

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

**Wednesday, April 25, 2018
3:00 p.m.
Sutherland Campus
Scholfield Boardroom
Room B3330
Peterborough, ON**

2015-2018 Strategic Priorities

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

A G E N D A

Pages

1. Call to Order	
<ul style="list-style-type: none"> • Welcome to the Traditional Territory <i>The Board of Governors hold this meeting on the traditional lands of the Mississauga and Anishinaabe peoples.</i> • Confirmation of Quorum • 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>	
3.1 Approve the minutes of the March 28, 2018 Public Board meeting	4-7
3.2 Receive the Report on Procurement Contracts Awarded January – March 2018	8
Regular Agenda	
4. Business Arising from Previous Meetings (not otherwise covered on the agenda)	
No items tabled.	
5. Decision Items	
5.1 New Program: Restorative Practices and Alternative Dispute Resolution (enclosed)	9-29
15 min. Presenter: Vice-President Weegar with David Francis and Deborah Stanford	
5.2 Draft 2018-2019 Financial Plan (enclosed)	30-48
20 min. Presenter: Vice-President Baker with Angie Sims	
5.3 Draft 2018-2019 Business Plan (enclosed)	49-61
15 min. Presenter: Vice-President Crook with Sherry Gosselin and Linda Poirier	
6. Discussion Items, Reports and Information Items	
6.1 Projects and Property Update (enclosed)	62-64

6.2 Chair's Report to the Board

5 min.

Upcoming Events

- *Liaison Governor Opportunity*. President's Advisory Council meeting Thursday, May 17 at 4:00 p.m. at the Sutherland Campus
- *Next Public Board Meeting*: Wednesday, May 23 at the Sutherland Campus
- *Convocation 2018* (enclosed) 65-66
- *2018 Higher Education Summit – Empowering Our Future: Save the Date!* November 25-26 at the Sheraton Centre Toronto; pre-conference events November 24

6.3 President's Report to the Board / College Initiatives Update

10 min.

6.4 "Community Connections" Roundtable

7. Other Business

8. Move to In-Camera Meeting approx. 4:05 p.m.

9. Report from the In-Camera Meeting

10. Adjournment of the Public Meeting approx. 4:35 p.m.

Private Session (Governors Only)

CONSENT AGENDA

Public Board Meeting
April 25, 2018

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

- 3.1 approve the minutes of the March 28, 2018 Public Board meeting**
- 3.2 receive, as information, the Report on Procurement Contracts (between \$500,000 and \$999,999) Awarded for the January 1, 2018 through March 31, 2018 2018 timeframe**

Board of Governors PUBLIC MEETING**Wednesday, March 28, 2018****Frost Campus, Boardroom – Room 252****Lindsay, ON***Draft Until Approved***MINUTES**

Present: Mr. Paul Downs
 Ms. Dana Empey, Chair
 Dr. Aaron Grant
 Ms. Sue Kloosterman
 Ms. Shelley Knott-Fife
 Mr. Mike Leonard
 Ms. Katherine MacIver
 Mr. Dan Marinigh
 Ms. Angela Pind
 Dr. Tony Tilly

Regrets: Mr. Fred Clifford
 Mr. George Gillespie
 Ms. Rosemarie Jung
 Mr. Mike Perry
 Ms. Cathy Praamsma
 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

Staff Presenting:

- Item 4: Dr. Brett Goodwin, Dean and Frost Campus Principal
- Items 5, 6, 7: Kristi Kerford, Associate Vice-President Student Services
- Item 7: Angie Sims, Director Budget Services
- Item 8: Dr. Brent Wootton, Associate Vice President Business Development, Applied Research, Government & Partner Relations

Guests:

- Item 5: Madeline Williams, President – Frost Student Association and Amanda Drake, Frost Student Association Vice-President; Joel Willett, President – Student Administrative Council

1. Call to Order

The Chair called the meeting to order at 3:57 p.m. and acknowledged holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

Staff and guests were **welcomed**.

Members were asked to **disclose conflict** concerning any item on the agenda; none were declared.

2. Additions/Deletions/Approval of Agenda

It was moved by Mr. Marinigh, seconded by Mr. Downs and carried to approve the agenda.

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 Ms. Knott-Fife and Ms. MacIver

- THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the March 28, 2018 meeting and through this consent**
- 3.1 approve the minutes of the January 24, 2018 Public Board meeting;**
- 3.2 receive, for information, the Report on the Financial Position at February 28, 2018;**
- 3.3 receive, for information, the Audited Financial Statements to March 31, 2017 for the Frost Student Association and the Student Administrative Council.**

Motion Carried
(Resolution BoG March28-2018 #1)

Regular Agenda

For this meeting, the Regular Agenda consolidated Decision Items, Discussion Items, Reports and Information Items in order to accommodate time commitments of members.

4. **Frost Campus Update:** The annual schedule provides for two Board meetings to be held at the Frost Campus thereby providing the Dean/Campus Principal an opportunity to provide regular updates on activities. Dr. Goodwin presented his first Report, highlighting undertakings since the June 2016 update, and responded to Governor questions.
5. **Partnership Update – Student Governments:** The Associate Vice-President Student Services, Kristi Kerford, introduced the student representatives in attendance. Frost Student Association President Madeline Williams and Sutherland Administrative Council President Joel Willett highlighted priorities, activities, challenges and achievements of their respective governments over the past year. Dr. Tilly acknowledged the leadership of the two student groups during the strike and referenced Mr. Willett's leadership of the College Student Alliance.
6. **Protocol Agreements for Ancillary Fees:** Introduced by the Associate Vice-President Kerford, it is a Ministry requirement of all colleges to have agreements in place that establish the process to be followed to levy, increase or decrease ancillary fees that are over and above program fees. Further, these agreements are to be approved by the college administration, the student associations and the board of governors.

