

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

**Wednesday, November 22, 2017
3:15 p.m.
Room 252
Frost Campus
Lindsay, ON**

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

A G E N D A

Pages

1. Call to Order	
<ul style="list-style-type: none"> • 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	
3.1 minutes of the October 25, 2017 Public Board meeting	4-6
4. Business Arising from Previous Meetings (not otherwise covered on the agenda)	
No items tabled.	
5. Decision Items	
5.1 Appointment of External Auditors (enclosed)	7
5 min. Presenter: Governor Gillespie, Chair – Audit Committee	
5.2 2017-2018 Financial Plan Update (enclosed)	8-24
10 min. Presenters: Vice-President Baker with Angie Sims	
6. Discussion Items, Reports and Information Items	
6.1 Chair's Report to the Board	
6.2 President's Report to the Board	
6.3 Partnership Update #1: Advancing Sustainability (enclosed)	25-32
20 min. Presenter: Tania Clerac, Operations Leader – Office of Sustainability	
<i>Fleming College highlighted as a top performer in the 2017 Advancement of Sustainability in Higher Education Report (enclosed)</i>	
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- 6.4 Annual Accessibility Report (enclosed)** **34-50**
10 min. Presenter: Vice-President Crook with Lynda Staples and Nick Duley
- 6.5 Career Ready Fund: Experiential Learning Initiatives (enclosed)** **51-52**
10 min. Presenter: Vice-President Limkilde
- 6.6 Annual Report on Program Advisory Committees (enclosed)** **53-68**
10 min. Presenter: Vice-President Limkilde
- 6.7 “Community Connections” Roundtable**
- 6.8 Upcoming Events**
- *Colleges Ontario 2017 Higher Education Summit:* November 25 through 27 at the Sheraton Centre
- College Centre of Board Excellence webinars*
- College Financial Leadership: Tuesday, January 9, 2018 at 8:00 a.m. (no fee, register online)
 - Introduction to Risk Management part one: Monday, January 15, 2018 at noon (no fee, register online)
 - College Financial Leadership: Thursday, January 25 at noon (no fee, register online)
- *Liaison Governor Opportunity:* President’s Advisory Council meeting January 18 at 4:00 p.m. at the Sutherland Campus
- *Next Board Meeting:* January 24, 2018 at the Sutherland Campus

7. Other Business

8. Move to In-Camera Meeting

9. Report from the In-Camera Meeting

10. Adjournment of the Public Meeting

Private Session (Governors Only)

CONSENT AGENDA

Public Board Meeting
November 22, 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 Procedure BP-009, *Consent Agenda*

Attachments:

As listed below

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College

Approve the

3.1 minutes of the October 25, 2017 Public Board meeting

Board of Governors PUBLIC MEETING

Wednesday, October 25, 2017

Kawartha Golf and Country Club

Peterborough, ON

Draft Until Approved

MINUTES

Present: Mr. Paul Downs
Ms. Dana Empey, Board Chair
Ms. Shelley Knott Fife
Mr. George Gillespie
Ms. Heather Kerrigan
Ms. Sue Kloosterman
Mr. Mike Leonard
Mr. Dan Marinigh
Ms. Cathy Praamsma
Dr. Tony Tilly

Regrets: Mr. Fred Clifford
Dr. Aaron Grant
Ms. Rosemarie Jung
Ms. Katherine MacIver
Mr. Mike Perry
Ms. Angela Pind
Ms. Ellen Valter

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
Ms. Judith Limkilde, Vice-President Academic
Mr. Drew Van Parys, Executive Director Marketing and Advancement

Presenters:

- Item 5.3: Dr. Brenda Pander-Scott, Executive Director International Education & Enrolment Management
- Item 6.2: Mr. Terry Williams, Director Physical Resources

Guests:

- Laura Copeland, College Communications

1. Call to Order

Confirming quorum, the Chair called the meeting to order at 3:00 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 disclose any conflicts concerning items on the agenda; none were declared.

2. Additions/Deletions/Approval of Agenda

It was moved by Mr. Downs, seconded by Ms. Praamsma 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 Mr. Gillespie

THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the October 25, 2017 meeting and, by unanimous consent, approve

3.1 the minutes of the June 28, 2017 Public Board meeting

and receive, as information the

3.2 Report on Actions Taken Over the Summer 2017 Timeframe

3.3 Report of Contracts Awarded for the Summer 2017 Timeframe

Motion Carried
(Resolution BoG Oct25-2017 #1)

4. Business Arising from Previous Meetings

No items tabled.

5. Reports and Discussion Items

5.1 Chair's Report to the Board: Governor Empey presented her Report, drawing attention to the bios of the six Fleming nominees for the Premier's Awards.

5.2 President's Report to the Board: Dr. Tilly referenced a detailed update on collective bargaining, provided to the Board earlier in the day.

5.3 Postsecondary Enrolment Update: The Board welcomed Dr. Pander-Scott. Referring to her Report, total enrolment for Fall 2017, including new and returning students, both domestic and international, was 6,275 students; this represents an increase of 518 students from Fall 2016. Fleming's international student population is distributed across 72 programs. Any impact of the strike on enrolment is speculative at this time; semester completion plans are being developed.

6. Matters for Board Decision

6.1 College Policy #1-108, Enterprise Risk Management: Vice-President Baker presented the draft policy which will guide day-to-day risk management for employees.

Moved and Seconded by Mr. Downs and Mr. Gillespie

THAT the Board of Governors of Sir Sandford Fleming College approve College Policy #1-108, Enterprise Risk Management.

Carried
(Resolution BoG Oct25-2017 #2)

6.2 Sutherland A-Wing Exterior Cladding Upgrade for Retrofits Grant Fund: The A-Wing East Wall exterior building envelope was removed from the scope of the Sutherland Campus SIF Project. Through a new program, the Greenhouse Gas Campus Retrofits Program (known as GGRP) provides funding for postsecondary institutions to reduce their greenhouse gas emissions and improve the energy efficiency of their campuses. Vice-President Baker noted that while the scope of this project (replacement of the remaining exterior cladding, insulation, windows to match the building's west wall) exceeds the funding available through the Retrofits Grant Fund under this Program, the overage would be covered through College reserves.

Moved and Seconded by Ms. Praamsma and Mr. Leonard

THAT the Board of Governors of Sir Sandford Fleming College approve a change order to Tender #PP17-02, to be issued to *Steelcore Construction Ltd.* (Scarborough, ON) for PCO #16 for a value up to \$1,464,030 plus HST for replacement of the A-Wing East building envelope.

Carried
(Resolution BoG Oct25-2017 #3)

7. Items for Information

7.1 “On the Table”: Members were provided with a copy of the School of Environmental and Natural Resource Sciences view book and a postcard advertising the upcoming Open House.

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

7.3 Upcoming Events: November’s Board meeting will be held at the Frost Campus.

8. Other Business

No further business was identified.

9. In-Camera Meeting: Presenters and guests were thanked for attending the meeting. The Board moved to the In-Camera meeting at 3:31 p.m.

10. Report from the In-Camera Meeting

The Board moved out of the In-Camera meeting at 4:43 p.m. The Board set four objectives for 2017-2018; the Chair confirmed that the President’s 2016-2017 objectives were successfully concluded and a performance incentive was awarded.

11. Adjournment: There being no further business, the meeting adjourned at 4:44 p.m. on a motion by Ms. Kloosterman, seconded by Mr. Marinigh and carried.

BOARD REPORT

SUBJECT: Appointment of External Auditors
Submission to: Public Board Meeting
Meeting Date: November 22, 2017
Requested Action: Decision / Approval

Agenda Item 5.1

CONTEXT / PURPOSE

The appointment of the College's independent external audit firm is required annually during the term of the contract.

BACKGROUND *(pertinent to item; a chronology of events including previous discussions/decisions by the Board)*

- June 22, 2016 In-Camera Board meeting; award of contract for external audit services
- Ontario Education Collaborative Marketplace (OECM) Master Agreement #2015-241 and RFS #241-FC for External Audit Services

The Audit Committee is scheduled to meet on November 22, 2017. A responsibility of the Audit Committee is to recommend, for Board approval, the annual appointment of the College's auditors after considering management's evaluation of the incumbent auditors.

Attachments: N/A

ANALYSIS / PROPOSED OPTIONS

In June 2016, the College entered into a five-year agreement with KPMG for external audit services after undergoing a competitive procurement process; this included fixed rates. The fiscal 2017-2018 year is the second year of the agreement.

The fees for 2017-2018 are \$57,150 for the Annual Financial Statement Audit, \$12,000 for the Enrolment audit and \$2,550 for each separately funded project audit required. The number and type of project audits change annually; it is expected that there will be nine additional special audits in 2017-2018. As the year progresses, the number could increase depending on any additional funding that may be received.

KPMG LLP has been the College auditor for fifteen years in total and has provided excellent service and prompt responses to any type of issue that arises throughout the year.

Upon appointment by the Board of Governors, 2017-2018 audit planning and interim field work will commence.

ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic Reputational Operational Financial People Compliance N/A

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

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College appoint KPMG LLP as the College's External Auditors for the fiscal year ending March 31, 2018.

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

BOARD REPORT

SUBJECT: 2017-2018 Financial Plan Update
Submission to: Public Board Meeting
Meeting Date: November 22, 2017
Requested Action: Decision / Approval

Agenda Item 5.2

CONTEXT / PURPOSE

The College Financial Plan is reviewed mid-year to update the Preliminary Budget for known adjustments to the original budget assumptions. This Update Budget must be approved by the Board of Governors for submission to the Ministry for consolidation into the provincial government's Interim Budget.

BACKGROUND

- Minister's Binding Policy Directive, *Business Plan Operating Procedure* under the Governance and Accountability Policy Framework
- 2017-2018 Financial Plan, approved by the Board of Governors April 26, 2017

The Update Budget process is now complete. This process provides all Budget Managers the opportunity to formally review Preliminary Budget assumptions, recognize actual enrolment shifts, and make adjustments to account for events that may have occurred since establishing the Preliminary Budget. Administration has analyzed the adjustments required to the Preliminary Budget.

Attachments:

- 2017-2018 Update Budget Statement of Revenue and Expenditures
- 2017-2018 Capital Investment Plan
- Draft 2017-2018 Updated Financial Plan dated November 2017
- 2017-2018 Financial Sustainability Metrics (Indicators)

ANALYSIS / PROPOSED OPTIONS

The College continues to deploy a strategy to build College Reserves. Key elements of this strategy continue to be:

- (1) A holdback on distribution of international Tuition Revenue. The College process is to project international enrolment revenue, and then only allocate 60% of forecasted first year intake revenue for expenditure purposes. This strategy mitigates the risk should international enrolment not materialize as forecasted in these volatile global markets.
- (2) Use of a staffing vacancy management strategy. All managers are asked to hold off on hiring upon staff turnover (i.e. retirements) for 3 months where possible, in order to reduce full time staffing costs.

These strategies, along with all other naturally-occurring 'puts and takes' within the budget, have resulted in an Update Budget projecting a \$4.0M surplus for 2017-18.

