 10, 2002; June 23, 2004; June 22, 2011; scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

During the term of appointment, and to encourage Board members to attend events at the College, Governors will be provided the following Services:

Parking – Annually and through the Board Office, all external governors will be issued a parking code to access the lots at the Sutherland and Frost Campuses.

College Courses – Governors are eligible to enroll in Ministry-funded credit or vocational courses at the College, subject to availability, for the same nominal fee as College staff; textbooks/course materials/ supplies are not included in this price. Full fees are required for other non-funded courses, workshops and seminars. An application form must be completed and is available through the Board Office.

Governors may enroll in up to a total of three (3) courses per academic year (one per semester).

In accordance with guidelines through the Canada Revenue Agency, the difference between the regular price of the course and the nominal fee is considered a taxable benefit to the Governor.

Lifetime Governor – After fulfillment of a full term, a Governor (both external and internal) moves to "Lifetime Governor" status. In recognition of this volunteer service, the individual is eligible to enroll in one (1) Ministry-funded credit or vocational courses at the College with the same requirements and restrictions outlined above.

Related Documents

- College Policy #2-209, *Staff Tuition Fees*

BOARD PROCEDURE: College Liability Insurance

REFERENCE NUMBER:	BP-007
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 198; June 23, 2004 (By-law 1-102 Appendix D); May 31, 2009 (new provider); scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

INSURED: THE SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY AND/OR THE FLEMING COLLEGE FOUNDATION

General Liability Insurance

- Limit of Liability - \$20,000,000.
- \$5,000 Deductible Any One Accident or Occurrence with respect to Bodily Injury and Property Damage including Expenses.
- This Policy provides coverage for Liability arising out of Bodily Injury, Property Damage and Personal Injury (for example Libel and Slander). The Policy provides coverage for Cost to Defend, Settle, Investigate and Negotiate Claim Settlement.
- Non-Owned Automobile Liability
- Legal Liability For Damage To Hired Autos
- Malpractice Liability
- Advertising Liability
- Voluntary Medical Payments: Limit – \$10,000 Each Person, \$50,000 Each Accident
- Employers Liability
- Tenants' Legal Liability: Limit – \$1,000,000 Each Occurrence or Accident
- Employee Benefits
- Voluntary Compensation
- Students and Firms in extended instructional programs
- Sudden & Accidental Pollution \$1,000,000 per occurrence /Annual Aggregate (120 Hrs Reporting Period)
- Worldwide Liability (Canada/U.S. With Respect To Non-Owned Auto)

Definition of "Insured" includes The College and

- Governors, Trustees, Directors, Administrators or Executive Officers while acting on behalf of the Insured
- Teachers, Coaches, Instructors or Other Employees, Paid and Unpaid Volunteers while acting on behalf of the Insured
- Students while participating in any activity approved by the Insured and/or Student Unions, Federations, Councils or Similar Bodies
- Students participating in "On the Job Training Programs"
- Students participating in School Safety Patrols
- Any person, committee, board, group involved in recreational activities under the auspices of the Insured
- Any person or organization that the Named Insured has contracted to effect Insurance but only with respect to liability arising out of the Named Insured's operations.

BOARD MEMBERS' ACCIDENTAL DEATH & DISMEMBERMENT (AD&D)

Class Description: Board of Governors and Foundation Board Members of Sir Sandford Fleming College.

Principal Sum AD&D: \$200,000

Weekly Accident Indemnity Benefit:

- Total Disability \$300/week, 0 day wait, payable 52 weeks
- Partial Disability \$150/week, 0 day wait, payable 26 weeks

Please note that the Weekly Accident Indemnity Benefit is only available to Board of Governors and Foundation Board Members of Sir Sandford Fleming College under age 70.)

Auxiliary Benefits:

- Paralysis – two times principal sum to a maximum of \$1,000,00
- Family Transportation – \$15,000 maximum
- Funeral Expense – \$10,000 maximum
- Home Alteration and Vehicle Modification – \$15,000 maximum
- Identification Benefit – \$5,000 maximum
- Rehabilitation Benefit – \$15,000 maximum
- Repatriation Benefit – \$15,000 maximum
- Spousal Retraining – \$15,000 maximum
- Workplace Modifications and Accommodation – \$5,000 maximum
- Psychological Therapy – \$5,000 maximum within 2 years
- In-hospital Benefit – 1% principal sum / \$2,500/12 months
- Seat Belt Benefit – 10% of principal sum / maximum \$50,000
- Day Care Benefit – 5% of principal sum / \$5,000/4 years
- Dependent Child Educational Benefit – 5% of principal sum/ \$5,000/4 years
- Bereavement Benefit – \$1,000 maximum

Aggregate Limit: \$2,500,000 per any one accident

BOARD PROCEDURE: External Governor Appointment and Re-appointment Process

REFERENCE NUMBER:	BP-008
APPROVAL DATE:	<i>Original:</i> June 22, 2011 (Policy 1-102M)
REVISION DATE(S):	Scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

The Board utilizes a strategic process for recruitment of governors for appointment to the Board.

Eligibility criteria and term of appointment of external members is set out in **O.Reg. 34/03**. A portion of the external members are appointed by the Lieutenant Governor in Council (LGIC appointees) with the balance appointed by members of the board at the time of appointment (Board appointees). The Board assists the Ministry by recommending candidates for LGIC appointment.

These Guidelines detail the procedure to be followed by the appointment/reappointment of Board appointees and for the selection of candidates to recommend as LGIC appointees.

PRINCIPLES

The Board of Governors reflects a balance of gender, culture and sector representation. The single overriding principle for nominations and appointments, as defined in the Minister's Policy Framework, is that all board appointments and nominees for Lieutenant Governor in Council (LGIC) appointment are **merit based** – only individuals with the necessary skills and knowledge will be considered. A board-created profile includes a skills matrix which is used to assess the abilities and qualities of potential nominees. With merit as a precondition, **diversity** is reflected in the range of an individual's background, skills and experience which include but are not limited to age, gender, race, ethnicity, physical and intellectual ability, religion, sexual orientation, educational background, and expertise; **strategic direction** – the capacity to assist the college in achieving its strategic direction, and **probity** – a commitment to the values and principles of public service and the success of the college, round out the guiding principles.

1. Appointment Process

- 1.1 The Executive Committee **of the Board of Governors**, as a Nominating Committee, **has been delegated oversight of** the recruitment process.
- 1.2 Each Fall, the Board Secretary prepares a report to the Executive Committee identifying upcoming vacancies and re-appointment eligibility.
- 1.3 The Board Secretary maintains a file of potential candidates; these are individuals who have expressed an interest in becoming a member of the Board of Governors or who have become known to the Board through an earlier process, as a result of advertisements in local newspapers, referrals by current Board members and the College senior leadership, or business/industry contacts.
- 1.4 The Committee reviews the current *skills matrix* to identify any gaps in sectors represented on the Board, the skill-sets that would complement the College's strategic direction, and a membership that reflects and represents the communities served.

- 1.5 When the skills analysis has been completed and the criteria for the current recruitment confirmed, vacancies are then posted on the College website and through media releases to promote a broadly inclusive and transparent recruitment process. Advertisements seeking individuals interested in becoming a member of the Board may be placed in the most prominent newspaper(s) in each of the communities served by the College. A range of documents relevant to governance will also be made available to anyone who communicates an interest. Interested individuals will be asked to complete an application form and provide a resume to assist the process.
- 1.6 The Committee assesses applicants based on the application form, resume and personal recommendations. A short list of applicants will be selected for interview.
- 1.7 An interview questionnaire is developed and an Interview Team is confirmed, typically the Board Chair or Vice-Chair, the College President, and/or the Chair of the Human Resources Committee. The interview is an opportunity to determine the candidate's understanding of the responsibilities and requirements of being a governor, outline the time commitment, etc.
- 1.8 Based on the outcome of interviews, the Executive Committee recommends to the Board such candidates required to fill vacant or vacating positions for consideration as a Board appointee or for recommendation as an LGIC appointee.
- 1.9 With respect to candidates the Board recommends as LGIC appointees, the Board Secretary will submit to the Ministry of Training, Colleges and Universities the following documents: a PAS Application for Appointment to Agencies, Board and Commissions form; a PAS Personal and Conflict of Interest Disclosure Statement; the Ministry's Governor Appointment Assessment Form; a current resume; and the Board's skills matrix/profile showing where the nominee fits.

2. Re-appointment Process

- 2.1 **Prior to the completion of a member's first term, a review is conducted to evaluate the member's effectiveness as a Board member. To facilitate this review,** the Board Secretary will provide the Committee with a report detailing the member's attendance and participation at Board and Committee meetings, contribution to discussions, skills/expertise, and additional roles performed during the first appointment term, and reasons for re-appointment.
- 2.2 The Board Chair confirms with each member their interest in serving a second term of three years.
- 2.3 The Executive Committee recommends to the Board re-appointment, either as a Board appointee or as an LGIC appointee. In accordance with Legislation, governors who are being recommended for re-appointment are not eligible to vote for themselves.
- 2.4 A governor who is a member of the Executive Committee and whose re-appointment is under consideration is in conflict of interest with respect to his re-appointment.
- 2.5 Following the Board's decision, the Board Secretary will submit all requested documents to the Ministry in respect of members recommended as LGIC appointees.

BOARD PROCEDURE: Consent Agenda

REFERENCE NUMBER:	BP-009
APPROVAL DATE:	<i>Original:</i> November 28, 2007
REVISION DATE(S):	June 22, 2011 (Policy 1-102L); scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Purpose

- 1.1 To ensure that the Board of Governors has sufficient time at its monthly meetings to deal with substantive policy issues and time to review and strengthen its own operations, minor or non-controversial Board matters will appear on a Consent Agenda for both the Public - and In-Camera **Board** meetings.

2. Process

- 2.1 **The Executive Committee is responsible for preparing agendas for the Board meetings, in consultation with the President and Board Secretary.**

- 2.2 In order for an item to be included on the Consent Agenda, it must meet one or more of the following criteria:

- (a) It is non-controversial or routine in nature.
- (b) It is linked with an existing policy.
- (c) It is recommended for inclusion on the consent agenda by one of the Board Standing Committees.

Examples of items that WOULD be included on the Consent Agenda:

- minutes of committee and board meetings
- informational material **and reports**
- notices and announcements
- routine correspondence
- minor changes in a procedure (e.g. change in a title)
- routine revisions of a policy (e.g. change in the mileage rate)
- updating documents
- confirmation of conventional actions (e.g. a lease renewal for a facility already included in the budget).

- 2.3 The materials listed on the Consent Agenda are provided in advance of the meeting, part of the monthly Board package.

- 2.4 Upon review of the Board package, if any Board member has a question about an item listed on the Consent Agenda, he/she is encouraged to contact the Board Chair, President or Board Secretary in advance of the meeting and request clarification of the item.

Examples of items that would NOT be included on the Consent Agenda:

- approval of the annual budget
- approval of the annual update of the strategic plan
- the auditor's report
- decisions of the Executive Committee.

- 2.6 Items listed on a consent agenda DO NOT require discussion, and the items are approved en bloc. This request may be done prior to the meeting or at the meeting when the consent motion is presented for approval
- “Just a quick question” or “please clarify” are not options: either the item is removed and discussed, or it stays put. The burden of facilitation is on the Chair.
- 2.7 Minor corrections in minutes, e.g. misspelling of a name or an incorrect nomenclature, may be made to the official record by contacting the Board Secretary. Errors or omissions in minutes would necessitate removal of the minutes from the Consent Agenda for discussion as a separate item, for approval as amended.
- 2.8 Any Board member may ask for any item listed on the Consent Agenda to be **separated** for discussion and/or consideration as a separate item. No motion or vote is required to move an item out of the Consent Agenda.
- 2.9 **Items moved out of the Consent Agenda will be added to the regular agenda as "Other Business."**
- 2.10 Motions appearing on the Consent Agenda will be considered as approved by the Board of Governors or received for information on a single motion unless a Board member requests an item be moved to the regular meeting agenda for separate consideration.
- 2.11 The minutes will include the full text of the resolutions, reports or recommendations that were adopted as part of the consent agenda.

BOARD PROCEDURE: Governor Advocacy

REFERENCE NUMBER:	BP-010
APPROVAL DATE:	<i>Original:</i> February 25, 2009
REVISION DATE(S):	June 22, 2011 (Policy 1-102N); scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Only the Board Chair (or his/her designate) speaks for the Board.

This is a sound principle that ensures that the Board speaks with one voice. It also proves beneficial to individual governors in that there is no expectation that they respond, for example, to media enquiries about the Board position or Board thinking on the issue of the day.

2. Governors are encouraged to use their connections and roles in the community to advocate for Fleming College, within the framework of the conflict of interest policy, by drawing such opportunities to the attention of the Board Chair, the President, or the Executive Secretary to the President/Board of Governors. Discussion leads to agreement on how best to respond to the opportunity.

The Executive Committee will be kept informed of any such initiatives.

3. There are many “ad hoc” opportunities to advocate for the College. Governors are encouraged to do so on the understanding that they are not “speaking for the Board or the College” or providing any stated or implied commitments by the Board or College.

Consistent with the policy that only one person speaks for the Board, it is understood that such discussions or initiatives will not lead to media coverage.

4. The College will prepare and provide Governors with one-page summaries of key points for each issue/advocacy opportunity, thus ensuring consistency and help in qualifying an opinion.

BOARD PROCEDURE: Governor Participation at Conferences and Workshops

REFERENCE NUMBER:	BP-011
APPROVAL DATE:	<i>Original:</i> October 26, 2016
REVISION DATE(S):	Scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

In recognizing the evolving nature of a governor's responsibilities, members of the Board of Governors will be provided opportunities to improve their skills and effectiveness as governors and facilitate the work of the Board. Such opportunities include but are not limited to the annual provincial conference and workshops/seminars.

1. General Principles

- 1.1 Within the constraints of the current budget, an appropriate amount for attendance by Board members at the provincial conference and workshops/seminars will be budgeted each year.
- 1.2 Consideration for participation as a delegate at the Higher Education Summit (HES) or in-person workshops offered through the College Centre of Board Excellence (CCBE) in conjunction with the HES will include relevance to the members' duties with respect to the Board, the number of members wishing to attend, and the budget position of the PD account. While priority will be given to Board Officers and new Board members, it is important to also rotate participation so that all governors may be involved during their time of service.
- 1.3 The College provides opportunity for employees – and governors – to enrol in Ministry-funded courses offered by the College at a nominal fee. Information on accessing courses through this form of professional development is outlined in College Policy #2-209, *Staff Tuition Fees*.

2. Process

- 2.1 The Board Secretary will advise governors of opportunities specific to college governance by circulating information as it is received. Notification may also include workshops or seminars endorsed by the College and/or open to the Fleming College community.

Governors are encouraged to participate in webinars offered through the CCBE program and may register for any webinar.

- 2.2 Members interested in participating in the annual provincial conference or workshops/seminars are asked to email requests to the Board Office. Through the Executive Committee, the Board Chair will review and prioritize the requests based on their alignment with current Board priorities and this Guideline.
- 2.3 The Board Office will be responsible for conference registration and hotel accommodation for approved delegates.
- 2.4 Members attending such activities are entitled to appropriate registration, transportation and accommodation reimbursements and will be held to the same standards as College employees. Requirements for reimbursement are outlined in **Board Procedure BP-002, Expenses Regarding Governor Travel** and the Fleming College Expenses Directive under College Policy #4-414, *Travel and Related Expenses*.

- 2.5 Attendees at the provincial conference and workshops/seminars will provide a brief summary of the conference or highlights of the workshop/seminar at a subsequent meeting of the Board.

History of Amendments/Reviews:

Section(s)	Date	Comments
NEW guideline	October 2016	• Board approval (Resolution BoG Oct26-2016 #7)

BOARD PROCEDURE: Governor Attendance – Board and Committee Meetings

REFERENCE NUMBER:	BP-012
APPROVAL DATE:	<i>Original:</i> December 14, 2016 (Policy BG-009)
REVISION DATE(S):	<i>Scheduled June 2017</i>
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Purpose

- 1.1 To establish and communicate parameters and expectations for attendance by all Governors with respect to meetings of the Board of Governors and its Committees.

2. General Principles

- 2.1 Governors are expected to attend all meetings of the Board and all meetings of the Committees to which they are elected or assigned, either in person or through alternate means (e.g. teleconference, video-conference).
- 2.2 The Board has established a single meeting day and schedules Committee-of-the-Whole, Public Board and In-Camera Board meetings on this day. All Governors attend these meetings.
- 2.3 Members should be present and participating for the entirety of a meeting. It is recognized that a member may be unable to attend some meetings due to conflicts with other commitments or other unforeseen circumstances, e.g. holidays, illness, weather conditions.

3. Recording of Attendance

- 3.1 Attendance will be recorded for each meeting of the Board and its Committees and listed on the minutes. Recording attendance for each meeting confirms quorum requirements have been met.
- 3.2 A member who is in attendance for all or part of a meeting is considered to be "*present*".
- 3.3 The expectation of the Board is that Governors will attend at least 75% of Board and Committee meetings held within the twelve-month period September through to the following August. Members will be proactive in speaking with the Board Chair if experiencing difficulties in meeting this commitment.

4. Process

- 4.1 Members are expected to notify the Board Secretary, the Board Chair and/or the Committee Chair before a scheduled meeting to indicate they would be absent from the upcoming meeting.
- 4.2 The Board Secretary will maintain the attendance record and advise the Board Chair of an attendance concern.
- 4.3 A governor's record of attendance will be considered with respect to renewal of a Board term or future assignment to a Committee. This is in addition to a governor's responsibility to represent and actively promote the College at community and College functions.
- 4.4 A summary of attendance will be included in the Board's annual operational review.

Attendance is also referenced in Governance Policy GP-001, *Removal of a Board Member* and Board Procedure BP-008, *Guidelines for External Governor Appointment and Re-appointment*

History of Amendments/Reviews:

Section(s)	Date	Comments
NEW guideline	Developed May 2015 through Nov 2016	Developed as an outcome of the Board's 2015-2016 operational review <ul style="list-style-type: none">• Board approval (Resolution BoG Dec14-2016 #2)

BOARD PROCEDURE: President's Performance Evaluation

REFERENCE NUMBER:	BP-013
APPROVAL DATE:	<i>Original:</i> January 11, 2017
REVISION DATE(S):	Scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

1. Purpose

- 1.1 At the October 2016 In-Camera meeting of the Board of Governors, it was reiterated that the process of evaluating the President should be completed within the Board year by the members that endorsed the objectives, i.e. in the May/June timeframe, not in the Fall.
- 1.2 The Board directed the Executive Committee to formalize the process.

2. Process

- 2.1 Objectives are established each Fall and approved by the Board no later than November.
- 2.2 Progress towards achievement of objectives will be provided to the Board no later than January/February.
- 2.3 In May, the President provides a self-evaluation for review with the Board Chair/Executive Committee.
 - In assessing performance, the Board Chair may seek Governor input through use of a predetermined methodology (e.g. survey, confidential email).
- 2.4 In June/no later than July, the Board Chair/Executive Committee will complete the evaluation on the prescribed form and establish performance compensation.
 - The Board Chair reviews the final evaluation with the President.
 - The Board Chair provides a directive to the Vice-President responsible for Human Resources with appropriate details relating to the President's compensation, for processing.
 - The completed, signed evaluation form is placed in a sealed envelope marked "confidential" for retention in the President's personnel file.
- 2.5 A high level summary of the results will be tabled at a regular Public Board meeting.

BOARD PROCEDURE: Presidential Continuity and Succession

REFERENCE NUMBER:	BP-014
APPROVAL DATE:	<i>Original:</i> January 23, 2012
REVISION DATE(S):	Scheduled June 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

1. PURPOSE

- 1.1 **The Board of Governors is responsible for ensuring that the College has effective leadership and continuity in the event of an absence, whether planned or unplanned, of the President, Sir Sandford Fleming College.**

2. PROCESS

2.1 Acting President

The President will ensure that at least two other members of the senior team are capable of functioning effectively as Acting President on a short-term basis. The President is responsible for appointing the Acting President who will assume those responsibilities while carrying out his/her normal duties. The role of Acting President normally carries with it no changes in job description or compensation.

2.2 Interim President

In the event of circumstances that require an Interim President with no other duties, the President and/or the Vice-President responsible for Human Resources will make a recommendation to the Board concerning who should act in the interim role. The Board has responsibility for appointment of the Interim President. The Board Chair will negotiate a contract with the Interim President for the anticipated term of the role including plans for responsibilities upon completion of the role.

2.3 Selecting a New President

When the presidency will become vacant because of completion of the President's term or because of other circumstances, the Board standing committee responsible for human resource functions, utilizing the Vice-President responsible for Human Resources as a resource, will determine the process to fill the vacancy.

At a minimum, the process will include:

- (a) Appointing a Presidential Search Committee to carry out the process, comprised of Board members and staff, with the Board Chair as the 'Hiring Manager'.
- (b) Selection of an executive search firm to source candidates and carry out designated steps in the process.
- (c) Determination of key selection criteria and specific process components with the advice of the selected executive search firm.
- (d) Negotiating a contract with the preferred candidate with advice from legal counsel and the Vice-President responsible for Human Resources. The Board Chair has the authority to sign the contract on behalf of the Board of Governors.
- (e) Developing internal and external communications once the appointment is confirmed.

BOARD BRIEFING REPORT

SUBJECT: 2017-2018 Board Schedule
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: Decision / Approval

Agenda Item 5.2**September 2017**

Wed 13 Fall Board Retreat: half-day, location TBC
 Wed 27 Board Day: Sutherland or Frost Campus – *LOCATION TO BE CONFIRMED*

October 2017 *Independent Learning Week is October 23 - 27*

Wed 11 Board Executive Committee: Room B3351 at 1:00pm
 Wed 25 Board Audit Committee – *MEETING TO BE CONFIRMED FOR OCTOBER OR NOVEMBER*
 Wed 25 Board Day: Sutherland or Frost Campus – *LOCATION TO BE CONFIRMED*

November 2017

Wed 8 Board Executive Committee: Room B3351 at 1:00pm
 Wed 22 Board Audit Committee – *MEETING TO BE CONFIRMED FOR OCTOBER OR NOVEMBER*
 Wed 22 Board Day: Sutherland Campus, Room B3330
 Sat 25 and Sun morning 26: College Centre of Board Excellence Good Governance/Orientation sessions
 Sun afternoon and Mon 27: Higher Education Summit and Premier's Awards Gala

December 2016 **No meetings scheduled****January 2018**

Wed 10 Board Executive Committee: Room B3351 at 1:00pm
 Wed 24 Board Day: Sutherland Campus, Room B3330

February 2018 *Independent Learning Week is February 26 – March 2*

Wed 14 Board Executive Committee: Room B3351 at 1:00pm
 Wed 28 Board Audit Committee *MEETING TO BE CONFIRMED*
 Wed 28 Board Day: Sutherland Campus, Room B3330. *BOARD WILL CONFIRM NEED FOR MEETING AND FORMAT (BUSINESS OR WINTER WORKSHOP) AT THE NOVEMBER MEETING*

March 2018

Wed 14 Board Executive Committee: Room B3351 at 1:00pm
 Wed 28 Board Day: Frost Campus. *BOARD WILL CONFIRM NEED FOR MEETING AND FORMAT (BUSINESS OR WINTER WORKSHOP) AT THE NOVEMBER MEETING*

April 2018

Wed 11 Board Executive Committee: Room B3351 at 1:00pm
 Wed 25 Board Day: Sutherland Campus, Room B3330

May 2018

Wed 9 Board Executive Committee: Room B3351 at 1:00pm
 Wed 23 Board Audit Committee: Sutherland Campus, Room TBC, 11:00am
 Wed 23 Foundation Board of Directors Meeting to follow the Audit Committee meeting
 Wed 23 Board Day: Sutherland Campus, Room B3330
 Fri 25 Haliburton Campus Convocation, Great Hall at 2:00pm

June 2018

Fri 1 Frost Campus Convocation at 2:00pm, Lindsay Recreation Complex
 Tue 5 through Thu 7: Sutherland Campus Convocations, Peterborough Sport and Wellness Centre; morning ceremonies at 10:00am, afternoon ceremonies at 2:00pm

Wed 13 Board Executive Committee: Room B3351 at 1:00pm
 Wed 27 Board Day: Sutherland Campus, Room B3330

RECOMMENDATION: THAT the Board of Governors of Sir Sandford Fleming College approve the meeting schedule for 2017-2018.

BOARD BRIEFING REPORT

SUBJECT: College Risk Appetite Statement
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: Decision / Approval

Agenda Item 5.3

1. CONTEXT / PURPOSE

A report seeking Board approval of the College Risk Appetite Statement

2. BACKGROUND

The College is embarking on developing and implementing an Enterprise Risk Management Framework. A statement of the Board of Governors' Risk Appetite is the foundation of this framework. MNP has been engaged to assist the College in this project and provided the Board a context for defining Risk Appetite and how such a statement is used in the framework for guiding decisions on risk. MNP then worked with College Administration to formulate two optional Risk Appetite statements. The Board reviewed these options at the May 24, 2017 Committee-of-the-Whole meeting. The revised statement reflects this input.

Attachments:

- Draft Risk Appetite Statement

3. ANALYSIS / PROPOSED OPTIONS

In reviewing the earlier draft statements, the Board concluded the statements were too constraining/risk averse and recognized that they are often considering issues where the College needs to be prepared to take risk. In particular, the word 'cautious', used in a number of areas, did not feel like the right language; also, the statements read as if the Board were ranking risks.

The Board agreed to one umbrella statement, followed by the categorized statements that were more illustrative as to where the line would be crossed in risk acceptance, i.e. "take risk as long as...".

The draft Risk Appetite Statement for Fleming College has been reviewed and endorsed by the Executive Leaders Team.

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

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Lack of understanding of the concepts related to Enterprise Risk across the College could delay the implementation of the Enterprise Risk Framework.	Low	Medium
The implementation of an Enterprise Risk Framework may constrain the organization and stall decision making based on risk assessments.	Low	Medium

Actions proposed to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk: The College will continue to draw on the consulting expertise of MNP to aid in the development of the Enterprise Risk Management Framework and provide College-wide training to understand risk terminology and implementation. Considerable effort will go into ensuring that the above risks are well managed and understood.

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

Establishing a Risk Appetite Statement is a key element of the Board's governance over the College's Risk Management Framework as outlined in the Governance Policy on Risk Oversight.

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve *the Fleming College Risk Appetite Statement*.

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

Draft Risk Appetite Statement

Fleming College recognizes that the evolving and dynamic nature of the Ontario postsecondary landscape requires the institution to accept levels of risk that are commensurate with expected opportunities and benefits. At the same time, the College accepts that all decisions have potential consequences, and as a public entity and steward of public resources, appropriate limits are required.

The College is willing to accept risk in pursuing opportunities, excellence in teaching, innovation, community partnerships, etc., as long as the following considerations within its key risk categories are observed:

- **Strategic Risk** will not adversely impact the student experience, recruitment, enrolment and retention.
- **Reputational Risk** will not significantly adversely impact the College's reputation or compromise the fundamentals of its mission, vision and values.
- **Operational Risk** will not materially disrupt service delivery.
- **Financial Risk** when aggregated will not negatively materially impact the College's overall financial integrity and health.
- **People Risk** will not significantly discourage trust, engagement, inclusion and empowerment, but should support and enable the College's people and communities.
- **Compliance Risk:** the College will operate with prudence within all legislation, regulation and policy-based requirements to the extent that it will not knowingly put itself in a position that results in significant non-compliance, or significantly delays its ability to take appropriate corrective actions.

BOARD BRIEFING REPORT

SUBJECT: Fleming College 2016-2017 Annual Report
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: Decision / Approval

Agenda Item 5.4

1. CONTEXT / PURPOSE

To present the 2016-2017 Annual Report for review and Board approval.

2. BACKGROUND

Section 8 of O.Reg. 34/03 made under the Ontario Colleges of Applied Arts and Technology Act, 2002 requires each college to prepare an Annual Report, make it available to the public, and submit the report to the Minister. The Minister's Binding Policy Directive requires the Annual Report be prepared in accordance with the Annual Report Operating Procedure, which forms part of the Binding Policy Directive.

In addition to what is required, the College, as part of effective project management and continuous improvement, completes a summary each year of how well we have accomplished our objectives and where we need to improve.

Attachment:

- Fleming College 2016-2017 Annual Report

3. ANALYSIS / PROPOSED OPTIONS

The College has successfully achieved the majority of the objectives established in the 2016-2017 Business Plan. We enjoyed a number of student-focused and general College accomplishments which ranged from new program launches, to strong international growth and record winter enrolment, to increased College revenues. In addition, and of note, is the successful implementation of plans regarding the Indigenous Education Protocol and the continuation of the MetaProject which has led to eleven initiatives moving into the 2017-2018 Business Plan. Our accomplishments were varied and placed us in a good position to implement our next Business Plan. In fact, through project management analysis, we were able to improve performance on achieving objectives by 17% over 2015 – 2017.

The Annual Report was reviewed by the Executive Leaders Team. The approved document, along with the audited financial statements and required appendices, must be submitted to the Ministry by July 31.

ASSESSMENT OF POTENTIAL RISK

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Non-compliance with Ministry requirement	Low	Low
Failure to complete objectives needed to achieve Strategic Plan	Low	Low

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

Strong project management and the successful completion of both Interim Reports and the Annual Report are the measures to prevent the risks identified above.

RELATIONSHIP TO STRAEGIC PLAN / BUSINESS PLAN/ VISION / MANDATE

We will review the actions that have led to success as well as where we can improve. We altered the format for the new Business Plan to assist us in better determining success measures and will be closely monitoring progress on the objectives within the 2017-2018 Business Plan to ensure that we are flexible to new opportunities while successfully completing the priorities articulated within it.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2016-2017 Annual Report.

AUTHORED BY: Sonia Crook, Vice President Planning, Human Resources & Student Services; Sherry Gosselin, Director Project Management

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*APPROVED: by the Board of Governors, **Insert Date***

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Introduction

Fleming College is pleased to present its Annual Report for 2016-2017. This report provides a synopsis of our current success, which in turn helps us determine the type of continuous innovation we will need to move further next year.

This Report reveals that the majority of the objectives established at the beginning of the year were successfully achieved. This year we were able to develop our approach to achieving the objectives by applying project management processes, tools and techniques. As a result of adopting Project Management best practice Fleming has realized an overall performance improvement in achieving objectives by 17% over 15/16.

This year we enjoyed a number of accomplishments such as launching new programs, like Graphic Design, Moving Image Design and Construction Engineering. We saw record winter enrolment and grew 16% in International student enrolment. We began implementing plans related to our Indigenous Education Protocol and continued with our change project, the MetaProject, which contributed eleven new business plan ideas for us to implement next year. In addition, we achieved STARS silver rating for sustainability achievements.

This past 16/17 year was the first year in setting objectives to achieve the new Strategic Plan 2015-18. The success of this past year, positions us well leading into the second year of the Strategic Plan implementation. In this upcoming 17/18 year, we anticipate continuing our innovative approach to growing revenues, international enrolment, customizing the journey of the student, enhancing diversity through indigenous initiatives and focusing on net-zero carbon reduction opportunities. We will continue to enhance our change initiative, develop a fund that will support transformational change ideas and look for opportunities to gain a competitive advantage.

There is much to be proud about and much more to do. We continue to look for strategic opportunities to differentiate while effectively operationalizing the ideas developed in our new business plan that will enhance student learning, growth and College success.

Letter from the Board – to be drafted

June 2017

Along with Board Chair Lori Geens and the Board of Governors of Sir Sandford Fleming College, I am pleased to submit this report on 2016-2017 progress toward our Fleming College Strategic Plan. It reflects progress made and milestones achieved over the past year.



The College has implemented a change initiative designed to ensure we create and achieve transformational and incremental objectives that demonstrate innovation in the student experience, teaching and learning, differentiation and financial viability. This progress report informed our new business plan and Strategic Mandate Agreement as it provided us with a clear understanding of what had been accomplished and what objectives needed to move to a second year of implementation to achieve success. Over the past year, we have placed more emphasis on integrating our planning documents to create a roadmap for success and strengthening our metrics so that we do not just measure in-year success, but also the longer-term potential and benefits of our objectives.

The College has continued to work hard on creating an excellent working environment. Last year we put effort into implementing an Engagement Action Plan, designing mental health strategies, providing professional development to support our change initiative and establishing funding to seed innovative ideas.