Fleming College has two protocol agreements – one for mandatory ancillary fees and one for athletic fees. Both agreements have a duration of five years, running from 2018 through 2023.

Moved and Seconded by Ms. Knott-Fife and Mr. Marinigh

- THAT the Board of Governors of Sir Sandford Fleming College approve the *Compulsory Ancillary Fee Protocol Agreement and the Athletics and Recreation Fee Protocol Agreement for the period of 2018-2023.***

Motion Carried
(Resolution BoG March28-2018 #2)

7. **2018-2019 Fee Schedules:** Ancillary fees are imposed or administered by the College that a student pays in addition to tuition fees, and must be approved by the Board. They are established for the academic year commencing September 1, 2018 to August 31, 2019.
- a) **Compulsory Ancillary Fees** are charged to all students to support services and activities that are not supported by the operating grant, capital grants and tuition fees, i.e. they allow the College to maintain or enhance service levels to students. As part of the consultation process

with the student governments in renewing the protocol agreement, increases were kept to levels equivalent to cost of living increases. Some examples are alumni and IT fees.

Moved and Seconded by Mr. Marinigh and Ms. Maclver

THAT the Board of Governors of Sir Sandford Fleming College approve the *Compulsory Ancillary Fees for 2018-2019* as presented in Appendix A (attached to the Report).

Motion Carried
(Resolution BoG March28-2018 #3)

- b) Student Levied Fees** are levied on the student body by the two student governments but administered by the College on their behalf. Some examples are health insurance and transit fees.

Moved and Seconded by Mr. Marinigh and Ms. Maclver

THAT the Board of Governors of Sir Sandford Fleming College approve the *Student Levied Fees for 2018-2019* as presented in Appendix A (attached to the Report).

Motion Carried
(Resolution BoG March28-2018 #4)

- c) Program Compulsory Fees** are charged to offset specific program costs and are compulsory for students in applicable programs. An academic fee may be charged for overnight camps; a supply fee may be charged for materials used in the production of items retained by the student.

Moved and Seconded by Mr. Marinigh and Ms. Maclver

THAT the Board of Governors of Sir Sandford Fleming College approve the *Program Compulsory Fees for 2018-2019* as presented in Appendices B and C (attached to the Report).

Motion Carried
(Resolution BoG March28-2018 #5)

- 8. Applied Research at Fleming College:** Dr. Wootton provided a follow-up report to the April 2017 update on applied research activity at Fleming. Using a slide deck in conjunction with the Report provided in the meeting book, Dr. Wootton highlighted applied research and development activities of the renamed Centre for Advancement of Water and Wastewater Technologies (CAWT) and the Centre for Sustainable Municipalities (CSM). Governors were afforded an opportunity to ask questions, i.e. give an example of one of the research projects that your team is working on. A member requested consideration of First Nation representation on the Ethics Review Board and offered to provide names of potential members.

The planned tour was deferred to the conclusion of the agenda.

- 9. Chair's Report to the Board:** Congratulations were extended to members who have qualified for certificates under the *College Centre of Board Excellence* program. Governor Pind was presented with a Good Governance Certificate of Completion and Governor Marinigh with an Advanced Good Governance Certificate. Governor Praamsma also completed the basic program and will be presented with her Good Governance Certificate at the next meeting

Upcoming Events: As listed on the agenda and highlighted as part of the Chair's Report to the Board.

- 10. President's Report to the Board:** Dr. Tilly referenced a visit to the College by the Minister of Advanced Education and Skills Development, Mitzie Hunter (April 3) and a provincial funding

announcement by MPP Jeff Leal under the Greenhouse Gas Campus Retrofits Program (April 4). Deputy Minister Greg Orencsak has also scheduled a Fleming visit, arranged for April 10.

At 4:51 p.m., the Chair passed the gavel to Vice-Chair Marinigh and exited the meeting.

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

12. **Other Business**

No further business was identified.

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

The Board held an in-camera meeting earlier in the day. The Board extended the term of the Support Staff representative to commence April 2, 2018 and amended the composition of the Presidential Search Committee to include all four internal governors.

14. **Adjournment:** Moved by Ms. Pind, seconded by Ms. Kloosterman and carried to adjourn the Public meeting at 4:54 p.m.

Period: January 1, 2018 - March 31, 2018

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

Award Date	Description	Vendor Name	Contract Amount (tax excluded)
19-Mar-18	Architectural Services - Low Carbon Building Innovation - Phase 2	Perkins+Will Canada Inc	\$ 888,450.00

BOARD REPORT

SUBJECT: New Program – Restorative Practices and Alternative Dispute Resolution

Submission to: Public Board Meeting

Meeting Date: April 25, 2018

Requested Action: Decision / Approval

Agenda Item 5.1

CONTEXT / PURPOSE

A report to obtain approval to add a part-time Ontario College Graduate Certificate to the School of Flexible Delivery and Continuing Education program mix for January 2019, delivered online through Ontario Learn.

BACKGROUND

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

This program will be offered on-line and part-time and will provide a professional development opportunity to graduates from a variety of diploma and degree programs who wish to add to their skill sets in conflict resolution practices, including those used within indigenous communities. Fleming Child and Youth Care, Community and Justice Services, Customs Border Services, Developmental Services Worker, Paralegal, Early Childhood Education, Educational Support, Law Clerk, Mental Health and Addictions Worker, Police Foundations, and Social Service Worker graduates will be the primary target audience as well as alumni from other institutions across Canada.

Attachment:

- Comprehensive Program Proposal

ANALYSIS / PROPOSED OPTIONS

A post-graduate certificate in *Restorative Practices and Alternative Dispute Resolution* will increase the employability opportunities and potential for career mobility for those working in this field. Since this is offered as a part-time program and online program, it provides a flexible pathway to ongoing career enhancement and increased specialization within this field.