The Update Budget has been developed without building in any impacts related to the current faculty strike, as its exact timing and financial impacts cannot be fully measured. While payroll savings may more than offset any cost outlays required to resume the semester, some form of reimbursement to students is likely to be required, and there is a risk that the semester could be lost.

Revenue

Overall revenue is projected to increase by \$11.2M (9.9%) to \$124.2M.

The College continues to see international enrolments increasing to unanticipated levels. Along with tuition fees, Other Income is also impacted by this enrolment activity. This includes an increase to the budget for international student health insurance and an increase in Ancillary Fees.

In addition to the impacts of enrolment activity, the College was provided with an unanticipated one-time operating grant of \$2.3 million to assist in financial health and sustainability, on the condition that it be spent in the fiscal and not be brought into reserves. This increased spending will be seen throughout the expense lines within the proposed Update Budget.

Non-operating revenues are also increasing due to new grant or donated funds.

Changes to all revenue sources are detailed in the attached 2017-2018 Update Budget Statement of Revenue and Expenditures and within the 2017-2018 Updated Financial Plan document.

Expenditures

Overall expenditures have increased by \$8.2 million (7.3%) to \$120.2 million.

In addition to increasing expenditures to utilize the new \$2.3 million grant funding, adjustments were also required as a direct result of the change in enrolment mix and new activity. For example, international enrolment growth increases the cost of commissions paid to international agents and international health insurance premiums.

Vacancy management and our strategy to delay full time (FT) hires have generated savings after covering costs for added staff sabbaticals and new FT complement. Within part time salaries, turnover in full time faculty and changes in enrolment-driven academic program mix require additional part time teaching contracts. Additional part time support staffing was also required. Net increase in salary and benefits are forecasted at \$0.4 million. Again this is prior to any net consideration of strike impacts.

Additional non salary costs include \$1.8 million added to the international office budget for health insurance and agent commissions. An additional \$0.6 million was added to support operating initiatives for student services, marketing and staff development, funded from the new one-time grant.

Areas impacted by College construction that required an increase to budget include small increases in contract security, cleaning and utilities.

Changes to all expenditure lines are detailed in the attached 2017-2018 Budget Update Statement of Revenue and Expenditures and within the 2017-2018 Updated Financial Plan document.

As a result of all of the above adjustments, overall, this Update Budget provides a budget that enables the College to place \$4.0M into reserves for future investment or to use for contingency.

Changes to the Capital Asset/Investment Plan

As the Update Budget forecasts a positive financial result from operations, consideration to change the College investment plan is also proposed; the investment in Capital Assets has increased by \$0.3M to \$18.3M. Details of the adjustments made to the Preliminary Budget capital plan are outlined in the 2017-2018 Changes to College Investment/Capital Plan document.

ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic Reputational Operational Financial People Compliance N/A

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Failure to achieve winter enrolment projection	Medium	Medium
Cost escalation beyond Budgetary assumptions	Low	Low
Requirement to repay student tuition should semester be lost at conclusion of faculty strike	Medium	High

Additional risks may be identified here: N/A

Actions proposed to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk: The Update Budget projects \$4.0 million to be available for contribution to College reserves, or contingency, for the year ending March 31, 2018. However, the budget is not without risk.

The College will monitor its budgets closely through the remainder of the year and report status to the Board, along with any further action required.

In the event that the faculty strike results in a lost semester or requires extra-ordinary payments such as tuition refunds to students, it may be required to end the year with a deficit or seek relief from the provincial government. Provincial refund policy related to strike activity has not yet been disclosed.

RECOMMENDATION.

THAT the Board of Governors of Sir Sandford Fleming College approve the updated Fleming College Financial Plan 2017-2018 including adjustments to the Internal Restricted Reserve within Net Assets, which provides for:

**Total Revenue of \$124,224,558
Expenditures of \$120,218,548
Capital Expenditure of \$18,291,535
Net Assets at March 31, 2018 of \$22,440,000 AND**

THAT the Update Budget be submitted to the Ministry of Advanced Education and Skills Development.

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

SIR SANDFORD FLEMING COLLEGE
 Financial Plan - Update Budget
 Fiscal Year 2017-2018

	Update Budget 2018	Preliminary Budget 2018	Change	%	Comment
Revenue					
Grants and Reimbursements	(47,923,821)	(45,597,878)	(2,325,943)	5.1%	one time grant - \$2.3 M
Student Tuition Fees	(40,605,897)	(34,064,880)	(6,541,017)	19.2%	Net FT/PT enrolment
Contract Training	(1,169,648)	(1,127,842)	(41,806)	3.7%	
Other Income					
Other Income	(8,452,358)	(7,404,556)	(1,047,802)	14.2%	\$650 health fees, 170 SCWI, 100 invest income, 100 research
Ancillary Fees	(4,950,714)	(4,680,313)	(270,401)	5.8%	student fees increase with increase enrolment
Non-Operating Revenue	-	-	-		
Total Other Income	(13,403,072)	(12,084,869)	(1,318,203)	10.9%	
Amortization of Deferred Capital Contributions	(4,217,500)	(4,175,000)	(42,500)	1.0%	
Total Operating Revenues	(107,319,938)	(97,050,469)	(10,269,469)	10.6%	
Investments					
Skills Programs	(3,374,814)	(3,164,983)	(209,831)	6.6%	
Tuition Holdback Bursaries	(2,900,000)	(2,900,000)	-	0.0%	
Ministry Bursaries	(702,300)	(282,300)	(420,000)	148.8%	
Special Projects	(3,328,681)	(2,340,606)	(988,075)	42.2%	
Facilities Renewal and Renovation Projects	(952,231)	(1,701,237)	749,006	-44.0%	
Ancillary Operations	(5,646,594)	(5,584,594)	(62,000)	1.1%	
Total Revenue	\$ (124,224,558)	\$ (113,024,189)	\$ (11,200,369)	9.9%	

SIR SANDFORD FLEMING COLLEGE
 Financial Plan - Update Budget
 Fiscal Year 2017-2018

	Update Budget 2018	Preliminary Budget 2018	Change	%	Comment
Expenditures					
Salaries and Benefits					
Salaries, Full Time	42,751,100	42,955,196	(204,096)	-0.5%	
Salaries, Part Time	13,029,327	12,157,223	872,104	7.2%	
Benefits	12,338,173	12,591,839	(253,666)	-2.0%	
Total Salaries and Benefits	68,118,600	67,704,258	414,342	0.6%	
Non-Salary Expenses					
Instructional Support Costs	5,310,418	5,141,685	168,733	3.3%	combination added supplies (increased enrolments), added computers software and such related to one-time grant
Travel and Professional Development	1,479,190	1,185,776	293,414	24.7%	addition from related to one time grant funds
Advertising	1,171,055	1,033,462	137,593	13.3%	addition from related to one time grant funds
Telephone, Audit, Legal & Insurance	2,064,754	1,357,663	707,091	52.1%	international health insurance, legal review (one time grant funding)
Equipment Maintenance	566,920	549,920	17,000	3.1%	
Plant and Security	2,420,861	2,181,811	239,050	11.0%	added contracted services (cleaning/build. maint.)
Rentals and Taxes	841,259	841,259	-	0.0%	
Utilities	3,065,435	3,002,493	62,942	2.1%	
Contract Services Trent	2,229,440	2,231,690	(2,250)	-0.1%	
Services & Other	5,367,390	4,260,664	1,106,726	26.0%	International Agent commissions
Long Term Debt Interest	46,716	46,716	-	0.0%	
Amortization of Capital Assets	5,930,158	5,884,000	46,158	0.8%	
Total Non-Salary Expenses	30,493,596	27,717,139	2,776,457	10.0%	
Total Operating Expenditures	98,612,196	95,421,397	3,190,799	3.3%	note: \$600K one-time funding
Investments	3,925,807	485,000	3,440,807	709.4%	one time funding proposals
Investments - contingency		300,000	(300,000)	-100.0%	allocated to projects
Skills Programs	3,374,814	3,164,983	209,831	6.6%	
Tuition Holdback Bursaries	2,900,000	2,900,000	-	0.0%	
Ministry Bursaries	702,300	282,300	420,000	148.8%	
Special Projects	3,392,513	2,340,606	1,051,907	44.9%	LINC (\$650) and Research
Facilities Renewal and Renovation Projects	1,862,657	1,701,237	161,420	9.5%	
Ancillary Operations	5,448,261	5,410,034	38,227	0.7%	
Total Expenditures	\$ 120,218,548	\$ 112,005,557	\$ 8,212,991	7.3%	
Net	\$ (4,006,010)	\$ (1,018,632)	\$ (2,987,378)	293.3%	

2017-2018 Capital Investment Plan > \$50,000 Report (Excluding Strategic Investment Fund)

PROJECT NAME	BUSINESS NEED	Preliminary Budget Estimate	Revised Project Value	Change	Comment
Sutherland - Consultant Desbiens Wing Stacked Brick	Stacked brick on the Desbiens wing has been dislodging for a few years and falling away from the building in various locations resulting in a H&S hazard as well as potential damage to the existing building. Consultant recommendation, remove brick and replace with alternative product.	\$ 225,000	225,000	-	
Sutherland roof replacement B wing, partial	Annual cycle roof replace repair.	125,000	-	125,000	deferred - seeking future grant re: energy related to use of solar panels required to reconstruct roof top.
Roof top unit replacements, #14 main building, 5 units on RDB.	Annual cycle roof replace repair.	195,000	195,000	-	
College Conference Centre/KTTC remodeling	Carry over work from prior year in the design for the College conference facilities.		160,107	160,107	Carry over work from prior year - D1129
Sutherland A-Wing Clerestory	Original SIF A-Wing design had a Clerestory to allow natural light penetration down to both levels 2 and 3, as floor is also being opened up between those levels. The Clerestory was removed (value engineered) at time of SIF contract award due to budget limitations. This is a significant architectural feature of the wing that will enhance student independent study spaces directly underneath.		215,000	215,000	'New funding opportunities arising in year have enabled this project to be re-established, on a timely basis as the roof has not been touched yet by the contractor, enabling it to be re-incorporated in the building construction at its originally quoted cost.
Building Construction/Renovations	Subtotal Projects > \$50, 000	545,000	795,107	250,107	
Building Construction/Renovations	Subtotal Projects < \$50, 000	72,388	46,535	- 25,853	roof work deferred
Total Building Construction/Renovations		617,388	\$ 841,642	224,254	
Network/IT Systems					
Network capacity uplift	Hardware, software and professionals services to implement a VDI stack to allow remote access to College staff and student image virtual PCs from anywhere and on any device (BYOD).	206,805	249,985	43,180	RFP higher than original estimate (cost overrun)
Enterprise Wireless (Partial Deployment-Phase 3)	Enterprise-grade wireless coverage is a contributing factor to the College's KPI and can allow for wireless academic delivery via various devices & technologies.	206,810	206,810	-	
Enhancing College Video conferencing	The video conferencing and WebEx toolset is seen as a key enabling technology for it's ability as a collaborative tool across distances for both remote academic delivery, day-to-day College work and a reduction in travel becoming more sustainable.	116,853	109,625	- 7,228	
Multi-year AV/Multi-Media Infrastructure Renewal	As part of the analog to digital migration plan, the college must update our audio video switching equipment to stay current. As well as upgrading specific lecture theatres, we are recommending the college boardrooms. This will ensure that both external and internal users can display the latest video content in these locations.	769,767	769,767	-	