After several years of enrolment growth, Fleming College's funded enrolment continues to be on par with the previous year. International enrolment has grown significantly from very modest levels. We anticipate the challenges ahead related to growing domestic enrolment, however we have set stretch goals consistent with our change initiative and will put the relevant strategies in place to achieve these goals.

We have also worked hard at ensuring financial viability and once again this year delivered positive financial results to the Board of Governors accompanied by healthy reserves. Our long-term perspective on how we re-imagine our work will continue to pay dividends for us. Other aspects of our success that will require focus of effort will involve partnering with potential employers and educational institutions, continuing with relevant redesign and continuous improvement so that we can differentiate where appropriate and remain competitive in an ever-changing environment.

In summary, 2016-2017 has been a time for investment in people, facilities, ideas and services. It has been an important year for creating change that will make us stronger as a College. This our 50th anniversary year has been a time to look at what we do and how we do it and make plans to reinvent our work. I am pleased to submit this Annual Report with its description of areas of focus, progress and achievement.

Tony Tilly
President

Vision, Values and Core Promise

Our Vision

Fleming
More than skills.

Inspired by Sir Sandford Fleming, we are inventive. Fleming will be known for our continuous pursuit of excellence in teaching and every endeavour.

Our graduates will be recognized for exceptional knowledge, skills, attitudes and values on their lifelong journeys of learning and discovery.

We are community focused, yet we play a distinctive role serving Ontario and beyond through our specializations.

Our Values

Learning – knowledge, skills and attitudes – for work and life

Collaboration – with communities and employers, students and each other

Creativity – in teaching and supporting students

Continuous Improvement – to innovate, grow, and excel

Sustainability – for our college and our environment

Inclusiveness – to welcome and value all students and all perspectives

Our Core Promise to Students

Learn (Kendaaswin¹)

You will be empowered to develop both technical and life skills. You will be the architect of your own experience, choosing from an array of exceptional educational and extracurricular opportunities within and beyond the classroom.

Belong (Dibendaagoziwin¹)

There is a special feeling to our campuses. Our faculty and staff members, along with your classmates, welcome, engage and support you as you live, learn and grow as part of our inclusive learning communities.

Become (E-yaawyin¹)

You will be equipped with the tools you need to build a better future – for yourself and for those around you. You will have renewed confidence in your skills, values and capabilities. From here, you can go anywhere.

¹ Ojibwa translation by Elder Shirley Williams

Strategic Mandate Agreement Key Areas of Differentiation

Fleming College offers a comprehensive program portfolio that provides access to postsecondary education for students in the region, and responds to the evolving demands of the regional labour market. In addition, the College focuses on:

- Serving as a regional hub for trades education and training
- Providing specialized programs that serve the province. In particular, the College is recognized as an Ontario leader in environmental and natural science education through the School of Environmental and Natural Resource Sciences, and applied research through its Centre for Alternative Wastewater Treatment.
- Offering, as one of three post-secondary institutions, a suite of arts programs
- Emphasizing through the College’s growth plan health specializations consistent with regional needs based on demographic trends.

Strategic Priorities

1. Deliver Outstanding Student Learning and Experiences

Objective	Achievement
Goal 1.1: Reimagine and design learning opportunities to fully engage our students using accessible, outcomes-based approaches, applied learning and authentic assessment.	
1.1.1 - Increase the number of flexible and efficient delivery options, including compressed delivery, hybrid, fully online, modularized, twilight and Weekend College in order to meet the needs of diverse students and maximize use of resources. Success will be demonstrated by implementing the first year of Graphic Design-Visual Communications program in compressed mode and completing the development of online courses for the Patient Navigator and Rural Nursing program. In addition, we will consolidate first year communications courses according to level in order to improve student choice in scheduling and transferability and identify additional candidate courses within programs in order to streamline offerings.	Met Target
1.1.2 - Through the use of flexible options, embed portfolio learning into 10% of our diploma and graduate certificates as the first step towards a three-year target of 50%.	Exceeded Target
Goal 1.2: Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology.	
1.2.1 - Implement a comprehensive Faculty Development program that reflects the teacher’s role as mentor, learning designer, and subject-matter expert while assisting faculty with learning design and integration of educational technology. The successful implementation of the plans and stakeholder feedback will be the measures of success.	Exceeded Target

Objective	Achievement
Goal 1.3: Develop and implement an integrated student success strategy to support our domestic and international students from recruitment through to graduation.	
1.3.1 - Create a sustainable advising model that supports student success and retention from point of application and admission to graduation. Continue with further enhancements to Fleming's Navigator, Applicant Portal and management of incoming education data and fully implement web registration. Implement further enhancements to the international application process. Finalization and approval of the model, including a variety of statistics such as usage of navigator and the portal, the successful launch of web registration and related customer/staff feedback will be indicators of success.	Exceeded Target
1.3.2 - Broaden the Fleming Call & Contact Centre to provide a comprehensive Contact Centre that includes services for international prospects and applicants. Success will be measured by the development of a contact plan geared to international students and preliminary implementation of the related plan.	Met Target
1.3.3 - Enhance student skill development opportunities outside of the classroom. Success will be measured by providing broader and more deliberate problem solving and conflict resolution training, piloting campus-wide student employee training, expanding the practicum students in student services and creating capacity for other departments to be able to support these opportunities.	Met Target
Goal 1.4: Continue common and core program development with differentiation as a key principle, and expand our leadership role in specialized program areas; Environmental and Natural Resource Sciences, Trades and Technology, Arts and Heritage, and healthcare and Community Services.	
1.4.1 - With differentiation as a key principle, we will expand Fleming's role in specialized program areas. Four full-time post-secondary new programs will be launched for 2016 including Moving Image Design, Graphic Design – Visual Communications, Global Business Management and Construction Engineering Technician. A further four new programs will be launched for 2017 and five more will be moving towards 2018 launch. Success will be measured by achieving the targets set for new programs and the contribution to enrolment.	Partially Met Target All Programs launched in 2016, no new programs ready for launch in 2017 due to hiring new Product Development Director
Goal 1.5: Focus unrelentingly on quality by implementing effective, evidence-based program review and accreditation processes to ensure outstanding student learning.	
1.5.1 - Collect evidence; demonstrate that each requirement, within the College Quality Audit Accreditation Process (CQAAP), has been met. Success will be measured by meeting the CQAAP requirements.	Met Target
1.5.2 - Implement the revised Program Review Process that will provide evidence that reflects a measure of the program's quality and adherence to standards and to provide direction for continuous program improvement. Success will be measured by the timely completion of scheduled program reviews, increased faculty engagement and through evidence of the implementation of program review recommendations.	Met Target
Goal 1.6: Provide clear and accessible academic and career pathways for all programs, enabling mobility between institutions and programs.	

Objective	Achievement
<p>1.6.1 - Implement the Student Mobility Plan with the following deliverables;• Implementation of Student Pathways Framework including new articulation agreements to improve student pathways into and from Fleming College. • Increase review of current articulation agreements and review and establish internal College pathways. • Build on existing communication strategies for student pathways including lunch and learns, hosting one major pathways event, current educational pathways website and profiling new articulation agreements with our partners. • Implement new credit transfer procedures facilitated by system improvements, further business redesign and effective maintenance of relevant data.</p>	<p>Exceeded Target</p>
<p>Goal 1.7: Leverage selected applied research activities and resources to complement programs, enhance learning and provide value to sponsors, partners and clients</p>	
<p>1.7.1 - Develop applied research frameworks to reflect the unique priorities of each target school, relative to research area, faculty interest and expertise, opportunities for students, and for engagement of partners.</p>	<p>Met Target</p>
<p>1.7.2 - Complete applications for grant funding for at least three small-to medium-sized projects in areas of program strength and growth other than those occurring in the Centre for Alternative Wastewater Treatment (CAWT).</p>	<p>Exceeded Target</p>

2. Collaborate and Prosper with our Communities

Objective	Achievement
<p>Goal 2.1: Design Fleming programs to include learning opportunities in the workplace and in our communities, while in turn providing our communities with access to college resources and skills.</p>	
<p>2.1.1 - Through consultation with relevant industry and community partners, ensure graduate competencies, applied learning, and work integrated learning (WIL) opportunities align with the needs of employers and meet recognized standards. Success will be measured by documented industry feedback (i.e. Program Advisory Committee (PAC) / employer survey(s).</p>	<p>Partially Met Target Work ongoing into 2017/18 year</p>
<p>Goal 2.2: Strengthen our partnerships with our local communities and our extensive program-related communities of interest through collaborative projects and new communications and outreach strategies.</p>	
<p>2.2.1 - Improve Program Advisory Committee (PAC) engagement. Success will be measured by an increase in engagement opportunities, through an increase in the frequency of PAC meetings and by the development and implementation of mechanisms to engage PAC members in activities supporting the strategic plan, academic plan, and internationalization plan.</p>	<p>Exceeded Target</p>
<p>Goal 2.3: Encourage, facilitate and recognize student and staff contributions toward community betterment.</p>	
<p>2.3.1 - Develop and implement plans for Fleming's 50th Anniversary that will include community participation, celebration and recognition of staff, student and community support of the college and our communities. Success will be measured through review of the Anniversary efforts in late 2017.</p>	<p>Partially Met Target Many of the events will occur in the Fall 2017</p>
<p>Goal 2.4: Develop and implement a comprehensive internationalization plan to: improve access and success for international learners, enhance international aspects of curriculum, grow international partnerships and provide expanded international study and work opportunities for students and faculty.</p>	
<p>2.4.1. Implement the Internationalization Plan 2016- 2017 deliverables with a focus on the following:</p> <ul style="list-style-type: none"> • Identification of programming opportunities for international markets • Intercultural Training - at least 2 targeted training session offered • Enrolment - achieve international enrolment targets as outlined in the 2016-2017 Enrolment Plan • Employment – increase number of on campus job opportunities for international students by 25% • Recruitment – active recruitment in at least 3 new regions (i.e. South Africa, Eastern Europe, and Vietnam) • Enhance the orientation program and English Language Supports for Postsecondary students 	<p>Exceeded Target</p>
<p>Goal 2.5: Work with both local and distant Indigenous communities to expand and improve programs and services, access, participation, and success rates for indigenous learners.</p>	

Objective	Achievement
<p>2.5.1 - Following the signing of the Indigenous Education Protocol (IEP), complete a three year work plan to map out how we will implement the Protocol. Implementation will focus on initiatives and programs that attract and support indigenous students, complement experiential learning outcomes, and are aligned with enhanced Indigenous Perspectives programming. Success will be measured by the endorsement of the Aboriginal Education Council (AEC) and the completion of the year one goals.</p>	<p>Exceeded Target</p>

3. Excel as an Organization

Objective	Achievement
<p>Goal 3.1: Promote a creative integrated culture focused on continuous improvement in which employees are engaged, accountable and encouraged to take responsible risks while being led by leaders who are collaborative and effective communicators.</p>	
<p>3.1.1 - Implement phase one of the Employee Engagement Action Plan for 2016 – 2017 to enhance decision-making, communication and collaboration aspects of leadership and to improve meeting and email effectiveness while focusing our efforts on the priorities identified in the Business Plan. Success will be measured through successful implementation of our business and engagement action plans as well as qualitative/quantitative feedback from stakeholders</p>	<p>Met Target</p>
<p>3.1.2 - Manage the full-time complement of administrators, faculty and support staff to meet the assumptions and targets identified in the approved 2016-2017 budget while reducing the gap in hourly pay rates between the following employee groups: a) partial load faculty and other contract faculty; and b) full-time and part-time support staff. Success will be measured by the achievement of complement assumptions and targets in the approved budget and reducing the hourly rate gap between partial load and other contract faculty from \$38 to \$30 and the hourly rate gap between full time and part time support staff from \$12.50 to \$12. These gaps will be reviewed annually.</p>	<p>Met Target</p>
<p>3.1.3 - Design and deliver targeted development for leaders and support staff that is integrated with the Engagement Action Plan and embodies our core competencies. Connections that offer training in leadership to the community will be made where appropriate. The successful implementation of the Engagement Action Plan and stakeholder feedback will be the measures of success.</p>	<p>Met Target</p>
<p>Goal 3.2: Utilize integrated planning tools to strategically allocate resources and improve the effectiveness and efficiency of student learning and service experiences.</p>	
<p>3.2.1 - Improve the effectiveness and efficiency of two major cross-college processes by using Lean methodology. Renewed and redesigned cross college processes that have a minimum of 10% improvement in two of three measures, (quality, cost, delivery), will be the measure of success.</p>	<p>Met Target</p>
<p>3.2.2 - Develop a Conferences Services business plan that integrates key College elements such as market research, IT requirements, facilities, housing, and food services. Success will be demonstrated by the completion of a comprehensive plan that enables the College to make an informed decision on its adoption.</p>	<p>Met Target</p>
<p>3.2.3 - Launch the pilot Integrated Planning for Services in a phased rollout to other service areas that will result in recommendations related to service redesign, enhancement, reduction or elimination. Success will be measured by adoption of the finalized process by service areas and relevant recommendations leading to more effective and efficient service delivery.</p>	<p>Partially Met Target Recommendations made regarding redesign & enhancement. Continuing to work in the 17-18 year on other opportunities.</p>

Objective	Achievement
3.2.4 - Implement the recommendations from the analysis of 15/16 Integrated Planning for Academic programming processes. Success will be measured by improved IP for Academic scores on “watch” programs, and sun-setting of identified programs (to make room for new program launches). Connect the college space planning processes with Integrated Planning (IP) (academic and service) data to support ongoing revitalization and renewal of the college program mix designed to boost enrolment.	Exceeded Target
3.2.5 - Implement regular competitive reviews and a strategy that improves marketing, program availability and services to compete directly against private colleges.	Partially Met Target Completed 1 competitive Review. Re-hired for Director of Strategic Planning and Product Development
Goal 3.3: Ensure that both students and employees value our facilities and information technology resources as clear assets for their learning and work.	
3.3.1 - Reassess Information Technology Services (ITS) operating and capital budgets to align the business needs vs budget allocation. Success will be measured by the establishment of an IT governance protocol, through a successful adoption of the Student Tech fee protocol and the development of a structure to articulate and capture corporate multiyear operational expenditure forecasts.	Exceeded Target
3.3.2 - Build a roadmap design for enterprise wireless coverage at the College that enables the future demands of the academic & business need. Success will be measured by the production of an intended architecture design fall 2016, and the beginning of a phased approach in an uplift of the wireless network capacity.	Exceeded Target
3.3.3 - Build upon the existing College phone system to enable the expansion of video conferencing facilities that support e-learning and the MetaProject travel cost savings initiatives. Success includes working within budget to update the Video conferencing abilities of the College phone system and the implementation and adoption by user groups at differing campuses as a tool to reduce current levels of intercampus travel.	Partially Met Target Initial objectives achieved, but expansion and full user adoption of licensing and features have extended this project into 17/18 objectives.
Goal 3.4: Meet and Exceed a "Silver" rating in STARS sustainability measures, while continuing to plan and implement key improvement to the physical environments at all campuses, including a new Frost Campus Master Plan	
3.4.1 - Strategically develop and plan for green/sustainable capital/infrastructure projects in order to position the College for application and proactive advocacy efforts to obtain new federal and provincial funding anticipated to be made available for 2016-2020. Success will include development of proposals related to greenhouse gas reducing initiatives including energy reduction projects, retrofits and upgrades to existing aging campus infrastructure in line with campus master plan strategies and sustainability plan targets.	Met Target
3.4.2 -Complete at least four specifically operational energy reduction projects that will position the College to deliver additional fixed and demand load energy savings of approximately 1.5% annually.	Met Target

Objective	Achievement
3.4.3 - Complete key projects in facilities including the Kawartha Trades & Technology Centre (KTTC) space/support for launch of the Graphic Design program in Sept/16, the move of the Esthetician Program to the Sutherland campus for Sept/16, and the prioritization of the Frost Campus Master Plan initiatives contingent on Capital funding availability.	Exceeded Target
3.4.4 -Implement sustainability measures that ensures we exceed the STARS silver ratings benchmark	Exceeded Target
Goal: 3.5: Bring Core Promise to life by focusing on the way we deliver our student experience to enhance the skills, attitudes and values that lead to success in work and life.	
3.5.1 - Develop a mental health strategy that will promote a more proactive, collaborative approach across the Fleming community. This will be a multi-year project with a focus in year 1 on students. Success will be measured by the completion of a community consultation and the creation of a website to better communicate resources, services and initiatives.	Met Target

4. Enhance Financial Health and Sustainability

Objective	Achievement
Goal 4.1: Improve financial sustainability by doubling our financial reserves to allow for more investment in capital and learning resources.	
4.1.1 - Proactively monitor and manage College operations in 2016-17 to generate a minimum financial contribution to reserves (surplus) of \$1 million after committing a minimum of \$0.5 million in operating investments in the year.	Exceeded Target
4.1.2 - Develop infrastructure proposals to be submitted to the recently announced Post-Secondary Institutions Strategic Investment Fund. Develop and launch capital fundraising plans in support of the successful proposals during fiscal 2016 – 2017.	Met Target
4.1.3 - Implement the Fleming Risk Management framework.	Partially Met Target Original dates pushed back to March/17 for Board Risk Appetite discussion. Further implementation work will continue into 201-7-18
Goal 4.2: Grow overall enrolment and new revenue streams through effective program portfolio management, the launch of new contract training programs for both domestic and international markets and through enhancements to our enrolment and retention processes.	
4.2.1 - New program development will occur with analysis of the School program credential mix to ensure effective School program portfolio management.	Exceeded Target
4.2.2 - Create a dynamic business development model for contract training that focuses in the areas of water-related initiatives, Lean, leadership and health specialization, while taking advantage of relevant opportunities. The measure of success will be the achievement of the 2016/2017 Contract Training targets for new business development - \$500k with \$200k contribution to overhead.	Partially Met Target College finalized a new org structure for CE/CT with a new Dean of Flexible Learning (hiring is underway)
4.2.3 - Assess Ontario Learn (OL) catalogue to determine opportunities for new certificate offerings. Success will be measured by development of 3 OL certificate programs.	Partially Met One OL cert. approved
4.2.4 - Improve cost-effectiveness of financial transactions and processes by investigating alternatives for reducing bank fees and streamlining and automating payment and receipts processes – eg: student payment processes.	Exceeded Target
4.2.5.1 - Contribute to the achievement of the goals set out in the 2016-17 Enrolment Plan through: <ul style="list-style-type: none"> • Developing and refining digital advertising and recruiting outreach tools combined with traditional promotions • Developing and sharing concise, unique selling propositions for each school program cluster or individual program • Creating and executing marketing plans in support of program clusters identified for growth in the Strategic Mandate Agreement; Natural Resources and Environmental Science, Trades & Technology, healthcare and Community Services, Arts and Heritage 	Exceeded Target

Objective	Achievement
<ul style="list-style-type: none"> Supporting additional programs identified as high priority by academic leaders. Increasing focus on selected target market segments: Non-direct, International, Indigenous, Eastern Greater Toronto Area 	
Goal 4.3: Complete a college-wide, multi-year MetaProject that will focus on growth, revenue, expenditure reduction and redesign to enhance quality and competitiveness while improving financial sustainability.	
4.3.1 - Successfully complete the second year of the MetaProject ensuring a flow of strong ideas and the most impactful ideas are identified as objectives in the Business Plan. Success will be measured through the financial and business plan achievements and the completion of objectives in the engagement plan that connects to change.	Met Target

Analysis of Operational Performance for 2016

1. Deliver Outstanding Student Learning and Experiences

- The School of General Arts and Sciences completely re-designed first and second semester communication courses across the College. The aim of both first and second semester courses is to provide frequent opportunities for students to write and receive feedback. As part of the re-design, blogging was introduced as a critical component of the curriculum; blogging engages students in designing a creative and professional digital presence.
- The Community Integration through Cooperative Education program has successfully completed its first year of the newly re-designed 2 year curriculum. Additionally a multi-sensory room was designed for students with learning and physical exceptionalities. The multi-sensory room is a relaxing environment that increases creative sensory input and mobility while minimizing distractions.
- General Arts and Science faculty developed 3 new web-based courses across various disciplines (Mathematics, Communications and a General Education course) to be delivered in a compressed in a 7 week format. These curriculum re-designs were in support of offering more flexible and efficient delivery models for our students.
- Classroom redesign occurred for both Math and CICE courses. Rooms were reconfigured to improve physical and visual accessibility for students and allow access for faculty interaction while helping to facilitate peer connection and collaboration. Whiteboards were installed around the classrooms to support teaching and learning through active engagement.
- Successful launch of Graphic Design – Visual Communication and Construction Engineering Technician programs
- The 3rd semester of the Fish and Wildlife program was redesigned to include Fisheries, Wildlife, Habitat, Wetland, and Freshwater Ecology Field Schools. These field schools introduce new skills to Fish and Wildlife students such as: boat handling, applying the use of GPS units, fish netting, sampling and tagging, as well as working under standardized protocols for habitat assessment, wetland classification, bird banding, and use of wildlife monitoring technologies.

- Launch of the Interactive Learning with Toddlers and Families program implemented by third semester Early Childhood Education students. Toddlers engage in a development focused play-based program while families participate in an interactive workshop.
 - Opening of the Spa at Fleming which amalgamates both the Esthetics and the Massage programs under one inclusive business in a modern sleek environment providing work integrated learning opportunities for Fleming students.
 - Fleming College's School of Environmental and Natural Resource Sciences expanded its Co-operative Education programming, providing students with improved access to real-world work experiences before they graduate. In September 2016, Fish and Wildlife Technician and Forestry Technician included optional Co-op opportunities for students while Resource Mapping Technician and Aquaculture, a graduate certificate program, added mandatory Co-ops.
 - Fleming College saw an immense growth in its international student population. Total international enrolment grew by more than 12% in 2016, leading to a record number of 423 international students studying at Fleming College. The students came from 26 different countries and were enrolled across 31 programs.
 - Fleming College signed the first unconditional 2+2 diploma-to-degree pathway agreement between an Ontario College and an Ontario University. The agreement allows graduates from our two-year accounting diploma to enter directly into third year of Trent's four-year BBA degree with a specialization in Accounting.
 - Enhanced student skill development opportunities outside of the classroom through various successful initiatives such as; piloted a campus-wide student employee and student leader training; expanded practicum students in student services, including applied projects; developed a student feedback group; creation of Information Literacy Workshop Series in our Library; successful launch of tutoring workshops for targeted courses; hosted most popular Ace It! (exam prep and study skills event) to date, with over 60 attendees; Initiated Campus Health Workshop Series; started support groups at the Sutherland & Frost campuses for students on the autism spectrum.
 - Following the signing of the Indigenous Education Protocol (IEP), completed a three year work plan to map out how we will implement the Protocol. Completed Year 1 of the plan with Year 2 underway. The plan has full endorsement of our Aboriginal Education Council and some highlights include: Aboriginal Student Services Elder taught students Ojibwa language skills resulting in students knowing their language and beginning a path to reclaiming it; Introduced an Indigenous component to Fall Orientation; established the Bishkaa Program - an early orientation and student mentor program and participants were retained and are moving on to Semester 3 and mentors gained great leadership skills;
- Fleming College and Trent University signed an agreement providing a pathway for Fleming students into Trent's Indigenous Bachelor of Education (B.Ed.) program, a new five-year concurrent degree that puts Aboriginal knowledge and perspectives at the forefront of teacher training.
- 5 Programs now have the Indigenous Perspectives Designation
- Child and Youth Worker
 - Social Service Worker
 - Mental Health and Addictions Worker
 - Ecosystem Management Technician

- Ecosystem Management Technology
- Developed a mental health strategy that promoted a more proactive, collaborative approach across the Fleming community. Year 1 focused on primarily student focused activities which included: community consultations; Mental Health Initiatives awareness activities; creation of a website to better communicate resources, services and initiatives
- Established a sustainable plan and successful transition for the Diversity portfolio supported by ELT that included establishing a dedicated pt position that supports LGBTQ+ students, Diversity Community of Practice, enhanced Positive Space program and support for the usage and review of the multi-faith space on campus, all within reduced financial and human resources
- Re vamped and agreed to the IT ancillary fee with both Student Government to align with services relevant to their needs and changes in Technology. Launched the first BYOD/wireless program in the College – Digital Design
- Successfully promoted and executed two key events targeting female students: Fleming Women in Trades event and Women in Trees

2. Collaborate and Prosper with our Communities

- Successfully partnered with GPIC and their downtown Innovation Cluster to strengthen our relationship with aspiring entrepreneurs in the community and provide our students with an enhanced location to pursue their applied project work.
- Reclaim Artist in Residence, Valerie Ashton, spent six weeks collecting and repurposing in the Haliburton landfill as part of a partnership with the Municipality of Dysart. The residency's intent is to provide education on the issues of waste, particularly in our community. Valarie spent her time at HSAD experimenting with techniques at the landfill by creating "rolled landfill landscapes," using paint to uncover the natural patterns found within the discarded.
- Sustainable Building Design and Construction built the Off-Grid Alternative Energy Presentation Centre at Abbey Gardens, a 1,200 sq. ft. building constructed with sustainable and natural features such as rammed earth and straw bale walls and traditional timber framing
- Launched a new *Report to the Community* publication

3. Excel as an Organization

- Introduced a systematic project management process and benefit realization management to better track success related to business plan objectives and understand the impact of the objectives we have established
- Created a tighter connection with our planning documents and the Strategic Management Agreement so that we can have more focus in-year
- Established an Innovation Fund to seed innovative ideas related to moving student learning and the organization forward
- Designed and implemented leader and support staff professional development that supports transformational change
- Completed staff competencies and developed a learning guide and toolkit to guide the behavioural expectations of the organization

- Streamlined and staged full-time hiring to have more of an impact and better attract qualified candidates
- Created a more focused, streamlined business plan with clear metrics and more transformational change objectives
- Completed the second year of the MetaProject increasing the innovative ideas that moved to objectives in the business plan and completing the first phase of integrated planning with three service areas
- Procured funding and initiated planning for significant facilities modernization projects that will be completed in 2017-18 on aging, original wings of the College's two largest campuses; these will provide state of the art lab facilities, esthetic improvements and energy/sustainability benefits to significantly improve the student experience for the future
- Completed the renaming and transformation/service delivery improvements of the College's Physical Resources (Facilities) department that has led to significant improvements to responsiveness, service levels, and communications to all stakeholders
- Redesigned and implemented fundamental changes to greatly improve the security of the College IT network, with no service impact. Launched pilot project of Video Conferencing linking 3 campuses virtually.
- Constructed a unique, world-class flexible learning and conference facility within the Kawartha Trades and Technology Center, which will become a high profile showpiece for the College and local community
- Record results for the 2016 employee fundraising campaign (\$33.8k)
- Successful fundraising to support new College trails network project
- Highest results for annual Haliburton Campus Art Auction in over five years (\$32.6k)

4. Enhance Financial Health and Sustainability

- Continued our strong progress on strengthening the College's financial planning and management processes and our focus on financial sustainability; this culminated in the College proactively managing its finances to significantly over-deliver the \$1 million budgeted surplus for the year – final surplus was \$4.8 million.
- Led the college system in application growth for Fall 2017 (+4.1% versus -1.7% provincial average)
- Record winter enrolment for Jan. 2017 (first-semester intake was 1,238 students, the highest in the College's 50-year history.)
- Increased on-campus prospect engagement to record levels – conducted more tours than ever before (over 680 at Sutherland and Frost Campuses)
- Piloted new conversion tactics in GTA – conversion events and March break tour incentives
- Reached new highs in social media reach and engagement – Facebook , twitter and Instagram

Appendices

- A.** SMA Report - *back to be provided in October in compliance with the SMA Report Back timelines*
- B.** Analysis of College's Financial Performance
- C.** Audited Financial Statements - *Enclosed*
- D.** KPI Performance Report
- E.** Summary of Advertising and Marketing Complaints Received – *received no complaints*
- F.** Institutes of Technology and Advanced Learning (ITAL) reports - *Not Required*
- G.** List of Governors
- H.** President's Advisory Council 2016-2017 Annual Report

Appendix B

Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE COMPARISON OF REVENUES & EXPENSES

	2016-2017 Financial Plan	2016-2017 Actual	2015-2016 Actual
REVENUE			
Operating Grants	\$49,743,995	\$51,101,145	\$50,221,755
Capital Grants	908,377	690,013	517,069
Student Tuition	34,474,261	34,314,200	31,347,211
Other	14,438,218	16,281,414	15,052,384
Ancillary Operations	5,436,600	5,593,399	5,558,358
Amortization of Deferred Capital Contributions	4,435,000	5,000,995	4,529,081
	109,436,451	112,981,166	107,225,858
EXPENDITURES			
Salary, Wages and Benefits	\$71,487,438	\$69,841,038	\$69,152,200
Service and Supplies	17,106,524	19,192,348	15,556,958
Utilities, Maintenance and Taxes	8,528,971	8,126,829	8,467,254
Other Expense	4,071,867	4,263,502	4,331,446
Amortization of Capital Assets	6,892,521	6,793,714	6,975,547
	108,087,321	108,217,431	104,483,405

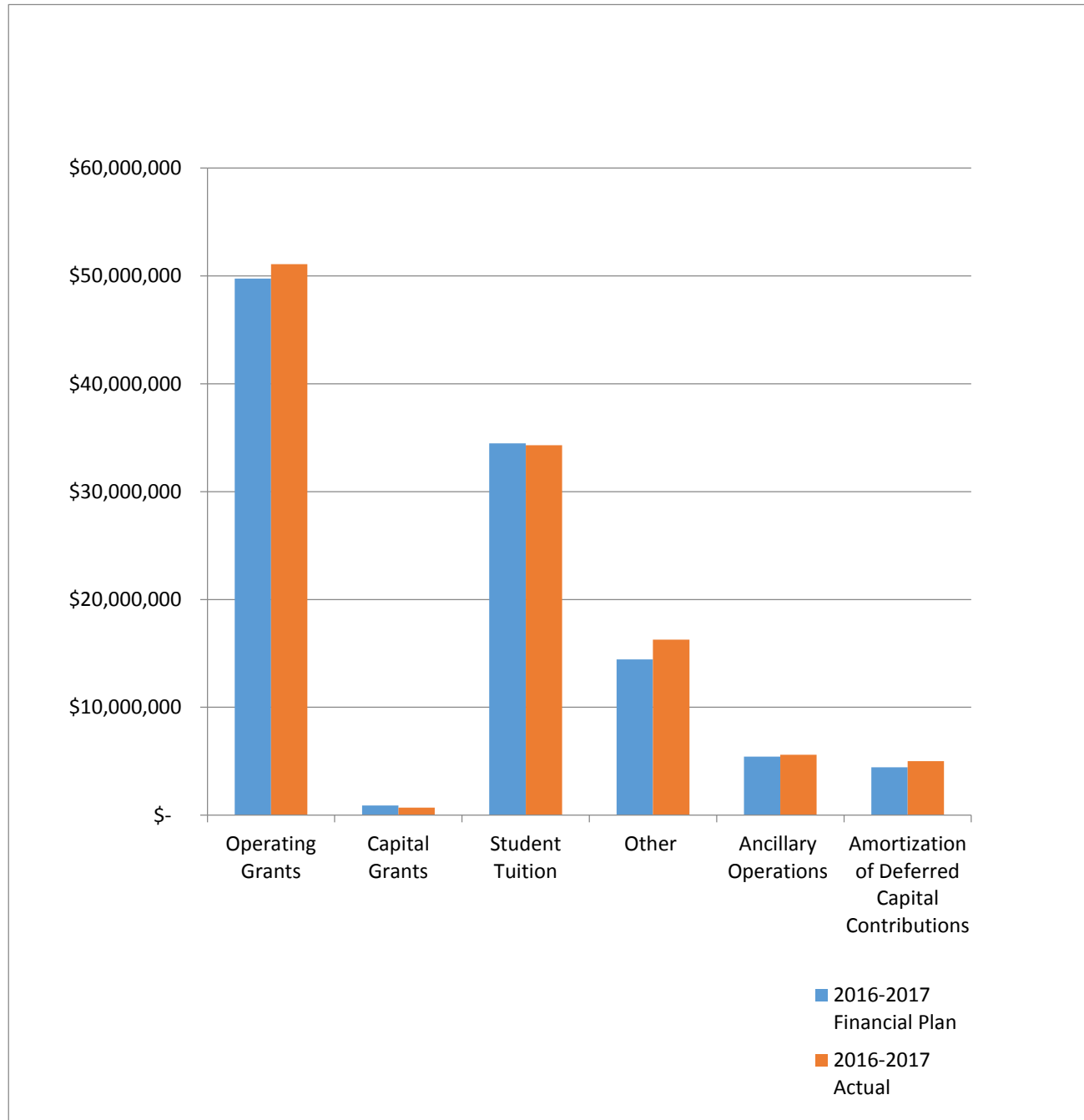
Excess of revenue over expenditure

\$ 1,349,130.0 \$ 4,763,735.0 \$ 2,742,453.0

Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE

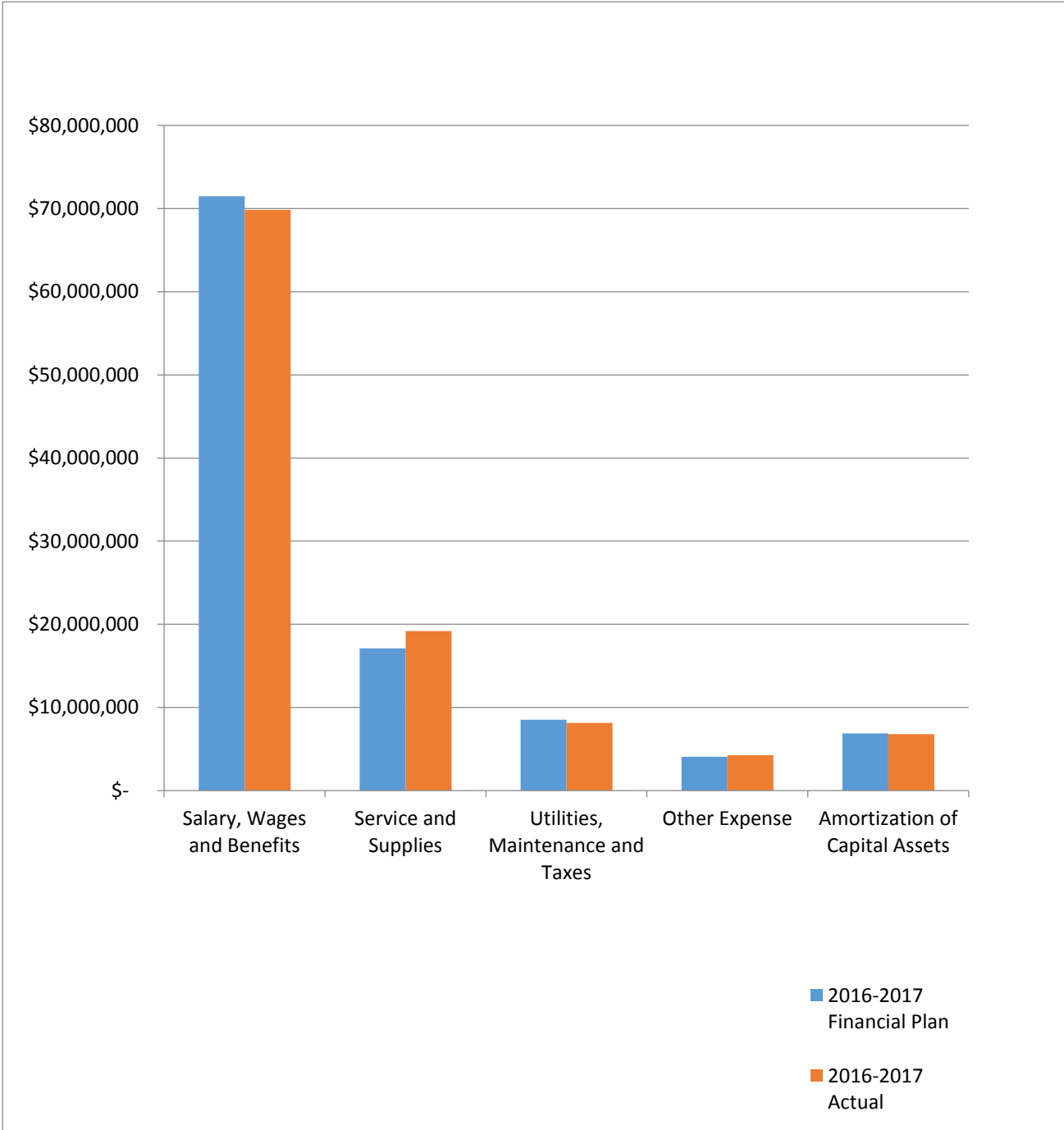
COMPARISON OF REVENUES - 2016-2017 BUDGET TO ACTUAL



Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE

COMPARISON OF EXPENDITURES - 2016-2017 BUDGET TO ACTUAL



Appendix D – KPI Results April 2017

Key Performance Indicators (KPI)

1. Graduate Satisfaction

How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?
(% Very Satisfied or Satisfied)

2. Employment Rate

of graduates employed during MTCU reference week, 6 months after graduation (of those eligible for work).