This program relates to the following Academic and Business plan objectives:

- Increase the number of flexible and efficient delivery options, including fully online, to meet the needs of diverse students and maximize use of resources.
- Provide clear and accessible pathways for students to help them achieve their personal and professional goals.
- Assess the Ontario Learn catalogue to determine opportunities for new certificate offerings.
- Through consultation with relevant industry and community partners, ensure graduate competencies, applied learning, and work integrated learning opportunities align with the needs of employers and meet recognized standards.
- New program development will occur with analysis of the School program credential mix to ensure effective School program portfolio management.

Additionally, this program will increase continuing education offerings and enrolment within the School of Flexible Delivery and Contract Training, as per the current Strategic Mandate agreement and Strategic Plan, consistent with regional needs based on demographic trends.

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 provide a broadly based restorative practices curriculum could negatively impact Fleming's reputation with potential graduates.	Low	Medium

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: Proper identification of qualified faculty including those with Indigenous knowledge, a carefully constructed applied project and deliberate inclusion of both restorative and alternative dispute practices will ensure relevancy of the program to numerous alumni. Additionally, drawing on already developed college expertise will help to ensure the quality of the certificate.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the Ontario College Graduate Certificate program *Restorative Practices and Alternative Dispute Resolution* offered through Ontario Learn, with an implementation date of January 2019, for submission to the Ministry of Advanced Education and Skills Development for funding approval.

AUTHORED BY: Deborah Stanford, Manager – Flexible Delivery and Contract Training; David Francis, Dean – Flexible Delivery and Contract Training

1 Executive Summary

The use of Restorative Justice principles and practices is not a new system of managing justice services in Canada. Certain principles of restorative justice, such as forgiveness and reparation, are fundamental concepts within Judaic and Christian faiths. The roots of restorative justice models also stem from traditional Indigenous methods of conflict resolution that rely on community involvement and the implementation of holistic solutions. Traditional restorative practices such as healing circles used by Indigenous groups have been gaining momentum as continued research emphasizes the poor results of incarceration particularly for Indigenous offenders (Mossman and Hughes, 2015). Alternative Dispute Resolution is also gaining popularity not only in justice settings, but within a wide range of conflict situations and can be considered a restorative approach that respects both sides in a dispute.

A new Ontario Graduate Certificate program in Restorative Practices and Alternative Dispute Resolution is both timely and underscores Fleming's commitment to new and innovative programming to meet changing social needs and job demands locally, provincially, and federally. This graduate certificate will prepare graduates to work in this field that is gaining momentum across social, health, education, justice, and community services. Graduates of this program will have gained a new set of skills that highlights the dignity of people, restoration and reparation for victims, and more positive methods of change for offenders.

2 Program Description

This program in Restorative Practices and Alternative Dispute Resolution is a fully online graduate certificate. This graduate certificate will provide knowledge and skills in the philosophy and practice of restorative justice and alternative methods for conflict resolution. This program focuses on theory, research and practice of repairing and restoring relationships, healing and changing behaviour in the fields of education, community, justice, and social service sectors, peacebuilding and family support. The students will have an understanding of mediation principles and learn the tools and techniques which can be applied within various systems including the workplace and domestic settings.

2.1 Proposed Credential

The Restorative Practices and Alternative Dispute Resolution program would be offered as an Ontario College Graduate Certificate.

2.2 Learning Outcomes

1. Employ the philosophy, values and guiding principles of Restorative Justice within the criminal justice system to mediate/ resolve conflicts.
2. Use appropriate communication skills to assist individuals to cope with trauma.
3. Apply collaborative restorative practices and alternative dispute resolution approaches in community development, education, and justice to prevent and/or resolve conflicts.
4. Apply critical thinking, collaborative practice and judgement when working individually and with service providers with children, families and communities to resolve conflict/ manage trauma.
5. Conduct interviews to gather, screen, and disseminate information required in alternative dispute resolution situations and to apply restorative practices.
6. Apply restorative practices, mediation and/ or alternative dispute resolution when working with children and their families, in cultural environments for restorative justice, and justice reinvestment.
7. Assist others to realize the major differences between punitive and restorative mindsets and how each is applied in justice, community, and social service settings.
8. Practice communication skills that honour human dignity and interdependence.

3 Market Description

The target market is individuals with current practice in Social Service, Education, Justice, Community Development and healthcare sectors including but not limited to teachers, correction officers, paralegal, policy makers, physicians, nurses, social workers, other social service providers and community healthcare providers. These individuals might desire this certification to expand their current credentials and employability, particularly if they want to work within Indigenous communities and with Indigenous populations.

With respect to a Fleming College Certificate, all of these courses will be offered online, allowing us to capture past Fleming and Trent/Fleming graduates in various streams and also draw in alumni from other institutions across Canada. This program will also be attractive to students about to finish their current studies at Fleming or other institutions who are looking for an additional skill set to enhance their marketability. In addition, the online part time offering would appeal to a variety of justice, community development, education and healthcare providers currently employed with a fluctuating work schedule and additional life commitments.

3.1 Market Potential

This program is unique compared to others in the system as it is the only graduate certificate of its kind. Several programs do have courses in restorative practice as part of a larger area of conflict and dispute resolution.

Diploma Programs

As a Graduate Certificate, it may be sought after by graduates from several diploma programs including, but not limited to, the following colleges and their respective diploma programs focussed on Indigenous peoples:

- Confederation- Aboriginal Community Advocacy
- Confederation- Aboriginal Community Services Worker
- Confederation- Indigenous Governance and Public Administration
- Canadore- Indigenous Wellness and Addictions Prevention
- Georgian- Indigenous Community and Social Development
- St. Clair- Native Community Worker

Graduates of other Diploma programs that focus on conflict resolution/ mediation/ justice may be interested in adding this Graduate Certificate to their credentials include graduates of:

- Seneca- Court and Tribunal Administration
- Durham- Youth Justice and Interventions
- Canadore- Alternative Dispute Resolution
- Conestoga- Mediation
- Durham- Mediation/ Alternative Dispute Resolution
- Algonquin, Durham, Georgian- Victimology

Graduates of social service programs including Social Service Worker, Child and Youth Care, Community and Justice Services, Mental Health and Addiction Worker may be interested in this program if they have goals to work with Indigenous populations or have a keen interest in restorative justice and practices.