Enterprise Wide Scheduling System/Software implementation	New scheduling software required with the addition of a college conference centre along with desire to enhance ability to use space effectively and track space utilization.	-	88,500	88,500	Academic Operations, Physical Resources and Conference Center Management
Network/IT Systems	Subtotal Projects > \$50, 000	1,300,235	1,424,687	124,452	
Network/IT Systems	Subtotal Projects < \$50, 000	291,482	267,420	- 24,062	
Total Network/IT Systems		1,591,717	1,692,107	100,390	
Academic Equipment					
Resource Drilling and Blasting - Dual Head Drill Rig	The Drill Tech (used for Air Rotary and Well Construction) is a 27-year-old rotary drill overdue for replacement. Replacing this drill would not only address a major health and safety concern, it would also improve student experience, and realize significant cost savings for the Program/College with respect to repair costs, fuel costs and technician time. Used option was also investigated however there is not a large market of used items and can not guarantee to secure such an asset. Resale of other tools and assets in the program can offset this purchase up to \$130 K as well.	520,000	520,000	-	
Trade Show Booth	Our current trade show booth is approximately 10 years old. We have made a series of small investments to keep it current but the main infrastructure now needs replacement to stay current with our competitors. IN addition some of our core messaging has evolved as we have introduced new programs, new facilities and new strategies. These need to be reflected in an updates design and graphics.	51,705	35,628	- 16,077	
Academic Equipment	Subtotal Projects > \$50, 000	571,705	555,628	- 16,077	
Academic Equipment	Subtotal Projects < \$50, 000	978,976	1,057,190	78,214	
Total Academic Equipment		1,528,872	1,612,818	83,946	
Grounds/Parking Lots					
Other projects including Federal Trails project	Subtotal Projects < \$50, 000	183,390	183,390	-	
Total Grounds/Parking Lot		183,390	183,390	-	
Residence Capital					
Other projects	Subtotal Projects < \$50, 000	42,000	45,500	3,500	
Applied Research					
Other projects	Subtotal Projects < \$50, 000	-	79,288	79,288	
Total 2017-2018 Capital Investment Plan		3,963,367	\$ 4,454,745	491,378	



Fleming College
Financial Plan
Update
2017-2018

DRAFT

November 2017

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I. Summary

Financial Plan for 2017/2018

Total revenues for this Updated Financial Plan are \$124.2 million, an increase of 9.9% over the 2017/2018 Preliminary Budget. Total expenditures have also been projected to increase to \$120.2 million, leaving \$4.0 million available as a contribution to College reserves.

Capital investment is budgeted at \$18.3 million, an increase of \$0.3 million from Preliminary Budget.

Net Assets are projected to be \$22.4 million at March 31, 2018.

Fleming College Financial Plan Update Budget 2017/2018

SUMMARY

(\$ 000's)

	Update Budget 2017/2018	Preliminary Budget 2017/2018	\$ Increase (Decrease)	% Increase (Decrease)
Revenue				
Grants & Reimbursements	\$ 47,924	\$ 45,598	\$ 2,326	5.1%
Student Tuition Fees	40,606	34,065	6,541	19.2%
Contract Training	1,170	1,128	42	3.7%
Other Income	13,403	12,085	1,318	10.9%
Amortization	4,218	4,175	43	1.0%
Skills, Bursaries, Ancillary & Projects	16,905	15,974	931	5.8%
Revenue	124,225	113,024	11,200	9.9%
Operating Expenses	92,682	89,537	3,145	3.5%
Amortization Expense	5,930	5,884	46	0.8%
Skills, Bursaries, Ancillary & Projects	21,606	16,584	5,022	30.3%
Expenses	\$ 120,219	\$ 112,006	8,213	7.3%
Excess of Revenue over Expenditures	\$ 4,006	\$ 1,019	2,987	293.3%

	Projected Balance Mar 31/18	Year End Balance Mar 31/17	\$ Increase (Decrease)	% Increase (Decrease)

NET ASSETS

Invested in Capital Assets

As of April 1, 1997	\$ 2,417	\$ 2,417	\$ -	
Since April 1, 1997	21,824	15,012	\$ 6,812	
Total Invested in Capital Assets	24,241	17,429	6,812	39.1%

Unrestricted

Operating (Board Reserves)	925	3,741	(2,816)	
Accrued vacation pay, Future Benefits and Derivative & Sick Leave & PSA *	(9,882)	(9,882)	-	
Total Unrestricted	(8,957)	(6,141)	(2,816)	45.9%

Internally Restricted	685	675	10	
Subtotal Net Assets	15,969	11,963	4,006	33.5%

Externally restricted	6,471	6,471	(0)	
TOTAL NET ASSETS	\$ 22,440	\$ 18,434	\$ 4,006	21.7%

II. Revenue

College revenues are budgeted at \$124.2 million, an increase of 9.9% from revenues projected in the 2017/2018 Preliminary Budget.

SIR SANDFORD FLEMING COLLEGE				
<i>Financial Plan - Update Budget</i>				
<i>Fiscal Year 2018</i>				
	Update Budget 2018	Preliminary Budget 2018	Change	%
Revenue				
Grants and Reimbursements	(47,923,821)	(45,597,878)	(2,325,943)	5.1%
Student Tuition Fees	(40,605,897)	(34,064,880)	(6,541,017)	19.2%
Contract Training	(1,169,648)	(1,127,842)	(41,806)	3.7%
Other Income				
Other Income	(8,452,358)	(7,404,556)	(1,047,802)	14.2%
Ancillary Fees	(4,950,714)	(4,680,313)	(270,401)	5.8%
Non-Operating Revenue	-	-	-	
Total Other Income	(13,403,072)	(12,084,869)	(1,318,203)	10.9%
Amortization of Deferred Capital Contributions	(4,217,500)	(4,175,000)	(42,500)	1.0%
Total Operating Revenues	(107,319,938)	(97,050,469)	(10,269,469)	10.6%
Investments				
Skills Programs	(3,374,814)	(3,164,983)	(209,831)	6.6%
Tuition Holdback Bursaries	(2,900,000)	(2,900,000)	-	0.0%
Ministry Bursaries	(702,300)	(282,300)	(420,000)	148.8%
Special Projects	(3,328,681)	(2,340,606)	(988,075)	42.2%
Facilities Renewal and Renovation Projects	(952,231)	(1,701,237)	749,006	-44.0%
Ancillary Operations	(5,646,594)	(5,584,594)	(62,000)	1.1%
Total Revenue	\$ (124,224,558)	\$ (113,024,189)	\$ (11,200,369)	9.9%

1. Grants and Reimbursements

Additional grants were added to the college financial plan as they have been confirmed with the funders. Most notably, a \$2.3 million one-time grant was awarded to the College from the Ministry to be used to supplement College operating expenditures.

2. Student Tuition

Student tuition is projected to increase by \$6.5 million over Preliminary Budget as a result of very favourable fall enrolment, and similar increases projected for winter enrolment.

3. Contract Training

Additional contracts were negotiated during the year for contract training delivery to outside organizations.

4. Other Income

Overall, Other Income has increased by \$1.3 million from the Preliminary Budget.

Other Income is comprised of a variety of income streams from operations, including bookstore and cafeteria, as well as recovery from students for student supply fees and academic fees for field placements.

A significant component of this increase relates to the flow through of health insurance fees and ancillary fees collected from an increased number of International students.

5. Non-Operating Revenues

The revenue recorded in this category represents funding received from multiple sources including a variety of funds secured for bursaries and projects with third party partners (i.e. funding for CAWT research) and a variety of Ministry grants. Additional funding of \$209,831 was provided to enhance the College's skills programs for academic upgrading. An increase in Ministry Bursaries of \$420,000 represents plans for distribution of student bursaries from College endowment funds and other donor awards. Special project grants have been confirmed, and represent an overall increase from Preliminary Budget of \$988,075. These increases are offset fully by increases in matching expenditures.

College administration has also allocated \$749,006 of grant funding to offset the purchase of college assets, making use of added operating revenues to fund additional project-related expense items.

Ancillary Operations represents revenues from the College Residence and Parking Revenues.

III. Expenditures

College expenditures are budgeted at \$120.2 million, an increase of 7.3% over preliminary budget.

SIR SANDFORD FLEMING COLLEGE				
Financial Plan - Update Budget				
Fiscal Year 2018				
	Update Budget 2018	Preliminary Budget 2018	Change	%
Expenditures				
Salaries and Benefits				
Salaries, Full Time	42,751,100	42,955,196	(204,096)	-0.5%
Salaries, Part Time	13,029,327	12,157,223	872,104	7.2%
Benefits	12,338,173	12,591,839	(253,666)	-2.0%
Total Salaries and Benefits	68,118,600	67,704,258	414,342	0.6%
Non-Salary Expenses				
Instructional Support Costs	5,310,418	5,141,685	168,733	3.3%
Travel and Professional Development	1,479,190	1,185,776	293,414	24.7%
Advertising	1,171,055	1,033,462	137,593	13.3%
Telephone, Audit, Legal & Insurance	2,064,754	1,357,663	707,091	52.1%
Equipment Maintenance	566,920	549,920	17,000	3.1%
Plant and Security	2,420,861	2,181,811	239,050	11.0%
Rentals and Taxes	841,259	841,259	-	0.0%
Utilities	3,065,435	3,002,493	62,942	2.1%
Contract Services Trent	2,229,440	2,231,690	(2,250)	-0.1%
Services & Other	5,367,390	4,260,664	1,106,726	26.0%
Long Term Debt Interest	46,716	46,716	-	0.0%
Amortization of Capital Assets	5,930,158	5,884,000	46,158	0.8%
Total Non-Salary Expenses	30,493,596	27,717,139	2,776,457	10.0%
Total Operating Expenditures	98,612,196	95,421,397	3,190,799	3.3%
Investments	3,925,807	485,000	3,440,807	709.4%
Investments - contingency		300,000	(300,000)	-100.0%
Skills Programs	3,374,814	3,164,983	209,831	6.6%
Tuition Holdback Bursaries	2,900,000	2,900,000	-	0.0%
Ministry Bursaries	702,300	282,300	420,000	148.8%
Special Projects	3,392,513	2,340,606	1,051,907	44.9%
Facilities Renewal and Renovation Projects	1,862,657	1,701,237	161,420	9.5%
Ancillary Operations	5,448,261	5,410,034	38,227	0.7%
Total Expenditures	\$ 120,218,548	\$ 112,005,557	\$ 8,212,991	7.3%

1. Full Time Salaries

Full time (FT) salaries are budgeted based on the current College staff complement and all Collective Agreements that are currently in place. FT salaries also include approved staff sabbaticals and a provision for sick leaves. Overall, FT salary expenditures have decreased from Preliminary Budget by \$204,096 mainly due to delays in planned hires. Many of these delays were proactive efforts to generate operating savings; however, some savings also occurred naturally through staff turnover (i.e. filling vacancies internally, thus creating a second vacancy).