3. Employer Satisfaction

How would you rate your satisfaction with this employee's overall college preparation for the type of work he/she was doing?
(% Very Satisfied or Satisfied - employers were contacted only if graduate gave permission)

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Key Performance Indicators (KPI)

4. Graduation Rate

% of graduates who complete program requirements within a time frame equalling 200% of program duration.

5. Student Satisfaction

Students included in KPI if they answered all 4 CAPSTONE questions (Q13, Q24, Q39, Q49) and semester question (Q2).
(1st semester excluded)

- Q13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.
- Q24: The OVERALL quality of the learning experiences in this program.
- Q39: The OVERALL quality of the services in the college.
- Q49: The OVERALL quality of the facilities/resources in the college.

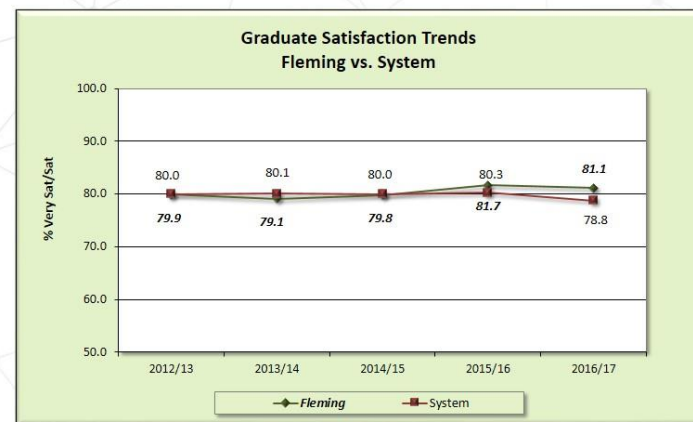
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KPI Results

	FLEMING					SYSTEM				
	2014/15	2015/16	2016/17	% Diff 2014/15 vs. 2015/16	% Diff 2015/16 vs. 2016/17	2014/15	2015/16	2016/17	% Diff 2014/15 vs. 2015/16	% Diff 2015/16 vs. 2016/17
Graduate Satisfaction	79.8	81.7	81.1	+1.9	-0.6	80.0	80.3	78.8	+0.3	-1.5
Employment Rate	84.0	84.5	82.7	+0.5	-1.8	84.0	83.6	83.0	-0.4	-0.6
Employer Satisfaction	93.2	94.3	92.0	+1.1	-2.3	88.1	91.4	91.2	+3.3	-0.2
Graduation Rate	66.5	66.9	68.8	+0.4	+1.9	65.7	66.7	66.6	+1.0	-0.1
Student Satisfaction	80.3	77.6	78.6	-2.7	+1.0	76.2	76.8	76.5	+0.6	-0.3

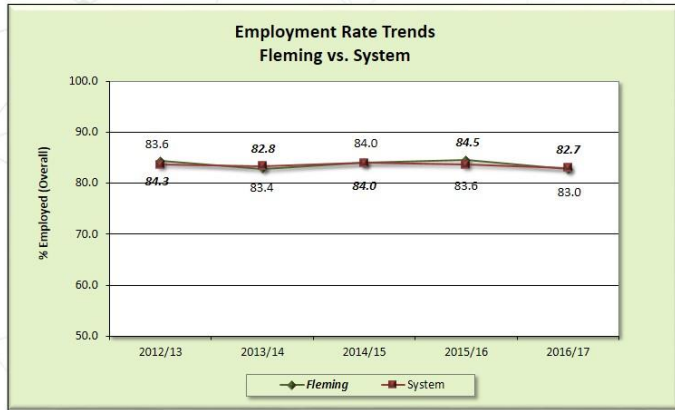
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KPI Graduate Satisfaction Trends



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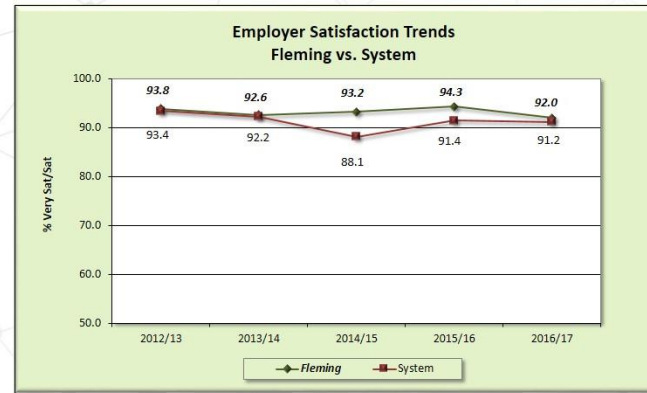
KPI Employment Rate Trends



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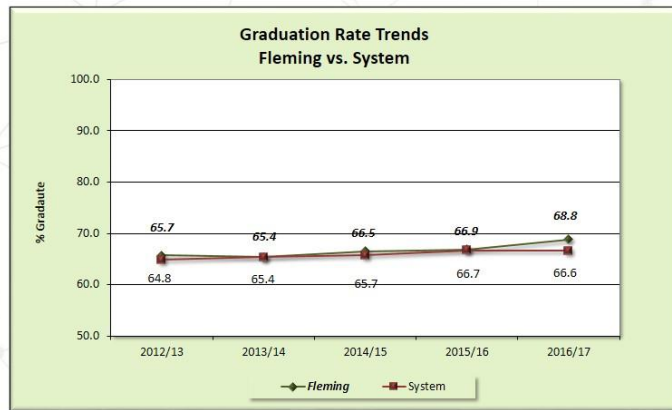
KPI Employer Satisfaction Trends



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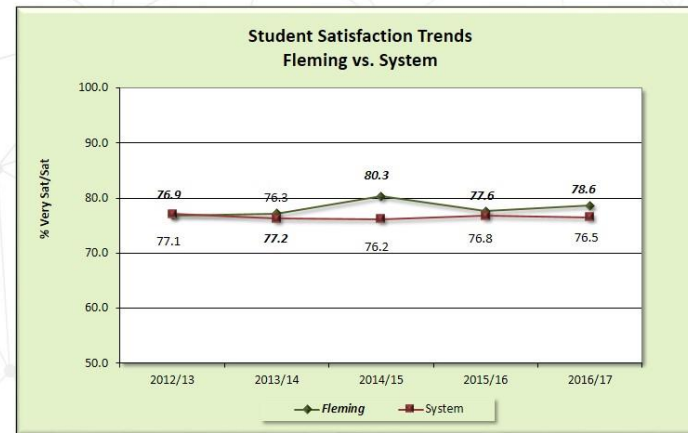
KPI Graduation Rate Trends



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KPI Student Satisfaction Trends



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KPI Survey Response

KPI Graduate Outcomes Survey								
Reporting / Survey Year	Year of Graduation	# Grads	# FUNDED Grads	# Valid Grad Surveys	# Available For Work	# Employer Contacts (Permission)	# Valid Employer Surveys	# Valid Grad Satisfaction Surveys (Q34)
2013/14	2012/13	2,846	2,755	1,513	1,117	352	203	1,493
2014/15	2013/14	2,866	2,665	1,304	982	329	147	1,289
2015/16	2014/15	3,002	2,761	1,176	890	287	105	1,160
2016/17	2015/16	3,151	2,803	993	768	228	88	982

KPI Student Satisfaction and Engagement Survey				KPI Graduation Rate		
Reporting / Survey Year	# Eligible Students	# Total Surveys (incl 1 st semester)	# KPI Valid Surveys	Reporting Year	# Entrants	# Grads
2013/14	5,569	4,246	3,730	2013/14	4,020	2,630
2014/15	5,639	4,296	3,731	2014/15	3,911	2,601
2015/16	5,546	4,273	3,776	2015/16	3,846	2,573
2016/17	5,467	4,033	3,457	2016/17	3,991	2,746

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KPI Student Satisfaction Results (Fleming vs System)

Year	#	Q13 Knowledge & Skills - Future Career			Q24 Learning Experiences - Program Quality			Q39 Quality of Services			Q49 Quality of Facilities/Resources			Overall KPI Student Satisfaction			
		Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	
FLEMING	2014/15	3,731	88.7	8.0	3.3	82.6	12.5	4.9	69.3	25.2	5.5	80.6	16.2	3.2	80.3	15.5	4.2
	2015/16	3,776	85.8	8.7	5.5	80.1	13.5	6.5	65.5	27.3	7.2	79.2	17.2	3.6	77.6	16.7	5.7
	2016/17	3,457	87.0	8.6	4.3	80.8	13.8	5.4	67.1	26.3	6.7	79.7	17.0	3.3	78.6	16.4	4.9
	% Diff		+1.2	▲		+0.7	■		+1.6	▲		+0.5	■		+1.0	▲	
SYSTEM	2014/15	126,190	87.0	9.3	3.7	79.8	14.9	5.3	63.8	28.2	8.1	74.4	19.9	5.7	76.2	18.1	5.7
	2015/16	132,997	87.0	9.2	3.8	80.0	14.6	5.4	64.6	27.5	7.9	75.6	19.1	5.3	76.8	17.6	5.6
	2016/17	131,760	86.9	9.2	3.9	79.5	14.8	5.7	64.6	27.4	8.1	75.3	19.2	5.5	76.5	17.7	5.8
	% Diff		-0.1	■		-0.5	▼		0.0	■		-0.3	▼		-0.3	▼	

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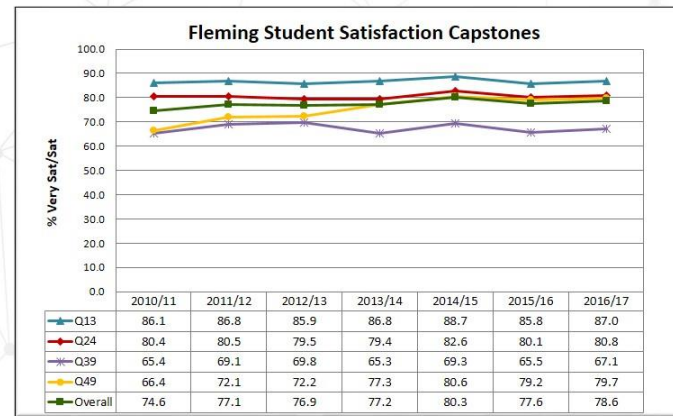
KPI Student Satisfaction Results (Fleming vs Medium)

Year	#	Q13 Knowledge & Skills - Future Career			Q24 Learning Experiences - Program Quality			Q39 Quality of Services			Q49 Quality of Facilities/Resources			Overall KPI Student Satisfaction			
		Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	Vs/S %	Neither %	D/VD %	
FLEMING	2014/15	3,731	88.7	8.0	3.3	82.6	12.5	4.9	69.3	25.2	5.5	80.6	16.2	3.2	80.3	15.5	4.2
	2015/16	3,776	85.8	8.7	5.5	80.1	13.5	6.5	65.5	27.3	7.2	79.2	17.2	3.6	77.6	16.7	5.7
	2016/17	3,457	87.0	8.6	4.3	80.8	13.8	5.4	67.1	26.3	6.7	79.7	17.0	3.3	78.6	16.4	4.9
	% Diff		+1.2	▲		+0.7	■		+1.6	▲		+0.5	■		+1.0	▲	
MEDIUM	2014/15	39,795	88.1	8.6	3.3	81.4	13.8	4.8	65.7	27.5	6.7	76.7	18.8	4.5	78.0	17.2	4.8
	2015/16	40,840	87.9	8.5	3.7	80.9	14.0	5.1	66.4	26.9	6.8	77.5	18.3	4.2	78.2	16.9	4.9
	2016/17	39,617	87.9	8.4	3.7	80.8	14.0	5.3	67.0	26.3	6.7	77.5	18.1	4.5	78.3	16.7	5.0
	% Diff		0.0	■		-0.1	■		+0.6	▲		0.0	■		+0.1	■	

Medium-sized college grouping is based on number of enrolled students as reported to CCI Research Inc. in each survey year: 2014/15 - 2016/17 Cambrian, Conestoga, Durham, Fleming, Georgian, Niagara, St. Clair, St. Lawrence

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KPI Student Satisfaction Capstones



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Appendix F

2016-2017 Board of Governors of Sir Sandford Fleming College

- **Lori Sutcliffe-Geens**, Board Chair (Cobourg)
- **Dana Empey**, Board Vice-Chair; Chair-Executive Committee (Peterborough)
- **George Gillespie**, 2nd Board Vice-Chair; Chair-Audit Committee (Peterborough)
- **Paul Downs** (Millbrook)
- **Rosemarie Jung** (Haliburton)
- **Shelley Knott Fife** (Curve Lake)
- **Mike Leonard** (Fraserville)
- **Katherine MacIver** (Lindsay)
- **Daniel (Dan) Marinigh** (Peterborough)
- **Nancy Martin-Ronson** (Peterborough)
- **Mike Perry** (Little Britain)
- **Jungeon (Joon) Kim**, Student Governor
- **Susan (Sue) Kloosterman**, Administrative Governor
- **Patti Watson**, Academic Staff Governor
- **Heather Kerrigan**, Support Staff Governor
- **Tony Tilly**, College President
- *One external vacancy*

Appendix G

President's Advisory Council 2016-2017 Annual Report

SOURCE

- Minister's Binding Policy Directive, *Governance and Accountability Framework* (revised Sept 2010)
- By-law 1-102, s.38: *Advisory Councils – College Council*
- Board Policy 1-102K, *Advisory College Council*

<p>Background</p> <ul style="list-style-type: none"> • Purpose of this report/request • History • Other relevant information 	<p>Colleges are required to comply with Binding Policy Directives issued by the Ministry of Training, Colleges and Universities. The Directive stipulates that the board of governors is to ensure that an advisory college council is established, the purpose of which is to provide a means for students and staff of the college to provide advice to the president on matters of importance to students and staff.</p> <p>At Fleming, advisory college council is known as the President's Advisory Council.</p>
<p>Action Required</p> <ul style="list-style-type: none"> • for Information • for Discussion 	<p>The Binding Policy Directive also states that a report from this advisory shall be included in each college's annual report.</p> <p>Fleming College is fortunate to have an active college council made up of students representing all campuses and staff from all employee groups: support, academic, and administration. Supporting the College's mission and values, the President's Advisory Council promotes communication and collaboration and contributes positively to planning processes and information-sharing on matters of importance to students and staff. It serves as an effective means for the President to get valuable insight into student and employee opinions, concerns and recommendations.</p>
<p>Considerations, Impacts and Options</p>	<p>The President's Advisory Council met eight times in 2016-2017 (as per published schedule) and covered a significant number of topics. Members provided feedback, consulted, participated in education/information sessions and reported back to their respective constituencies on the following topics:</p> <ul style="list-style-type: none"> • Enrollment Update • Start-up • International students • Constituents' concerns • Post-Secondary Institutions Strategic Investment Fund • Frost Campus Open Forum • Future readiness of graduates • Mental Health • Waste Diversion Plan • Marketing/Student Recruitment • Key Performance Indicators (KPI) surveys

<ul style="list-style-type: none"> <li data-bbox="256 260 310 283">• risk <li data-bbox="256 489 363 512">• summary 	<p data-bbox="597 197 1495 394">The capacity for communication between the president, students and staff would be greatly diminished if Council did not exist; the president would not have the opportunity to hear valuable insights from students and staff about the College’s successes and challenges. A core strength is the information sharing that exists amongst constituents.</p> <p data-bbox="597 430 1484 695">The President’s Advisory Council is a corporate body that deals with issues that affect the entire College. It provides a link to help keep the College community informed about projects and initiatives. Feedback, suggestions and recommendations are shared with the College’s Executive Leaders Team for information and/or follow-up. PAC is an approved activity for the Co-Curricular Record, a service that recognizes students’ participation in activities outside of the classroom. Attendance at PAC monthly meetings was excellent.</p>
<p data-bbox="256 699 570 730">Financial Implications</p>	<p data-bbox="597 699 1451 800">Participation on the President’s Advisory Council is on a voluntary basis and has a modest budget to cover inter-campus travel and hospitality expenses for its members.</p>
<p data-bbox="245 835 418 867">Prepared by</p>	<p data-bbox="597 835 1110 867">Secretary, President’s Advisory Council</p>

BOARD BRIEFING REPORT

SUBJECT: New College Policy – Signing Authority
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: Decision / Approval

Agenda Item 5.5.1

1. CONTEXT / PURPOSE

A report to seek approval of a new College policy to govern signing authority.

2. BACKGROUND

A draft Signing Authority Policy was reviewed at the Board Committee-of-the-Whole meeting. Edits requested by the Board specific to Legal Document Signing Authority have been incorporated into this draft. Modifications in the Administrative Operating Procedure have also been incorporated in the working draft which has been submitted to the Executive Leaders Team for approval.

Attachments:

- College Policy #4-417, *Signing Authority*
- Administrative Operating Procedure #4-417 OP, *Signing Authority* is provided for information only

3. ANALYSIS / PROPOSED OPTIONS

Key edits to the May 24, 2017 draft policy:

- The policy will be implemented August 31, 2017 to allow time for a proper implementation, including training and communication to those impacted.
- The definition of Legal Documents has been expanded for clarity to include funding proposals
- The limitation of the Vice-Presidents' signing authority to their area of responsibility results in the potential for situations to arise where there are no authorized signing officers available to sign certain documents. As a result, the ability for the President to temporarily sub-delegate has been added to the policy along with a new definition.
- In the Operating Procedure, Appendix A includes the positions with signing authority delegated by the President:
 - The Vice-Presidents' delegated authority includes only documents falling within each Vice-President's area of responsibility, as set out in the most current organizational chart.
 - The Director Purchasing continues to have authority delegated for the execution of Legal Documents associated with the purchase of good and services as well as purchase orders, now limited to those that are less than \$500,000.
 - The Human Resource Consultants (or the equivalent) authority is limited to part-time employment agreements.
 - The Director Finance, Director Budget Services and Manager Accounting Operations delegated authority is established as funding agreements, not CFI award agreements.

Through the implementation of the Signing Authority Policy, additional modifications to the operating procedure may be required and the Board advise of any additional material changes.

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

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Individuals may not be aware that their signing authority has been removed or limited.	Low	High
There could be times when there is no position with delegated signing authority available to execute a document.	Low	Low

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

Changes to delegated signing authority will be communicated individually to each position impacted, and the staff requested to confirm their understanding of the change in writing. All Leaders will be informed of the changes through documentation, training, email and discussion.

There should rarely be situations where a document requires execution without a reasonable amount of lead time. As well, the ability to temporarily sub-delegate should mitigate the risk of the College not having a position with delegated authority available as required.

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

This new policy will strengthen the College’s financial controls and the Board’s fiduciary governance oversight.

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve College Policy #4-417: Signing Authority – Externally Binding Transactions and Contractual Obligations.

AUTHORED BY: Office of the Vice-President Finance and Administration; Sue Sanders, Director Finance

COLLEGE POLICY: Signing Authority – Externally Binding Transactions and Contractual Obligations

Policy ID:	#4-417
Manual Classification:	Finance and Administration
Approved by Board of Governors:	Scheduled for June 2017
Revision Date(s):	--
Effective Date:	Scheduled for June 28, 2017 August 31, 2017
Next Policy Review Date:	Scheduled for 2022
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	#4-417 OP, <i>Signing Authority</i>

Policy Statement

This policy is intended to ensure that all Legal Documents, Banking Transactions and Investment Transactions are properly reviewed, analyzed and authorized.

The short title for this policy is "Signing Authority".

Purpose

The purpose of this policy is to specify who in the College may bind the College contractually and execute Banking and Investment Transactions on behalf of the College.

Scope

This policy applies to the Board of Governors, all employees of the College, and to all documents of the College.

Definitions/Acronyms

Banking Transactions: Any transactions related to College banking operations, including but not limited to establishing bank accounts, drawing from and establishing a revolving credit line, authorizing payments from a College bank account and consent of letters of instruction or other documents required by the bank for the operation of any accounts.

Investment Transactions: Any transactions related to the College investment operations, including but not limited to establishing investment accounts, providing investment trading instructions which includes giving orders or trading instructions, execution of any and all investment agreements, consent letters of instruction or other documents required by the investment firm for the establishment, reclassification or operation of any accounts, and the withdrawal of any monies or securities.

Legal Document: A document between at least two (2) parties that creates an obligation, legal commitment or undertaking on behalf of the College. Legal Documents include, but are not limited to, any written agreement, revenue generating or expenditure contract, agreement to purchase or sell, **funding proposals**, letter of intent, memorandum of understanding, lease, license, gift agreement, deed, grant, certificate, instrument, assignment, transfer, engagement or any other document which may bind the College.

Official Signing Officer (OSO): A position with Signing Authority delegated by the Board of Governors.

Signing Authority: Authority delegated by the Board of Governors to Board and College positions

authorizing the individuals in those positions to execute Legal Documents, Banking Transactions and Investment Transactions on behalf of the College.

Sub-Delegate: The position the Official Signing Officer or designated signing officer delegates their authority for a short period of time to cover vacations, leaves or other temporary absences.

General Principles

1. The Board of Governors delegate Signing Authority to the following who shall be Official Signing Officers of the College.
 - (a) Chair of the Board of Governors
 - (b) Vice-Chairs of the Board of Governors
 - (c) President
2. The President may delegate Signing Authority to other positions within the College as set out in the College's **#4-417** Administrative Operating Procedure (~~# to be assigned~~) which shall be reviewed and approved at least annually by the President.
3. In the case of a temporary absence of an OSO for Legal Documents, delegation to a Sub-Delegate may occur. This delegation must be in writing and state the effective time period covered.
4. In the event of a conflict between this policy and any other policy with respect to Signing Authority, this policy shall prevail.

Related Documents

- By-law 1-102 relating generally to conduct of the affairs of the College
- Administrative Operating Procedure #4-417 OP, *Signing Authority*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New policy	Created March 2017	• Board approval of policy (Resolution BoG)

ADMINISTRATIVE OPERATING PROCEDURE: Signing Authority – Externally Binding Transactions and Contractual Obligations DRAFT

Procedure ID:	#4-417 OP
Approved by Executive Leaders Team:	<i>Original:</i> April 25, 2017
Revision Date(s):	New Procedure
Effective Date:	Scheduled for June 28 , 2017 August 31 with policy
Next Review Date:	Scheduled for 2020
Monitoring Responsibility:	Vice-President Finance and Administration
Linked to a College Policy:	# 4-417, <i>Signing Authority</i>

Policy Statement

The College Policy and this operating procedure are intended to ensure that all Legal Documents, Banking Transactions and Investment Transactions are properly reviewed, analyzed and authorized.

The short title for the Policy and Operating Procedure is "Signing Authority."

Definitions/Acronyms

Approver: The person that ensures a legal document has been reviewed by the proper department(s) and complies with College directives, policies and operating procedures.

Banking Transactions: Any transactions related to College banking operations, including but not limited to establishing bank accounts, drawing from and establishing a revolving credit line, authorizing payments from a College bank account, and consent of letters of instruction or other documents required by the bank for the operation of any accounts.

Designated Signing Officer: A position with Signing Authority delegated by the President.

Investment Transactions: Any transactions related to the College investment operations, including but not limited to establishing investment accounts, providing investment trading instructions which includes giving orders or trading instructions, execution of any and all investment agreements, consent letters of instruction or other documents required by the investment firm for the establishment, reclassification or operation of any accounts, and the withdrawal of any monies or securities.

Legal Document: A document between at least two (2) parties that creates an obligation, legal commitment or undertaking on behalf of the College. Legal documents include, but are not limited to, any written agreement, revenue generating or expenditure contract, agreement to purchase or sell, **funding proposal**, letter of intent, memorandum of understanding, lease, license, gift agreement, deed, grant, certificate, instrument, assignment, transfer, engagement or any other document which may bind the College.

Official Signing Officer (OSO): A position with Signing Authority delegated by the Board of Governors.

Signing Authority: Authority delegated by the Board of Governors to Board and College positions authorizing the individuals in those positions to execute Legal Documents, Banking Transactions, and Investment Transactions on behalf of the College.

Sub-Delegate: The position the Official Signing Officer or **Designated Signing Officer delegates** their authority for a short period of time to cover vacations, leaves or other temporary absences.

Operating Procedure

The scope of this operating procedure includes all Legal Documents, Banking Transactions, and Investment Transactions with no exception, including but not limited to:

- Academic contracts and agreements;
 - Commercial contracts and agreements;
 - Funding **proposals and** agreements;
 - Memorandum of understanding;
 - Lease/rental agreements;
 - Sale agreements, of services and goods;
 - Employment agreements;
 - Bursary and endowment agreements;
 - Donor receipts;
 - Purchase Orders;
 - Purchase or sale of investments; and
 - Authorization of payments from College bank accounts.
1. Designated Signing Officer positions authorized by the President through College Policy **#4-417**, Signing Authority are set out in Appendices A, B and C.
 2. In the case of a temporary absence of a Designated Signing Officer for Legal Documents, delegation to a Sub-Delegate position listed in Appendix D of this Operating Procedure may occur. This delegation must be in writing and clearly state the effective time period. When signing a Legal Document, a Sub-Delegate is to note below their signature that they are a delegate (i.e. Delegate for 'name of specific Designated Signing Officer'). Where signing authority is delegated, responsibility for the executed document remains with the Designated Signing Officer as well as the Sub-Delegate.
 3. Signing authority may not be further delegated by a Designated Signing Officer for Banking Transactions or Investment Transactions.
 4. College employees shall pay **detailed** attention in complying with this operating procedure. Contravention of the College's Signing Authority Policy may be considered a breach of an employment contract. Further, any person who signs a Legal Document, Banking Transaction or Investment Transaction who is not a Designated Signing Officer, OSO or a Sub-Delegate within the time period of the signing may be held personally liable for the obligation/legal commitment.
 5. Internal and external communication related to the preparation and authorization of a Legal Document as well as the co-ordination between internal stakeholders is the responsibility of the Approver.
 6. The majority of Legal Documents require a contract authorization form. The authorization form shall include confirmation of review and sign off by those positions listed under the "Minimum Reviewer(s)" column of the table in the authorization form. There may be additional reviewers required and, depending on the situation, it is the responsibility of the Approver to ensure appropriate reviews have taken place.

The Designated Signing Officer or OSO may request additional reviews prior to the execution of the document. It is the Approver's responsibility to ensure other relevant College departments, in

addition to the “Minimum Reviewers”, review the Legal Document prior to providing the document to the Designated Signing Officer or the OSO.

Other departments, include for example, but are not limited to:

- Finance department reviews reporting and other financial or budgetary aspects
- Purchasing department reviews legal content as well as purchasing requirements that differ from the College process set out in Policy #4-411
- The Administrative Officer – Finance and Administration in the Office of the Vice-President, Finance and Administration reviews the insurance components
- Operational departments, such as Schools and service areas, review the operational requirements and ensure all deliverables can be met

Where the Legal Document is reviewed by individuals in addition to the “Minimum Reviewers”, the Approver shall ensure that the additional review(s) is documented on the contract authorization form.

7. The Administrative Officer – Finance and Administration may ask for a third party legal opinion regarding a legally binding document. Notwithstanding this decision, the Designated Signing Officer or OSO may also ask for a third party legal opinion. In both cases the Office of the Vice-President Finance and Administration should be contacted to arrange for a legal opinion.
8. Designated Signing Officers’ and OSOs’ signatures shall be original handwritten signatures.
9. In the event that two (2) signatures are required on a Legal Document, only a combination of two (2) Designated Signing Officers and/or OSOs may execute the Legal Document.
10. The following timelines should be expected to process a Legal Document that requires a contract authorization form:
 - Minimum thirty (30) business days for the review and sign off of the contract authorization form; and
 - Minimum five (5) business days for obtaining Designated Signing Officer or OSO signatures to execute the document, if no revisions are required.

Additional time should be planned in case the document requires a legal opinion.