Graduate Certificate Programs

There are no graduate certificate programs that focus on restorative justice and practices. Graduate diploma programs that do focus on working with Indigenous people include:

- Indigenous Health Approaches (program not currently advertised at any college)
- Confederation- Indigenous Governance and Public Administration

Other graduate diploma options without a focus on Indigenous populations that may compete with this one, including Alternative Dispute Resolution:

- Lambton- Community Mental Health
- Durham, Georgian, Humber- Addictions and Mental Health
- Durham, Humber- Alternative Dispute Resolution
- Northern- Addictions Counsellor
- Seneca- Mental Health Intervention
- Confederation, Mohawk- Concurrent Disorders

University Programs

- Trent University- several programs in Indigenous Studies including Indigenous Studies and Indigenous Environmental Studies

Several other universities also offer Indigenous Studies degree programs including York, Laurentian, Wilfred Laurier, Nipissing, McMaster, Carlton, and Lakehead.

The real question for potential students to ask is, whether they want programs that are theory-focused or more practical and experiential. The proposed Ontario Graduate Certificate is highly skill-focused and can be completed at the student's own pace.

3.2 Labour Market

Jobs in this occupational area are part of a larger group NOC 421: Paraprofessional occupations in legal, social, community and education services. The jobs in this area align with the sub-group, NOC 4212: Social and Community Service Workers although they may also work in justice and legal services. Typical employers include social service and government agencies, health care services, mental health agencies, group homes and shelters, substance abuse centres, school boards, educational institutions, and correctional facilities.

Main duties in group (NOC 4212) include:

- Review client background information, interview clients to obtain case history and prepare intake reports
- Assess clients' relevant skill strengths and needs
- Assist clients to sort out options and develop plans of action while providing necessary support and assistance
- Assess and investigate eligibility for social benefits
- Refer clients to other social services or assist clients in locating and utilizing community resources including legal, medical and financial assistance, housing, employment, transportation, day care and other services
- Counsel clients living in group homes and half-way houses, supervise their activities and assist in pre-release and release planning
- Participate in the selection and admission of clients to appropriate programs

- Implement life skills workshops, substance abuse treatment programs, behaviour management programs, youth services programs and other community and social service programs under the supervision of social services or health care professionals
- Meet with clients to assess their progress, give support and discuss any difficulties or problems
- Assist in evaluating the effectiveness of treatment programs by tracking clients' behavioural changes and responses to interventions
- Advise and aid recipients of social assistance and pensions
- Provide crisis intervention and emergency shelter services
- Implement and organize the delivery of specific services within the community
- Maintain contact with other social service agencies and health care providers involved with clients to provide information and obtain feedback on clients' overall progress
- Co-ordinate the volunteer activities of human service agencies, health care facilities and arts and sports organizations
- May maintain program statistics for purposes of evaluation and research
- May supervise social service support workers and volunteers (Canada Job Bank, 2017)

The employment outlook for individuals seeking employment in these professions is expected to be fair in local areas and the province according to Government of Canada's Job Market Report - 2016-2018.

Employment in this occupation has experienced fairly strong growth in Ontario over the last decade. These workers are mostly employed in the health care and social assistance sector, mainly with individual and family services, and residential care facilities such as group homes. Public administration, largely local governments, and elementary and secondary schools are also key employers.

The level of government funding for social programs mainly influence job creation in this occupation. Over the next few years, a moderate amount of job openings are expected to arise due to continued investments in these initiatives. Among them, funding has been committed for developmental services systems to expand programs, provide more residential supports and improve the quality of life for persons with disabilities. Further, arising from the province's long-term Comprehensive Mental Health and Addictions Strategy, more mental health support is being provided for children and youth in the province. There has also been a significant increase in **investments in Indigenous communities**, and more funding for the homelessness strategy generally in Ontario. These factors are expected to create employment for the services of these workers.

4 Strategic Alignment

4.1 Business Plan

The Restorative Justice and Restorative Practice graduate certificate is complementary to Fleming College's suite of programs building on our indigenous knowledge focus as well as equipping alumni from diverse program areas with additional skills specific to community development, social work, justice and healthcare.

The core courses in this certificate are planned to contribute and support the four strategic priorities of the current Fleming College Strategic plan:

- Deliver Outstanding Student Learning and Experiences
- Collaborate and Prosper with our Communities
- Excel as an Organization
- Enhance Financial Health and Sustainability

4.2 Strategic Mandate Agreement

The Restorative Justice and Restorative Practice graduate certificate aligns well with Fleming's and the Ministry's SMA including the Ministry's Differentiation Policy Framework.

Differentiation Strategy Area 1 – Jobs, Innovation and Economic Development

This program focuses on theory, research and practice of repairing and restoring relationships, healing and changing behaviour in the fields of education, community, justice, healthcare and social care sectors, peacebuilding and family support. As one of a kind, it offers job prospects in areas not traditionally found in many other colleges and college programs.

Differentiation Strategy Area 2- Teaching and Learning

As an online program, students can take the courses at a pace which fits their lifestyle and educational goals. Key components in several courses included applied learning activities and experiential learning as well as applied projects. Opportunities to work with Indigenous populations are also available within courses.

This program fulfills the College's core promise and applied learning enhancement strategy emphasizing personalized learning and work-integrated learning.

Differentiation Strategy Area 3 – Student Population

This Graduate Certificate forms part of the college's commitment to improve access, retention, and success for underrepresented groups including Indigenous students. Fleming's "Building Community Success" priority in its Strategic Plan emphasizes partnership with four First Nations communities. This program will strengthen the college's ties with First Nations communities.