2. Part Time Salaries

Part time (PT) salaries have increased by \$872,104 from the Preliminary Budget. While a portion of this increase relates to new hires to support one time in-year projects, the majority of the increase was due to the direct impact of changes in our enrolment mix from the original enrolment plan. Where programs experienced significant growth (for example with an influx of International students), more PT teaching resources were required for course delivery.

3. Benefits

Benefits have decreased accordingly with the change in staffing mix and delay of FT hires.

4. Non-Salary Expenses

Overall the Non-Salary Expenses project an increase of \$2.8 million
This significant increase is due to a variety of sources including:

- an increase in the Commissions payable to our International agents due to growth in International student enrolment (\$1.1 million)
- an increase in health insurance fees for our International students that were fully offset through an equal projected increase in Other Income/Student Fees (\$0.7 million)
- enhancement to operations including student services, marketing and staff development as a result of a one-time grant (\$0.6 million)

5. Non-Operating Expenses

As described with the increases to non-operating revenues, bursaries and grant-funded project-related expenditures have increased by \$1.6 million.

\$3.3 million has been added to the college expense investments and facility renewal projects as part of the overall capital/investment plan; this is directly the result of an increase in projected operating revenues.

IV. Capital

Capital spending for the 2017/2018 Update Budget is planned at \$18.3 million. This represents an increase of \$0.3 million from Preliminary Budget.

The most significant adjustment to the original capital plan is the decision to add a clerestory to the Sutherland Campus A-Wing construction project (\$0.2 million). Additionally, the purchase of enterprise-wide scheduling software was added to improve the College's space scheduling capabilities.

For the 2017/2018 Update Budget, Capital items budgeted are summarized below:

	College Funded	Grant Funded	Total Capital	Preliminary Budget
Building Construction/Renovations	841,642		841,642	617,388
Network/IT Systems	911,925	780,182	1,692,107	1,591,717
Academic Equipment	1,316,870	295,948	1,612,818	1,550,681
Grounds/Parking Lots	157,491	25,899	183,390	183,390
Residence Capital	45,500		45,500	42,000
Applied Research Equipment	10,754	68,534	79,288	
	<hr/> 3,284,182	1,170,563	4,454,745	3,985,176
Building Construction - Strategic Investment Fund	5,045,250	8,791,540	13,836,790	14,018,115
	<hr/> 8,329,432	9,962,103	18,291,535	18,003,291

**Fleming College Financial Plan
Update Budget 2017-2018
Financial Sustainability Metrics (Indicators)**

		Projected March 31/18	Actual March 31/17	Change
Ratios	Benchmarks			
Annual Surplus/(Deficit) (in millions of \$)	> 0	<u>\$ 4.0</u>	<u>\$ 4.8</u>	<u>\$ (0.8)</u>
Accumulated Surplus/(Deficit) (in millions of \$)	> 0	<u>\$ 16.1</u>	<u>\$ 12.1</u>	<u>\$ 4.0.</u>
		Pass	Pass	
Net Assets to Expense Ratio	> 60.0%	<u>80.0%</u>	<u>82.2%</u>	<u>-2.2%</u>
		Pass	Pass	
Debt Servicing Ratio	< 3.0%	<u>1.1%</u>	<u>1.2%</u>	<u>-0.1%</u>
		Pass	Pass	
Quick Ratio	> 1.0%	<u>1.5%</u>	<u>1.7%</u>	<u>-0.2%</u>
		Pass	Pass	
Debt to Assets Ratio	< 35.0 %	<u>25.8%</u>	<u>26.8%</u>	<u>-1.0%</u>
		Pass	Pass	
Net Income to Revenue Ratio*	> 1.5%	<u>3.2%</u>	<u>4.2%</u>	<u>-1.0%</u>
		Pass	Pass	

BOARD REPORT

SUBJECT: Fleming Partnerships to Advance Sustainability

Submission to: Public Board Meeting

Meeting Date: November 22, 2017

Requested Action: For Information

Agenda Item 6.3

CONTEXT / PURPOSE

Fleming's Office of Sustainability is tasked with implementing the goals and targets in the five-year sustainability plan. One of the goals is to develop partnerships with our community partners, and others on the provincial, national and international scale, in order to advance sustainability and sustainability education.

BACKGROUND

The Office of Sustainability provides an interface with municipal government, post-secondary institutions and non-profit organizations within and outside of the communities that we serve. This interface entails promoting a regional approach to collaboration on initiatives and projects to advance both community sustainability and applied experiential learning in sustainability for our students.

The attached slide deck highlights a few of the partnerships developed within the past year, with a focus on communities within our region. However, longstanding participation on a number of community committees (e.g. Co-ordinating Committee – Sustainable Peterborough; City of Kawartha Lakes Integrated Community Sustainability Plan and Environmental Advisory Boards; Trent University Environmental Advisory Board) provides a framework to develop partnerships which align community and college needs. This will become increasingly important with the focus on sustainability education; community-based experiential learning; climate change action and community resiliency plans, and the college's role in local economic development.

Within the past year, the Peterborough Kawartha and Haliburton Region received a United Nations University designation as a Regional Centre of Expertise ("RCE") in Sustainability Education. This designation endorsed by UNESCO, recognized our region as one of four Canadian RCE's, and one of 154 worldwide, with the potential to be a global leader. Trent University and Fleming College are the post-secondary co-leads for this network which includes the City and County of Peterborough; the City of Kawartha Lakes; Haliburton County; Curve Lake First Nation; Hiawatha First Nation; Alderville First Nation and the Mississauga's of Sucog Island First Nation.

The role of RCEs is to bring together multi-sector and interdisciplinary members to create solutions to sustainability challenges; to support local knowledge transfer and share best practices globally; to play a central role in the transfer of global technologies and knowledge, and to test policies to bring to scale for policy makers. The relevant goals of our RCE are as follows:

- advancing Indigenous Knowledge in curricula;
- implementing age appropriate sustainability and stewardship education;
- building strong bridges between school curriculum and the programs offered at Trent University and Fleming College;
- linking post-secondary programs to green jobs, research and innovation in the region; and
- developing reciprocal exchanges of sustainability knowledge and practice between the community members and across the globe.

Attachments: Slide deck

ANALYSIS / PROPOSED OPTIONS

Our partnership activities directly support the goals of the new Regional Centre of Expertise. Since the June 2017 launch, there have been a number of action planning meetings involving Haliburton, Kawartha Lakes and Peterborough members of the network; currently, there are two multi-sector research proposals underway. The RCE will provide an important and compelling regional framework for further work with our community partners and others.

ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic Reputational Operational Financial People Compliance N/A

CONCLUSION

The next sustainability plan will set goals and targets to continue to build upon Fleming's partnerships. **It will be important to leverage initiatives such as the RCE which strengthen collaborative partnerships across the region and connect college and community needs.**

Board approval of the next plan will be sought as part of the June 2018 meeting.

AUTHORED BY: Trish O'Connor, Office of Sustainability

Overview



- Office of Sustainability – covering all campuses
- 5 year Sustainability Plan, 2013 – 2018, Board approved
- Metrics aligned with AASHE STARS
- Achieved STARS silver
- Goal 5: Collaborate on sustainability initiatives
 - Target: Minimum of 6 partnership related projects with external entities



1 – Kawartha Conservation



- Nature Summer Camp
- Children 6 – 10 years
- MOU 2017
- Filling a gap – camp aimed at outdoor education

2 – ORCA, Forests Ontario, School Boards, City/County of Peterborough...



- First Regional Envirothon
- Kawartha, Peterborough, Northumberland
- High School-aged students



- 2017: Fleming host site
- Fleming host site in 2018

3 – Mohawk College, Aramark



eatlocalFleming



- Increasing the local food content at Ontario's colleges – Greenbelt funding
- Developing a seasonal menu promotion
- www.eatlocalfleming.com

Eat Local Fleming On Campus In the Community At Home Keep Growing... Blog

Eat Local Fleming On Campus In the Community At Home Keep Growing... Blog



Meet our Farmers



Kawartha Lakes / Peterborough Area Local Farms

Brown's Farm

Located in Pontypool about 30 kms south of Lindsay, Brown's Farm and Market Garden has been servicing the Kawartha Lakes region since 1934, specializing in potatoes and other root vegetables.



Staples Maple Syrup

A multi generational family farm located in Peterborough, producing maple syrup, maple butter, maple candy and stirred sugar. A four time world champion plus numerous other CEIA awards.



All Posts Food for Thought Culinary Program Sust. Agriculture Program Chef Marty's Corner Search Grid Home Profile

Create a Post




Admin  Oct 17 · 1 min
Think you know what's local?

Quick! Without reading the labels, can you tell which foods are from



Chef Martin Vanden Anker

Admin  Nov 6 · 1 min
Meet Chef Marty and learn about his commitment to local food in Peterborough &

4 – World Wide Fund for Nature



- Living Planet @ Work / Campus
- Kawartha, Peterborough, Haliburton, Northumberland



- Shoreline clean-up
Del Crary Park, October 14
 - Collected 36.5 kg garbage
 - Over 6800 cigarette butts
 - Next shoreline clean-up planned for Cobourg

Regional Centre of Expertise for Sustainability Education



- Designation granted by United Nations University
- Endorsed by UNESCO
- Post-secondary Co-lead with Trent U.

- Official launch week June 5 – 9th

- Fleming College workshop June 15

- “Exploring the Convergence between Indigenous Perspectives and Sustainability”

- Collaboration with the Association for Advancement of Sustainability in Higher Education
- Indigenous faculty members and Knowledge Holders, faculty engaged in sustainability education

**PETERBOROUGH-
KAWARTHA-
HALIBURTON**
REGIONAL CENTRE OF EXPERTISE
on education for sustainable development

BOARD REPORT

SUBJECT: International Sustainable Campus Index Report

Submission to: Public Board Meeting

Meeting Date: November 22, 2017

Requested Action: For Information

Addendum to Agenda Item 6.3

CONTEXT / PURPOSE

The Association for Advancement of Sustainability in Higher Education is an international organization which hosts the most widely recognized higher education sustainability assessment framework (STARS), and publishes an annual Sustainable Campus Index Report. Fleming College was highlighted as a top performer in the 2017 report.

BACKGROUND

In June 2013, Fleming College published a five-year comprehensive sustainability plan. The plan established goals and metrics to meet sustainability targets along a number of dimensions relating to campus operations, education and research. Fleming also filed its first STARS (Sustainability Tracking, Assessment Rating System) report in 2013 and received a Bronze rating. The targets in Fleming's sustainability plan aligned with the STARS rating system. Fleming's 2015-2018 Strategic Plan committed Fleming to "*meet and exceed a Silver rating in STARS sustainability measures*". In July 2016, Fleming filed a second STARS report and received a Silver Rating.