Funding proposals require a minimum of five (5) additional business days for financial, procurement, human resources and other reviews as required.

11. Following execution, the original signed Legal Document will be forwarded to the appropriate department for filing (see Appendix D of this Operating Procedure and the table in the contract authorization form). It is the Approvers’ responsibility to ensure this is completed.
12. The department responsible for filing the original signed Legal Document must be able to locate the document when required. As well it shall develop a tracking file, which includes the following fields for each document:
 - Sequential document tracking number
 - Description of contract
 - Parties involved
 - Date signed
 - Start date

- End date
- Renewal terms, if applicable
- Date renewal notice required, if applicable
- Monetary value
- Approver's name and department

13. The Approver is responsible for the implementation of the Legal Document, including but not limited to:

- Ensuring compliance with its terms and conditions
- Informing and monitoring departments of the College on a timely basis about specific requirements included in the document that relate to their area of responsibility
- Complying with reporting requirements.
- Initiating renewal upon expiry when necessary.

Related Documents

- College Policy #4-417, *Signing Authority*
- College Policy #4-414, *Purchasing and Administrative Operating Procedure #4-414 OP, Purchasing*
- College Policy #4-419A, *Comprehensive Investment Policy Statement*
- College Policy #4-419D, *Ministry Endowment Investment Policy Statement*
- College Policy #4-424, *Operating Account Investment Policy Statement*

Appendices

- Appendix A, Designated Signing Officers – Legal Documents
- Appendix B, Designated Signing Officers – Banking Transactions
- Appendix C, Designated Signing Officers – Investment Transactions
- Appendix D, Sub-Delegates
- Appendix E, Legal Documents, No Contract Authorization Form Required

History of Amendments/Reviews:

Section(s)	Date	Comments
New procedure	Created March 2017	• ELT approval of operating procedure (April 25, 2017)

Appendix A to Operating Procedure #4-417 OP: *Signing Authority*

DESIGNATED SIGNING OFFICERS – LEGAL DOCUMENTS

The President delegates authority to sign ~~any and all~~ Legal Documents on behalf of the College to the Vice-President(s) and Executive Director of Marketing and Advancement as Designated Signing Officer(s) of Legal Documents limited to their respective area of responsibility as set out in the most current organizational charts.

The President further delegates authority to sign only the specific Legal Documents set out below on behalf of the College to the following positions as Designated Signing Officer(s).

Legal Document	Designated Signing Officer(s)
<ul style="list-style-type: none"> - Purchase of goods and services, including leases, agreements and other business contracts <\$500,000 - Purchase orders <\$500,000 - Sale of assets - Vehicle registration and licensing - Purchase Orders < \$25,000 	<ul style="list-style-type: none"> - Director Purchasing
<ul style="list-style-type: none"> - Purchase Orders < \$25,000 	<ul style="list-style-type: none"> - Purchasing Specialist - Senior Purchasing Officer
<ul style="list-style-type: none"> - Financial reporting, , including funding reimbursement and other funding related claim forms - CFI award agreements funding agreements - Employment services employer training agreements 	<ul style="list-style-type: none"> - Director Finance - Director Budget Services - Manager Accounting Operations
<ul style="list-style-type: none"> - International recruiter agreements - Student offer letters 	<ul style="list-style-type: none"> - Executive Director International Education, Enrolment Management & Registrar
<ul style="list-style-type: none"> - Student placement agreements 	<ul style="list-style-type: none"> - Dean(s) - Principal(s)
<ul style="list-style-type: none"> - Centre for Alternative Wastewater Treatment (CAWT) research-related activity, excluding procurement 	<ul style="list-style-type: none"> - Associate Vice-President Business Development, Applied Research, Government & Partner Relations
<ul style="list-style-type: none"> - Part-time Employment agreements 	<ul style="list-style-type: none"> - Human Resource Consultant(s) - HR Consultant & Human Rights Officer - Benefits and HR Support Leader - HR Generalist
<ul style="list-style-type: none"> - Proof of Employment Letters 	<ul style="list-style-type: none"> - Payroll & Systems Manager/FOI Coordinator
<ul style="list-style-type: none"> - Donor agreements 	<ul style="list-style-type: none"> - Executive Director of Marketing & Advancement - Director, Advancement & Alumni Relations - Director Finance
<ul style="list-style-type: none"> - Donor receipts - Gift and grant applications 	<ul style="list-style-type: none"> - Executive Director of Marketing & Advancement - Director, Advancement & Alumni Relations

Appendix B to Operating Procedure #4-417 OP: *Signing Authority*

DESIGNATED SIGNING OFFICERS – BANKING TRANSACTIONS

The President delegates authority to sign or approve any and all Banking Transactions on behalf of the College to the following positions as Designated Signing Officers:

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

The President delegates limited authority for the authorization of payments from specific College bank accounts to the positions set out below as Designated Signing Officer. Authorization of payments from College bank accounts, except for student emergency loan accounts, require any one (1) of the Designated Signing Officers or OSO's for amounts up to \$10,000 and any two (2) for amounts greater than \$10,000. The student emergency loan bank accounts require any one (1) of the Designated Signing Officers or OSO's for amounts less than \$750 and two (2) for amounts greater than \$750 with at least one (1) being an Administrative position as set out below.

Bank Account(s)	Designated Signing Officer(s)
All	The following positions in the Finance & Administration Department: - Accounting Operations Officer - Academic Financial/Budget Officer - Enrolment/Budget Finance Officer - Technical Business Analyst (II)-Finance
Payroll	- Vice-President, Planning, Human Resources & Student Services - Payroll & Systems Manager/FOI Coordinator
Student emergency loans	Administrative Positions: - Executive Director International Education, Enrolment Management & Registrar - Associate Registrar, Systems and Financial Aid - Manager of Records - Manager of Admissions Support Staff Positions: - Financial Aid Advisor(s) - Financial Assistance Officer, Brealey - Financial Assistance Officer, Frost - Customer Service Advisor, Frost - Records Specialist, Frost

Appendix C to Operating Procedure #4-417 OP: *Signing Authority*

DESIGNATED SIGNING OFFICERS –INVESTMENT TRANSACTIONS

The President delegates authority to sign or approve any and all Investment Transactions on behalf of the College to the following positions as Designated Signing Officers:

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

Investment trading instructions, including giving orders or trading instructions to an investment firm require any one (1) of the Designated Signing Officers or OSO's. The execution of any and all agreements, consent letters of instruction or other documents required by the investment firm for the establishment, reclassification or operation of any accounts, withdrawal of any monies or securities contained in College investment accounts and any other Investment Transactions require any combination of two (2) of the Designated Signing Officers and/or OSO's.

Appendix D to Operating Procedure #4-417 OP: *Signing Authority*

SUB-DELEGATES

In the case of an absence of an ~~Official Signing Officer (OSO)~~ a **Designated Signing Officer** for Legal Documents, delegation to a sub-delegate may occur. ~~as set out below.~~ The sub-delegation must be in writing clearly stating the effective time period covered. **The Vice-Presidents and the Executive Director of Marketing and Advancement may delegate Signing Authority for their area of responsibility to a Sub-Delegate. Additional sub-delegation may occur on a document by document basis as set out below.**

Legal Document	Primary Signing Officer	Sub-Delegate(s)
<ul style="list-style-type: none"> - Inter-institutional collaboration agreements - Articulation agreements - International academic agreements - Academic external funding agreements 	Vice-President Academic	<ul style="list-style-type: none"> - Dean(s) or - Principal(s)
<ul style="list-style-type: none"> - Training contracts by flexible delivery and contract training services 	Vice-President Academic	<ul style="list-style-type: none"> - Dean Flexible Delivery and Contract Training OR - Associate Vice-President Business Development, Applied Research, Government & Partner Relations
<ul style="list-style-type: none"> - Student placement agreements 	Applicable Dean or Principal	<ul style="list-style-type: none"> - Academic Chair(s)
<ul style="list-style-type: none"> - International recruiter agreements - Student offer letters 	Executive Director International Education, Enrolment Management and Registrar	<ul style="list-style-type: none"> - Manager Admissions
<ul style="list-style-type: none"> - All external funding agreements 	Vice-President Finance and Administration	<ul style="list-style-type: none"> - Director Finance OR - Director Budget Services OR - Manager Accounting Operations
<ul style="list-style-type: none"> - Purchase, sale, encumbrance of real property - Loan agreements 	Vice-President Finance and Administration	<ul style="list-style-type: none"> - Director Finance OR - Director Budget Services
<ul style="list-style-type: none"> - Purchase of goods and services including leases, agreements and other business contracts <\$500,000 - Purchase orders <\$500,000 - Sale of assets - Vehicle registration and licensing 	Director Purchasing	<ul style="list-style-type: none"> - Director Finance OR - Director Budget Services OR - Manager Accounting Operations
<ul style="list-style-type: none"> - Student service external funding agreements 	Vice-President Planning, Human Resources and Student Services	<ul style="list-style-type: none"> - Associate Vice-President Student Services
<ul style="list-style-type: none"> - Proof of employment letters 	Payroll and Systems Manager/FOI Co-ordinator	<ul style="list-style-type: none"> - HR Consultant(s) - HR Consultant & Human Rights Officer - Benefits and HR Support Leader - HR Generalist

Appendix E to Operating Procedure #4-417 OP: *Signing Authority*

LEGAL DOCUMENTS, NO CONTRACT AUTHORIZATION FORM REQUIRED

The following is a list of those legal documents that do not require an authorization form, generally because they are contained within one College department. All other legal documents require the completion of an authorization form.

Legal Document	Primary Signing Officer	Filing Department
- Training contracts by flexible delivery and contract training services	Vice-President Academic	Flexible Delivery and Contract Training
- Employment Ontario employer training agreements	Manager Accounting Operations	Employment Ontario
- Student placement agreements	Applicable Dean or Principal	Applicable School
- International recruiter agreements - Student offer letters	Executive Director International Education, Enrolment Management & Registrar	Registrar
- Purchase, Sale, Encumbrance of Real Property - Loan Agreements	Vice-President Finance and Administration	Office of the Vice-President Finance and Administration
- Purchase of goods and services, including leases, agreements and other business contracts - Purchase orders - Sale of assets - Vehicle registration and licensing	Director Purchasing	Purchasing
- Financial reporting, including funding reimbursement and other funding related claim forms - CFI award agreements funding	- Director Finance OR - Director Budget Services OR - Manager Accounting Operations	Finance
- Employment agreements	Human Resource Consultant(s)	Human Resources
- Proof of employment letters	Payroll and Systems Manager/ FOI Coordinator	Human Resources
- Termination letters and agreements, arbitration settlements - MOU with Unions - Retainer agreements for investigations	Vice-President Planning, Human Resources and Student Services	Human Resources
- Research confidentiality agreements - CAWT fee for service contracts - CAWT project plans with industry partners <\$10,000	AVP Business Development, Applied Research, Government & Partner Relations	Office of Applied Research
- Donor agreements, including gifts in-kind - Gift or grant applications - Donor receipts	Director Advancement and Alumni Relations	Advancement

BOARD BRIEFING REPORT

SUBJECT: Revised College Policy on Academic Regulations

Submission to: Public Board Meeting

Meeting Date: June 28, 2017

Requested Action: Decision / Approval

Agenda Item 5.5.2

1. CONTEXT / PURPOSE

The current Academic Regulations Policy has been revised and separated into four distinct College policies with related operating procedures:

- Academic Integrity
- Registration and Withdrawal
- Grading and Academic Standing
- Academic Appeal (College Policy #2-219, approved June 2015)

2. BACKGROUND *(pertinent to item; a chronology of events including previous discussions/decisions by the Board)*

The Academic Regulations was first approved as a single College Policy in February 1977; minor revisions were approved by the Board in June 2015.

The new Academic Integrity, Registration and Withdrawal, and Grading and Academic Standing policies and their Administrative Operating Procedures have been reviewed by the following stakeholders:

- Academic Council
- Deans and Chairs
- Executive Leaders Team (approved operating procedures May 30, 2017 for for Academic Integrity and Grading and Academic Standing policies)

Attachments:

- College Policy #2-201A, *Academic Integrity*
- College Policy #2-201B, *Registration and Withdrawal*
- College Policy #2-201C, *Grading and Academic Standing*

Administrative Operating Procedures, provided for information only

- OP 2-201A, *Academic Integrity*
- OP 2-201B, *Registration and Withdrawal*
- OP 2-201D, *Grading Administration*
- OP 2-201E, *Academic Standing including Probation and Suspension*

3. ANALYSIS / PROPOSED OPTIONS

Policy	Noteworthy Changes
Academic Integrity	<ul style="list-style-type: none"> • Academic integrity infractions will be addressed with a series of sanctions related to the severity of the offence. • For each type of infraction there are clearly defined sanctions; required and recommended. For less severe infractions, sanctions focus on education and awareness. • Improved tracking of academic integrity infractions through a standardized form and articulated process.

Policy	Noteworthy Changes
	<ul style="list-style-type: none"> Improved tracking of academic integrity infractions through a standardized form and articulated process.
Registration and Withdrawal	<ul style="list-style-type: none"> Definition clarity Removed applied degree references Removed letters of permission references Procedures outlined in much more detail and include related flow charts
Academic Standing and Grading	<ul style="list-style-type: none"> Two grading designations – In Progress and Withdraw Pass were removed. These designations were infrequently used in the past and created confusion. Grade changes and grade deferred now require Dean or designate approval Procedures outlined in much more detail and include related flow charts

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

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

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

The new policies and operating procedures are related to

- Strategic Plan Priorities: Priority 1 (no. 3)
- Business Plan Strategies: 1:1; 1.3; and 2.4.

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve

- College Policy #2-201A, Academic Integrity**
- College Policy #2-201B, Registration and Withdrawal**
- College Policy #2-201C, Grading and Academic Standing**

for implementation September 2017.

AUTHORED BY: Brenda Pander-Scott

COLLEGE POLICY: Academic Integrity

Policy ID:	#2-201A
Manual Classification:	Academic Affairs
Approved by Board of Governors:	Scheduled June 2017
Effective Date:	September 1, 2017
Next Policy Review Date:	2022
Administrative Contact for Policy Interpretation:	Vice-President Academic
Linked to an Operating Procedure:	OP 2-201A, <i>Academic Integrity</i>

Policy Statement

Fleming College is committed to providing an environment that encourages all students to learn, create and share knowledge responsibly, with the highest level of academic integrity. Academic integrity requires that information derived from others be acknowledged and recognized and that credit is only taken for ideas and work that are your own. A breach of academic integrity is considered to be academic dishonesty, which is a serious offence and will be addressed with a series of sanctions related to the severity of the offence.

This policy identifies the scope, defines relevant terms and outlines general principles of academic integrity. This policy applies to all students and employees of Fleming College.

Purpose

Students of Fleming College have the right to a positive and engaging academic environment which facilitates educational and interactive learning opportunities. This policy strives to promote academic integrity by ensuring accountability and educating students on the importance of academic honesty. All members of the Fleming College community are committed to promote the highest standard of academic integrity.

Acknowledgements: Fleming College and the Academic Integrity Working Group wish to acknowledge Rutgers University, Ontario College of Art and Design, Durham College, York University, Brock University whose academic integrity policies and processes provided guidance and direction in the development of this policy document.

Scope

All members of the college community are expected to uphold the high standards of conduct at Fleming College as outlined by the Academic Integrity policy and procedures.

Definitions/Acronyms

Academic Integrity refers to honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Semester refers to the next semester of academic study within the students program.

Suspension refers to exclusion from classes, field placement and other privileges or activities for a stated period of time.

General Principles

1. Fleming College is committed to educating all members of the college community with regard to academic integrity policies and procedures.
2. It is expected that all members of the college community will maintain an environment of academic integrity in all aspects of academic life including learning, teaching, research and administration.
3. It is the responsibility of students, staff and faculty to be aware of and to comply with standards outlined by this academic integrity policy and related procedures.
4. All members of the college have a responsibility to detect and report breaches of academic integrity and address them according to the established procedures.
5. Sanctions for breaches of academic integrity will be related to the nature of the offence as outlined in the related administrative operating procedure.

Related Documents

- Administrative Operating Procedure #OP-2-201A, *Academic Integrity*
- College Policy # 2-214, *Integrity in Research and Scholarship*
- College Policy # 2-219, *Academic Appeal* and Administrative Operating Procedure
- College Policy # 5-506, *Student Rights and Responsibilities*
- College Policy # 3-310, *Freedom of Information and Protection of Privacy Act*
- Guidelines for Professional Practice for Students and Faculty

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Review of #2-201 to create a new policy	2017	New format, separating a consolidated policy document into separate policy topics and removal of operating procedure • Board approval of policy (Resolution BoG) Scheduled June 2017

ADMINISTRATIVE OPERATING PROCEDURE: Academic Integrity

Procedure ID:	#OP 2-201A
Approved by Executive Leaders Team:	<i>Original: May 30, 2017</i>
Revision Date(s):	
Effective Date:	September 1, 2017
Next Review Date:	2020
Monitoring Responsibility:	TBD
Linked to a College Policy:	#2-201A, <i>Academic Integrity</i>

Procedure Statement

This operating procedure is supportive to the College Policy, *Academic Integrity*.

Definitions/Acronyms

Academic Integrity refers to honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Semester refers to the next semester of academic study within the students program.

Suspension refers to exclusion from classes, field placement and other privileges or activities for a stated period of time.

Operating Procedure

In keeping with our mandate as an educational institution, all students will be provided with access to educational material on concepts related to academic integrity as part of their orientation to the College. Students are expected to complete this training and consistently apply the principles of academic integrity throughout their time at Fleming College.

Academic Integrity Violations and Sanctions

Academic integrity breaches are assessed according to the severity and number of offences. A breach will be assessed based on a system that includes four (4) Types of Violations and corresponding Sanctions as depicted below.

1. TYPE 1 Violation

These violations may be deemed to be minor in nature and to have affected a small portion of the work in question.

Examples (*not intended to be an exhaustive list*):

- Failure to acknowledge working with another student on a project or other homework assignment unless the instructor explicitly authorizes such work
- Failure to cite or give proper acknowledgment in an assignment

Mandatory sanction:

- Mandatory completion of an Academic Integrity module. The onus will be on the student to provide proof of completion when asked to do so.

Optional sanctions:

- Resubmission of the original assessment piece.
- Submission of a new assessment piece.
- Portion of assessment piece receives a grade of “0” resulting in a reduced overall grade.

2. TYPE II Violation

These violations are of a more serious or extensive nature than the ones described in Type One or are those which affect a more significant aspect or portion of the work.

Examples (*not intended to be an exhaustive list*):

- Repeat of Type I violation.
- Plagiarizing portions of a written assignment or project.
- Facilitating copying during an exam or in the completion of other work.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.
- Using prohibited materials (e.g. books, notes, calculators or other electronic devices) during an examination.
- Receiving assistance from others (e.g. research, statistical, computer programming, field data collection help, or technical art/design production help) that constitutes an essential element in the undertaking without acknowledging such assistance in a paper, examination, or project.

Mandatory sanction:

- A grade of “0” on the assignment.
- Completion of an Academic Integrity Education module. The onus will be on the student to provide proof of completion when asked to do so.

3. TYPE III Violation

These violations affect a substantial portion of work done to meet course requirements and/or involve premeditation, or a student has repeated Type I or II violations. Students will not receive refunds for disciplinary actions.

Examples (*not intended to be an exhaustive list*):

- Repeat of Type II violation.
- Removing posted or reserved material, preventing other students from having access to materials.
- Falsification of data, or inventing and/or deliberately altering material (e.g. citing a source that does not exist).
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Use or distribution of material which has been acquired through unauthorized means.

Mandatory sanction:

- Grade of “0” for the course
- Mandatory completion of an Academic Integrity Education module. The onus will be on the student to provide proof of completion when asked to do so.

4. TYPE IV Violation

These violations are reserved for the most serious breaches of academic integrity and/or incidents preceded by repeated violations at all previous levels. Students will not receive refunds for disciplinary actions.

Examples (*not intended to be an exhaustive list*):

- Repeat of a Type III violation.
- Infractions of academic integrity resembling criminal activity (e.g. forging a grade form, stealing an examination, buying an exam, falsifying a transcript).
- False impersonation in an exam.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

Mandatory sanction:

- Suspension from the College for a minimum of one semester.
- A sanction resulting in the suspension of a student for up to three semesters of study must be approved by the Dean of the applicable School. Any sanction resulting in the suspension of a student for more than three semesters of study must be approved by the Dean in consultation with the Vice-President Academic.

Record Keeping

- The Academic Integrity Violation Form (reference: Appendix B) must be completed when a student has violated the Academic Integrity Policy.
- Copies of Academic Integrity Violation Form will be shared with the Program Coordinator and the respective Dean's Office and retained in the student's file in the Office of the Registrar. Access to these records will be restricted to appropriate College staff as per the Freedom of Information and Protection of Privacy Act.

Related Documents

- College Policy #2-201A, *Academic Integrity*
- College Policy # 2-219, *Academic Appeals* and Administrative Operating Procedure
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #3-310, *Freedom of Information and Protection of Privacy Act*
- Guidelines for Professional Practice for Students and Faculty

Appendices

- Appendix A: Academic Integrity Procedure Schematic
- Appendix B: Academic Integrity Violation Form

Summary of Amendments/Reviews:

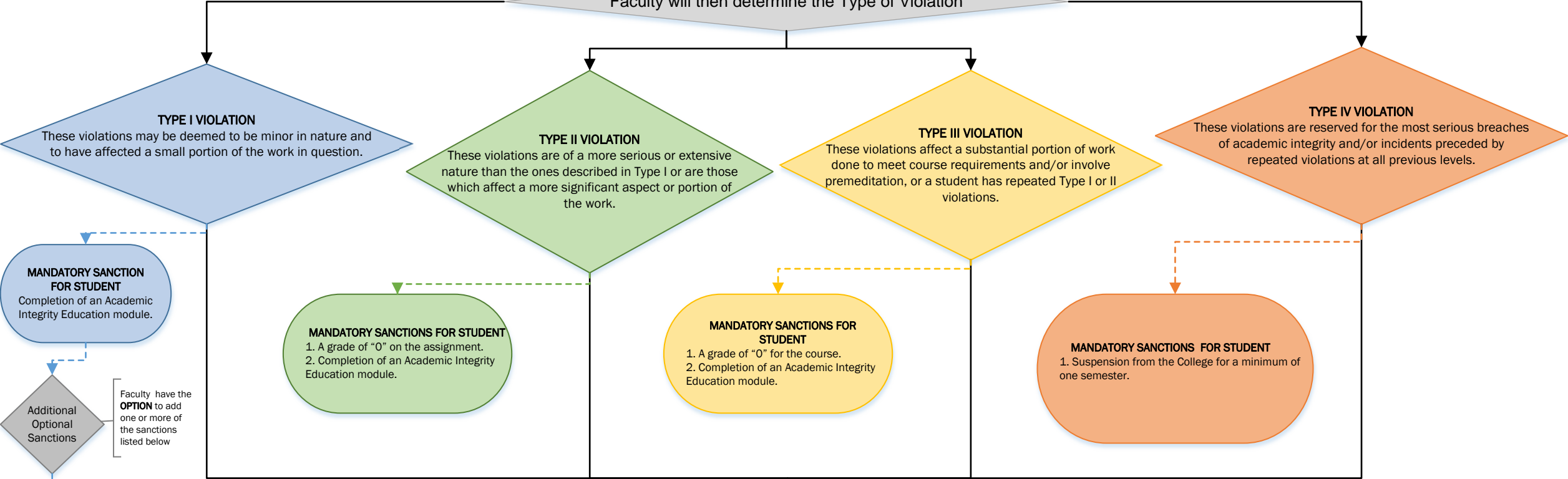
Section(s)	Date	Comments
New		New format • ELT approval of operating procedure (May 30, 2017 meeting)

START → A student has committed an Academic Integrity Violation.

If a student is determined to have violated the Academic Integrity Policy faculty will begin by completing complete parts (A) and (B) of the Academic Integrity Violation form.

The faculty will confirm (via the Student Centre) if the student has had prior Academic Integrity Policy violations and complete part (C) of the Academic Integrity Violation form.

Faculty will then determine the Type of Violation



- Faculty have the **OPTION** to add one or more of the sanctions listed below
- Portion of assessment piece receives a grade of "0".
 - Resubmission of the original assessment piece.
 - Submission of a new assessment piece.
 - Meeting with Counselling services.

Once the Violation Type is determined the faculty will complete part (D) of the Academic Integrity Violation form.

The Faculty will then contact the student via email to request a meeting to review the Academic Integrity Violation form and discuss sanction(s). Part (E) of the Academic Integrity Violation form will be completed during this meeting.

END → The completed form will be sent electronically to the student and to the Office of the Registrar; the Program Coordinator and Dean will be copied. The form will be retained in the student's file in the Office of the Registrar.

APPENDIX B: ACADEMIC INTEGRITY VIOLATION FORM

This form and the following procedure are to be used by faculty to report a breach of the Academic Integrity Policy.

1. If a student is determined to have violated the Academic Integrity Policy faculty will begin by completing Parts (A) and (B).
2. To complete part (C) the faculty will confirm if the student has had prior Academic Integrity Policy violations.
3. The faculty will decide on Academic Integrity type and complete part (D)
4. The faculty will then contact the student via: email to request a meeting to review the violation form and discuss sanction(s). Part (E) will be completed during this meeting.
5. If the student declines to meet with the faculty, the form will be completed by the faculty without input from the student.
6. A copy of the completed form will be sent electronically to the student and to the Registrar's Office.

PART A – Student Information

Name	Student ID Number
Phone Number	Email Address

PART B – Program and Course Information

Please complete the chart below with the program and/or course information that is relevant to the Academic Integrity Policy violation.

Course (include course code and name)	Section
Faculty	
Program	Program Coordinator's Name
Date of Violation	Date of Meeting with Student

Please describe the nature of the violation in the box below. Include information about the type of assessment, the value of the assessment, and details of the incident.

Personal information contained on this form is collected under the Freedom of Information and Protection of Privacy Act and will be used to answer your request.

PART C – Previous Violations

Please complete the chart below with information related to any prior violations of the Fleming College Academic Integrity Policy. Prior violations can be confirmed via: the Evolve Administrative Systems Student Centre. If additional information is required please contact the Records Department.

Previous Violations of Academic Integrity <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Date of Previous Violation:
Type of Previous Violation: <input type="checkbox"/> Type 1 <input type="checkbox"/> Type 3 <input type="checkbox"/> Type 2 <input type="checkbox"/> Type 4	Sanction:

PART D - Type of Violation and Sanction(s):

Please place a checkmark beside the type of violation being reported and sanctions imposed.

TYPE 1

Mandatory Sanction(s)

- Follow-up meeting with Faculty member by date:
- Completion (or re-completion) of an [Academic Integrity Education](#) module by date:

Optional Sanction(s)

- Meet with counsellor by date:
- Original Assessment piece receives a grade of "0":
- Resubmission of the original assessment piece.
- Submission of a new assessment piece.

TYPE 2

Mandatory Sanction(s)

- Mark of "0" on the assignment
- Follow-up meeting with Faculty member by date:
- Completion (or re-completion) of an [Academic Integrity Education](#) module by date:

Optional Sanction(s)

- Meet with counsellor by date:

TYPE 3

Mandatory Sanction(s)

- Grade of "0" for the course
- Follow-up meeting with Program Coordinator by date:
- Completion (or re-completion) of an [Academic Integrity Education](#) module by date:

Optional Sanction(s)

- Meet with counsellor by date:

Type 4

Mandatory Sanction(s)

- Meeting with Faculty, Program Coordinator and Dean
- Suspension from the College for Must be a minimum of one semester

Personal information contained on this form is collected under the Freedom of Information and Protection of Privacy Act and will be used to answer your request.

PART E – Acknowledgements

Student is to initial beside the following statements:

____ I have included a reflection on what I have learned from the situation and how I will apply this learning to my future professional career.

____ I have read the Academic Regulations, the Academic Integrity Policy and the Academic Integrity Operating Procedure document.

PART F - Signatures, Declaration, and Authorization for Release of Information

By signing below, I acknowledge the statements made herein to be accurate, complete and truthful, and that the faculty member may seek clarification from any persons or parties listed in this appeal.

Student Signature	Date dd-mm-yyyy
--------------------------	---------------------------

Faculty Signature	Date dd-mm-yyyy
--------------------------	---------------------------

Personal information contained on this form is collected under the Freedom of Information and Protection of Privacy Act and will be used to answer your request.

COLLEGE POLICY: Registration and Withdrawal

Policy ID:	#2-201B
Manual Classification:	Academic Affairs
Approved by Board of Governors:	Scheduled June 2017
Effective Date:	September 1, 2017
Next Policy Review Date:	2022
Administrative Contact for Policy Interpretation:	Vice-President Academic
Linked to an Operating Procedure:	OP 2-201B, <i>Registration and Withdrawal</i>

Policy Statement

Registration is the official process of selecting specific courses and having enrolment confirmed based on necessary fee payment, meeting course and program eligibility requirements, and course space availability. For eligible students, registration requires the completion of payment of necessary fees and the subsequent selection and enrolment in courses. Upon completion of these steps eligible students are able to attend classes, use College facilities and resources, and receive academic credit if academic requirements are met. Withdrawal is a student status that occurs when a student is no longer enrolled in a course or program that was previously in progress.

Purpose

The purpose of the Registration and Withdrawal policy is to describe registered student statuses, and basic requirements of course registration, graduation and withdrawal.

Scope

The Registration and Withdrawal Policy applies to all full and part-time post-secondary students.

Definitions/Acronyms

Academic Year: The annual Academic Year occurs from September through to August. A period of study for two successive academic terms normally reflects an academic year for study purposes.

Term/Semester: Reflects a period of study in the academic year which is normally about fifteen (15) weeks – Fall, Winter, Spring

Withdrawal: A student status that occurs when a student is no longer enrolled in a course or program that was previously in progress.

Prior Learning Assessment (PLAR): A process that gives the student an opportunity to obtain academic credit for one or more courses in a certificate or diploma. The student is required to demonstrate that they have acquired the necessary skills and knowledge according to the PLAR policy.

Pre-requisite: A term used to describe a specific course that a student must successfully complete before registering in another course.

Co-requisite: A term used to describe a course that has to be completed concurrently with another course.

General Principles

1.0 Full and Part-time Status

- 1.1 A student is considered to be a full-time student if officially enrolled in at least 66 2/3 percent of the courses, or if the student is enrolled in at least 70% of the hours prescribed for the semester, in the student's current program. A student who is registered in less than 66 2/3 percent of the courses, or less than 70 percent of the hours prescribed for the program in the current semester, will be considered to be a part-time student.

2.0 Course Registration Requirements

- 2.1 A diploma, or certificate program of study prescribes the number and types of courses required to complete the specific credential. Upon receipt of the necessary fee payment a registered student is entitled to receive instruction up to the maximum number of courses/hours of instruction as set out in the official schedule of studies for each semester of the program. Should a student wish to take one or more additional courses over the course limit for the semester, or repeat a course taken previously, additional tuition fees will be charged for the semester.
- 2.2 Some courses have prerequisites and /or co-requisites. Where a prerequisite is specified, the prerequisite must be successfully completed prior to taking the course in question. Where a co-requisite is specified, the co-requisite must be successfully completed prior to or taken at the same time as the course in question. Prerequisites and co-requisites may be waived with the Dean or designate permission in exceptional circumstances. A student who requests such a waiver is responsible to ensure that he / she is adequately prepared to proceed with the level of study required in the course. Inadequate preparation is not a basis for appeal of a final grade in a course for which a student requested a waiver of a prerequisite or co-requisite. Successful completion of a course without having achieved a passing grade in a prerequisite or co-requisite course does not negate the requirement to complete the prerequisite or co-requisite course.
- 2.3 To be eligible to graduate from all certificate and diploma programs offered by the College, a student must successfully complete all courses within a program either by evaluation, exemption or PLAR. A minimum of 25% of the required program course-load through study with Fleming College is necessary. Program requirements need to be completed within five years. Students taking longer than five years to complete all requirements will be considered on an individual basis by the Dean or designate.

3.0 Course and/or Program Withdrawal

- 3.1 To withdraw from a particular course, it is the student's responsibility to contact the Office of the Registrar or drop the course via the Student Information System in the Student Centre. If the student's status remains full-time after the course(s) is dropped, full-time fees will apply and no refund will be provided. If the student's status changes to part-time, fees for all remaining courses will be charged at a part-time rate.
- 3.2 To officially withdraw from Fleming College, a student must notify the Office of the Registrar as per the related procedure. Students withdrawing from the College before the final date for registration in a semester will have all of that semester's courses deleted from their record. Students withdrawing from the College after the final date for registration for that semester will retain the course(s) on their student record and be assigned a withdrawal grade according to the Academic Schedule.