Differentiation Strategy Area 4- Program Offerings

This program will add to the college's core programs in healthcare, community services, business, justice, and general arts that respond to the evolving needs of the regional labour market and provide access to postsecondary studies for local students.

Differentiation Strategy Area 5- Institutional Collaboration to Support Student Mobility

Fleming has many partnerships with other colleges and universities and benefits from positive relations with Trent University. This program, once fully developed, may offer graduates opportunities with Trent's Indigenous Studies. Trent graduates may also find this program of interest with its focus on restorative practices and more experiential learning.

4.3 Delivery Mode

This program is a fully online certificate. This type of delivery method provides greater flexibility for learners to achieve and master the learning outcomes of this program at their own pace. Ontario Learn as a platform for the program will attract a diverse group of learners who can achieve many of the course outcomes while working in their field as well as designing and delivering an applied project that will benefit their communities. The learners will be drawn from across the province of Ontario and will represent a broad variety of sectors.

4.4 Target Student Audience

This program has a significant focus on restorative practices in Indigenous communities and will inculcate and deepen students' knowledge about the values, beliefs, philosophy and practices of indigenous restorative justice. The program concept paper was presented to an AEC meeting on Thursday, February 4, 2016 and the council identified this program as a regional need and unanimously supported the certificate development. Given the broad nature of this program, this program would provide additional career expertise to a variety of student audiences.

This program aligns well with several Trent University degree areas and it would be beneficial to investigate possible pathways for graduates of this program to obtain advanced standing in Indigenous degree programs currently offered at Trent.

Another unique possibility is to evaluate whether some of the program courses could be considered as electives in Trent programs as the level of learning in this program is at a graduate level. This would be a unique opportunity for Trent students and would provide some flexibility as the courses are online.

4.5 Pathways

This program also aligns well with several Trent University degree areas and it would be beneficial to investigate possible pathways for graduates of this program to obtain advanced standing in Indigenous degree programs currently offered at Trent.

5. Financial

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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Date 17/04/2018

Sir Sandford Fleming College - Program Costing

Scenario #1 : Expected enrolment

Program Name: Restorative Practices and Alternative Dispute Resolution Graduate Certificate

Offered Part-time through OntarioLearn

Net Tuition (per 45-hour course) \$281.25
BOG (per 45-hour course) \$227.70

(All values expressed in current dollars)

	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Year 4 2021/22	Year 5 2022/23	Year 6 2023/24
Fleming Student Enrolment:						
Fall enrolment	40 *	140 ****	140 ****	140 ****	140 ****	140
Winter enrolment	80 **	140 ****	140 ****	140 ****	140 ****	140
Summer enrolment		120 ***	140 ****	140 ****	140 ****	140
	120	400	420	420	420	420

Enrolment per course assumes 20 Fleming students + 10 students from other colleges

Revenues

Tuition Fees	\$33,750	\$112,500	\$118,125	\$118,125	\$118,125	\$118,125
MTCU Operating Grant Received		9,108	39,468	71,346	94,116	95,634
Fees from other Colleges	7,920	26,400	27,720	27,720	27,720	27,720
Total	41,670	148,008	185,313	217,191	239,961	241,479

Expenses

Academic Direct	20,689	75,858	82,754	82,754	82,754	82,754
Course Supplies/Instructional Costs	200	200	200	200	200	200
Dean & Other academic costs	2,834	10,065	12,601	14,769	16,317	16,421
Total	31,591	32,802	33,910	34,813	35,277	35,484

Net Contribution or (Cost) of Proposed

New Program before Overhead	10,079	115,206	151,403	182,378	204,684	205,995
Contribution %	24.2%	77.8%	81.7%	84.0%	85.3%	85.3%
Development Costs	35,000					
College Overhead	14,689	52,173	65,323	76,560	84,586	85,121
Net Contribution or (Cost) of Proposed New Program	-39,610	63,033	86,080	105,818	120,098	120,874
Cumulative Cash Flow (excluding overhead)	-24,921	90,285	241,688	424,066	628,750	834,745

* two 45-hour courses offered in semester

** four 45-hour courses offered

*** six 45-hour courses offered

**** all six 45-hour courses + 60-hour applied project offered

Assumptions:

1. Dean and other academic administrative expenses allocated at 6.8% of revenue
2. College overhead is allocated at 35.25% of revenue
3. TCH covered 100% by Contract Faculty
4. OntarioLearn Embanet fee is ignored as revenue should equal expense.

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

Page: 9 (19)
Date 17/04/2018

Sir Sandford Fleming College - Program Costing

Scenario #2: Reduced enrolment

Program Name: Restorative Practices and Alternative Dispute Resolution Graduate Certificate

Offered Part-time through OntarioLearn

Net Tuition (per 45-hour course) \$281.25
BOG (per 45-hour course) \$227.70

(All values expressed in current dollars)

	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Year 4 2021/22	Year 5 2022/23	Year 6 2023/24
Fleming Student Enrolment:						
Fall enrolment	20 *	70 ****	70 ****	70 ****	70 ****	70 ****
Winter enrolment	40 **	70 ****	70 ****	70 ****	70 ****	70 ****
Summer enrolment		60 ***	70 ****	70 ****	70 ****	70 ****
	60	200	210	210	210	210

Enrolment per course assumes 10 Fleming students + 10 students from other colleges

Revenues

Tuition Fees	\$16,875	\$56,250	\$59,063	\$59,063	\$59,063	\$59,063
MTCU Operating Grant Received		4,554	19,734	35,673	47,058	47,817
Fees from other Colleges	7,920	26,400	27,720	27,720	27,720	27,720
Total	24,795	87,204	106,517	122,456	133,841	134,600