Currently, there are 13 Ontario colleges registered with STARS and eight have received a rating. The top three colleges have Silver ratings: Humber College (58.79 points), Mohawk College (57.64 points) and Fleming College (56.21 points). The STARS rating is based on four categories: Education and Research; Operations; Planning, Administration and Engagement; and Innovation. The total score is an average of the categories; the range to achieve Silver status is **45-65 points**. Because Fleming achieved 56.21 points, the College was acknowledged in the top ten performer category for "associate colleges" (an American term for community colleges) in the 2017 Sustainable Campus Index Report. <https://facilityexecutive.com/2017/11/aashe-releases-2017-sustainable-campus-index/> (which highlights college reports up to July 2016).

Fleming was also cited in the report as an exemplar in terms of "innovative and high impact initiatives" in the "Research" category. The example cited was the work in the School of Environmental and Natural Resource Sciences in participating in the Atlantic Salmon Restoration Program. Fleming's Aquaculture Program and the applied, experiential learning provided by the Frost Campus onsite hatchery were also noted in the report.

Fleming continues to receive national and international recognition for its leadership in sustainability work. Recently, Fleming was cited in a UNESCO report as a best practice case study in "Greening Strategy Implementation" (UNESCO, (2017). *Greening Technical and Vocational Education and Training*). In 2016, Fleming was also selected by AASHE as the only Canadian institution to be a Centre for Sustainability across the Curriculum. The Campus Sustainability Index Report further enhances this profile for the College.

Fleming's current sustainability plan expires in 2018. The next sustainability plan, anticipated to be submitted for Board approval in June 2018, will set goals and targets to continue to build upon Fleming's leadership in the system. **Going forward, this will be particularly important in pursuing grant opportunities related to Ontario's greenhouse gas reduction targets.**

AUTHORED BY: Trish O'Connor, Office of Sustainability

BOARD REPORT

SUBJECT: Annual Accessibility Report
Submission to: Public Board Meeting
Meeting Date: November 22, 2017
Requested Action: For Information

Agenda Item 6.4

CONTEXT / PURPOSE

The annual Accessibility Report describing the College's progress towards meeting the objectives in year two of our 2015–2018 Multi-Year Accessibility Plan has been completed, as required under the Accessibility for Ontarians with Disabilities Act (AODA).

BACKGROUND

The 2015-2018 Multi-Year Accessibility Plan was approved in October 2015; the Accessibility Report is prepared each year to demonstrate the progress made on the objectives outlined in the multi-year plan.

Attachments:

- 2017 Accessibility Annual Report

ANALYSIS / PROPOSED OPTIONS

Fleming College is required under the AODA legislation to develop and maintain a Multi-Year Accessibility Plan in order to ensure that we provide an inclusive learning and working environment which is accessible to our community. The most recent Plan covers 2015 through 2018, and the Accessibility Report describes our progress through 2016-2017.

Highlights for 2016-2017

1. The format of this year's annual report has been dressed up to be more inviting and reader friendly.
2. There will be one additional annual report for January 2019, to accommodate the extension of the 2015 – 2018 Multi-year Action Plan from April to December 2018.

Major Successes for 2016-2017

1. All self-serve kiosks are compliant and accessible under the Ontario Building Code (OBC) and AODA. Pay and display parking machines were recently upgraded to meet accessibility compliance.
2. Employee participation rates in the online IASR module continues to be strong, with almost 100% of full-time employees completing the required training.
3. The Emergency Procedures has been developed and posted on the Security & Parking Website under the Emergency Procedures Tab. A new Emergency page specifically for Persons with Disabilities has also been added.
4. A new website for [Fleming College](#) was launched in September which conforms to WCAG 2.0 Level AA.
5. Exterior trail system construction has commenced with many accessibility upgrades that will include signage and more accessible pathways. New benches have been located throughout the campus.

ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic Reputational Operational Financial People Compliance N/A

Risks that would impact or jeopardize the success of the proposal or project	Likelihood High / Medium / Low	Impact High / Medium / Low
Failure to post the Annual Report will signify that we are not meeting our requirements under the AODA	Low	Low

Additional risks may be identified here: N/A

Proposed actions to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk: The Annual Report has been received and approved by the College's Executive Leaders Team.

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

THAT the Board of Governors of Sir Sandford Fleming College receive and endorse the 2016-2017 Accessibility Annual Report.

AUTHORED BY: Lynda Staples, Accessibility Facilitator; Nick Duley, Human Rights Officer

2017 Accessibility Annual Report



Submitted by:
The Fleming Accessibility Steering Committee
Coordinated by:
Lynda Staples / Nick Duley
Approved by:
The Executive Leaders Team

Executive Summary

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



The Fleming Commitment to Accessibility

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

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

Independence – freedom from control or influence of others; freedom to make your own choices.

Integration – allowing people with disabilities to fully benefit from the same services, in the same place and in the same or similar ways as others.

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

Welcome

Fleming continues to recognize the importance of Accessibility for our students and staff. Continuing with this commitment Fleming welcomes Lynda Staples as our Accessibility Facilitator in the Human Resources department. In this role Lynda will be helping all staff to identify accessibility issues, with an initial focus on supporting faculty to help apply UDL principles within curriculum and program materials. She will identify barriers to AODA compliance and use her experience and knowledge to recommend appropriate solutions and advocate for the development of best practices for inclusion. She will also help to support our Accessibility Steering Committee and other working or advisory groups.

Lynda has extensive knowledge in Accessibility and AODA legislation going back many years. In 2005 she participated on several of the Accessibility Standards Committees which were a fundamental component of the writing of the Accessibility of Ontarians with Disability Act (AODA) legislation. She spent several years at York University as Manager of the Architectural Drafting Department where she was able to apply her experience in Project Management. While at York, Lynda chaired the Access York Barrier Free committee which worked with the Faculty and Staff to provide guidance in making York an inclusive environment for all. Most recently, from 2012-15, Lynda worked for the Government of Ontario, Accessibility Directorate's office as a Project Manager in Municipal Accessibility. She was contracted again to the Directorate's Office for the last year to lead a project of Accessibility Forums across the Province.

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Section 1: Introduction

Description of Fleming College

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

The Accessibility Steering Committee

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

Members of the 2016 – 2017 Accessibility Steering Committee:

Audrey Healey, Coordinator of Accessible Education Services

Drew Van Parys, Executive Director – Marketing & Advancement

Judith Limkilde, Acting Vice President, Academic

Kristi Kerford, Associate Vice President, Student Services

Lynda Staples, Accessibility Facilitator

Nick Duley, HR Consultant, & Human Rights Officer

Roger Fitch, Chief Information Officer

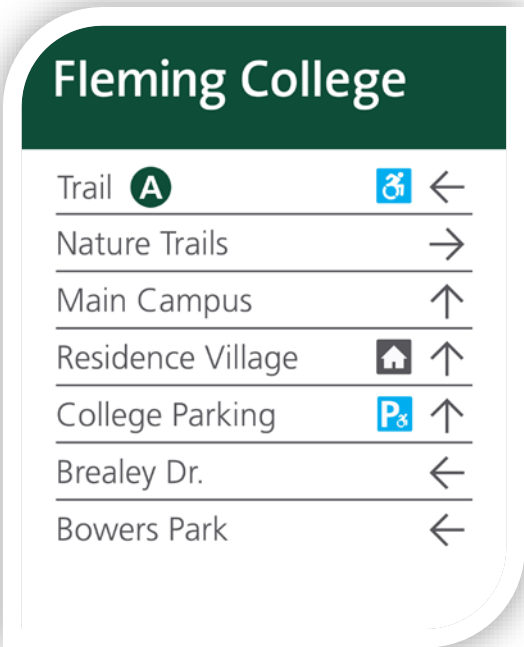
Red Keating, Director, Counseling and Learning Support Services

Sonia Crook, Vice President, Planning, Human Resources & Student Services

Terry Williams, Director, Physical Resources, College Facilities

Major Successes in 2016-17

Fleming College achieved numerous successes this past year, continued development of working groups that engaged more employees in implementing accessibility in their Departments and Schools. As members of these committees have gained more knowledge and skills in applying an accessibility lens to College services, our capacity to make broader institutional change has grown. At the Sutherland and Frost campuses, barrier free bus shelters were installed in order to reduce physical barriers and ease the use of inclusive public transportation. The Accessibility Facilitator has continued to provide support to assist with developing accessible documents and instructional material. The [new College website](#) has recently been successfully launched with a WCAG 2.0 Level AA compliant framework. The internal website has been updated to provide faculty and staff with additional resources and information on the AODA.



Section 2: 2016– 2017 Accessibility Report

The Accessibility Working Group reports that the following objectives were addressed in 2016-17, listed by area and Standard (S.) regulation number.

For more information about the AODA Standards, and a full list of regulations, please go to: [Ontario Accessibility Laws](#)

Integrated Standards (IASR)

General Requirements:

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

Administrative Responsibility: *Sonia Crook, Kristi Kerford*

Champion: *Nick Duley, Audrey Healey*

Status: *Fully Successful*

The College's Accessibility for Persons with Disabilities Policy (#3-341) and its Operating Procedure as well as the Access and Accommodations for Students with Disabilities Policy (#7-701) and its Operating Procedure were fully revised in

January 2016 to include all relevant updates to the AODA and Ontario Human Rights Code. The College community was advised of the updates in an informational bulletin. This Policy and Procedure have been posted to the College's internal Human Resources website.

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

Administrative Responsibility: *Sonia Crook*

Champion: *Nick Duley*

Status: *Fully successful*

The first annual report and 2015-18 action plan were approved and posted in October 2015. The 2017-2018 Annual Report will be reported in January 2018. The 2015 – 2018 multi-year action plan will be extended until the end of 2018 to stay aligned with the College's current Strategic Plan. A final Annual Report will be completed at the end of 2018 and posted in January 2019.

S.5: Procuring or acquiring goods, services or facilities.

Administrative Responsibility: *Brian Baker & Sonia Crook*

Champion: *Linda Humphries, Nick Duley*

Status: *Fully successful*

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

S.6: Incorporate accessibility features in self-serve kiosks.

Administrative Responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *Fully successful*

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

Accessibility compliance measures were embedded into the Frost (September, 2015) and Sutherland (April, 2016) master plans. The Frost and Sutherland

Campus Master Plans were approved by the Board of Governors in November 2015 and May 2016 respectively.

S.7: Provide training on accessibility standards and Human Rights Code.

Administrative Responsibility: *Sonia Crook, Judith Limkilde*

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

Status: *Fully successful*

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

Information and Communications Standard

S.11: Ensure feedback processes are accessible.

Administrative Responsibility: *Kristi Kerford*

Champions: *Red Keating, Nick Duley*

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

Online feedback mechanisms have been maintained and checked for functionality on both the external Accessibility web page and the internal Accessible Education Services page.

S.12: Provide accessible formats and communication supports.

Administrative Responsibility: *Roger Fitch, Kristi Kerford*

Champions: *George MacDougall, Red Keating*

Status: *Fully successful*

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

Numerous forms have been reformatted in the Registrar's Office and accessibility notices with respect to accessing different formats has been posted on their web

page, however not all forms are accessible. Because every form has its own unique requirements, moving forward each Department will be responsible for developing and implementing protocols with respect to accessible forms. IT and the Accessibility Facilitator will provide support during this process.