Related Documents

- Administrative Operating Procedure #OP-2-201B, *Registration and Withdrawal*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Review of #2-201 to create a new policy	2017	New format, separating a consolidated policy document into separate policy topics and removal of operating procedure • Board approval of policy (Resolution BoG) Scheduled June 2017

ADMINISTRATIVE OPERATING PROCEDURE: Registration and Withdrawal

Procedure ID:	#OP 2-201B
Approved by Executive Leaders Team:	<i>Original: May 30, 2017</i>
Revision Date(s):	
Effective Date:	September 1, 2017
Next Review Date:	2020
Monitoring Responsibility:	TBD
Linked to a College Policy:	#2-201B, <i>Registration and Withdrawal</i>

Policy Statement

Registration is the official process of selecting specific courses and having enrolment confirmed based on necessary fee payment, meeting course and program eligibility requirements, and course space availability. For eligible students, registration requires the completion of payment of necessary fees and the subsequent selection and enrolment in courses. Upon completion of these steps eligible students are able to attend classes, use College facilities and resources, and receive academic credit if academic requirements are met. Withdrawal is a student status that occurs when a student is no longer enrolled in a course or program that was previously in progress.

Definitions/Acronyms

Academic Year: The annual Academic Year occurs from September through to August. A period of study for two successive academic terms normally reflects an academic year for study purposes.

Term/Semester: Reflects a period of study in the academic year which is normally about fifteen (15) weeks – Fall, Winter, Spring.

Withdrawal: A student status that occurs when a student is no longer enrolled in a course or program that was previously in progress.

Prior Learning Assessment (PLAR): A process that gives the student an opportunity to obtain academic credit for one or more courses in a certificate or diploma. The student is required to demonstrate that they have acquired the necessary skills and knowledge according to the PLAR policy.

Pre-requisite: A term used to describe a specific course that a student must successfully complete before registering in another course.

Co-requisite: A term used to describe a course that has to be completed concurrently with another course.

Operating Procedure**1.0 Full-and Part-time Status****1.1 Full Time Status**

- 1.1.1 A student is considered to be a full-time student if officially enrolled in at least 66 2/3 percent of the courses, or if the student is enrolled in at least 70% of the hours prescribed for the semester in the student's current program.
- 1.1.2 Students must pay full fees on or before the tenth day of the registration period. Students wishing to exceed the normal course load will pay additional fees.

- 1.1.3 All returning students should be in “Good” academic status to continue in their program.
- 1.1.4 Students are responsible for ensuring that they have fulfilled the published prerequisites. Students who do not meet the prerequisite(s) for a program may have the program registration withdrawn;

1.2 Part-time Status

- 1.2.1 A student who is registered in less than 66 2/3 percent of the courses, or less than 70% of the hours prescribed for the program in the current semester, will be considered to be a part-time student.
- 1.2.2 Students enrolled in courses offered as part of a full-time program are allowed to register in a maximum of three courses per term.
- 1.2.3 Payment in full is required at the time of registration.

2.0 Course Registration Requirements

2.1 Full-Time Registration

- 2.1.1 Students who are in a post-secondary program, in good academic standing, and have paid full times fees are registered in mandatory courses by the Records Specialists.
- 2.1.2 Students are responsible for registering in elective choices using either the Evolve Student Information System Student Centre or by requesting registration in the Office of the Registrar.
- 2.1.3 Students may register in extra courses. Additional fees will be charged.

2.2 Prerequisites / co-requisites

- 2.2.1 Where a prerequisite is specified, the prerequisite must be successfully completed prior to taking the course in question.
- 2.2.2 Where a co-requisite is specified, the co-requisite must be successfully completed prior to or taken at the same time as the course in question.
- 2.2.3 Prerequisites and co-requisites may be waived with the permission of the Dean or Principal or Academic Chair.
- 2.2.4 Student requisite waivers should be submitted via email to the Records Specialist responsible for the program area.

2.3 Final date for Registration

- 2.3.1 The last date for registration will be the 5th college business day from the start of formal classes in that semester for courses of less than 8 weeks in duration.
- 2.3.2 The last date for registration may also be the 10th college business day from the start of formal classes in that semester for courses of greater than 7 weeks in duration.
- 2.3.3 Exceptions must be approved in writing by the Dean/Principal.
- 2.3.4 Any courses dropped within the allotted registration timeframe will not be recorded on the students' official record.

3.0 Course and/or Program Withdrawals

3.1 Course Withdrawal(s)

- 3.1.1 The student will drop the course using the Evolve Student Information Student Centre or by contacting the Office of the Registrar.
- 3.1.2 Courses dropped during the registration period for the course will be removed from the Student Record.

- 3.1.3 Students who withdraw from a course prior to the start of the final third of that course will receive a "W" (withdrew) designation.
- 3.1.4 Students who withdraw from a course after the start of the final third of that course will receive a "WF" (withdrew failing) designation.

3.2 Program Withdrawals

- 3.2.1 To officially withdraw from a program, a student must complete the applicable withdrawal form. This form is submitted to the Office of the Registrar.
- 3.2.2 Students withdrawing from the College before the final date for registration in a semester.
 - 3.2.2.1 All courses in the semester are dropped and removed from the student record.
 - 3.2.2.2 A partial refund may apply.
- 3.2.3 Students officially withdrawing from the College after the final date for registration for that semester and before the final third of the semester
 - 3.2.3.1 All courses will have a designation of (W) Withdrew assigned.
 - 3.2.3.2 Courses will be listed on the Official Student Transcript
 - 3.2.3.3 No refund will apply.
- 3.2.4 Students officially withdraw from the college during the final third of the semester
 - 3.2.4.1 All courses will have the designation (WF) Withdrew Failing assigned.
 - 3.2.4.2 Courses will be listed on the Official Student Transcript.
 - 3.2.4.3 No refund will apply.
- 3.2.5 In situations where the student withdrawal is due to extenuating circumstances the withdrawal may be back dated. Approval is required from the Registrar or designate.

4.0 Eligibility for Diploma or Certificate

- 4.1 To graduate from all certificate and diploma programs offered by the College, a student must:
 - 4.1.1 Successfully complete all courses within a program either by evaluation, exemption or PLAR.
 - 4.1.2 Earn a minimum of 25% of the required program course-load through study with Fleming College.
 - 4.1.3 Normally complete all requirements within five years. Students taking longer than five years to complete all requirements will be considered on an individual basis by the Dean/Principal.

Related Documents

- College Policy #2-201B, *Registration and Withdrawal*
- College Policy # 2-219, *Academic Appeals and Administrative Operating Procedure*
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #3-310, *Freedom of Information and Protection of Privacy Act*
- Guidelines for Professional Practice for Students and Faculty

Appendices

- N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New		New format • ELT approval of operating procedure (May 30, 2017 meeting)

COLLEGE POLICY: Grading and Academic Standing

Policy ID:	#2-201C
Manual Classification:	Academic Affairs
Approved by Board of Governors:	Scheduled June 2017
Effective Date:	September 1, 2017
Next Policy Review Date:	2022
Administrative Contact for Policy Interpretation:	Vice-President Academic
Linked to an Operating Procedure:	OP 2-201D, <i>Grading Administration</i> OP 2-201E, <i>Academic Standing including Probation and Suspension</i>

Policy Statement

Fleming College is accountable for evaluating academic student achievement based on established standards and for communicating these results. The assigning of college defined grades formalizes a student's status within a course and/or program and provides a basis for decisions regarding recognition of excellence, progression, academic probation and withdrawal.

This policy describes the grading system used to determine academic standing and is the basis for decisions regarding excellence, progression, academic probation and withdrawal.

Purpose

To set standards for assigning grades for recognition of student achievement in a course or program.

Scope

The College-wide grading system shall be applied to all courses where student achievement is evaluated.

Definitions/Acronyms

GPA: A calculated and weighted semester grade point average which is calculated by dividing the total number of grade points earned from final grades reported on the student transcript by the total number of instructional hours.

Progression: A term used to describe movement of a student in good academic standing to the next semester.

Academic Probation: A student status that occurs when a student has a semester GPA as defined in the related procedure.

Withdrawal: A student status that occurs when a student is no longer enrolled in a course or program that was previously in progress.

General Principles

The evaluation of student performance ends with the assignment of grades. Grades are earned by students and represent a measure of their achievement of program and course learning requirements.

The College-wide grading system shall be applied to all courses. All sections of a given course are to use the same grading designation.

The final grades of students are not official until recorded and released by the Office of the Registrar.

Grade Designations with a Numeric Value

1. Numeric percentage grades are used to describe the achievement level attained within a course. Corresponding GPA Equivalent and Letter Grade Equivalent are also noted below.

Letter Grade	Percentage Grade	Grade Point Equivalent
A+	90 – 100	4.0
A	85 – 89	3.8
A-	80 – 84	3.6
B+	77 – 79	3.3
B	73 – 76	3.0
B-	70 – 72	2.7
C+	67 – 69	2.3
C	63 – 66	2.0
C-	60 – 62	1.7
D+	57 – 59	1.4
D	53 – 56	1.2
D-	50 – 52	1.0
F	00 - 49	0.0

2. A final grade for each course is recorded on a student's transcript in the form of a percentage grade. A student requires a minimum of fifty (50) percent in a course to obtain a passing grade. Some courses may require a minimum of greater than 50% to obtain a passing grade and/or have mandatory components to achieve a passing grade. These particular courses will require Dean or designate approval of the grading scheme. In all such cases the course outline will provide the details.
3. The grade point equivalent will be used in calculating the grade point average (GPA).

Grade Point Average

4. The grade point average (GPA) is a system of calculating academic achievement based on points instead of percentages. Each course that carries a percentage value grade will be weighted based on semester instructional hours, that is, the designated number of hours with which the course outcomes may be achieved, regardless of the variations of delivery. The number of grade points per course is determined by multiplying the semester instructional hours of the course by the grade point equivalent earned in that course.
5. These values will be used to calculate the grade point average each semester and cumulatively over all semesters of a program. The grade point total is divided by the total term instructional hours attempted for courses having a numeric grade value. The resultant quotient is the GPA. When a student repeats the identical course, the higher grade will be used in the weighted calculation of the GPA.

Grade Designations without a Numeric Value

Courses that are not graded using a percentage value will be graded according to one of the methods as described below. Courses graded using these methods will not be used in the calculation of the GPA.

Grade	Description
Pass (P)	Satisfactory achievement of course requirements. Percentage grade not assigned and GPA not calculated. To be used only for those courses so designated by the Academic Chair or designate.
Fail (F):	Unsatisfactory achievement of course requirements. Percentage grade not assigned. To be used only for those courses so designated by the Academic Chair or designate.
Exempt (EX)	Requirements met through successful completion of a course of equal standing or PLAR.
Audit (AUD)	No academic credit. The student has attended classes on an audit basis. No assignments or examinations evaluated
Aegrotat (AGR)	An aegrotat grade may be awarded to a student whose performance over a significant portion of course learning outcomes was fully satisfactory but the student was unable to complete the course because of significant extenuating personal reasons, such as illness. The aegrotat is not intended for circumstances in which the student missed individual tests, assignments, etc. during the course.
Grade Deferred (GD)	Awarded in the rare case whereby a student has a passing grade in the course to-date and a major final assignment or test/exam at the end of the semester is missed due to a significant unanticipated event.
Incomplete (INC)	Awarded in situations whereby a student is passing or has the potential to pass+ based on achievement in the course to-date and they are being given a maximum of 30 calendar days to complete an outstanding assignment/placement etc.
Withdrawn (W)	Withdrawn from a course prior to the final third of the course duration or the end of the registration period respectively.
Withdrawn Fail (WF)	Withdrawn from the course during the final third of the course duration.

Related Documents

- Administrative Operating Procedure OP 2-201D, *Grading Administration*
- Administrative Operating Procedure OP 2-201E, *Academic Standing including Probation and Suspension*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
Review of #2-201 to create a new policy	2017	New format, separating a consolidated policy document into separate policy topics and removal of operating procedure <ul style="list-style-type: none"> • Board approval of policy (Resolution BoG) Scheduled June 2017

ADMINISTRATIVE OPERATING PROCEDURE: Grading Administration

Procedure ID:	#OP 2-201D
Approved by Executive Leaders Team:	<i>Original:</i> May 30, 2017
Revision Date(s):	
Effective Date:	September 1, 2017
Next Review Date:	2020
Monitoring Responsibility:	TBD
Linked to a College Policy:	#2-201C, <i>Grading and Academic Standing</i>

Policy Statement

Fleming College is accountable for evaluating student achievement based on established standards and for communicating these results. The assigning of college defined grades formalizes a student's status within a course and/or program and provides a basis for decisions regarding recognition of excellence, promotion, academic probation and withdrawal.

This policy identifies the scope, defines relevant terms, and outlines the general principles of grade designation and decisions that affect student status. This policy applies to all credit / non-credit students of Fleming College.

Definitions/Acronyms

Prior Learning Assessment (PLAR): A process that gives the student an opportunity to obtain academic credit for one or more courses in a certificate or diploma. The student is required to demonstrate that they have acquired the necessary skills and knowledge according to the PLAR policy.

GPA: Grade Point Average. A calculated and weighted term average which is calculated by dividing the total number of grade points earned from final grades reported on the student transcript by the total number of instructional hours.

Cumulative GPA: The Cumulative GPA Is calculated for each term of study by dividing the total number of grade points earned to date by the total number of course hours.

Program GPA is calculated at program completion by dividing the total number of grade points earned by the total number of instructional hours for the program classes.

Operating Procedure**1.0 Grade Determination**

- 1.1 The method and timeline of course evaluation will be made available to the student in an approved course outline prior to the first week of formal classes. The evaluation scheme will state, as a minimum, the portion of final marks assigned to casework, laboratory or fieldwork reports, assignments and tests. The evaluation methods may be changed after discussion between the professor and students with the approval of the appropriate Dean or designate. Any change must be given as an addendum to the course of study and reissued to the students. Note: For certain web-based or alternate delivery courses, the timelines for course evaluations may differ from those of traditional classroom methods. In all such cases, please refer to the course outline.

- 1.2 In determining a student's final grade, evaluation activity for the entire semester is taken into consideration. This may include (but is not restricted to) tests, essays, laboratory and field work, reports, other assignments, and participation in seminars or discussion groups.
- 1.3 Course grades will be made available to students, by faculty, within two weeks of the submission date. The rare exception to this timeframe will be approved by the Dean or designate and documented in the course outline. Final grades will be made available to the Office of the Registrar upon completion of the course.
- 1.4 All students will be given the opportunity to review any evaluation activity. Faculty may either return work to the students or retain work for a period of one year.
- 1.5 No evaluation activity shall count for more than thirty (30) percent of the student's final grade without the approval of the respective Dean or designate.

2.0 Assignment of Grades with a Numeric Designation

- 2.1 Courses graded using a numeric designation (*0 to 100*) will be assigned by the professor at the end of the semester in compliance with the deadlines set each semester by the Office of the Registrar.
- 2.2 The assigned grades will be entered by the professor into the Student Information System.
- 2.3 Courses graded using a numeric designation will be included in the GPA calculation.

3.0 Assignment of Grades with a Pass(P) or Fail (F) Designation

- 3.1 **Pass (P) or Fail (F) Grade** – Courses graded using a Pass (P) or Fail (F) designation will be determined prior to the onset of the course and approved by the Chair.
- 3.2 Courses graded using a Pass(P) or Fail (F) grade will be assigned by the professor at the end of the semester in compliance with the deadlines set each semester by the Office of the Registrar
- 3.3 The assigned grades will be entered by the professor into the Student Information System.
- 3.4 Courses graded using a Pass (P) or Fail (F) will not be included in the GPA calculation.

4.0 Assignment of Grades with an Exempt (EX) Designation

- 4.1 Exempt (EX) Grades – A course grade of Exempt (EX) designation will be assigned by either the Professor or the Office of the Registrar in circumstances where upon review of required documentation, it has been determined that the student has met requirements through successful completion of a course of equal standing.
- 4.2 Documentation requirements and process flow will occur as outlined in Appendix A: Exempt Tree.
- 4.3 Courses graded using an Exempt (EX) designation will not be included in the GPA calculation.

5.0 Assignment of Grades for a Prior Learning Assessment (PLAR) Designation

- 5.1 Student meets with Academic Chair/coordinator to determine eligibility for a PLAR.
- 5.2 A course grade of either (P) Pass or a numeric grade will be assigned by the evaluating Professor and submitted to the Office of the Registrar.
- 5.3 Documentation requirements and process flow will occur as outlined in Appendix B.
- 5.4 Courses graded using a Pass (P) designation will not be included in the GPA.

6.0 Assignment of Grades with an Audit (AUD) Designation

- 6.1 A course grade of AUD will be assigned by the Office of the Registrar when a student is registered in a course and requests to receive an audit designation.
- 6.2 Request must be made within the first ten days of the semester and must be approved by the Professor.
- 6.3 There is no academic credit attached to this course. No assignments or examinations are evaluated.

- 6.4 Documentation requirements and process flow will occur as outlined in Appendix C.
- 6.5 Courses graded using an Audit (AUD) designation will not be included in the GPA calculation.

7.0 Assignment of Grades with an Aegrotat (AGR) Designation

- 7.1 To be eligible for Aegrotat standing for a course, a student shall have at least 75 per cent of the course work completed, with a minimum grade to-date of 50 percent or the minimum passing grade for the course.
- 7.2 A request for Aegrotat standing must be submitted in writing by the student, using the college-approved application form, to the Dean or designate within 15 business days from the last day of classes in that course.
- 7.3 It is the responsibility of the requester to provide documentation, where available, in support of his or her request.
- 7.4 Individuals requesting Aegrotat standing are responsible for any costs incurred with respect to obtaining documentation.
- 7.5 The grade does not carry a grade point value and is not included in the calculation of the GPA but is credited toward the program requirements.
- 7.6 Documentation requirements and process flow will occur as outlined in Appendix D.

8.0 Assignment of Grades with a Grade Deferred (GD) Designation

- 8.1 A course grade of (GD) designation will be assigned by the Office of the Registrar after approval by the Dean or designate.
- 8.2 The grade does not carry a grade point value and is not included in the GPA calculation. Documentation requirements and process flow will occur as outlined in Appendix E.
- 8.3 Grade Deferred will lapse to a Fail (F) after one year.

9.0 Assignment of Grades with an Incomplete (INC) Designation

- 9.1 An Incomplete (INC) grade designation will be assigned by the Professor
- 9.2 The assigned grades will be entered by the Professor into the Student Information System.
- 9.3 Documentation requirements and process flow occur as outlined in Appendix F.
- 9.4 The Incomplete grade will lapse to a Fail (F) if not complete after 30 calendar days.

10.0 Assignment of Grades with a Withdrawn (W) Designation

- 10.1 A grade of Withdrawn (W) is assigned by the Student Information System to a course.
- 10.2 A grade of Withdrawn (W) is assigned by the Student Information System to a course within the prescribed deadline at the two-thirds point of the semester or course.
- 10.3 Documentation requirements and process flow occur as outlined in Appendix G
- 10.4 Grade is assigned by the Office of the Registrar.

11.0 Assignment of Grades with a Withdrawn Fail (WF) Designation

- 11.1 A grade of Withdrawn (WF) is assigned by the Student Information System to a course within the prescribed deadline after the two-thirds point of the semester or course.
- 11.2 Documentation requirements and process flow occur as outlined in Appendix H.
- 11.3 Grade is assigned by the Office of the Registrar.

12.0 Grade Changes

- 12.1 Changes to grades after the final grade submission date are to be submitted by the professor to the Dean or designate using the college approved form.
- 12.2 If approved this form will be sent to the Office of the Registrar for processing and the mark will be amended accordingly.

13.0 Repeated Courses

13.1 When the same course is taken more than once the course with the highest mark will be included in the GPA calculation.

13.2 All courses taken are listed on the official transcript.

14.0 Attendance

14.1 Grades for attendance will not be awarded under any circumstance.

15.0 Release of Final Grades/Official Transcripts

15.1 Grades are official on the day they are released from the Registrar's Office to the student.

15.2 Official grades are posted on the Student Information System, Student Centre and Student Services Centre.

15.3 To receive an official transcript student must have fees paid in full. The official transcript details a student's permanent academic record reflecting all courses officially registered in whether completed successfully or unsuccessfully, and will carry the Fleming seal and an authorized signature

Related Documents

Appendices

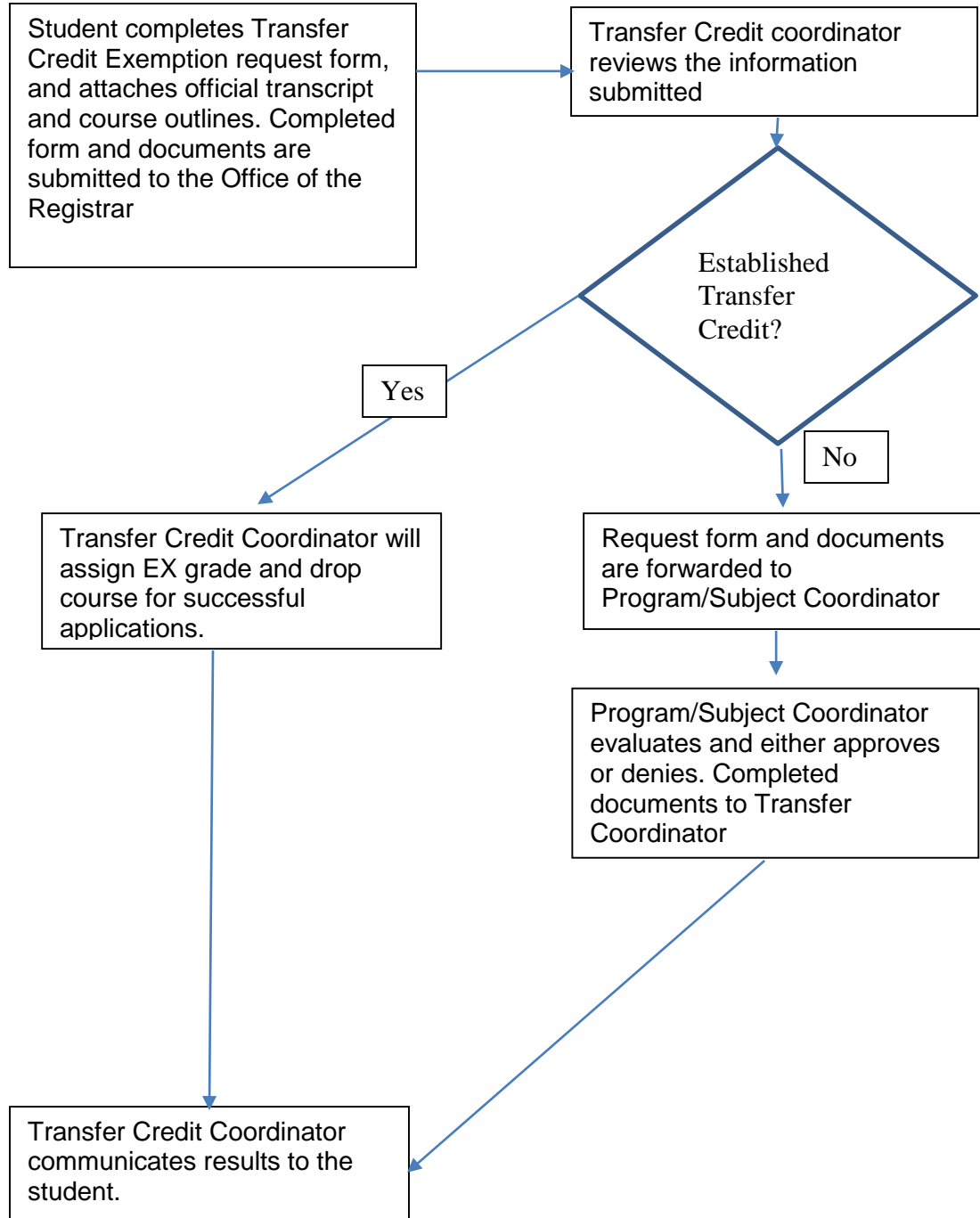
- Appendix A – Part 1 and Part 2 Exempt Designation Tree
- Appendix B – Prior Learning Assessment Designation Tree
- Appendix C– Audit Assessment Designation Tree
- Appendix D – Aegrotat Assessment Designation Tree
- Appendix E – Grade Deferred (GD) Assessment Designation Tree
- Appendix F – Incomplete (INC) Assessment Designation Tree
- Appendix G – Withdrawn Designation Tree
- Appendix H – Withdrawn Fail Designation Tree

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New		New format • ELT approval of operating procedure (May 30, 2017 meeting)

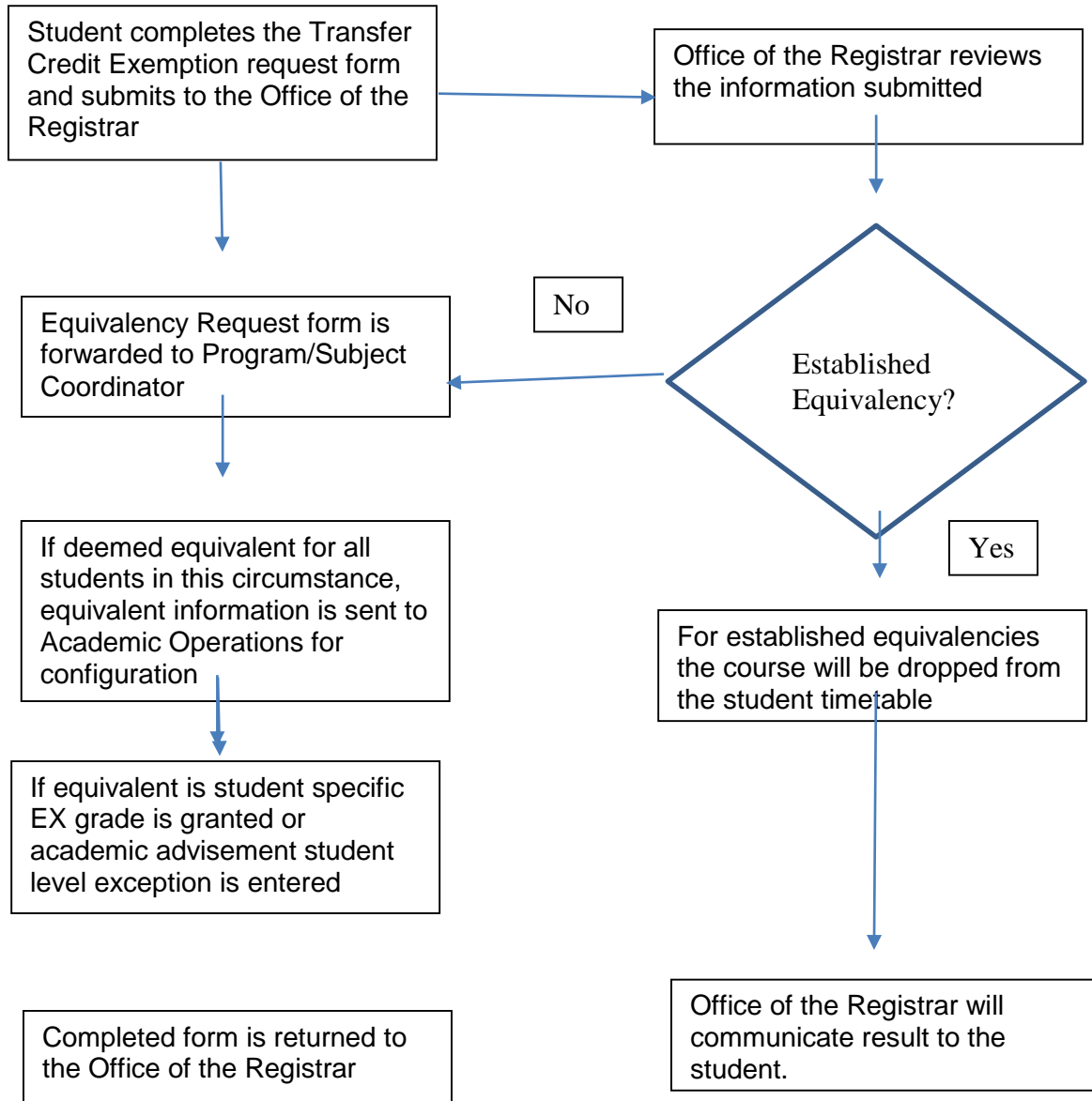
Appendix A: Part 1 – Exempt Designation Tree

Exempt (EX): External Transfer Credit: Requirements met through successful completion of a course of equal standing from another recognized institution.

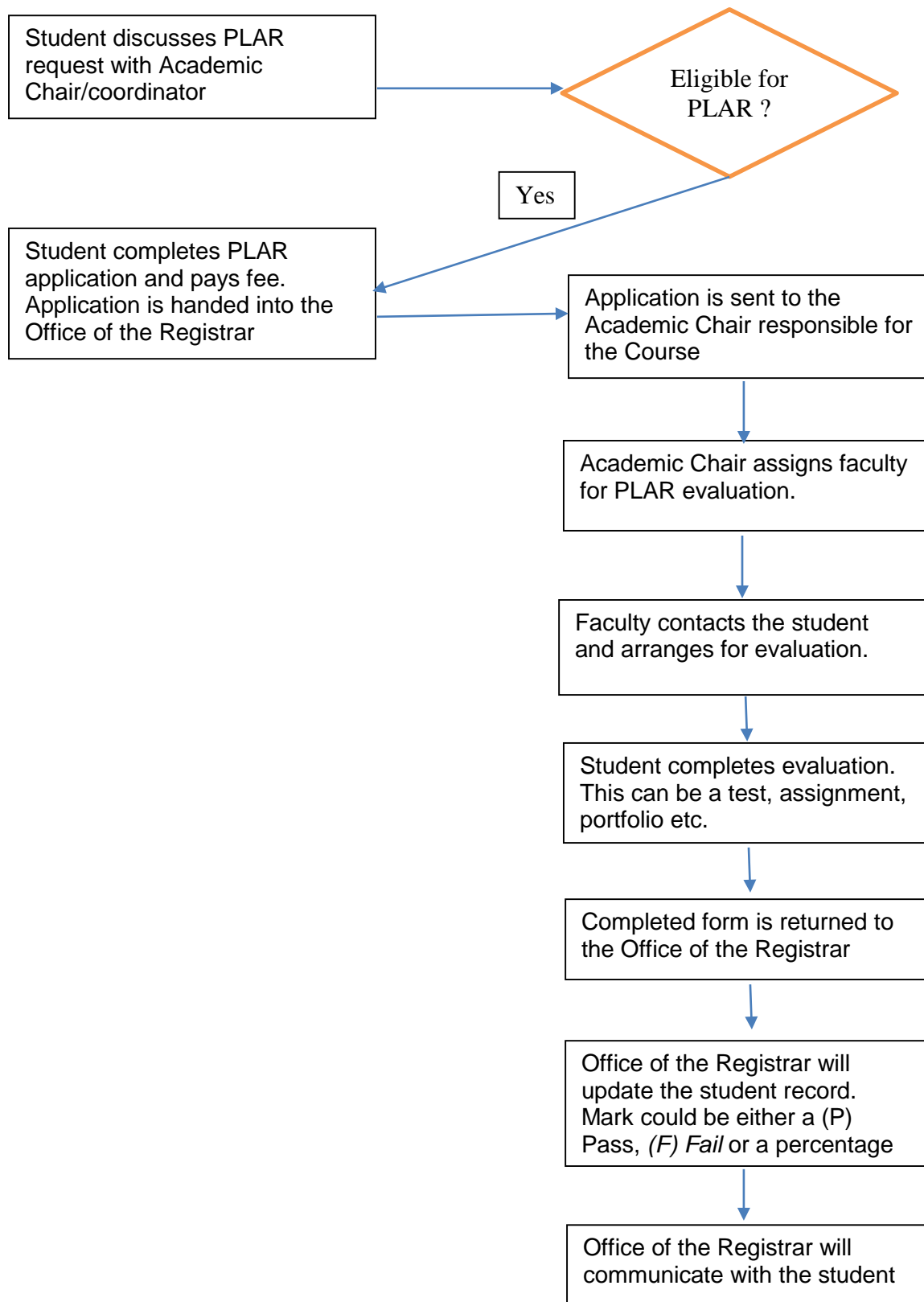


Appendix A: Part 2 – Exempt Designation Tree

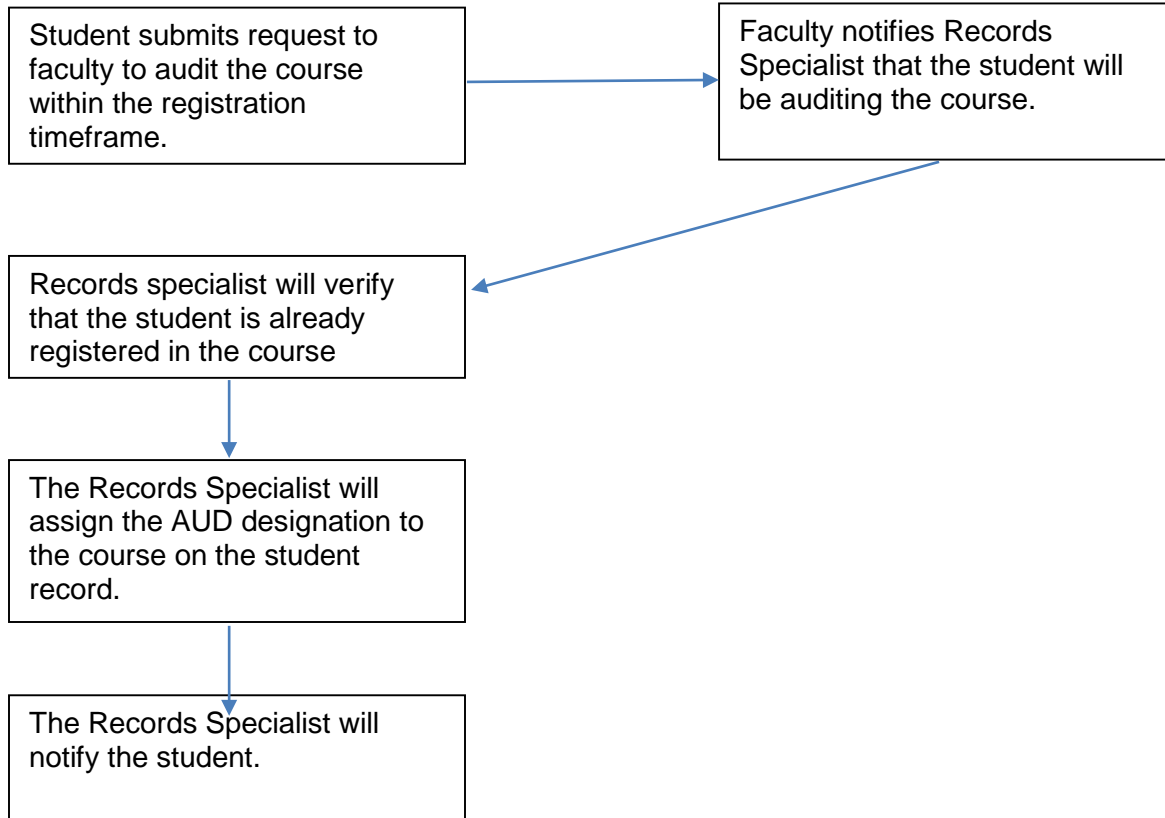
Exempt (EX): Internal Transfer Credit: Student has taken a Fleming College course in a previous program that is deemed equivalent to another Fleming course.