Expenses

Academic Direct	20,689	75,858	82,754	82,754	82,754	82,754
Course Supplies/Instructional	200	200	200	200	200	200
Dean & Other academic costs	1,686	5,930	7,243	8,327	9,101	9,153
Total	31,591	32,802	33,910	34,813	35,277	35,484

Net Contribution or (Cost) of Proposed

New Program before Overhead	-6,796	54,402	72,607	87,643	98,564	99,116
Contribution %	-27.4%	62.4%	68.2%	71.6%	73.6%	73.6%
Development Costs	35,000					
College Overhead	8,740	30,739	37,547	43,166	47,179	47,446
Net Contribution or (Cost) of Proposed New Program	-50,536	23,663	35,059	44,477	51,385	51,669
Cumulative Cash Flow (excluding overhead)	-41,796	12,606	85,213	172,855	271,419	370,534

* two 45-hour courses offered in semester

** four 45-hour courses offered

*** six 45-hour courses offered

**** all six 45-hour courses + 60-hour applied project offered

Assumptions:

1. Dean and other academic administrative expenses allocated at 6.8% of revenue
2. College overhead is allocated at 35.25% of revenue
3. TCH covered 100% by Contract Faculty
4. OntarioLearn Embanet fee is ignored as revenue should equal expense.

Minimum Enrolment requirement for Ontario Learn offered Graduate courses

Scenario 2 for a 45-hr course: Fees \$411.10 (281.25 (tuition/45 hrs) + Student Assistance (\$0.56/hr/student))

Income:

Source 1: Course tuition fee: \$281.25/ student enrolled through Fleming
 Source 2: Grant: \$5.06/ hr/student enrolled through Fleming 45 x 5.06 = \$227.70
 Source 3: Fee component from students enrolled through other college: \$154/student
 Income from Student enrolled through Fleming = Income Source 1 + Income Source 2 = \$508.95

Expenditure:

Faculty teaching cost: \$65 (Flat Rate step level-40) x 45 hrs = 2925.00
 Embanet fee for faculty: \$44.00

Expenditure for Students Enrolled through Fleming:

Student Assistance = \$0.56/hr/student
 Service fee = \$0.77/hr/student
 Embanet fee for per student enrolled through Fleming \$44.00

Enrollment College	Enrollment Requirement										
	10	9	8	7	6	5	4	3	2	1	0
Fleming	10	9	8	7	6	5	4	3	2	1	0
Other Colleges	4	4	4	4	4	4	4	8	12	16	20
Income	5705.50	5196.55	4687.60	4178.65	3669.70	3160.75	2651.80	2758.85	2865.90	2972.95	3080.00
Expenditure	4447.50	4299.65	4151.80	4003.95	3856.10	3708.25	3560.40	3412.55	3264.70	3116.85	2969.00
Remaining income	1258.00	896.90	535.80	174.70	-186.40	-547.50	-908.60	-653.70	-398.80	-143.90	111.00

5.1 Program Risks

The expertise in this program is drawn from an emerging field, which may make the challenge of hiring experienced faculty with appropriate mix of education and professional qualifications challenging.

5.2 Countermeasures

Fleming College with its diversity of program areas related to justice and community development is uniquely positioned to meet this challenge. Also, recent legislation and funding will enhance this program’s viability.

6 Marketing

6.1 Student Needs / Requirements

Students who want to be successful in this program will need to believe strongly in equality and diversity and celebrate individual and cultural differences. Restorative practices and principles are often not the norm of learning and many students will be more familiar with the current punitive justice system. This program is ideal for those who want to learn a different way of managing conflict, justice, and differences and who want to work with populations such as Indigenous communities to enhance personal, family, and community well-being.

Upon completing the program, students will have an understanding of restorative principles, alternative conflict resolution, mediation principles and learn the tools and techniques attached with these principles which can be applied within justice and health systems, communities, institutions, workplaces and families.

6.2 Student Benefits

The mastery of the program outcomes will assist learners in dealing with difficult situations in the workplace and other settings where they may experience conflict or difficult situations. Using alternative methods to manage disputes can be considered a life skill. Restorative justice and practice is a community welfare approach to conflict resolution. It advocates rectifying injustice through understanding, healing and social engagement. Practice of restorative justice holds offenders directly responsible for the damage they cause and empowers victims by providing a voice in the justice process.

6.3 Value Proposition

Students who choose Fleming and this program will benefit from Fleming's core promise and strategic mandate agreement that focuses on flexible delivery and respect for Indigenous culture. Graduates will benefit from learning alternative dispute resolution within a framework of restorative justice and practice. The online format will allow them to continue working in their field while obtaining an additional career-enhancing qualification – at a post-graduate level. This will enable program graduates to apply for a wide range of positions across many employment areas including working in and with First Nations Communities.

6.4 Launch Plan

This program is intended to be launched in the winter of 2019 and will be marketed to all colleges offering Ontario Learn programs and courses. In addition, Fleming alumni in a variety of programs will be informed of this new offering.

7 Implementation

7.1 Responsible School

School of Flexible Delivery and Contract Training

7.2 Staffing Requirements

Anticipate hiring two new part-time contract faculty as Subject Matter Experts for the initial curriculum design and development.

7.3 Space Requirements

No space requirements, offered fully online.

7.4 IT requirements

There are no special IT requirements identified at this time.

7.5 Delivery time

Courses in this certificate will be delivered through Ontario Learn. There may be some flexibility in hours and not all courses will meet the traditional delivery time of 45 hours over 15 weeks of a semester with delivery time of 3 hours/week. The program is self-paced for the flexibility to accommodate non-traditional and working population of learners.

8 Additional Information (attachments as required)

PAC approval:

On April 6, 2017 Community and Justice Service Program Advisory Committee identified the Restorative Justice and Restorative Practice Graduate certificate as a regional need and endorsed the development of the certificate for the Fall 2018 delivery (copy of minutes of meeting enclosed). Subsequent to this meeting, the program title was changed to highlight the emphasis on both restorative justice and alternative dispute - ensuring broader student reach.