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

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

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

Administrative responsibility: *Sonia Crook*

Champions: *Nick Duley, John Gallen*

Status: *Fully successful*

The Emergency Procedures has been developed and posted on the Security & Parking Website under the Emergency Procedures Tab. A new Emergency page specifically for Persons with Disabilities has also been added. Emergency Procedures have also been posted throughout all campuses in large font color poster format.

Evacuation Route Lower Cafeteria:

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

Emergency Mobile Safety App:

Security Services partnered with a company called AppArmor to develop a mobile safety app for students and employees called Fleming Safe. The App provides campus specific emergency phone contacts, information and contact links for Security related services. It provides emergency procedures for Fire, First Aid, Violence Response and other emergency issues that could arise.

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

Administrative Responsibility: *Roger Fitch, Drew Van Parys*

Champions: *Derek Traynor, Scott Ramsey*

Status: *Fully successful*

A new website for [Fleming College](#) was launched in September which conforms to WCAG 2.0 Level AA. Individual program or departmental sites that are externally hosted are proving difficult to monitor. This will need to be addressed in 2016-2017. A new Accessibility link will be added to the bottom of the home page.

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

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

All web materials are available in alternate formats upon request.

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

Administrative Responsibility: *Judith Limkilde, Kristi Kerford*

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

Status: *Ongoing*

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

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

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

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

Status: *Ongoing*

The pilot on-line testing accommodation module from Clockwork was piloted in Fall 2016 and Winter 2017 successfully. The module went live over the Summer 2017 and is now fully operational. The Learning, Design and Support Services (LDS) will continue to develop and deliver targeted employee training, including faculty orientation. Teaching and Learning Specialists will use an informal drop-in approach to deliver one-on-one support to faculty in adapting their curricula.

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

S.16: Provide accessibility awareness training to educators.

Administrative Responsibility: *Judith Limkilde, Sonia Crook*

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

Status: *Fully successful*

Human Resources will continue to track and report on training outcomes for core mandatory modules. To date, 834 Fleming educators including full and part-time faculty have completed the mandatory Universal Design for Learning module. The College is pleased with the full-time rates of participation and Human Resources continue to communicate with those who have not completed the training as well as their managers. Regular turnover of part-time faculty and the high numbers of short-term contracts at the Haliburton School of Art and Design (such as one-week art course instructors) continue to present challenges to participation and the remaining part-time faculty will be addressed through different strategies, such as a weekly summer orientation program at Haliburton.

Also, Support Staff were instructed on how to create accessible documents and fillable forms. The Accessibility Facilitator is continually collaborating with Learning Design and Support Team (LDST), for the purpose of embedding accessibility within their learning practices.

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

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

Administrative Responsibility: *Judith Limkilde, Roger Fitch*

Champions: *Deans and Chairs, Barry Knight*

Status: *Ongoing*

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

Update: The Accessibility Facilitator has started to meet individually with the Faculties to review their course materials. The Accessibility Facilitator will be arranging live audits of some of the classes to provide feedback to the Professors on presenting in an accessible format.

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

Administrative Responsibility: *Kristi Kerford*

Champions: *David Luinstra*

Status: *Ongoing*

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

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

(DVDs) is more difficult to make accessible and we will continue to work with our partner libraries to determine a best practice for this format.

At this point in time, the LEAP Committee has identified accessibility standards for evaluating eresources, established a checklist for evaluating eresources, and created instructional content and plans for a self-audit tool based on these standards.

The next steps are to build the tool, determine how to incorporate the tool into our local workflows, determine the mechanism for inter-library collaboration, and continue to build awareness and capacity among college library staff.

The timeline for the completion of this project is has not yet determined, but as a system the committee is collectively working towards the January 1, 2020 deadline and is confident that we will be in compliance by this date.

Built Environment Standard:

S.80: Provide accessible public spaces.

Administrative Responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *Fully successful*

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

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

Administrative Responsibility: *Brian Baker*

Champions: *Terry Williams*

Status: *Fully successful*

The new Ontario Building Code was enacted in January 2015. Master Planning processes are taking the new requirements into consideration, and aim to significantly improve access between floors and buildings at the Frost campus. Wider doors is one example of changes to the code, however 38" doors are not currently stocked and there will be delays implementing. New accessible features at Brealey this year include a new way finding system that includes Braille

signage and 4 more fully accessible washrooms, bringing the total to 10. The Facilities Department web site also has a new RSS feed that will allow for better access to information.

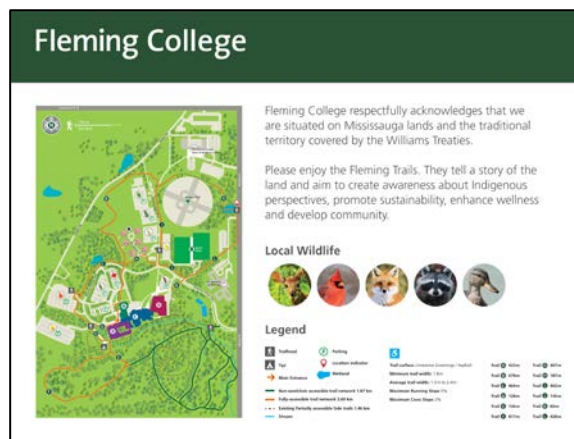
S.40 Design of Public Spaces.

Administrative responsibility: *Brian Baker*

Champion: *Terry Williams*

Status: *In Progress*

Exterior trail system construction has commenced with many accessibility upgrades that will include signage and more accessible pathways. New benches have been located throughout the campus.



Other Accessibility Objectives

Students with disabilities offer input to Fleming accessibility planning.

Administrative Responsibility: *Judith Limkilde*

Champions: *Joan Connolly*

Status: *Fully successful*

CICE Initiative is a two-year certificate program open to adults with Learning Exceptionalities (Communication, Intellectual, Physical and/or Multiple). Our holistic approach to each student’s development provides a strong focus on building foundational literacy skills, applied learning experiences, active community participation and strengthening independence. As part of the program the students participated in an accessibility audit of the college.

Communication of the Report & Contact Information

Copies of this report are available in the Learning Support Services department at the Brealey and Frost campuses; on the MyCampus portal, and on the external College web site under Reports and Planning / Accessibility at Fleming College: [Accessibility at Fleming College](#)

The report is also available upon request in an alternate format, such as by e-mail attachment, on computer disk, in large print, or in Braille. For a copy or any other information about the annual plan, please contact:

Lynda Staples, Accessibility Facilitator,
705-749-5520 ext.1133

Lynda.staples@flemingcollege.ca

SUBJECT: Career Ready Fund *Experiential Learning Initiatives*
Submission to: Public Board Meeting
Meeting Date: November 22, 2017
Requested Action: For Information

Agenda Item 6.5

Funding Approval

Fleming College was granted Career Ready Funds in the amount of \$350,681 over the 2017-2018 and 2018-2019 academic years. The first installment of \$175,341 was received in November 2017. The second installment is expected in April 2018.

What our initiatives will accomplish

1. Provide international or remote location block placements based on the needs of the communities.
2. Increase the number of co-op opportunities in programs by standardizing and streamlining our co-op processes across the college.
3. Provide placements for Indigenous students in Indigenous settings to encourage completion of this element of their programs.
4. Provide service learning opportunities abroad with student being evaluated based on their project implementation and reflections (increasing participation from the General Arts and Sciences students)
5. Cultivating tools to support accessibility in placement sites to increase the opportunities available to students with exceptionalities—increasing the number and quality of placements.
6. Provide clerical support for applied projects such as tracking and filing materials, contacting employers, facilitating meetings and more.

Experiential Learning Initiatives

International Experiences

1. **International or Remote Block Placements**

International or remote block placements will be based on the expressed needs of the respective communities.

2. **Integrated Service Learning Courses**

Two new courses will allow students to combine their program learning with experience in an authentic environment.

Course 1 – Language based learning and fundraising to offset trip costs.

Course 2 – Students and the professor will implement their plan and use remote meetings and location visit to develop a support plan that aligns with community needs.

New and Incremental Opportunities

- 1. Standardize and Expand Co-op Experiences** (increase of 40 students)
In the first year, join Canadian Association for Co-operative Education (CAFCE) and hire a part-time researcher to gather information on our current co-op programs along with other co-op programs outside of the College and make recommendations for improving the co-op experience for students.

In the second year, implement the recommendations as necessary, monitor the impact and expand co-op to Advanced Biotechnology, Applied Planning-Environmental, Customs Border Services, and Sustainable Waste Management.
- 2. Student Consulting** (Achieve 100 student experiences)
Students from various fields will staff a consulting booth that can offer advice to businesses and individuals to simulate the entry level expectation of front line staff while applying skills in their field.
- 3. Summer Build Project** (Achieve 20 student experiences)
Students will participate in construction projects such as tiny houses, shipping containers, or modular prefabricated homes where elements of sustainable building design and construction methods are important project elements

Access and Cultivation

- 1. Cultivation of Indigenous Placement Sites** (Achieve 10 Indigenous focus placement sites)
This would offer Indigenous students more comfort in completing this component of their desired programs.
- 2. Cultivation of Tools to Support Accessibility in Placement Sites** (Achieve 10-15 Accessible Placement Sites/Participants)

A contracted Experiential Learning Facilitator will work with Fleming's Accessibility Centre and existing internal resources to focus on providing experiential learning opportunities in programs where there is established need and to develop a tool kit for both students and faculty that will enable appropriate student and preceptor preparation to meet expected learning outcomes, safely.

Measurement

All of the experiential learning opportunities that are implemented as a result of the Career Ready Fund will be measured based on factors that include the number of students involved, retention and course completion rates, student and employer questionnaires, and the number of new placement sites.

Work Plan

A list of key activities with start and expected completion dates as well as the amount of Career Ready funding to be allocated to each initiative has been developed.

AUTHORED BY: Judith Limkilde, Vice-President Academic

BOARD REPORT

SUBJECT: Annual Report on Program Advisory Committees
Submission to: Public Board Meeting
Meeting Date: November 22, 2017
Requested Action: For Information

Agenda Item 6.6

CONTEXT / PURPOSE

A report to provide the Board with an overview of the activities undertaken by the Fleming College Program Advisory Committees for the 2015-2016 and 2016-2017 academic years.

BACKGROUND

By-Law 1-102, s.41.5 stipulates that 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.*”

The Minister’s Binding Policy Directive, *Framework for Programs of Instruction*, stipulates that the *board of governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established. The board of governors is to establish in by-law the structure, terms of reference and procedures for program advisory committees*”. At Fleming, this has been defined in College Policy #2-202, *Program Advisory Committees*.