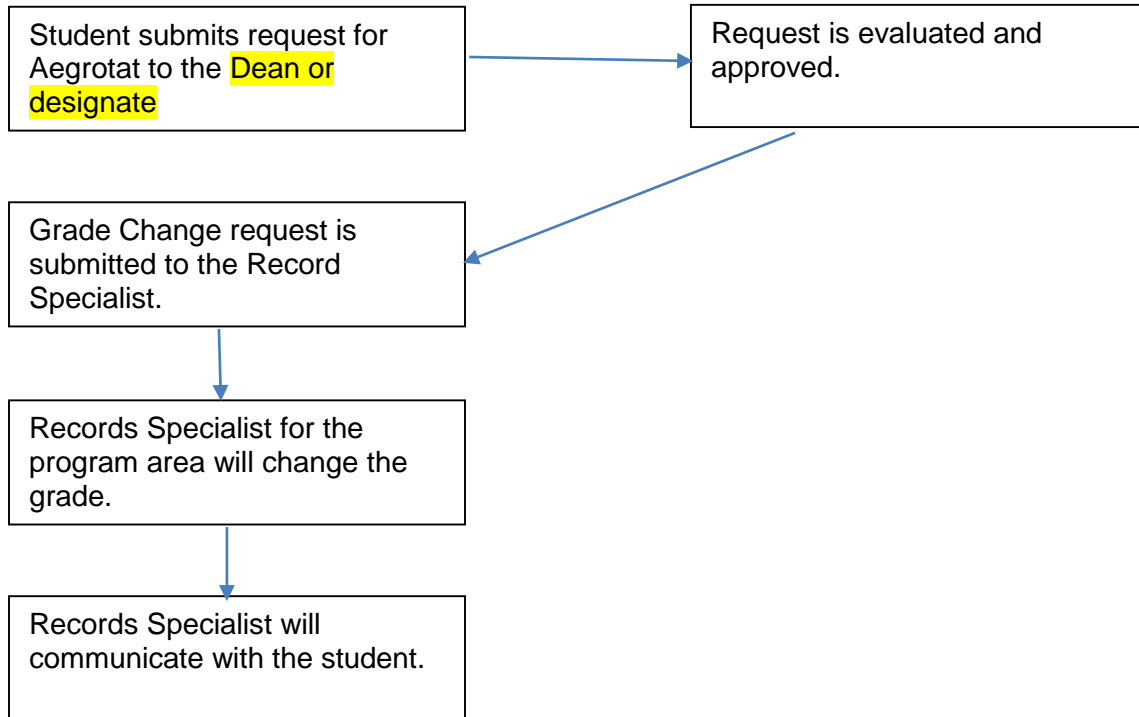
Appendix B: Prior Learning Assessment Designation Tree



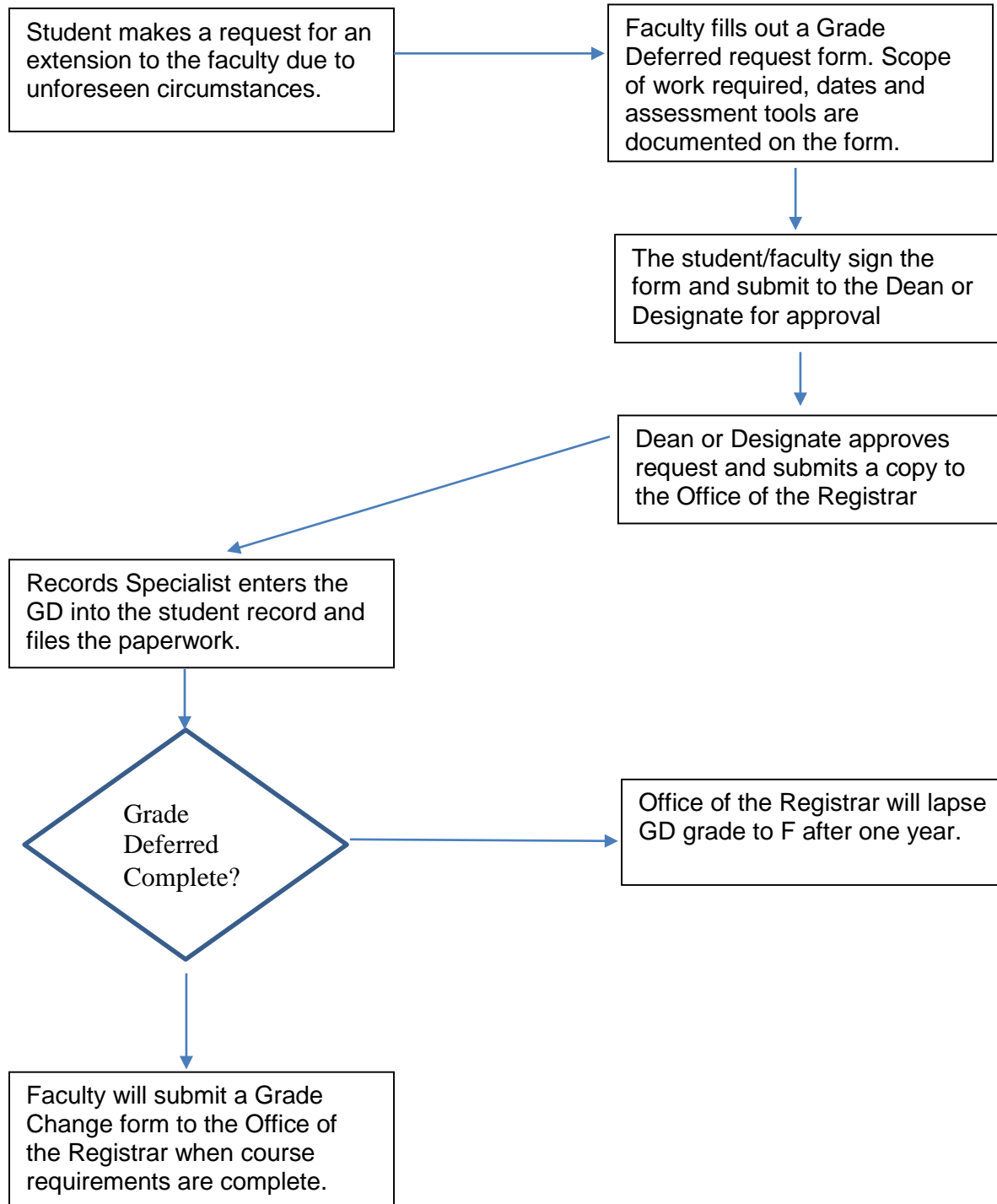
Appendix C: Audit Assessment Designation Tree



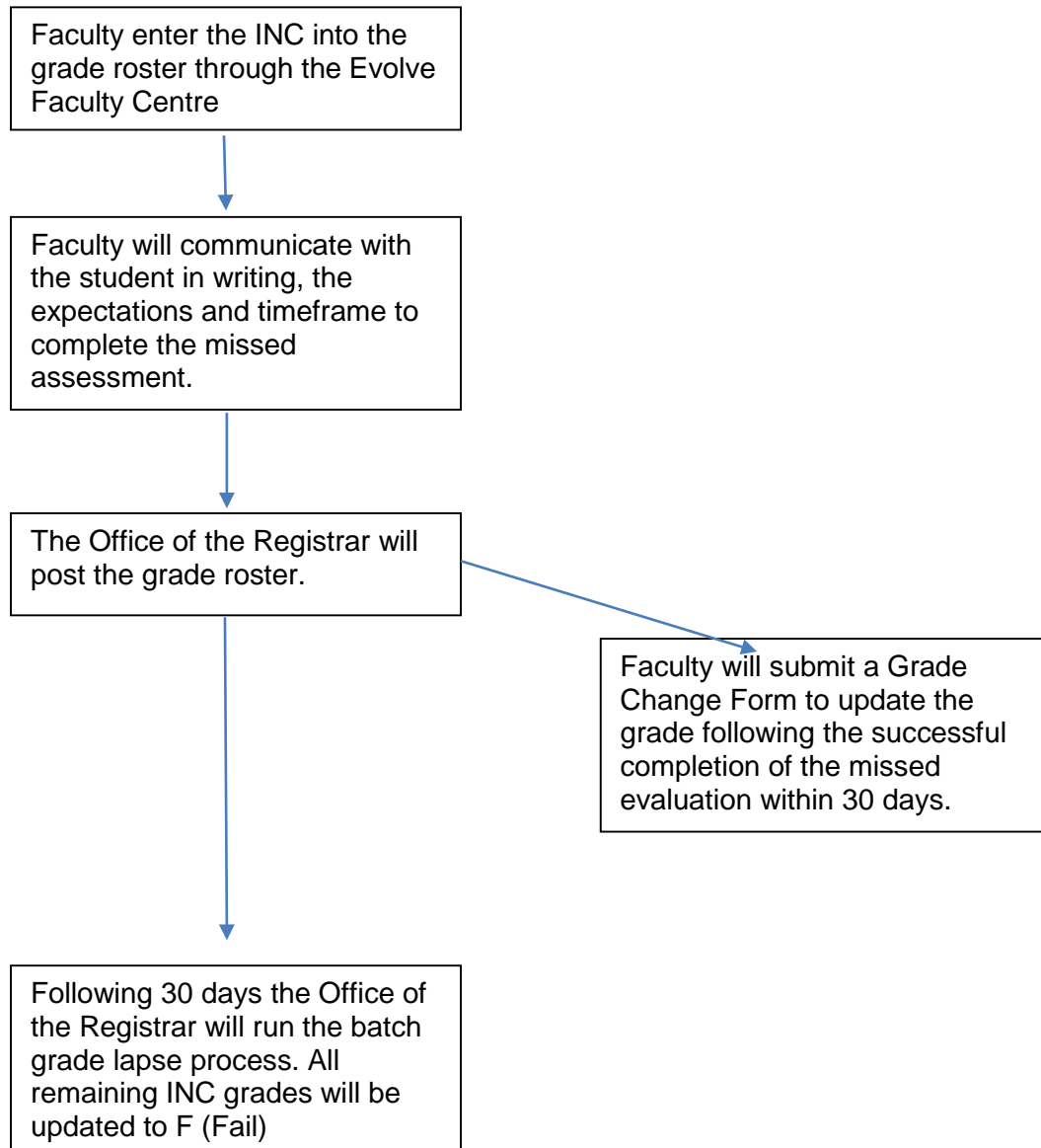
Appendix D: Aegrotat Assessment Designation Tree



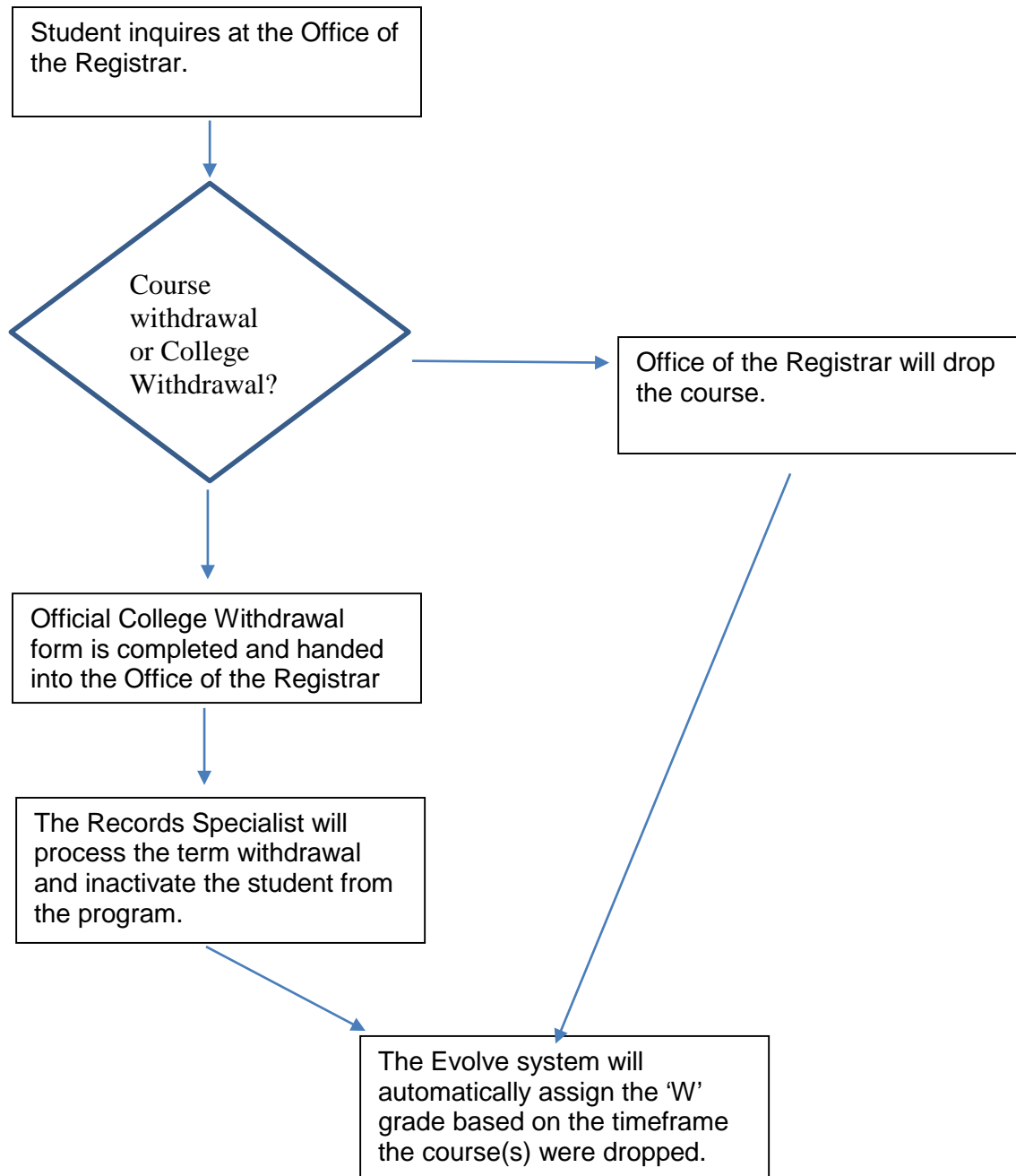
Appendix E: Grade Deferred (GD) Assessment Designation Tree



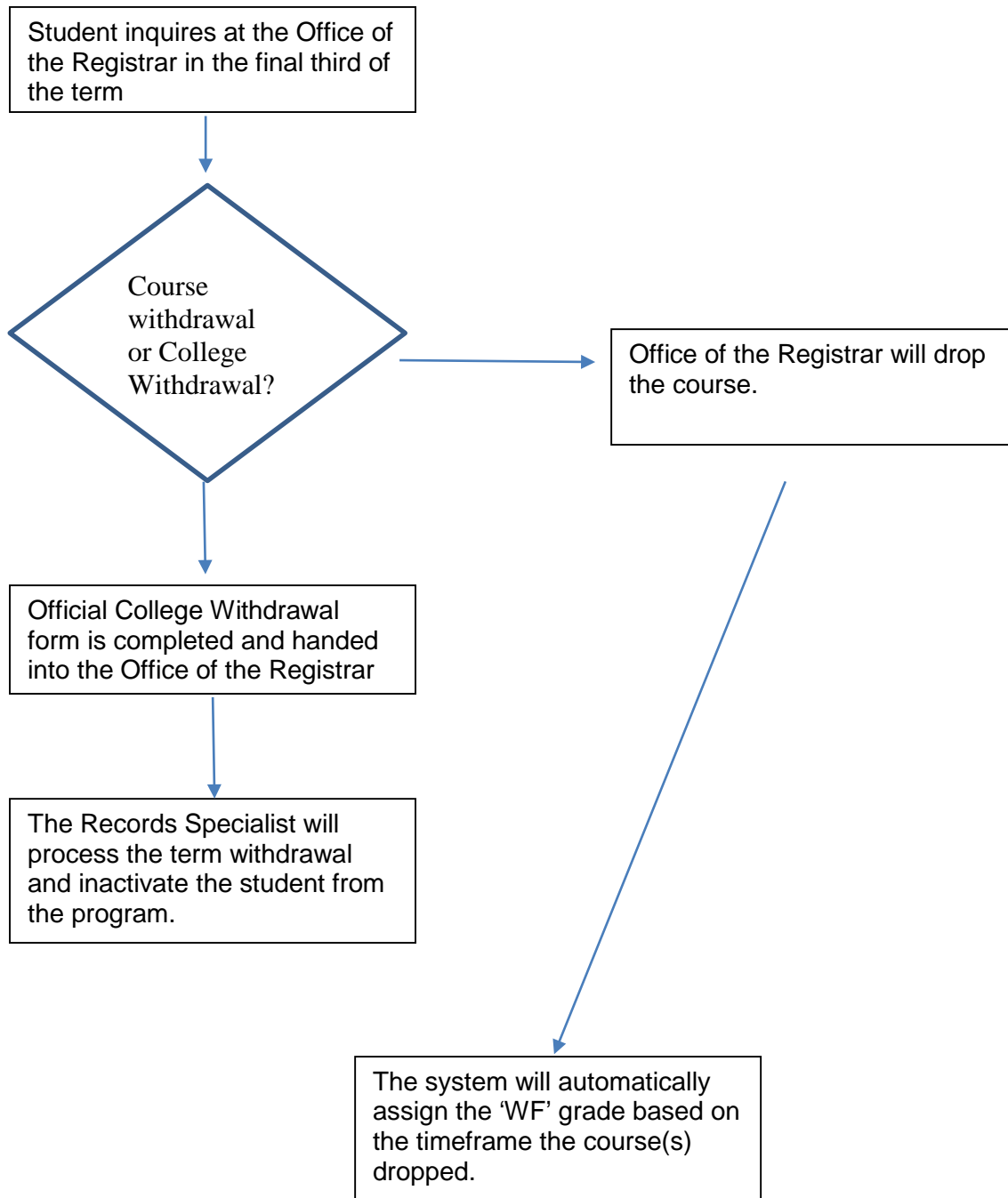
Appendix F: Incomplete (INC) Assessment Designation Tree



Appendix G: Withdrawn Designation Tree



Appendix H: Withdrawn Fail Designation Tree



ADMINISTRATIVE OPERATING PROCEDURE: Academic Standing Including Probation and Suspension

Procedure ID:	#OP 2-201E
Approved by Executive Leaders Team:	<i>Original: May 30, 2017</i>
Revision Date(s):	
Effective Date:	September 1, 2017
Next Review Date:	2020
Monitoring Responsibility:	TBD
Linked to a College Policy:	#2-201C, <i>Grading and Academic Standing</i>

Policy Statement

This pertains to all **post-secondary** certificate and diploma programs offered by the College. At the end of each term of study, students will be evaluated to determine their eligibility to progress to the next level of their program.

Definitions/Acronyms

GPA: Grade Point Average. . A calculated and weighted term average which is calculated by dividing the total number of grade points earned from final grades reported on the student transcript by the total number of instructional hours.

Semester GPA: Semester GPA is calculated for each course taken in that term by dividing the total number of grade points earned in the term by the total number of course hours.

Progression: A term used to describe movement of a student in good academic standing to the next semester.

Academic Probation: A student status that occurs when a student has a semester GPA of less than 1.0.

Suspension: The student is withdrawn from the college for a minimum of one semester when their academic achievement falls below a GPA of 1.0 for two consecutive terms.

Operating Procedure

1.0 Academic Standing

1.1 To progress to the next level of program study, a student must achieve all of the following conditions:

- 1.1.1 a semester Grade Point Average (GPA) of 1.0 or greater
- 1.1.2 a passing grade in 66.2/3 percent of registered course load
- 1.1.3 successful completion of prerequisite and/or co-requisite course(s) if applicable
- 1.1.4 successful completion of mandatory course and/or semester requirements (such as non-academic requirements among others) as determined by the program.

1.2 Documentation requirements and process flow will occur as outlined in Appendix A. Academic Standing.

2.0 Academic Probation

- 2.1 Student earned a semester GPA of less than 1.0 and/or did not achieve a passing grade in 66 2/3 percent of their registered course load and/or was unsuccessful in pre-requisite/co-requisite or other mandatory requirements.
- 2.1.1 Student timetable removed for subsequent semester. Re-entry into the program of study is subject to space availability in the program, payment of fees, and related deadlines.
 - 2.1.2 Student must complete a formal academic probation contract with the program coordinator.
 - 2.1.3 Students are not permitted to add/delete/exchange courses as defined on their probation contract without permission of the program coordinator.
 - 2.1.4 If a satisfactory academic probation contract for the probationary term cannot be established or implemented, the student will be **suspended from the program and the College** and will remain blocked from re-entry at the College until the completion of a formal academic probation contract or until 5 years have lapsed, when the probationary status expires.
 - 2.1.5 The student remains on the probationary term for duration of the subsequent term attended. In order to successfully exit the probationary period, a student placed on academic probation must achieve a GPA score of greater than 1.2 and successfully complete > 66 2/3 percent of their probationary course load as well as complete any necessary prerequisites and other requirements included in the Academic Probation Contract.
- 2.2 Documentation requirements and process flow will occur as outlined in Appendix B.

3.0 Student Academic Probation Contract

- 3.1 Student earned a semester GPA of less than 1.0 and/or did not achieve a passing grade in 66.2/3percentof their registered course load and/or was unsuccessful in pre-requisite/co-requisite or other mandatory requirements.
- 3.2 Student is required to undergo a probation process by following the steps as outlined in the contract.
- 3.3 Re-entry into the program/semester is dependent on seat availability.
- 3.4 Documentation requirements and process flow will occur as outlined in Appendix C.

4.0 Academic Suspension

- 4.1 In the case where a student: earns a semester GPA of less than 1.0 and/or did not achieve a passing grade in 66 2/3 percent of their registered course load at the end of their probationary semester, they will be **suspended from the College for the period of their next academic semester of regular program delivery**. Delivery will vary depending on program of study
- 4.2 Must complete an academic probation contract/process prior to re-entry to the College.
- 4.3 Documentation requirements and process flow will occur as outlined in Appendix D:
Academic Suspension

Related Documents

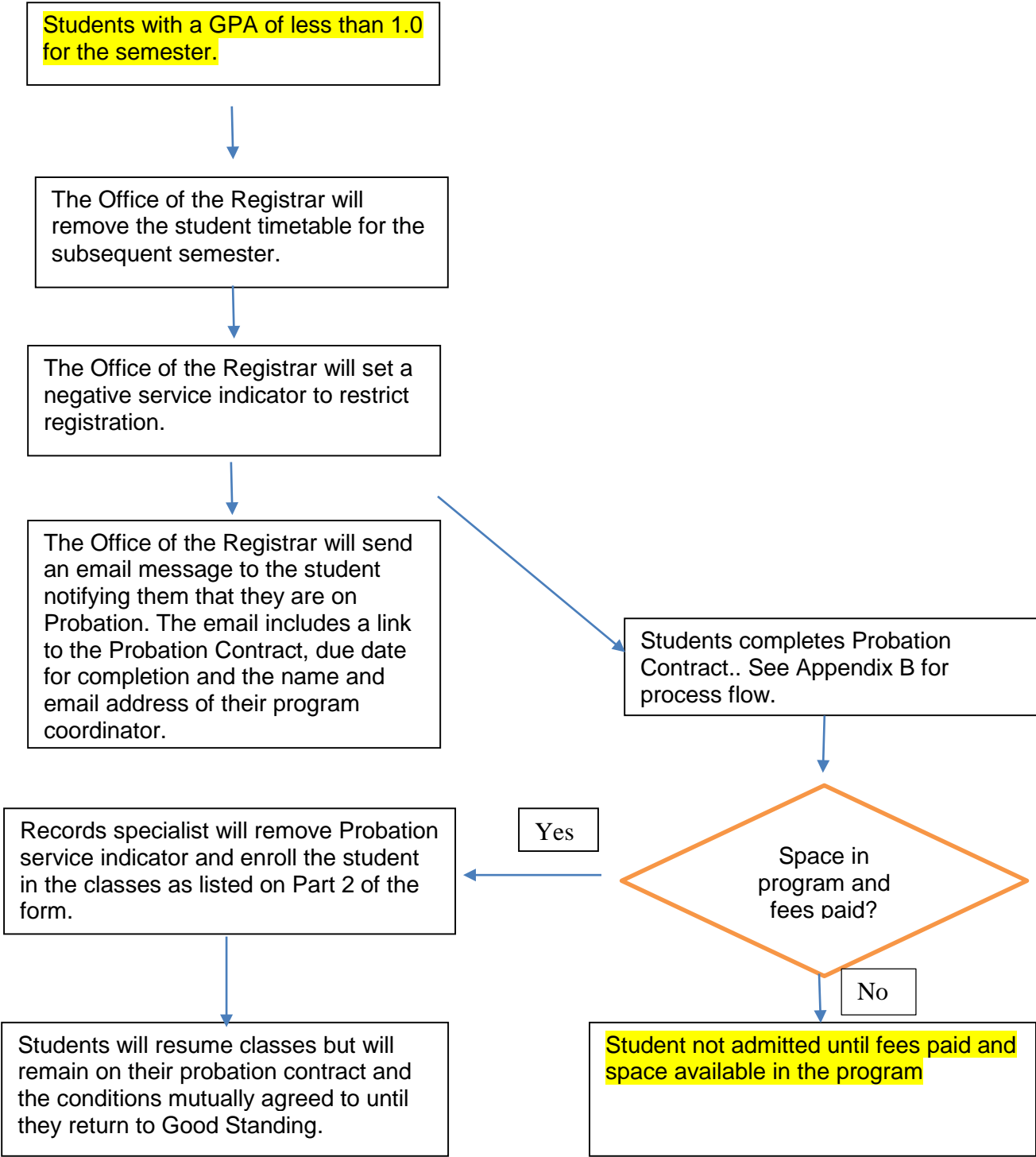
Appendices

- Appendix A: Academic Probation
- Appendix B: Student Academic Probation Contract

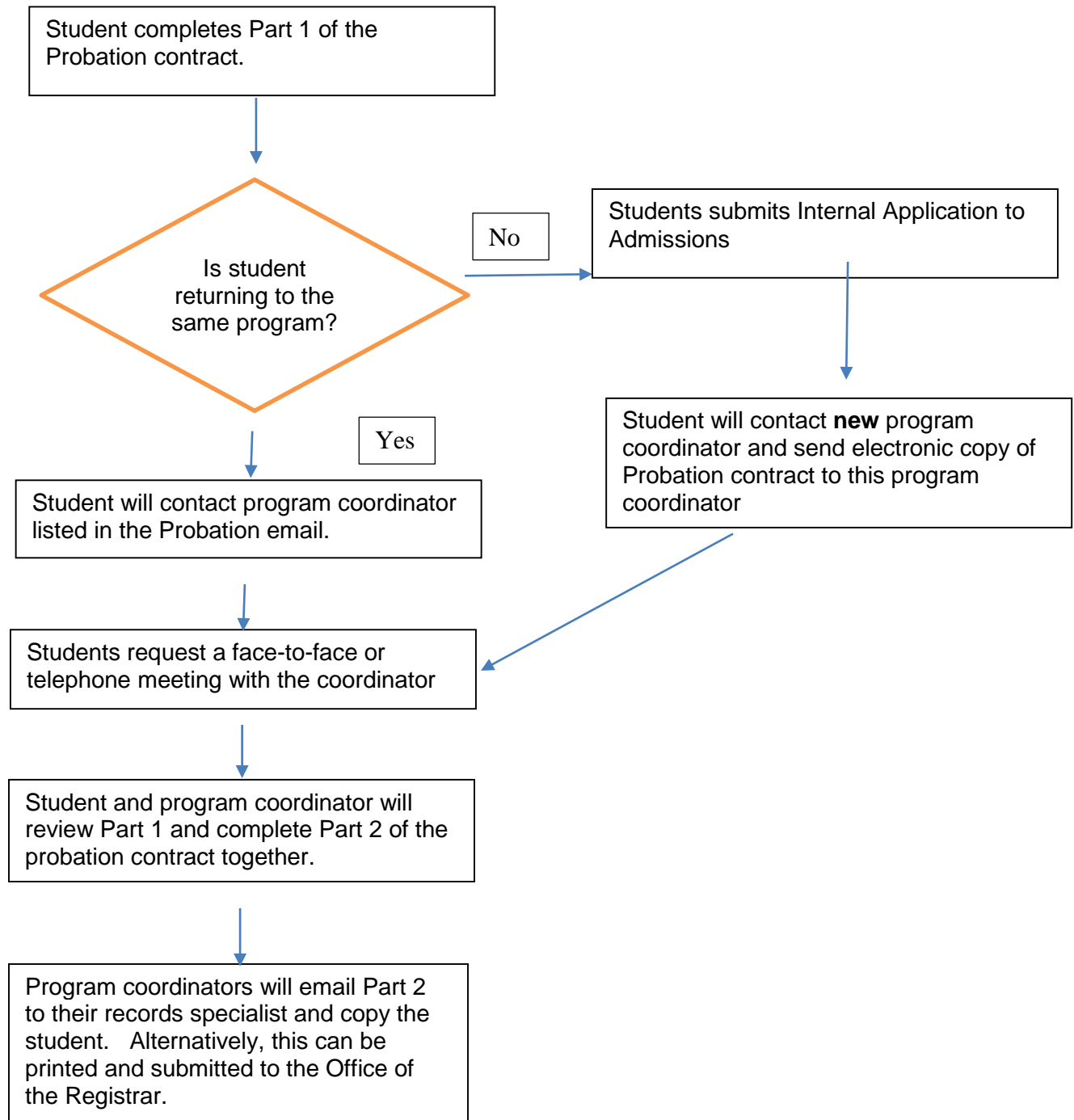
Summary of Amendments/Reviews:

Section(s)	Date	Comments
New		New format • ELT approval of operating procedure (May 30, 2017 meeting)

Appendix A: Academic Probation



Appendix B: Student Academic Probation Contract



BOARD BRIEFING REPORT

SUBJECT: Strategic Mandate Agreement (SMA)
Submission to: Public Board Meeting
Meeting Date: June 28, 2017
Requested Action: Decision / Approval

Agenda Item 5.6

1. CONTEXT / PURPOSE

A report to provide an update to the Board on the development and negotiation of the Fleming College 2017-2020 Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development and seek approval of the draft Agreement.