Reference group:

#	Name	Designation and Organization
1	Amber Johnson	Faculty, J&CD, Fleming Collge
2	Anne Hines	Faculty, H&W Fleming College
3	Bruce Schenk	Director, International Institute for Restorative Practices – Canada
4	Beedahbin Peltier	Expert Indigenous history, politics and culture
5	Cristine Rego	Faculty, J&CD, Fleming Collge
6	Liz stone	Leadership, Governance, Social Work, Culture
7	Gerard Sagassige	Restorative Justice
8	Stan Baker	Safe Caring and Restorative Schools Resource Teacher, KPRDSB
9	More members will be recommended by Liz stone	

CORE COURSES :

1. Introduction to Restorative Justice, Restorative Practice, and Alternative Dispute Resolution: 45 Hrs.
2. Alternative Dispute Resolution: Theory and Practice: 45 hours
3. Restorative Justice and Restorative Practices – Global Perspectives: 45 Hrs.
4. Restorative Justice and Restorative Practices- Canadian Indigenous Community: 45 Hrs.
5. Scope and Practice of Restorative Justice in Education, Community Development and Social Justice Systems : 45 Hrs.
6. Restorative Practices, Alternative Dispute Resolution, and Investigation Techniques: 45 Hrs.
7. Applied Project : 90 Hrs.

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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Course Code/ Course Title	Total Course Hours	Course Description & CLO's
Introduction to Restorative Justice, Restorative Practice, and Alternative Dispute Resolution	45	<p>Participants in the course will examine Restorative Justice Theory including three core models of restorative justice including mediation, conferencing, and circles. Participants will be introduced to alternative dispute resolution (ADR) and its role in mitigating, reducing, and solving conflict. In addition, other variations of restorative practices, such as truth and reconciliation commissions, as well as community panels will be examined and put into practice through simulation. Participants will apply structured and responsive uses of restorative justice in family, group, and community-wide situations.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Discuss the concept of trauma-informed restorative justice and restorative practice • Examine techniques of ADR and how it fits into the wider scope of conflict management and restorative practices • Analyse the historical, sociological and political forces that have impacted Indigenous and other communities • Describe the concept of healing for Indigenous Canadians

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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<p>Alternative Dispute Resolution: Theory and Practice</p>	<p>45</p>	<p>This course will cover, in detail, the theory, practice, and ethics of alternative dispute resolution (ADR). It will provide students with an introduction to conflict analysis, negotiation, mediation and arbitration. Students will learn the techniques used in ADR including active listening, paraphrasing and stages of negotiation and mediation. The use of ADR in the Indigenous community is highlighted including healing circles, and other restorative practices. Through a series of case studies and simulation exercises, students will gain insight into the practice of ADR and will have the opportunity to develop effective negotiation and mediation skills.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Apply active listening and paraphrasing to mediate conflicts • Explain ethical conduct as it applies to ADR • Apply ADR within several cultural contexts including Indigenous communities. • Differentiate between mediation, negotiation, and arbitration • Use ADR skills to solve conflicts
<p>Restorative Justice and Practices – Global Perspectives</p>	<p>45</p>	<p>This course gives students the historical and theoretical development of restorative justice in several countries including Canada, Australia and New Zealand. In addition, students critically assess contemporary research on restorative justice to determine the extent to which restorative justice processes have a positive impact on participants and how to improve current practices.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Describe the context of social and emotional well-being for Indigenous populations in Canada, Australia and New Zealand • Analyse the degree of trauma experienced by Indigenous Canadians, Australians and New Zealanders

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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		<ul style="list-style-type: none"> • Identify the various techniques and approaches that make up the spectrum of Restorative Practices and realize under which circumstance they are best utilized • Critically evaluate current literature on restorative practices
Restorative Justice and Restorative Practices- Canadian Indigenous Communities	45	<p>In this course, students will be introduced to current models of restorative practices used in Canadian Indigenous criminal justice, community, and social services contexts. Representing the latest research in the field, students will explore and critique three core models—mediation, conferencing, and circles. Other variations of restorative practices, such as truth and reconciliation commissions, as well as community panels will be examined. This course will allow students to develop skills around participant preparation, interviewing, cross-cultural respect, expression and the management of emotions, aftercare, maintenance of relationships, and mentoring.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the importance of preparing parties for a Restorative Dialogue and explore and practice the elements of case development • Learn Circle Processes including Proactive and Responsive Circles • Build the elements of a Circle Process framed by opening and closing ceremonies, values, guidelines and framing questions • Develop specific skill sets around participant preparation, interviewing, cross-cultural considerations, expression and management of emotions, aftercare, support, and mentoring

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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Date: 17/04/2018

<p>Restorative Justice, Practice and Alternative Dispute Resolution in Education, Community Development and Social Justice Systems</p>	<p>45</p>	<p>This course will analyse the current trends and practices of restorative justice, restorative practices, and alternative dispute resolution in all level of academic institutions (primary, secondary and post-secondary) as well as recreational and residential settings. There will be an emphasis on discussion and examination of the unique features and challenges of restorative justice and restorative practices in education, particularly in the context of curriculum-based institutional environments.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Apply structured and responsive uses of restorative justice in family, group, and community-wide situations • Apply ADR in family, group, and community-wide situations • Use various community-friendly evaluation strategies for measuring program and process outcomes • Explore the possible applications for RP in educational institutions, in the workplace, in neighbourhoods, in other organizations and as a way of empowering citizens in democratic processes • Incorporate evaluation components in program development or process creation that conform to restorative values and principles • Initiate meaningful and sustainable responses to community shortfalls
<p>Restorative Practices, Alternative Dispute Resolution and Investigation Techniques</p>	<p>45</p>	<p>In this course, students will focus on the restorative practices and dispute resolution initiatives that have relevance for family practice and social work. This course will specifically examine the use of restorative practices and alternative dispute resolution approaches in situations that involve children, youth and families who have suffered trauma. This can include restorative practices for child welfare counselling, issues that arise in day care, issues that arise in foster care as well as</p>