Attachments:

- Annual Report 2015-2016
- Annual Report 2016-2017

AUTHORED BY: Judith Limkilde, Vice-President Academic; Sue Kloosterman, Director Academic Quality, Planning and Operations

Annual Report (2015 – 2016)

Schools and Meetings	Notable Action Items
<p>Business</p> <p>80% Completion (12 of 15 programs)</p>	<p>Business / Business Administration / Business Administration-Marketing</p> <ul style="list-style-type: none"> • The 2+2 with a bridge with UOIT has been expanded to HR and Marketing • Embedding two trades and technology courses into the curriculum. <p>Business Administration – Accounting</p> <ul style="list-style-type: none"> • Introduced International Field Trips: FILE Trip for Business (Fleming International Learning Experience) • CPA Ontario approved courses equivalent to their 10 foundation courses—the remaining 4 courses must be delivered by CPA. • Recommended Year 3 to include an extended work placement from January to April. <p>Business Administration – Human Resource Management</p> <ul style="list-style-type: none"> • Recommendation for 5 – 6 hours a day for 5 days per week as beneficial for field placement. • Endorsed the recommendation for a full final semester field placement. <p>Culinary Programs</p> <ul style="list-style-type: none"> • The committee supports the proposed Nutrition Management program and its learning outcomes. <p>Hospitality and Tourism – Global Travel</p> <ul style="list-style-type: none"> • Implement a strategy to attract international students from India, South East Asia (Vietnam and Central Africa) <p>Office Administration, General and Executive</p> <ul style="list-style-type: none"> • Proposed one program instead of two and endorsed the draft proposal for the new Office Admin program. <p>Sporting Goods</p> <ul style="list-style-type: none"> • Endorsing work towards pathway agreements with Lake Superior State University (Sault Ste Marie, MI), Athlone Institute of Technology (Ireland), Limerick Institute of Technology (Ireland) UCFB Wembley and UCFB Burnley (England) • Implement Applied Projects beginning fall 2016. <p>International Business Management and Global Business Management / Project Management / International Trade programs — Did not meet</p>

<p>General Arts and Science</p> <p>(25% Completion) 1 of 4 programs</p>	<p>Community Integration Through Cooperative Education</p> <ul style="list-style-type: none"> Members endorsed a new proposed curriculum that will be in effect starting in the fall 2016.
<p>Health and Wellness</p> <p>100 Completion (12 of 12 programs)</p>	<p>Biotechnology Advanced</p> <ul style="list-style-type: none"> Completed program review and supported the hire of a new full-time lab technician <p>Esthetician</p> <ul style="list-style-type: none"> Members submitted ideas for Con-Ed offerings now that the Spa is moved to the Sutherland Campus. <p>Fitness and Health Promotion</p> <ul style="list-style-type: none"> Endorsed the development of a common first year for RLS and FHP to bridge 2 diplomas and open more doors for employment for students. <p>Health Information Management</p> <ul style="list-style-type: none"> Recommended more specific finance learning and to consider placement earlier in the year <p>Massage Therapy</p> <ul style="list-style-type: none"> Reviewing the summer scheduling for students – back to 5 day week from 4-day week <p>Occupational Therapist Assistant and Physiotherapist Assistant</p> <ul style="list-style-type: none"> Incorporated the nationally piloted Global Rating Scale into all Practical Skills Evaluations. Recommend changing placement processes and timing to address challenges and accreditation requirements. <p>Paramedic</p> <ul style="list-style-type: none"> Endorsed the student-to-student mentorship program <p>Personal Support Worker</p> <ul style="list-style-type: none"> Endorsed additions to the curriculum <p>Pharmacy Technician</p> <ul style="list-style-type: none"> Supported the placement partnership with Lakeridge Health and Northumberland Hills hospitals. Recommended that a presentation on resume building be added to the curriculum <p>Practical Nursing</p> <ul style="list-style-type: none"> Recommended more guest speakers to talk about real life experiences

	<p>Recreation and Leisure Services</p> <ul style="list-style-type: none"> • All members favoured a common dual diploma for RLS and Fitness and Health Promotion to strengthen both programs and give students more options. • Suggested developing a plan to improve the authentic character of the program with students being in contact with the community and agencies (i.e. working with seniors at PHRC). • Suggestion to add certifications as part of the curriculum according to students’ needs so that they don’t have to spend more with certifications after graduation. <p>Therapeutic Recreation</p> <ul style="list-style-type: none"> • Reviewing the Placement Manual with Curriculum Overview
<p>Environmental and Natural Resource Sciences</p> <p>89% Completion (23 of 26 programs)</p>	<p>Advanced Water Systems Operations and Management</p> <ul style="list-style-type: none"> • The committee agreed that the water/wastewater licensing structure at MOECC disadvantaged students. • Recommended adding confined space training to the program. <p>Aquaculture</p> <ul style="list-style-type: none"> • Recommended the addition of an Aquaponics course or certificate program and to integrate more mechanical content into the curriculum. <p>Arboriculture and Urban Forestry Certificate and Technician</p> <ul style="list-style-type: none"> • Recommend expanding the Women in Trees event across more programs. <p>Blasting Techniques</p> <ul style="list-style-type: none"> • Suggestions made to look into increased industry interaction via guest speakers, industry tours etc. and to solicit feedback from industry contacts who have recently written the MTCU certification test. <p>Conservation and Environmental Law Enforcement</p> <ul style="list-style-type: none"> • Recommend having a guest from Ministry of Natural Resources and Forestry (MNRF) come in to speak with students about the psychological testing they complete as part of the employment process at MNRF. <p>Earth Resources Technician</p> <ul style="list-style-type: none"> • Endorsed a pathway from Earth Resources Technician (ERT) diploma to new B.Sc. in Environmental Geoscience at Trent University and from the degree to the ERT program. <p>Ecological Restoration</p> <ul style="list-style-type: none"> • Examined certificates and licenses that could be integrated into existing curriculum or offered separately by either institution.

	<p>Ecosystem Management Technician/Technology</p> <ul style="list-style-type: none"> • Endorsed the semester abroad opportunity for students, including some time at the University of Witwatersrand in South Africa. • Discussions about the use of social media to provide ‘real’ data to prospective students <p>Electrical Power Generation/Heavy Equipment Techniques</p> <ul style="list-style-type: none"> • Interested in seeing more student visits with industry partners. • Recommended a “Women in Power” idea (similar to the Women in Trees event) <p>Environmental Technician/Technology</p> <ul style="list-style-type: none"> • Support a bridge with a university such as Lakehead. <p>Environmental Visual Communication</p> <ul style="list-style-type: none"> • Support partnerships with universities in BC for pathways for EVC as a master’s program as well as international opportunities. <p>Fish and Wildlife Technician/Technology</p> <ul style="list-style-type: none"> • Introduction of five different field schools (fisheries, wildlife, freshwater ecology, habitat and wetland) in semester 3 has taken place – committee was very supportive of the idea. <p>Forestry Technician</p> <ul style="list-style-type: none"> • Requested further information on the pest management program and would like to review <p>Geographic Information Systems</p> <ul style="list-style-type: none"> • Reviewing curriculum topic ideas <p>Heavy Equipment Techniques/Electrical Power Generation—Did not meet.</p> <p>Outdoor Adventure Education and Skills</p> <ul style="list-style-type: none"> • Recommend incorporating fitness hours into 2nd semester <p>Resources Drilling and Blasting</p> <ul style="list-style-type: none"> • Support the program name change to ‘Construction and Resources Drilling Technician’ to be implemented September 2017. • Recommended the change to replace COMM181 to CNST159 • Suggested that the program explore partnership opportunities
Justice and Community Development	<p>Child and Youth Care</p> <ul style="list-style-type: none"> • Recommend a survey to all employers about placement.

93% Completion
(13 of 14 programs)

Community and Justice Services

- It was suggested that the former name (Correctional Worker) be added beside the CJS name at the Fleming level to market more effectively, however, this may not be feasible.
- Completed program review and curriculum changes implemented.

Customs Border Services

- Support the developing an in-house computer program equivalent to MSR.

Developmental Services Worker

- Supported the applied learning experiences for the students including community initiatives and engagement projects.

Mental Health and Addiction Worker

- A formal vote of confidence with all in favour was passed to move forward with a dual diploma pathway between Social Service Worker program and DA.

Early Childhood Education

- Looking for feedback from Childcare Network on what students are doing well in the hiring process and what are their needs for improvement.

Emergency Management

- Recommend more field trip experiences for students.

Educational Support

- Support the introduction of e-portfolios into the Field Prep course (from paper-based method).

Human Service Foundations—Program suspended due to low enrolment.

Law Clerk / Paralegal

- Completed program review and The Law Society of Upper Canada accreditation.
- Updated and redeveloped curriculum based on recommendations

Human Service Foundations—Suspended due to low enrolment.

Police Foundations

- Endorse two initiatives: Memorializing Police and Peace Officers killed in the line of duty and offering an outstanding Police Office Service Award.

	<p>Pre-Service Firefighter</p> <ul style="list-style-type: none"> • Support the updated NFPA curriculum to include mandatory practical fitness testing. <p>Protection, Security and Investigations</p> <ul style="list-style-type: none"> • Completed program review and implemented curriculum changes as recommended by the PAC. <p>Social Service Worker</p> <ul style="list-style-type: none"> • A formal vote of confidence with all in favour was passed to move forward with a dual diploma pathway between Mental Health and Addiction Worker program (formerly Drug and Alcohol Counsellor) and SSW.
<p>Trades and Technology</p> <p>46% Completion (5 of 11 programs)</p>	<p>Carpentry Technician/Carpentry Techniques</p> <ul style="list-style-type: none"> • Construction Engineering Technician program approved by the committee, launch Fall 2016 <p>Computer Engineering Technician/Technology</p> <ul style="list-style-type: none"> • Endorsed the program applying for accreditation with TAC (Technology Accreditation Canada) which allows graduates to conform to a standard of professional practice and provides ease of transfer to other colleges and universities. <p>Mechanical Techniques Plumbing—Did not meet</p>
<p>School of Art and Design</p> <p>25% Completions (4 of 15 programs)</p>	<p>Arts and Heritage</p> <ul style="list-style-type: none"> • 1 year Technical Master’s program seconded by Irene Karsten and Michael Harrington that the PAC unanimously endorses the recommendation for the draft curriculum of the Museum/ Gallery Preparatory Program be circulated to the committee prior to moving forward through the internal approval process. • New Program Idea: Volunteer management (course/workshop). <p>Integrated Design</p> <ul style="list-style-type: none"> • PAC recommends inclusion of proper online presence material in design entrepreneurship course. • Endorsement and validation of need for the Graphic Design program and recommends that the college proceed to move forward through the internal approval process. <p>Sustainable Building Design and Construction</p> <ul style="list-style-type: none"> • Endorsement for Advancement Office to work towards applying for Awards. <p>Visual Arts</p> <ul style="list-style-type: none"> • Endorsement for proposed curriculum modifications: redefining the Visual Documentation course to better align with the program outcomes and create a stronger skill set needed for the Portfolio Preparation course. • Endorsement for and validation of the need for a program in Moving Image Design.