2. BACKGROUND *(pertinent to item; a chronology of events including previous discussions/decisions by the Board)*

Fleming College is required to complete a three-year Strategic Mandate Agreement (SMA) that articulates the distinct role Fleming will perform in the future in Ontario's postsecondary education system.

The College has consulted with various stakeholders and received feedback on earlier drafts including through a meeting with the Ministry of Advanced Education and Skills Development (MAESD).

The Ministry continues to negotiate the SMA content and process with colleges and universities, individually and collectively. Fleming is among the institutions that have a more final version completed; however, we are awaiting decisions and clarity on some system-wide issues to be determined by the Ministry.

Attachments:

- Draft Strategic Mandate Agreement 2017-20 (v6)

3. ANALYSIS / PROPOSED OPTIONS

We are currently reviewing and analyzing the SMA Metrics Workbook recently provided by the Ministry to validate the metrics proposed in our document. There are other provincial issues being deliberated as well concerning polytechnic status and Private Career College Partnerships.

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

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

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Not complying with the MAESD on the SMA format would damage relations with the Ministry	Low	Medium
Failure to identify appropriate metrics, could impact future performance measurement used by MAESD to evaluate and compare college progress on differentiation and viability	Low	Medium

Actions proposed to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk: The Fleming Team has spent a great deal of time not only gaining input to the SMA from a variety of internal sources but also from the Ministry and other College colleagues to ensure we are compliant with Ministry expectations and have an understanding of other Colleges' positions.

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

There is tight alignment with the strategic and academic plans as well as our next business plan.

6. RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve in principle DRAFT Strategic Mandate Agreement 2017-20 (v6) and authorize Administration to undertake negotiations with the Ministry of Advanced Education and Skills Development to finalize an Agreement for signing.

AUTHORED BY: Sonia Crook, Vice-President Planning, Human Resources & Student Services

STRATEGIC MANDATE AGREEMENT

Sir Sandford Fleming College of Applied Arts and Technology |
2017-20

Draft Submission Template between the
Ministry of Advanced Education and Skills Development and
Sir Sandford Fleming College of Applied Arts and Technology



Ontario's Vision for Postsecondary Education

Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, applied research and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

Sir Sandford Fleming College of Applied Arts and Technology Vision, Mission and Mandate

Fleming College recognizes that it is located on the First Nation's territory of the Mississauga and the Anishnaabe peoples and is committed to respecting their rights and culture.

At Fleming, we promise a learning experience for our students that is student-centred, personalized and holistic. We offer a broad range of programs in *specialized* and *core* disciplines with an emphasis on applied learning, flexibility and Essential Skills¹ for a labour market that is constantly evolving. Our students come from across the region, the country and the globe to create a diverse learning community that prepares them to succeed in a dynamic, evolving global community.

We have four campuses, each with its own character. Our Frost Campus in Lindsay, home to a nationally recognized portfolio of environmental education programs, is a model of sustainability, with a wind turbine that will produce off-grid power, a green roof and an alternative wastewater treatment system. The Haliburton School of Art + Design is located at our growing Haliburton campus and features spacious new studios in a setting that inspires creativity. Our Sutherland Campus in Peterborough boasts the state-of-the-art Kawartha Trades and Technology Centre. In Northumberland County, the Cobourg campus provides a community learning hub to serve residents through full-time and part-time programs. At every campus, we promise students will find a committed staff team and personalized services to support their success.

¹ 'Essential Skills' refers to Ontario's Essential Employability Skills.

Our Vision

Fleming. More Than Skills.

Inspired by Sir Sandford Fleming, we are inventive. Fleming will be known for our continuous pursuit of excellence in teaching and every endeavour.

Our graduates will be recognized for exceptional knowledge, skills, attitudes, and values on their lifelong journeys of learning and discovery.

We are community focused yet we play a distinctive role serving Ontario and beyond through our specializations.

Our Core Promise to Students

LEARN (Kendaaswin²)

You will be empowered to develop both technical and life skills. You will be the architect of your own experience, choosing from an array of exceptional educational and extracurricular opportunities, within and beyond the classroom.

BELONG (Dibendaagoziwin²)

There is a special feeling to our campuses. Our faculty and staff members, along with your classmates, welcome, engage and support you as you live, learn and grow as part of our inclusive learning communities.

BECOME (E-yaawyin²)

You will be equipped with the tools you need to build a better future – for yourself and for those around you. You will have renewed confidence in your skills, values and capabilities. From here, you can go anywhere.

² Ojibwa translation by Elder Shirley Williams

Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and Sir Sandford Fleming College of Applied Arts and Technology outlines the role the College currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the College;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the College and established areas of strength within the context of the College's governing legislation;
- Describes the agreed-upon elements of the new College funding model, including:
 - a College's enrolment plans and the initial midpoint levels of weighted funding units that will be funded in the corridor funding model during the period of this SMA; and
 - differentiation areas of focus including metrics, targets and differentiation grant allocation;
- Provides information on the financial sustainability of the institution; and,
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the College's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g., Major Capacity Expansion and Highly Skilled Workforce). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Our 2017-2020 SMA is based on the following assumptions:

- We will continue to build on our strengths with a particular emphasis on the qualities that define the differentiated role we play in Ontario's and Canada's postsecondary system.
- We are preparing students for work that will be increasingly shaped by digitalization and automation, will evolve rapidly and will require employees who can adapt quickly.
- Financial sustainability requires college investment, partnerships and a strong donor base along with government investment. To this end, we will continue to set aside at least 1.5% of annual revenues for future investment in college infrastructure and innovation.
- We will achieve enrolment growth with a judicious mix of increased access programming, increased specialized programs and increased market share.
- We will continue and expand the work of embedding Indigenous cultural perspectives in our curriculum, our support services and our outreach to communities.
- We will continue strategies to internationalize the college as a core strategy to prepare graduates for the global job market and to support enrolment growth.
- We have the opportunity/ability to be a leader in the development of a low-carbon economy.

Our commitment to ***More Than Skills*** expresses our vision of a holistic and integrated approach that encompasses

- the specialized skills for the emerging labour market
- a student experience that is personalized
- skills for lifelong learning and career development,
- applied learning in experiential settings and applied research and
- a core emphasis on sustainability.

The agreement is rooted in our four strategic priorities: (1) deliver outstanding student learning and experiences; (2) collaborate and prosper with our communities; (3) excel as an organization; and (4) enhance financial health and organizational sustainability. We have set SMART Objectives (Specific, Measurable, Actionable, Reasonable, Time-bound) for each priority and have developed effective tools for measuring performance.

The SMA takes as a given that our college meets/exceeds all standard regulatory and funding requirements set out by the government, the employers/professional associations with whom we work and our partners. We provide a full suite of programs and services as set out on our website.

This SMA is built on an understanding of and a commitment to institutional and system sustainability. As such, it commits to an integrated set of strategies and tools that:

- are predictive and focused on planning for emerging challenges;
- are rooted in best practices including Project Management, Lean Business Planning and Integrated Program Planning;
- ensure the quality of education and the academic experience we offer;
- are aligned with the province's vision of a postsecondary system whose strength and viability is rooted in collaboration, differentiation, sound risk management practices and institutional autonomy.

We believe this agreement offers a credible and promising roadmap whereby Fleming can develop and expand the unique contribution we make within the postsecondary education system in Ontario and nationally.

Aspirations

The Ministry recognizes the importance of supporting institutions to evolve and acknowledges the strategic aspirations of its postsecondary education institutions. The SMA is not intended to capture all decisions and issues in the postsecondary education system, as many will be addressed through the Ministry's policies and standard processes. The Ministry will not be approving any requests for capital funding or new program approvals, for example, through the SMA process.

Institutional Aspirations

In our fiftieth year, we continue to be inspired by our namesake, Sir Sandford Fleming and we aspire to graduate citizens who embody his inventive spirit. Thus, we challenge and engage them to:

- Dare to dream
- Expand your knowledge and skills
- Develop yourself along with others
- Create learning communities
- Be inventive
- Build a better future
- Enjoy the journey

What defines Fleming's differentiated role? It is the chemistry of our location, our size, the personalized student experience we offer, our rich blend of specialized and core programs, our applied research capability and our collaborative relationships with colleges, universities, school boards and industry. Over the next three years, we will build on these strengths and leverage our relationships in the following five domains:

Program Enrichment and Growth. We will attract more students to existing and new specialized programs in environment, natural resources, arts and heritage arts. We will build on the quality of our core programs in health, business and hospitality that support regional economic and social health. We will increase cross-discipline programming to better prepare our students for multiple careers and the rapidly evolving nature of work. We will grow our international activities (applied research, partnerships and enrolment) as drivers of academic excellence, global education and economic health. We will expand programs and services at our Haliburton School of Art + Design.

Fleming College has signed the *Indigenous Education Protocol* and adopted its seven principles. This aspirational document supports our commitment to Indigenous education and provides a vision of how we can strive to improve our practices and better serve Indigenous peoples.

Student Success First. We will add more customized elements to the student learning experience with a focus on career education and transferrable skills to compete in a dynamic labour market. We will increase pathways to facilitate access with a special focus on opportunities for Indigenous students. We will build new partnerships and deepen industry relationships that will shape the evolution of our programs and create new opportunities for experiential learning and employment for our grads.

Discovery and Innovation. We will expand program and applied research activity related to the carbon economy and sustainability, including growth in our Centre for Alternative Wastewater Treatment and the launch of a new Centre for Sustainable Municipalities that will provide a 'one-stop' shop for municipalities related to infrastructure and infrastructure services.

Sustainability. We will deepen and expand our expertise and programming related to sustainability in both natural and built environments. We will pursue our commitment to a low-carbon economy and to the UNESCO-UNEVOC criteria for a green campus, a green curriculum, a green community, green research and a green culture. We have achieved "Silver" rating in STARS sustainability measures.

Organizational Excellence. Organizational excellence is fundamental to our sustainability as an institution and to our role within Ontario's postsecondary system. We embrace the view that sustainability (a) includes both financial and academic measures, (b) demands a predictive approach to planning and (c) can only be achieved in collaboration with the government, other PSE institutions and our institutional partners. It also requires an approach that is aligned with the distinctive mandate, mission and strategic plans that define Fleming's differentiated role in the system.

To this end, we have made Project Management, Lean processes and integrated program planning core organizational practices at Fleming. We have a well-oiled institutional research office, which continues to expand its longitudinal databases year-over-year. Increasingly, it has the capability to provide strong metrics for measuring performance. As a result of these investments, we have improved the net surplus/revenue ratio steadily every year for the past five years. Last year, we implemented the 'MetaProject', which supports transformational change and sustainability with a clear focus on metrics and measurement. Our goal is to heighten differentiation, enhance our strengths, take student success and employer engagement to the next level and build financial sustainability. It rewards innovations from all employee groups and uses benefit realization management to nurture a culture of self-evaluation and evidence-based decision-making. This project has further strengthened our organizational and financial performance. Our cumulative operating balance for the first two years of the current strategic plan was \$7.9M compared to \$2.5M for the entire five years of the last strategic plan.

We will pursue these aspirations in our region, our province and internationally – offering students, employers, our communities and our country a new generation of talented and committed citizens who will play a vital role heading to Canada's 200th birthday.

Shared Objectives and Priorities for Differentiation

Overview

Under the terms of this SMA, we will strengthen/deepen both our specialized and core programs and organizational capabilities with a focus on expanding/deepening the differentiated role we play in Ontario's postsecondary system. Specifically, we will:

1. **Streamline/customize services for students** through lean processes and integration of services. Based on the *Student Experience Journey*, we will plan and implement the various phases of *Integrated Planning for Services* resulting in service redesign.
2. **Launch a Long-Term Enrolment Plan** that gives Fleming competitive advantage aligned with the 2017-2020 SMA and the new funding framework. It will include a balanced plan to grow enrolment among Indigenous, non-direct and international students as well as increased market share.
3. **Increase enrolment** in specialized and core programs in four priority areas: Natural Resources and Environmental Sciences, Trades and Technology, Healthcare and Community Services, Non-Post-Secondary programs for specialized needs and Arts and Heritage. These programs are at the heart of Fleming's differentiation strategy and respond to key drivers of Canada's economic and social well-being. Fleming's strength in these area help explain the exceptionally high application and enrolment rates from beyond its traditional "catchment" area.
4. **Develop new specialized programs** including a multi-disciplinary program in carbon reduction (modular format), and a cross-disciplinary program linking design and technology.
5. **Advance organizational excellence** by (a) implementing an *IT Strategic Plan* that will strengthen infrastructure for student services, online program delivery and administration, (b) rolling out the next phases of our *Indigenous Education Protocol*, our *Internationalization Plan*, and our *Employee Engagement Action Plan*, and c) continue to leverage the MetaProject.
6. **Advance/deepen sustainability** as a defining characteristic of the college's programs, operations and physical infrastructure.

1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1 Institutional Approach to Improving Student Experience

Student Experience: This section captures institutional strengths in improving student experience, outcomes and success and includes continuity of learning pathways, retention, student satisfaction, co-curricular activities/records, career preparedness and student services and supports.

We are delivering a student experience, within and beyond the classroom that is personalized, flexible and responsive to individual needs. The experience is the result of (1) the college's size; (2) its location in a community that feels responsible for the college students and staff; and (3) a caring culture that has been developed intentionally over many years. We will build on this defining characteristic as follows:

1. Develop and implement an *integrated student success strategy* to support our domestic and international students from recruitment through to graduation.
2. Streamline and innovate student services to maximize "*one-stop shopping*" and *self-service* options both in person and online.
3. Introduce a plan across the college to help students develop proactive, self-management and *career building skills* that are key to lifelong career management and employability in the context of a rapidly changing information- and knowledge-intensive economy.
4. Promote and recognize *innovation and excellence in teaching* by supporting and engaging faculty and staff in industry practices, discipline research, and educational technology.
5. Implement effective, *evidence-based program review and accreditation* processes to ensure program delivery that meets the highest standards of academic excellence.
6. Continue to build accessible *academic and career pathways* for all programs, enabling mobility between institutions and programs.
7. Expand current *experiential learning opportunities* (simulation labs, applied research projects, clinical or field placements, coop placements, entrepreneurship activities, apprenticeship, service learning and/or relevant work experience) to ensure this is a core component of all vocational programs.
8. Plan *improvements to our Haliburton campus* in partnership with the municipality that will accommodate increased enrolment, expand student services and determine the feasibility of a student residence.

1.2 Examples of Institutional Initiatives

1. **Map the student journey**, from prospect to graduate, to determine where to further customize/personalize, streamline and introduce self-service and improve customer service/the student experience. The project will include the creation of *insight groups* (students, industry leaders and college staff) who will help imagine/design solutions that support this goal.
2. Introduce **career development maps** for all students. This online tool will provide integrated academic and career messaging specific to each program. This will allow prospective and current students to research program options and promote earlier planning and increased engagement. As a result, students will:
 - Understand the Essential Skills¹ associated with their program;
 - Be more confident in making informed academic and career decisions and plans;
 - Be more aware of experiential learning and resume building opportunities;
 - Be motivated to start career planning earlier and prepare for their work search at graduation;
 - Be aware of support services relevant to their needs.

Career Service support for each program with career development maps. Initial adoption of the tool will be based on hits to the online version and number of print copies distributed. We will build on the measurement systems developed by Queen's University including a self-reported student impact survey and other instruments to determine impact on program choice and graduate employment.
3. Ensure **experiential learning** opportunities for all students in vocational programs. Currently, the majority of our students have at least one experiential learning opportunity during their program. These opportunities range from co-op placements, simulations, field camps and field placements to applied projects working with clients from the business community. Coop placements offer one of the best experiential learning options. Currently, Fleming offers 300 coop placements annually. These experiential learning opportunities ensure that the student has an opportunity to understand and experience exactly what an entry-level position in his/her chosen field will be like. Over the next three years, we will ensure that every vocational program includes an experiential learning component.
4. Grow the **FastStart program** – an extra-curricular activity that teaches entrepreneurship for students and community members 29 years of age or under. The program is funded through a Government of Ontario grant being shared among four post-secondary institutions (*UOIT, Durham College, Trent U and Fleming College*). Since inception, it has organized 42 events and engaged close to 1000 students. Participants learn the key principles of entrepreneurship, generate business ideas and work to scale them for launch.
5. Develop an in-person and virtual **Student Hub** that offers “one-stop shopping” to help students get the information/help they need and/or resolve issues.

1.3 Metrics and Targets

System-Wide Metrics	15-16 Actuals	16-17 Actuals	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Overall Student Satisfaction and Engagement Survey results	77.6%	78.6%	79%	79.25%	79.5%	79.75%
Student Satisfaction and Engagement Survey results of Q39 “satisfaction with services”	65.5%	67.1%	67.5%	68%	68.5%	69%
Student Satisfaction and Engagement Survey results of Q49 “satisfaction with facilities”	79.2%	79.7%	77%	78%	80%	80.5%

Institutional Metrics	15-16 Actuals	16-17 Target	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Student Satisfaction and Engagement Survey results of Q38 “satisfaction with Career Advising”	55.3%	55.3%	55.3%	58.3%	58.3%	58.3%
Experiential Learning - # of Programs with Work Integrated Learning (WIL)	83	84	85	86	87	88
Proportion of operating expenditures used for Student Services	NA	7.3%	7.3%	7.3%	7.5%	7.5%

2.0 Innovation in Teaching and Learning Excellence

This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Academic excellence, innovation in teaching and learning, and student success are the foundation of our Academic Plan. The Plan is built on the following six pillars:

1. **Innovative Design:** Ensure courses and programs are designed to be accessible, outcomes-based, applied and include authentic assessment. By 2020, we will have established programs that will include cross-disciplinary components and all vocational programs will include an experiential learning component. The college will implement a variety of models to assist faculty with learning design and the integration of educational technology.
2. **Applied Learning:** Build experiential learning into every vocational program. Develop applied research frameworks tied to the expertise/priorities. Provide concrete opportunities for faculty, students and external partners to collaborate including support/training for faculty and students to prepare high-quality proposals. Expand/promote our Applied Projects program and the world-class research activities in the Centre for Alternative Wastewater Treatment.
3. **Engaged/Empowered Faculty and Staff:**
 - a. **Faculty** - Support a comprehensive and continuous faculty and staff development program, which includes a teaching portfolio and advances the teacher's understanding of his/her role as mentor, learning designer, and subject-matter expert. Engage faculty in inter-professional collaboration and inter-disciplinary teaching assignments. Support the integration of educational technology into all teaching practice.
 - b. **Staff** – A variety of learning opportunities and accessible resources that will enhance their skills and capacity to innovate, engage and support the learning environment. Development programs will encourage creativity, teamwork and continuous improvement.
4. **Supports for Student Success:** Implement a college-wide advising model that supports student success, and retention from application and admission to graduation. Tailor services for special populations such as Indigenous, second career, international, first generation, CICE, part-time students and students with disabilities. Develop specific strategies for programs that have below average retention or graduation rates.
5. **Quality Assurance:** Meet/exceed accreditation standards. Ensure continuous consultation with employers and community partners to maximize graduate competencies. Use integrated program planning tools, KPI

data and metrics, and space planning processes to support ongoing revitalization and renewal of the college program mix. Give priority to experiential learning, student participation in applied research and flexible learning tools.

6. **Education Pathways:** Develop and implement a student mobility framework that will increase the number and ease of student pathways into, within and from the college. Provide staff support to assist students in maximizing these opportunities including international learning experiences.

2.2 Examples of Institutional Initiatives

1. Expand further our **differentiated program** offerings.
 - a) Introduce a cross-disciplinary 'zero carbon' program in modular format;
 - b) Add programs at the Haliburton School of Art + Design, including a cross-disciplinary program in Design and Technology (part of a larger plan to expand enrolment and services at this campus);
 - c) Develop/implement a sustainability skills component into curriculum in all programs;
 - d) Study the potential for programs related to [i] Indigenous art and leadership and [ii] big data.
2. Expand **personalized and digitized learning** including the use of BYOD (Bring Your Own Device) in our classes. Build course design and technology training into faculty development programs. Increase the number of hybrid and online courses.
3. Ensure that every vocational program includes **experiential learning** (co-op placements, simulations, field camps, field placements, applied projects working with clients from the community). Build on the successful Applied Projects program where students are partnered with industry organizations to undertake projects in real world workplace settings.
4. Build capacity for inter-professional education and **cross-discipline simulation** into new labs in health, community development and justice to be completed with SIF funding.
5. Promote and expand the **Indigenous Perspectives Designation**, which incorporates relevant Indigenous knowledge into the respective program of study. To receive this designation, students must also complete Indigenous Studies courses and take part and reflect upon approved Indigenous activities outside of class. Also, complete discipline specific or vocational courses that contain Indigenous content.
6. Improve access and availability of **co-curricular learning** (e.g. Career Development Certificate, Information Literacy Certificate, Campus Wellness Certificate) to enhance student readiness for the evolving labour market.
7. Implement new **flexible learning** options with a special focus on attracting non-direct students. These options will focus on (a) flexible timeframes (evenings, weekends, block modules); (b) flexible participation modes (fully online, videoconferencing, blended learning) and (c) flexible structures (short-term credentials, modular programs, concurrent credentials).
8. Increase opportunities for **in-service learning** that will cater to employees and employers in related businesses and public service agencies. We are restructuring our Continuing Education and Contract Training departments with a mandate to develop and deliver credit and non-credit programs to meet this objective.
9. Give high priority to **faculty and staff development**.

- a) **Faculty** - This includes (a) regular Teaching and Learning days to explore new approaches to teaching and learning; (b) Maker Space sessions where faculty can work with an expert to build innovative components into their curriculum; (c) the Teaching Hub, which is a weekly blog for faculty offering tips for teaching and learning aligned with key moments in the academic calendar; (d) Conference Sponsorship, which enables faculty to attend relevant conferences in their field.
- b) **Staff** – Development initiatives include regular scheduled offerings of courses, workshops, webinars, etc. on relevant topics focused on developing organizational competencies and a culture of innovation, collaboration and engagement. Such topics include: Design Thinking, Leading Through change, Resiliency During Uncertain Times, Leading a Mentally Healthy Workplace, Cultural Awareness, Positive Space, Lean and Project Management tools.

2.3 Metrics and Targets

System-Wide Metrics	15-16 Actuals	16-17 Actuals	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Overall Student Satisfaction and Engagement Survey results	77.6%	78.6%	79%	79.25%	79.5%	79.75%
Student Satisfaction and Engagement Survey results of Q13 “satisfaction with knowledge and skills”	85.8%	87%	87.25%	87.5%	87.75%	88%
Student Satisfaction and Engagement Survey results of Q24 “satisfaction with learning experiences”	80.2%	80.8%	81%	81.25%	81.5%	81.75%
System-Wide Metrics	15-16 Actuals	16-17 Targets	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Graduation Rates	66.9%	67%	67.25%	67.5%	67.75%	68%
Retention Rates (Yr1 to Yr2)	79.3%	79.5%	80%	80.25%	80.5%	80.75%
Retention Rates (Yr2 to Yr3)	87.6%	88%	88.25%	88.5%	88.75%	89%
# of Students enrolled in an experiential learning program (WIL)	4,043	4,045	4,047	4,049	8269	8269
# of online course registrants	6,827	6,830	6,835	6,840	6,845	6,850
# of online programs	17	18	19	20	21	22
# of online courses	681	682	683	684	685	686
# of students graduating with a Co-Curricular Record						

Institutional Metrics	15-16 Actuals	16-17 Target	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Student Satisfaction and Engagement Survey results of Q20 “satisfaction with hands-on learning”	79%	80%	81%	82%	82.25%	82.5%
Student Satisfaction and Engagement Survey results of Q83 “satisfaction with education technology used in classroom”	NA	NA	60%	63%	65%	67%
Student Satisfaction and Engagement Survey results of Q84 “satisfaction with program offerings”	NA	NA	50%	55%	60%	65%
“Co-op, internship or field placement opportunities” is the reasons student chose Fleming” (First Year Student Survey)	26%	29% (actual)	30%	30%	31%	31%
Participation Rate of Faculty in Professional Development workshops regarding new teaching methods	NA	NA	30%	35%	40%	45%
# of student graduating with <i>Indigenous Perspectives Designation</i>	20	32	35	37	40	42
# of students in Con. Ed. / Contract Training						

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who did not meet admissions requirements.

3.1 Institutional Approach to Improving Access and Equity

The student population we serve is evolving and is becoming increasingly diverse. As part of its overarching commitment to provide a personalized experience for every student, the College is committed to a policy framework, staff training and a suite of services that maximize access and equity for each student. This commitment includes:

1. Priority attention to the needs of at-risk and marginalized students, Indigenous students, international students, women in trades, students with disabilities, students from remote and rural areas, second career students and LGBTQ students.
2. New programs and services to support the entry of students who may not meet the standard admission criteria.
3. Implementation of the Indigenous Education Protocol.

3.2 Examples of Institutional Initiatives

1. Review and revise the College's **admission policies** to ensure there are student-friendly provisions to support applicants with non-traditional educational backgrounds and to provide appropriate bridging opportunities to enter college. This includes an accessible PLAR program.
2. Continue support for **specialized access opportunities** including dual credit, first generation and second career programs.
3. Assess/increase **internal and external pathways** to maximize student mobility. Assessment will identify gaps and inform priorities for new pathways and articulation agreements. In addition, we will centralize coordination, increase student awareness and improve supports for student mobility.
4. Develop **customized recruitment** programs for specialized groups including, underemployed individuals, Indigenous students, non-direct students and special-interest groups such as varsity athletes.
5. Implement outreach programs to attract **more women to non-traditional careers** in the trades, technology and environmental sciences.

6. Develop a strategy for attracting and retaining more **Indigenous students**.
7. Increase **rural access** by increasing the profile and the capacity of Community Learning Hubs in Northumberland County and Haliburton.
8. Increase programs to support **student success** including:
 - a. The Campus Health Workshop Series (topics include balancing school and personal life, healthy sleep, managing stress and healthy relationships);
 - b. Workshops on study strategies, presentation skills and stress management;
 - c. Bishkaa (Ojibwa for “Rise Up”) – an in-residence pre-orientation program for Indigenous students (including orientation to the College, campus, services and the local Indigenous community)
 - d. Elder Visits to provide access to local and distant cultural knowledge-keepers for cultural teachings, language tutorials and healing perspectives
 - e. Specialized programs for international students (e.g. International Free Stays that provide accommodation for international students until they find housing);
 - f. one-on-one advising for First Generation and LGBTQ students
 - g. a suite of programs and services for students with disabilities including First@Fleming – a specialized transition program, designated tutoring programs and specialized supports for students on the Autism spectrum.

3.3 Metrics and Targets

System-Wide Metrics	+15-16 Actuals	16-17 Targets	17-18 Target	18-19 Target	19-20 Target	20-21 Target
# of Indigenous Students (proportion of all students)	184 (3.21%)	190 (3.31%)	195 (3.21%)	200 (3.4%)	205 (3.57%)	210 (3.66%)
# of First Generation Students (Proportion of all students)	1695 (29.52%)	1695 (29.52%)	1695 (29.52%)	1695 (29.52%)	1695 (29.52%)	1695 (29.52%)
# of Students with disabilities (Proportion of all students)	900 (15.65%)	900 (15.65%)	905 (?)	925 (?)	945 (?)	950 (?)
Overall Indigenous Student Satisfaction Rates	77.9%	80%	80.25%	80.5%	80.75%	81%
Graduate Indigenous Student Satisfaction Rates						
Overall Students with Disabilities Satisfaction Rates	76%	76.25%	76.5%	76.75%	77%	77.25%
Graduate Students with Disabilities Satisfaction Rates						
Employment Rates for Indigenous Students						
Employment Rates for Students with Disabilities						
OSAP recipients as a proportion of all eligible students	74.5%	74.75%	75%	75.25%	75.5%	75.75%

Institutional Metrics	15-16 Actuals	16-17 Actuals	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Of the First Semester students who plan to continue their education within 2 years after graduating from Fleming, the % who plan to apply to university (First Year Student Survey)	43%	49%	50%	51%	52%	53%
Overall First Generation Student Satisfaction Rates	74.9%	75%	75.25%	75.5%	75.75%	76%
Overall Satisfaction Rates for Students who do not identify as either male or Female (but identify as 'other')	68.5%	68.75%	69%	69.25%	69.5%	69.75%
Overall Female Student Satisfaction Rates	80%	80.25%	80.5%	80.75%	81%	81.25%
Overall Male Student Satisfaction Rates	75.5%	75.75%	76%	76.25%	76.5%	76.75%
# students who received PLAR's TIF credits						
# of students Return to Fleming after graduation for another credential						
# of Female students graduated from Trades and Tech.						

4.0 Applied Research Excellence and Impact

This section captures institutional strengths in producing high-quality applied research that further raises Ontario's profile as a globally-recognized research and innovation hub.

Applied research projects create or improve products, services and processes. College applied research gives industry firms access to the skills and competencies of faculty and students, facilities and equipment and markets and networks through the colleges' connections to local business and communities.

4.1 Institutional Approach to Applied Research Excellence & Impact

We are a recognized leader in applied research at the local, national and international level. Key elements that define this leadership position include:

1. The **Centre for Alternative Wastewater Treatment (CAWT)** is widely sought after for its expertise in research, development, improvement and commercialization of new wastewater-related technologies and solutions. The Centre is an internationally recognized research institute that collaborates with industry partners on emerging concepts to real world applications, turning innovative ideas into market advantage for a cleaner world. CAWT has worked with over 100 partners to date and has raised over \$15 million from government and industry partners to enable its work. Today, it is poised to play an increasingly important role as the need for clean water solutions grows around the globe. CAWT clients benefit from state-of-the-art facilities and unique, high-quality services that include proof-of-concept work, research and development, optimization, third-party validation, certification services, demonstrations, and on-site and on-location applications. Among its notable characteristics:
 - We are the only college in Ontario that has a laboratory (Centre for Alternative Wastewater Treatment) that is accredited by the Canadian Association Laboratory Accreditation for the ISO/IEC 17025:2005 standard.
 - We are the only college member in the Southern Ontario Water Consortium (SOWC). Fleming ranks near the top for number of funded projects and amount of funding received from the Consortium.
 - We are one of thirty Technology Access Centres in Canada funded by NSERC.
 - We are a member of the VerifiGlobal Alliance – a not-for-profit organization based in Copenhagen, Denmark, that evaluates environmental technologies under the standard ISO 14034.
 - We are a member of the GLOBE Performance Solutions Consortium, which has provided Environment Canada's Environmental Technology Verification (ETV) program.
 - We are assisting Ontario's Ministry of Environment and Climate Change in the delivery of a new Innovative Technology Verification Pilot Program (ITV).
 - We have partnered with United Nations Environment Program on several international projects.
 - We are recognized as a subject matter authority with twenty journal articles, four books co-authored by our staff, and hundreds of conference presentations over the years.
2. Building on the College's expertise and reputation, we are launching the **Centre for Sustainable Municipalities (CSM)** in 2017. The Centre will engage with municipalities and private sector partners on applied research projects related to municipal infrastructure and associated services. The research will

focus on the development of tools and technologies that (a) maximize investment in infrastructure creation, operation, and maintenance; (b) optimize service levels; and (c) enable environmental sustainability objectives. The CSM will also provide training for municipal staff and elected officials and provide technical/advisory services where needed.