Program Advisory Committee Annual Report (2016 – 2017)

School Name	Notable Action Items
<p>School of Business</p> <p>11 of 13 (85%) programs met in 2016/2017</p>	<p>Business Administration, Marketing</p> <ul style="list-style-type: none"> Marketing students can now transfer into nine institutions. <p>Business, Business Administration</p> <ul style="list-style-type: none"> Most innovation takes place in existing courses, though electives are limited. Enhanced core courses and opportunities to specialize through electives. Evolving mandate of entrepreneurship and innovation, in cooperation with the Innovation Cluster. <p>Business Administration – Accounting</p> <ul style="list-style-type: none"> Senate at Trent approved a 2 + 2 agreement. Association of Chartered Certified Accountants international designation – has approved Business Administration courses up to level 6. <p>Business Administration – Human Resources</p> <ul style="list-style-type: none"> HRPA has approved all nine of the core courses offered by Fleming as meeting the coursework criteria for attaining the CHRP/CHRL designation. <p>Culinary</p> <ul style="list-style-type: none"> SWOT analysis conducted for the culinary programs to analyze enrolment challenges. PAC approved changes to curriculum have addressed recommendations made to the program. <p>Hospitality and Tourism</p> <ul style="list-style-type: none"> TV - The school of business has taken a new direction on International Travel. There will be no trip including volunteering for at least 3 years. 6 university pathways developed for both programs. <p>Office Administration</p> <ul style="list-style-type: none"> The PAC endorsed the draft proposal for the new Office Administration Program. Target is Fall 2017.

	<p>Project Management</p> <ul style="list-style-type: none"> • Program directly aligned with PMI around the PMBOK guide. • Commenced piloting on-line simulation. <p>Sporting Goods</p> <ul style="list-style-type: none"> • Implemented applied project model beginning Fall 2016. • Internal pathways - post diploma in Project Management, Marketing and Business Administration. • PMP certification - students receive professional development hours which reduces the work hours required.
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<p>School of General Arts and Science</p> <p>4 of 4 (100%) programs met in 2016/2017</p>	<p>Community Integration Through Cooperative Education</p> <ul style="list-style-type: none"> • The new competence-based curriculum (Ontario Adult Literacy Curriculum Framework) introduced by the Ministry was incorporated in the fall 2017 semester. The adoption of this framework allows students to develop at their own pace and focuses on differentiated learning. • This fall, the CICE program welcomed 24 students – the largest intake since the program started. <p>Pathway (GHS, GSU, PHS)</p> <ul style="list-style-type: none"> • The GSU 5 year program review process was completed, as a recommendation from the review committee. • The GHS curriculum adopted the province-wide standard as of Fall 2016. • The PHS program finalized an articulation agreement with Queen’s University this spring for their online Bachelor of Health Sciences (Honours) Program.

School Name	Notable Action Items
<p>School of Health and Wellness</p> <p>12 of 12 (100%) programs met in 2016/2017</p>	<p>Biotechnology Advanced</p> <ul style="list-style-type: none"> • Underwent 5 year program review. <p>Esthetician</p> <ul style="list-style-type: none"> • Program moved from Cobourg to Peterborough and combined with Massage Therapy to create a Spa/Clinic at Sutherland Campus. • Offered a January intake for the first time in the history of the program. <p>Fitness and Health Promotion</p> <ul style="list-style-type: none"> • Developed a dual diploma option for Recreation and Leisure Services and FHP to bridge 2 diplomas and open more doors for employment for students. • A common first year will be offered for the Recreation and Leisure Services and FHP programs in September 2017. <p>Health Information Management</p> <ul style="list-style-type: none"> • Participating in a program and curriculum review. • Ready for the next CHIMA/CCHIM accreditation. <p>Massage Therapy</p> <ul style="list-style-type: none"> • Combined with Esthetician program into a Spa/Clinic at Sutherland Campus. • Started preparing for accreditation. <p>Occupational Therapist Assistant and Physiotherapist Assistant</p> <ul style="list-style-type: none"> • The placement structure has been revised in order to increase the number of placement hours students complete as well as reduce the number of placement requests to our community partners. • The Accreditation status was changed to fully compliant following the August 2016 program report. <p>Paramedic</p> <ul style="list-style-type: none"> • Continued to run our MCI as an interdisciplinary event, using Pre-health students and Pre-service Fire fighter students as patients, firefighters. <p>Personal Support Worker</p> <ul style="list-style-type: none"> • Students now have a standardized PSW uniform.

- PSW program at Cobourg campus is ready to launch in Fall.

Pharmacy Technician

- Changes were made to the comprehensive Exam I and Comprehensive Exam II courses.
- A placement liaison now coordinates the clerical piece of placements.

Practical Nursing

- All students now write their Fleming Comprehensive Exams (which include a Theory Exam as well as a Math Proficiency Exam) prior to going out into consolidation.
- Students now have a standardized nursing uniform.

Recreation and Leisure Services

- Developed a dual diploma for RLS and Fitness and Health Promotion to bridge 2 diplomas and open more doors for employment for students.
- A common first year will be offered for the RLS and Fitness and Health programs in September 2017.

Therapeutic Recreation

- Revamped webpage and working with the marketing department to increase enrolment.
- Initiated with Marketing plan to increase enrolment.

School Name	Notable Action Items
<p>School of Environmental and Natural Resource Sciences</p> <p>14 of 26 (54%) programs met in 2016/2017 (transition in management team during this time impacted participation)</p>	<p>Aquaculture</p> <ul style="list-style-type: none"> • Program continuing to grow, participated in Moveable Feast which was a great success. Increased partnership working with Haliburton on a five-year fisheries plan. <p>Advanced Water Systems Operations and Management</p> <ul style="list-style-type: none"> • Large increase in international student numbers. • Students attended Ontario Water Works Association Conference. <p>Applied Planning Environmental</p> <ul style="list-style-type: none"> • Did not meet in 2016/2017. <p>Arboriculture and Urban Forestry Certificate and Technician</p> <ul style="list-style-type: none"> • 2nd Women in Trees event at the Frost Campus was a huge success, with 150 participants and a waitlist. <p>Conservation and Environmental Law Enforcement</p> <ul style="list-style-type: none"> • An additional day was added to the overnight field camp experience, students had the chance to gain more experience using GPS and maps. <p>Earth Resources Technician</p> <ul style="list-style-type: none"> • Funding awarded for the GeoCentre Renovation Project due for completion in Spring 2018, which will include a new lab space and reconfiguring current space. <p>Ecological Restoration Joint</p> <ul style="list-style-type: none"> • Did not meet in 2016/2017. <p>Environmental Technician/Technology</p> <ul style="list-style-type: none"> • Eco Canada Accreditation was awarded in 2017. <p>Forestry Technician</p> <ul style="list-style-type: none"> • Did not meet in 2016/2017. <p>Geographic Information Systems Application Specialist</p>

- The program is now available on-line for those who prefer to access remotely.
- GIS program discussion regarding re-launching this program (Masters at Trent).

Heavy Equipment Techniques

- An additional September intake was added to the program.

Outdoor Adventure Education/Outdoor Adventure Skills

- Outdoor Adventure Programs had the highest enrolment in history.

Resources Drilling Technician

- In September 2017 the program will be starting a co-op semester. The co-op option will be competitive and students will need a 70% average over semester 1 and 2 to continue into their co-op placement. There will also be a personal statement that they will need to submit.
- Polled industry about an ideal length of time for a co-op and consider extending if this is what industry would prefer.

Sustainable Agriculture

- Large increase in international students.

School Name	Notable Action Items
<p>School of Justice and Community Development</p> <p>13 of 14 (93%) programs met in 2016/2017</p>	<p>Child and Youth Care</p> <ul style="list-style-type: none"> Fleming College signed Indigenous Protocol and the CYC program will offer the Indigenous Perspectives designation. Going into formalized program review process. Applied for Accreditation. <p>Community and Justice Services</p> <ul style="list-style-type: none"> Given the planned updates to the Skills for Justice scenario lab we will be working with other programs to create collaborative learning opportunities. <p>Customs Border Services</p> <ul style="list-style-type: none"> The x-ray machine now has a newer and larger coloured screen/monitor for ease of, and increased, teaching and learning. <p>Developmental Services Worker</p> <ul style="list-style-type: none"> Partnered more intentionally with the Community Integration through Cooperative Education (CICE) program here at Fleming. Offered “Planning for the best possible life” parents’ conference in partnership with Community Living Peterborough. Fleming DSW program was a host site for the webcast of “Art of Belonging” a speaker series organized by Partners for Planning in Toronto. <p>Mental Health and Addiction Worker</p> <ul style="list-style-type: none"> The Drug and Alcohol Counsellor program was revamped with competencies of industry and recovery guidelines to create the new Mental Health and Addiction Worker program. Offered two intakes with a common first semester with Social Service Worker. New dual diploma program enables students to complete two diplomas (Mental Health and Addiction Worker and Social Services Worker) within 2 years. <p>Early Childhood Education</p> <ul style="list-style-type: none"> Starting this year, Fleming is offering an Eco-Mentorship certificate for ECE students in addition to their ECE diploma. Going into formalized program review process.

Emergency Management

- EMP shares a Program Coordinator with Pre-Service Firefighter program.
- There are challenges with enrolment and other variables, therefore a decision has been made to suspend 2017 Fall intake, with a focus on redesign.

Educational Support

- Fleming will be promoting collaboration with other programs (ex. DSW, PTA and OTA) for teaching about augmentative devices.
- Working with other programs to promote collaboration (ex. DSW, PTA and OTA) for teaching about augmentative devices.

Human Service Foundations

- Program intake suspended due to low enrolment. (No PAC meeting).

Law Clerk / Paralegal

- Completed Program Review/Accreditation.

Police Foundations

- A new mock job interviews initiative was started for students.

Pre-Service Firefighter

- FF program shares a Program Coordinator with Emergency Management program.

Protection, Security and Investigations

- Changes to the curriculum made in response to the 5 year program review.

Social Service Worker

- Offered two intakes with a common first semester with Mental Health and Addiction Worker.
- New dual diploma program enables students to complete two diplomas (Mental Health and Addiction Worker and Social Services Worker) within 2 years.

School Name	Notable Action Items
<p>School of Trades and Technology</p> <p>2 of 15 (15%) programs met in 2016/2017 (changes to coordinators and lack of quorum impacted the number of meetings held in 2016/2017)</p>	<p>Carpentry Technician/Carpentry Techniques</p> <ul style="list-style-type: none"> • Carpentry programs have gone from 0% to 12% women. • The Coordinator of the Construction Engineering Technician program updated the committee on the current state of the program with its first year in progress. <p>Welding Techniques</p> <ul style="list-style-type: none"> • Polled professional associations asking them what they would be looking for in the next 10 years surrounding soft skills in their industry. • Worked on incorporating soft skills, professionalism in the trades, punctuality, working in teams, handling conflict, problem solving, etc. • The FastStart program here at the college is geared towards innovation and creative thought. School of Trades and Technology is incorporating this into programs as non-traditional jobs are becoming the norm and students are needing to “think outside of the box”.

School Name	Notable Action Items
<p>Haliburton School of Art and Design</p> <p>1 of 15 (7%) programs met in 2016/2017</p>	<p>Sustainable Building Design and Construction</p> <ul style="list-style-type: none"> • D. Belsey is teaching carpentry skills at the Peterborough campus, he is linking SBD into his teaching practices. Opportunity to attract carpentry grads into SBD and produce graduates with greater carpenter skills. • Although the SBD students are younger, more graduates are securing jobs in the field when they finish the program. There are seven students from last year’s program employed in the industry.