3. We will continue our participation as a core partner in the **Greater Peterborough Innovation Cluster**, which provides background resources, research capability, incubation and mentoring for SMEs, young entrepreneurs, startup companies, and innovation in key strategic areas.
4. To date over 1500 students have participated in our **Applied Projects** program. Students are partnered with a variety of business and industry organizations to undertake projects in real world workplace settings. Students collaborate with company employees to complete applied research projects that improve organizational productivity and performance.

In summary, Fleming's current and emerging strength in applied research:

- adds significant weight to our position as a leader in programming related to environmental sciences and sustainability
- attracts students and faculty from well-beyond our region
- contributes to the economic growth of the region
- builds Ontario's capacity and reputation in innovation
- diversifies the College's revenue streams and improves our financial position.

4.2 Examples of Institutional Initiatives

1. Continue to expand the activities and profile of the **Centre for Alternative Wastewater Treatment**
 - a) Increase capacity in each of the Centre's core streams of activity:
 - Technology development and commercialization
 - Knowledge creation and innovation
 - Education and training
 - Collaborative partnerships
 - b) Double revenues from research grants and contracts
 - c) Double the number of students involved in research projects
 - d) Change our name to the Centre for Advancement of Water and Wastewater Technologies to better reflect the full range of services we offer.
2. Launch the **Centre for Sustainable Municipalities (CSM)** with a special focus on (a) financial and physical management of infrastructure and (b) assisting municipalities with greenhouse gas reduction objectives. The CSM will work with municipal governments across Canada but will target small to medium sized communities in Ontario that could benefit the most from the services offered by the CSM.
3. In addition to the CSM work, identify and implement applied research projects related to **Ontario's Climate Change Action Plan** that align with our capabilities and our ongoing commitment to being a leader in applied education, applied research and organizational performance related to sustainability.
4. Increase the number of **Applied Projects** by 50%, which will increase Fleming's contribution to local and regional economic development and provide more experiential learning opportunities for our students.

5. Indigenous Outreach and Engagement Study and project implementation.

4.3 Metrics and Targets

System-Wide Metrics	16-17 Targets	17-18 Target	18-19 Target	19-20 Target	20-21 Target
# Externally funded applied research projects	25	27	30	40	50
# of partnerships/collaborations with community/industry firms	30	30	30	30	30

Institutional Metrics	16-17 Target	17-18 Target	18-19 Target	19-20 Target	20-21 Target
# of hours college staff involved in applied research	25,000	27,000	30,000	32,000	35,000
# of students employed in externally funded applied research projects	15	18	20	25	30
Amount of external funding per year	\$2M	\$2.25M	\$3M	\$3.5M	\$4M

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Indigenous Institutes and a program mix that meets needs locally, regionally and beyond.

5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

We understand the instrumental role we play in regional prosperity and the well-being of the communities where we are present. Those communities include our campuses, cities and regional areas, as well as our far-reaching communities of interest: provincial, national, international, online and research-related networks. We recognize our interdependency with these communities and our current and future role in driving economic development, innovation and community health. Key indicators of the unique role we play include:

1. Our College plays a leadership role in applied research activities as described in section 4.0;
2. The College has an estimated economic impact in the region of \$520M annually. See <https://flemingcollege.ca/PDF/FlemingFactSheetEconomicImpact.pdf> ;
3. Fleming is among the top 10 employers in the region with over 500 full-time and 855 part-time employees;
4. The College attracts 3400 students annually (55% of whom come from outside the immediate region) who spend an estimated \$3M annually;
5. The College is a key partner with municipal and regional governments, First Nations communities and regional businesses;
6. The College attracts over 900 international students to the region who add to the College's economic impact and bring international attention to the region;
7. The College supports local and regional businesses with an annual operational spend of \$99M and capital projects totaling \$43M over the past three years;
8. Fleming plays a vital role in strengthening the social, cultural and economic health of the region by providing educational opportunities, partnering with regional health and social service agencies and supporting business development through applied research;
9. Fleming students are important and valued members of the part-time labour force in the region.

5.2 Examples of Institutional Initiatives

1. Increase **applied research activity**, which generates jobs, profile and additional activity in the short term and strengthens Ontario's and Canada's position as an innovator in the medium term.
2. Strengthen the **capacity of regional industries and agencies** by designing programs and learning activities that increase their human resource capability and their productivity.
3. Develop **collaborative projects** with regional businesses and agencies that strengthen their capacity and add student and faculty talent to their operations.

4. Work with both local and distant **Indigenous communities** to expand and improve programs and services, access, participation, and success rates for Indigenous learners.
5. Implement a **comprehensive internationalization plan** that will bring more students to the region, grow international partnerships and strengthen international linkages.
6. Attract **new investments** in the region through applied research projects, capital projects, fundraising campaigns and grants – all of which strengthen the region’s economic base and protect/add jobs to our labour market.

5.3 Metrics and Targets

System-Wide Metrics	15-16 Actuals	16-17 Targets	17-18 Target	18-19 Target	19-20 Target	20-21 Target
Graduate Employment Rates	84.5%	84.75%	85%	85.25%	85.5%	85.75%
Employer Satisfaction Rates	94.3%	94.5%	94.75%	95%	95.25%	95.5%
Graduates Employed FT in a Related Job	44.5%	44.75%	45%	45.25%	45.5%	45.75%
Graduates Employed						
# of Active Program Advisory Committees (PACs)	58	58	58	58	58	58
# of Employers engaged in PACs	~580	~580	~580	~580	~580	~580

Institutional Metrics	15-16 Actuals	16-17 Target	17-18 Target	18-19 Target	19-20 Target	20-21 Target
# of patents, licenses, invention disclosures and new products	15	15	15	15	15	15
Overall International Student Satisfaction Rates	68%	68.25%	68.5%	68.75%	69%	69.25%
Co-Curricular record - activities						

6.0 Differentiation Areas of Focus

- **Student Experience (20%)**

Fleming already offers a unique student experience characterized by personalized attention, small class sizes, strong identity with the community and a special mix of students from the region together with Indigenous students, international students and students hailing from across the country who choose our specialized programs. We will continue to enrich this personalized approach and develop strategies to attract more non-direct students who value this offer.

- **Innovation in Teaching and Learning (30%)**

Fleming is a recognized leader in offering differentiated programs in the fields of Natural Resources and Environmental Sciences. In a world where environmental degradation and climate change represent the biggest challenges to the future of the globe, Fleming has a vital role to play. We will focus investments particularly in strengthening our current programs in this area and complementing them with new programs that will meet the need for skilled and creative workers in these disciplines.

As well, Fleming will invest in new approaches to teaching and learning that increase access and flexibility for learners and offer new opportunities for in-service and second career education that are not limited by time or geography.

We recognize the challenges and opportunities inherent in the emerging technology-driven, knowledge economy. We will offer students increasing opportunities for cross-disciplinary study, experiential learning and career development that are consistent with the recommendations in *Building The Workforce of Tomorrow*.

- **Access and Equity (15%)**

Our priorities regarding access and equity reflect our differentiated status as a mid-size college: (a) located outside the Greater Golden Horseshoe; (b) in a region experiencing significant shifts in demographics and labour market conditions; (c) located near growing Indigenous populations; and (d) with a growing international student population. In response, we will implement strategies that make Fleming increasing accessible to and attractive for non-direct applicants, students needing support bridging to postsecondary education, Indigenous students, and international students.

- **Research Excellence and Impact (20%)**

Fleming is an established leader in applied research in wastewater treatment. We leverage our expertise, reputation and partnerships to expand the scope of the current work and to launch the new Centre for Sustainable Municipalities. We will double the number of students and faculty involved in applied research, thereby increasing research capability internally and in the future labour force.

- **Innovation, Economic Development and Community Engagement (15%)**

The college will continue to drive innovation, economic development and community engagement in the following ways:

- By pursuing organizational excellence and sustainability internally, thereby growing our influence as an economic engine for the region;
- By increasing our applied research activity, thereby drawing new investment to the region and creating new knowledge and solutions through our research;
- By collaborating with industry and leading agencies in the region to strengthen human resource capacity and organizational performance;
- By involving our staff and students in the institutions that are the main drivers of community health and well-being (health, recreational and social service agencies);
- By our presence in four distinct areas of the region (Peterborough, Lindsay, Cobourg and Haliburton) and in each, playing a catalytic role in convening, educating and creating.

Metrics and Targets

As part of our MetaProject, we are implementing a *Benefits Realization Management (BRM)* approach, which ties strategic objectives with well-articulated metrics that we will use to measure business plan performance. BRM is a proven method for analyzing the returns on investment and results tied specifically to established strategies. This tool will be instrumental in measuring progress on our differentiation goals.

7.0 Enrolment Strategy and Program Direction

7.1 Projected Funding-Eligible Enrolments and Corridor Enrolments

The purpose of this section is to identify institutional enrolment plans and aspirations and to identify the key assumptions for institutional enrolment plans. In the second table on the following page, colleges are also asked to identify their expected corridor midpoints in the new college funding model. (Note: For details on the corridor model and midpoint establishment, please consult the *College Funding Formula Technical Manual*).

Note: The 2020-21 year is for requested for planning purposes and will not be included in the final SMA2.

Preamble

Currently Fleming attracts 55% of its students from outside the immediate region. Our enrolment plan is based on the following considerations:

- flat or declining applicant pool in the immediate region
- continued/increased ability to attract students from outside the region/province for specialized programs
- increased ability to attract university graduates for specialized programs
- Increased enrolments from other non-direct applicants including immigrants (given the high in-migration rates for our region)
- increased enrolment from Indigenous students in the region.

Projected Funding-Eligible Enrolment

	Actuals 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Ontario College Certificate						
• Full-time HC	818	810	802	794	786	778
• FTEs	1,139	1127	1116	1105	1094	1083
Ontario College Diploma/ Advanced Diploma						

• Full-time HC	4,102	3978	3938	3899	3860	3821
• FTEs	4,665	4524	4479	4434	4390	4346
Ontario College Graduate Certificate						
• Full-time HC	253	282	279	276	274	271
• FTEs	302	336	333	329	326	323
Baccalaureate Degree in Applied Area of Study						
• Full-time HC	0					
• FTEs	0					
All other funded activity (Part-time , Tuition short and Prior Learning and Assessment Recognition (PLAR) activity)						
• FTE	451	450	450	450	450	450

Projected Weighted Funding Units and Corridor Midpoint (2020-21)

Colleges are asked to report their projected Weighted Funding (WFUs) for 2017-18, 2018-19 and 2019-20 and provide the resulting projected midpoint. As given in the *College Funding Formula Technical Manual*, the midpoint is calculated based on the “three-year average, two-year slip”, the average of three years of enrolment two years prior to the funding year.

In 2020-21, the 2019-20 level of WFUs are expected to be the basis of each college’s initial midpoint in the corridor funding model.

	Actual Enrolment			Projected Enrolment			Projected Mid-Point Enrolment		
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2017-18	2018-19	2019-20
Total Enrolment (Weighted Funding Units)	8,475	8,457	8,397	8243	8167	8091	8443	8366	8269

7.2 Apprenticeship

We offer three apprenticeship programs that graduate over 250 skilled trade professionals each year. They represent a vital contribution to renewing and strengthening the local and regional pool of skilled workers.

1. Carpentry (403A) – unregulated
2. Electrical (309A) – regulated
3. Cook (415A) – unregulated

The Electrical and Carpentry Apprenticeships are block release programs. The Cook Apprenticeship is completed through CODA, which is a day release program. The Cook apprenticeship curriculum is the post-secondary curriculum. We have been delivering the theoretical component of these apprenticeships for over ten years and we have been awarded approval for three pre-apprenticeship programs over the last four years. These pre-apprenticeship programs offer applicants with fragile work histories an opportunity to pursue the basic level of an apprenticeship.

Our apprenticeship programs are offered under the aegis of the School of Trades, which offers a variety of pathways for students who wish to pursue a career in these disciplines:

- Post-secondary programs in carpentry, welding and plumbing are aligned with apprenticeship requirements, which allows students, should they decide to pursue apprenticeships at a later date, to challenge the apprenticeship exams;
- The CODA program offers an alternative pathway for students in the Culinary Trades. Students enter the post-secondary program and then switch to CODA, which provides greater flexibility and a more intensive applied learning component;
- The Ontario Youth Apprenticeship Program, which allows high school students to commence their apprenticeship while completing high school. Fleming has offered six programs since 2012, all in carpentry. In the future, we hope to add programs in electrical and culinary.

Our Electrical and Carpentry apprenticeship programs take place in Fleming's Kawartha Trades and Technology Centre, an 87,000 square foot facility opened in September 2014 and built to meet LEED standards. The facility serves college students as well as regional secondary schools and industry partners. It includes state-of-the art shop facilities, smart-wired classrooms, and labs with the most current technology. Its modular design allows for maximum flexibility and delivery of multiple programs.

7.3 International Enrolment Strategy and Collaboration

International Enrolment (Projected Full-Time Headcount)

	Actuals 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21
Ontario College Certificate						
• Full-time HC	[5]	[18]	[15]	[20]	[20]	[20]
Ontario College Diploma/ Advanced Diploma						
• Full-time HC	[156]	[194]	[220]	[233]	[254]	[272]
Ontario College Graduate Certificate						
• Full-time HC	[274]	[281]	[358]	[383]	[414]	[447]
Baccalaureate Degree in Applied Area of Study						
• Full-time HC	[0]	[]	[]	[]	[]	[]

Our international growth over the past six years has been rapid, with growth from less than 100 to 800 international students during that timeframe. Fleming's current international enrolment represents 13% of our full-time student population. We are currently in the middle of the implementation of a three-year Internationalization Plan, which is built on four pillars:

- International Student Supports and Success
- International Student Recruitment
- Intercultural Competence
- International and Community Engagement.

Goals have been identified for each of the four pillars over the three years. The college is ahead of its long-term enrolment growth plans having already reached the target it set for 2019-2020. Revised plans include aspirations to achieve international enrolment that is 15% to 19% of the overall full-time enrolment by 2020.

Revised Long-Term Plan for Full-Year Enrolment

	Actuals	Projected	Projected	Projected	Projected	Projected
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Domestic	11671	11324	11284	11125	11000	10900
International	1174	1623	1727	1850	2000	2150
Total	12845	12947	13011	12975	13000	13050
% International	9%	13%	13%	14%	15%	17%

We are very cognizant of the risk factors related to international enrolment including variable visa approval rates, changes to visa programs, rate of student transfer to other colleges, political and economic changes in sending countries and a large dependency on markets such as India. Further, it is difficult to establish final enrolment numbers until late in the registration cycle due to the timing of visa approvals and transfers. We have put effective risk mitigation strategies in place to offset these uncertainties.

International partnerships have been and will continue to be an important part of our enrolment strategy. To date these partnerships have focused on building a strong international agent network, creating student and faculty exchange opportunities, and creating Ontario-based short-term education experiences. We are exploring opportunities to deliver curriculum internationally, but have no plans to establish a physical presence overseas.

7.4 Strategic Areas of Program Strength and Expansion

As indicated above, we will implement a Strategic Enrolment Management Plan that will define a balanced approach to enrolment growth.

The final version of this SMA will provide additional detail including more specifics on our program development plans.

Program Areas of Strength

Occupational Division	Occupational Cluster	First Identified in:
Applied Arts	Art	SMA1
Applied Arts	Social Services	SMA1
Business	Business Management	SMA1
Business	Marketing/Retail Sales	SMA2
Health	Health Technology	SMA1
Technology	Mechanical	SMA2
Technology	Resources	SMA1
Technology	Electronics	SMA2
Technology	Civil	SMA2
Technology	Instrumentation	SMA2

Program Areas of Expansion

Occupational Division	Occupational Cluster	New Programs to be Introduced 2017-2020
Applied Arts	Art	Design Program
Applied Arts	Art	Printmaking
Applied Arts	Art	Creative Animation
Applied Arts	Art	Creative Coding (for artists)
Applied Arts	Social Services	Augmentative Communication
Applied Arts	Social Services	Funeral Director / Assistant
Business	Business Management	Public Administration
Business	Business Management	Supply Chain Management/Logistics
Business	Business Management	Internet of Things
Business	Marketing/Retail Sales	2-Year Marketing
Health	Health Technology	Retail Pharmacy Assistant
Health	Health Technology	Medical Equipment Sales & Assistive Devices
Health	Health Technology	Brain Injury
Health	Health Technology	Medical Device / Supply Sterilization
Technology	Mechanical	Sprinkler Fitter
Technology	Resources	Sustainable Waste
Technology	Resources	Applied Environmental Planning
Technology	Resources	Agricultural Technology
Technology	Resources	Sustainable Urban Design

Technology	Resources	Geothermal Installation Technician
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7.5 Financial Sustainability

The Ministry and the College recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario's vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the Board of Governors and senior administrators of the College to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the College agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The College remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

Fleming has made significant strides in establishing a strong foundation for financial sustainability. It will build on this foundation through intensive analysis and planning with a multi-year perspective, setting aggressive targets to build financial reserves and developing new initiatives to ensure long-term financial health. Specifically, we will:

1. Improve financial sustainability by increasing our financial reserves by 50% to allow for more investment in capital and learning resources;
2. Grow overall enrolment and new revenue streams through effective program portfolio management, the launch of new contract training programs for both domestic and international markets and through enhancements to our enrolment and retention processes;
3. Complete a college-wide, multi-year MetaProject that will continue to drive innovation, differentiation focusing on the learning experience, revenue, growth, expenditure reduction and redesign to improve competitiveness while also improving overall financial sustainability.

System-wide Metrics	Benchmark	2015-16 Actuals	2016-17 Actuals*
• Annual Surplus (Deficit)	>0	\$ 2,742,453	\$ 4,763,735
• Accumulated Surplus (Deficit)	>0	\$ 7,744,688	\$ 12,112,173
• Net Income to Revenue Ratio	>1.5%	2.56%	4.22%
• Net Assets to Expense Ratio	>60%	80.55%	82.19%
• Quick Ratio	>1	1.34	1.73%

• Debt Servicing Ratio	<3%	1.36%	1.22%
• Total Debt to Assets Ratio	<35%	27.34%	26.82%

*Current state is an actual or projected figure as of March 31, 2017.

7.6 Other Sustainability Issues

We have a core commitment to modelling sustainability in all dimensions of our organizational behavior. To this end:

1. We are the first Ontario college to have a Board-approved Five Year Sustainability plan (2013-2018) with clear targets aligned with AASHE's International benchmarking system STARS (Sustainability Tracking Assessment and Rating System); <https://flemingcollege.ca/sustainability>)
2. We have achieved an AASHE Bronze STARS rating in 2013 and Silver STARS rating in 2016 (the first College in Canada to achieve a Silver rating under STARS version 2.1); <https://stars.aashe.org/institutions/participants-and-reports/?sort=country>
3. Our Sustainability Plan and AASHE Silver ratings are aligned with the targets in the Province's *Moving to Net Zero* proposal;
4. We were selected by AASHE as the only Canadian Institution to be a Pilot Centre for Sustainability across the Curriculum. The first workshop is being offered in June with a focus on Sustainability and Indigenous Knowledge across the curriculum; <http://www.aashe.org/highlights/press-releases/aashe-names-thirteen-centers-sustainability-across-curriculum>
5. Our expertise in sustainability across the curriculum has been sought nationally and internationally. Most recently, Fleming was asked to develop a video to be used by UNESCO for training in Bonn, Germany; video link: <https://flemingcollege.ca/sustainability>
6. We are the post-secondary co-lead, along with Trent U, for the recent (bio-region) designation for the Peterborough Kawartha and Haliburton Region by UNESCO as a Regional Centre for Expertise in Sustainability Education;
7. We are actively involved in partnering with the local community through Sustainable Peterborough, the Greater Peterborough Climate Change Action Plan Task Force, and the Integrated Community Sustainability Plan in the City of Kawartha Lakes;
8. We are committed to playing a leadership role in introducing sustainability across the curriculum within Ontario's postsecondary system.

See related articles.

- <https://flemingcollege.ca/news/?s=Regional+Centre+of+Expertise>

- <http://www.trentu.ca/newsevents/newsDetail.php?newsId=17297>
- <http://peterboroughed.ca/region-recognized-leader-sustainable-education/>

8.0 Institutional Collaborations and Partnerships

We understand the pivotal role of partnerships in leveraging expertise and resources and in creating multiple pathways for our students. We have invested substantially in developing and nurturing a diverse portfolio of strategic partnerships designed to:

- Facilitate student mobility;
- Maximize efficiency and effectiveness through collaboration and sharing of resources;
- Leverage expertise and financial investment;
- Expand opportunities for experiential learning;
- Inform strategic planning;
- Support regional economic development;
- Open employment opportunities for graduates.

Our portfolio includes:

1. **Trent University**

From our earliest days, we have cultivated a relationship with Trent based on mutual respect, complementary initiatives and new opportunities for students. This relationship has led to best-in-class collaborative programs (e.g. Collaborative Nursing, Museum Management and Curatorship), joint programs (e.g. Ecological Restoration), transfer programs (e.g. General Arts and Science Fleming to Trent) and alignment of specializations and efforts (e.g. environmental research, Greater Peterborough Innovation Cluster).

Together, we offer a suite of educational pathways that blend theory and applied learning opportunities. These pathways are designed to maximize student learning while minimizing cost and time. Recently, we signed an MOU in environmental and natural resource studies that will create new opportunities in applied learning and research for students in both institutions. This agreement includes a commitment to share faculty and staff expertise, facilities and planning of events, conferences, and guest speakers.

Currently we have degree-completion agreements with Trent. The following are some popular programs:

- Bachelor of Science – Nursing
- Bachelor of Social Work
- Bachelor of Education – Indigenous
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Business Administration
- Bachelor of Science in Environmental Geosciences

We have partnered on water-related research projects with Trent including a large joint project with Noblegen Inc. The total value of these joint projects is close to \$8M. We also have strong relationships with individual researchers on the Trent faculty.

Trent has exciting plans for its new Trent Research and Innovation Park (TRIP). We will be looking for opportunities to collaborate with them on this important initiative. We see a high degree of complementarity with our existing facilities, expertise and partnership relations.

2. Pathways

We have a strong portfolio of pathways that are unique to Fleming and that facilitate student mobility to and from Fleming. For example:

- **General Arts & Science** - University Transfer pathway to Trent University's Bachelor of Education – Indigenous program. Note this is the first pathway established into this new Trent program. It supports Indigenous learners to achieve a baccalaureate credential;
- **Geographic Information Systems (GIS)** – Applications Specialist | GIS – Cartographic Specialist: pathway to Vancouver Island University's Masters of Geographic Information Systems Applications → Graduate Certificate into Master's program with transfer credit;
- **Business – Accounting** pathway to Trent University's Bachelor of Business Administration, Specialization in Accounting program → 2+2 pathway (two years at Fleming and two years at Trent). Note this is an on-time completion with no bridging or reach-back courses, a first in Ontario;
- **Earth Resources Technician** to Trent University's Bachelor of Science in Environmental Geosciences program & Trent University's Bachelor of Science in Environmental Geosciences to Fleming's Earth Resources Technician program.

We are committed to enriching and expanding these pathways on an ongoing basis. We will carry out a gap analysis in the coming year to identify the priority areas for future development. We will also centralize pathway coordination, increase the profile of these opportunities and expand support services in order to maximize access and ease of use. Our goal is to offer attractive and accessible pathways for all our certificates, diplomas and advanced diplomas, and for graduates from other postsecondary institutions who want to continue their education at Fleming.

3. Articulation Agreements

In addition to the exclusive pathways we note above, Fleming has over thirty partners with articulation agreements.

4. ONCAT

As part of our commitment to maximizing student mobility, we participate actively in Ontario Council on Articulation and Transfer (ONCAT) projects. These projects provide valuable insights into the student mobility experience and inform our planning and development work. The College:

- Completed an ONCAT-funded project (2015-34) titled *Student Redirect Initiatives with Fleming College and Trent University*
- Is a participant in an ONCAT-funded project (2017-29) titled, *A Framework for Data Sharing in Academic Collaborations and Pathways with Durham College, Seneca College, Trent University, University of Ontario Institute of Technology, York University*

5. Industry/Government Partnerships

As outlined earlier in this SMA, we invest significant energy and resources in partnerships with industry and government. These partnerships are fundamental to nurturing the economic and social development of our region, to the growth of our capacity and to opening doors for our students. The College has strong and longstanding partnerships with each of the municipalities/regional governments where we have campuses. We also have partnerships with many industry leaders, secondary school boards and associations. As indicated in this SMA, we are launching a range of new initiatives with our local government partners. We will also expand our partnerships with industry by at least 25% over the next three years.

Our plans for strengthening and expanding this portfolio include:

1. Increased Diploma-completion Pathways

We will explore and develop additional advanced standing programs. These advanced standing programs will be targeted to university graduates who wish to obtain a college diploma. The programs will include a Work Integrated Learning (WIL) or coop component that will enhance entrance to the labour market. As well, we will increase the number of internal pathways enabling students to graduate with dual diplomas.

2. Increased Indigenous Pathways

We will continue to build pathways into Trent's Bachelor of Education – Indigenous (BEd – Indigenous) program from a wide range of diploma and advanced programming. In addition, we will explore pathway opportunities into Trent's Indigenous Environmental Studies programming.

3. New Environmental and Natural Resource Studies Pathways

We will build on the MOU with Trent to add new academic programs and research partnerships in environmental and natural resource studies.

4. Add New 2+2 and Entrance to Masters Pathways

- Expand our unique 2+2 pathway with on time completion to other programs and other institutions.
- Seek new opportunities for Ontario College Graduate Certificates into Masters programming.

Metrics and Targets

System-Wide Metrics	16-17 Targets	17-18 Target	18-19 Target	19-20 Target	20-21 Target
# of new Pathways each year	5	5	5	5	5
# of new articulation agreements each year	4	4	4	4	4
# of new MOUs each year	2	2	2	2	2
# of exchange (student / faculty) each year	1	1	1	1	1

DRAFT

9.0 Ministry/Government Commitments

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

[Placeholder]

The Ministry and the College are committed to continuing to work together to:

[Placeholder]

SIGNED for and on behalf of the Ministry of Advanced Education and Skills Development by:

SIGNED for and on behalf of [LEGAL NAME OF INSTITUTION] by:

Sheldon Levy
Deputy Minister

(NAME)
President

Date

Date

Appendix

Appendix 1: Program Areas of Strength (Template to be provided by MAESD) [Note: Information provided in this appendix is for internal use only. The Appendix is not for publication.]

Technical Addendum – Metrics:

- System-wide metrics (to be completed by MAESD)
- Institution-specific metrics (to be completed by each institution; to include definition of metrics; methodology/formula and how and when data is collected)

Appendix 3: Institutional Areas of Strength from 2014-17 SMA (To be pre-populated by MAESD)

UPDATE REPORT: Postsecondary Enrolment

Public Board Meeting

June 28, 2017

Requested Action: For Information

Agenda Item 6.1

This update provides insight into the actual Summer 2017 enrolment performance and performance to date on indicators related to upcoming Fall 2017 enrolment.

Fleming's Summer 2017 actual enrolment has now been determined. Fall 2017 enrolment remains a "work in progress" with further applications, confirmations, fee payment and registration to occur over the summer months.

Summer 2017 Enrolment Performance and a look ahead to Fall 2017

At 1542 students, Fleming achieved its highest ever summer enrolment in the Summer of 2017. Domestic enrolment was on par with the previous summer and international enrolment grew by 284 students. These results position us well with a strong start to the 2017-2018 enrolment cycle.

As we look ahead to Fall 2017 we are cautiously optimistic that we will achieve favorable results. Domestic applications remain strong at plus 4% (one of the lead colleges in the system) and confirmations are up 1%. International applications are up 52% though this is anticipated to decline over time as available seats fill up earlier than last year.

Over the summer months, we will continue to work together to monitor enrolment activity and maximize further enrolment opportunities as they arise during this later but very important part of the enrolment cycle

Attachments:

- Slide Deck

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

Summer 2017 Enrolment Overview

- Highest summer enrolment in the college's history at **1542** students, which is **285** students more than last year.
- The domestic/international enrolment split is **1003/539** compared to **1002 /255** last year.
- Domestic intake on par with last year
- International intake significant growth
- Domestic and International returning as anticipated

Current State Fall 2017

Domestic Current State

- Fleming Domestic applications up **4%**, confirmations up **1%**
- System Domestic applications down **.5%** and confirmations up **1%**

International Current State

- International applications up **52%**
- No system data available at this time

Looking Ahead to Fall 2017

- International looks promising though important to keep in mind international volatility
- Domestic also looks favorable with application performance second highest in the system
- A caution, high level Domestic application patterns don't always dictate registration patterns given the factors indicated below may impact conversion potential
 - Program application distribution
 - Program choice distribution
 - Availability of seats

CHAIR'S REPORT

Public Board Meeting
June 28, 2017

Agenda Item 6.2

Our June Board meeting is the time where we "wrap up" a number of Board activities.

Board Leadership

Each June, the Board holds an election meeting to elect its Executive Committee for the next year. The outcome of the election meeting is not profiled until late August as the term of the current Executive runs through to August 31, 2017. Thank you to the sitting members of the Executive Committee and to the senior team and staff who provide support to the Board and its committees throughout the year.

Recognition of Governors

At this time of year, the Board formally recognizes and thanks the retiring Governors:

- **Nancy Martin-Ronson** (2014-2017) completes a three-year term; she has been a valued member of the Board's Executive Committee for 2015-2016 and 2016-2017. Thank you, Nancy.
- **Patti Watson** (2013-2017) served as the Academic Staff representative on the Board. Thank you, Patti, for your dedication to the College and its students, and for the faculty perspective you brought to the Board table. All the best in your retirement.
- **Joon Kim** (2016-2017) served as the Student representative and **Holly Falconi** (2016-2017) served as the Student Observer. Thank you, Joon and Holly, for ensuring the voice of the student was heard at the table. All the best in your chosen careers.
- **Lori Geens** (2011-2017) completes two full terms, a total of six years as Governor. As a Governor, Lori served on a number of the Board Committees – Finance and Property, Human Resources, Naming, Ad Hoc Risk Committee. To begin her second term, the Board elected her Chair of the Executive Committee. For the past two years, Lori has served as the Board Chair, representing the Board and College at many provincial and local events.

Congratulations to **Mike Perry** who was named Citizen of the Year at the Lindsay & District Chamber of Commerce 2017 Evening of Excellence event on May 26, 2017.

Convocation Highlights

Congratulations to the graduates of 2017! Thank you to the Governors who officiated and assisted at the various ceremonies: Lori Geens, Dana Empey, Rosemarie Jung, Shelley Knott-Fife, Katherine MacIver, Paul Downs, George Gillespie.

Eight **Valedictorians** were recognized by the Board:

- **Emily Stonehouse** (Digital Image Design), representing the graduates of the Haliburton Campus at the May 26 ceremony
- **Zachary Steele** (Fish and Wildlife Technician), representing the graduates of the Frost Campus at the June 2 ceremony

- **Kaitlin Crow** (Museum Management and Curatorship), representing the graduates of the Arts and Heritage Programs (Haliburton) and the Schools of Trades and Technology and General Arts and Science at the June 6 morning ceremony
- **Amy Jones** (Business Administration - Accounting), representing the graduates of the School of Business at the June 6 afternoon ceremony
- **Samantha Delahaye** (Protection, Security & Investigation), representing the graduates of the Justice Programs, School of Justice and Community Development, at the June 7 morning ceremony
- **Darla Cuthbertson** (Social Service Worker), representing the graduates of the Community Development Programs, School of Justice and Community Development, at the June 7 afternoon ceremony
- **Courtney Puterman** (Paramedic), representing the School of Health and Wellness, at the June 8 morning ceremony
- **Andrew Vatcher** (Fitness and Health Promotion), representing the graduates of the School of Health and Wellness, at the June 8 afternoon ceremony

Professional Development

The Colleges Ontario **2017 Higher Education Summit** takes place on November 26 and 27 at the Sheraton Centre Toronto Hotel. The **2017-2018 College Centre of Board Excellence Program** will begin anew in the Fall; in-person sessions on November 25 and 26 are geared to new governors and are arranged leading into the Higher Education Summit. Governors will be provided with additional information as it becomes available.

Opportunities for Governors

There are a number of celebrations planned as part of the **50th anniversary** of the college system. Some key dates at Fleming College are:

- August 10: Haliburton Art Auction
- September 22: Fleming Day – Sutherland Campus
- September 29: Fleming Day – Frost Campus

Have a happy, healthy and restful summer!