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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		<p>shelters that house victims of domestic abuse and displaced or homeless children. This will also include sensitivity training concerning cultural and tradition differences as well as putting emphasis on the quality of relationships rather than family structures. By implementing a non-adversarial process, students will learn the steps to become facilitators in Restorative practices, mediation, and conflict resolution.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Plan, implement and evaluate interventions aimed at prevention and healing for victims, perpetrator and Community. • Describe best practices in crime prevention through social development and restorative justice practice • Examine the qualities of a competent Restorative Practice facilitator and appreciate the ethical considerations informing processes that involve bringing people together when harm has occurred • Advocate for victims of crime • Integrate knowledge and competency in working with victims, perpetrator and community using nonadversarial and healing approaches
Applied Project	90	<p>This core course is designed to provide broad exposure to applications of restorative justice and alternative dispute resolution. Learners will apply the theory of previous courses into practice by completing a project. This project focuses on recognizing, developing, proposing and implementing a plan to incorporate strategies for social movements and structural change with emphasis on peacebuilding and conflict reduction.</p> <p>The proposed objective of this applied project is to focus on a direct application to your current work or future career goals that will benefit your organization or community.</p>

Program Development Business Case

Project name: Restorative Practices and Alternative Dispute Resolution
Proposed by: Dean, School of Flexible Delivery and Contract Training

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		<p>Learning Outcomes:</p> <ul style="list-style-type: none">• Design, implement, and assess a project that will enhance your community to better manage conflict in a specific area, ie, recreation, education, social work, or other area;• Evaluate the project noting the benefits and costs of restorative intervention for victims, offenders and the community as applicable;• Discuss how the project could have been improved or changed in the future
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Sources:

Canada Job Bank: Job Market Report (2017 September 13). Retrieved from: <https://www.jobbank.gc.ca/report-eng.do?lang=eng&noc=4212&area=8792&titleKeyword=community+development+worker®ionKeyword=Peterborough,+Ontario&source=2&action=final>

Mossman, M.J. & Hughes, P. (2015). **Re-Thinking Access to Criminal Justice in Canada: a critical Review of Needs, Responses and Restorative Justice Initiatives.** Department of Justice, Canada. Retrieved from: http://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rr03_2/p01.html 2015

BOARD REPORT

SUBJECT: Fleming College 2018-2019 Financial Plan

Submission to: Public Board Meeting

Meeting Date: April 25, 2018

Requested Action: Decision / Approval

Agenda Item 5.2

CONTEXT / PURPOSE

To present the draft 2018-2019 Financial Plan (Preliminary College Budget), for review and approval.

BACKGROUND

The Ministry of Advanced Education and Skills Development (MAESD) requires all Ontario colleges to prepare an annual budget to be submitted no later than June 30 of each year.

- Ministry Policy Framework: *Governance and Accountability Framework Minister's Binding Policy Directive*
- Ministry Policy Framework: *Business Plan Operating Procedure*

Attachments:

- Draft Fleming College 2018-2019 Financial Plan
- 2018-2019 Capital Investment Plan > \$50,000 Report
- Financial Health and Sustainability Metrics

ANALYSIS / PROPOSED OPTIONS

The Draft Financial Plan for 2018-2019 (Preliminary Budget) provides for a \$5.9 million surplus to contribute to reserves. The budget projects an increase in revenues from 2017-2018 Budget Update of \$20.6 million (16.6%) and an increase in operating expenditure of \$20.8 million (17.6%). Pertinent analysis and background details supporting the budget follow.

REVENUE

Significant components that make up the College Revenue include grants, student fees and other income:

- Grants are relatively stable year over year with changes based on enrolment projections or negotiated amounts. For 2018-2019, MAESD has awarded the College an additional \$5.26 million in one-time operating grant. However, the Ministry has yet to announce any adjustments for the Small Northern and Rural Grant (SNR). In 2017-2018 the College was awarded an additional \$2.3 million from this fund. Additional funds were announced in the 2017 Provincial Budget, and it is anticipated we will see a portion of those funds in year. However, we have not had any confirmation of this, so have not added any estimate of any new SNR funds to the plan at this time. Further details of grants are itemized starting on page 6 of the 2018-2019 Fleming College Draft Financial Plan.
- Student fees (tuition fees) are based on current enrolment projections thus contain a higher degree of risk than grants. As in past practice, the operating expenditure budgets were built by allocating projected revenues. To mitigate enrolment forecast risk and build college reserves, 40% of potential revenue from the projected first year intake in the international market are held back from this allocation. College Administration proposes to continue the strategy to keep \$4.0 million of these funds as contingency to offset any significant unplanned financial event, or ideally to leave as

year-end surplus to invest in College reserves to improve our financial position and fund future capital investments.

- Details of other income, as found on page 7 of the Financial Plan, show a variety of revenue sources. Other revenues such as bookstore and food services are projected on past trending tied to enrolment projections and inflation factors. Non-operating revenues are projected based on known funding agreements and pose very little risk. This includes residence and parking fees, both with good history of occupancy/sales and established fee structures.

OPERATING EXPENDITURES

The budget process takes into consideration results of our long range planning process, projection of College revenues and the business plan to project department funding needs and to set expenditure budget allocations.

A review of departmental capacity and approvals to bolster FT compliment are also considered within this process. Approved positions to improve college service capacity include increases to student services, international education office (including international admissions) and physical resources.

20 FT faculty were also included in the College financial plan in response to a number of risks including possible conversion grievances, additional cost with PT teaching under Bill 148 and overall need to right size the faculty complement to provide quality learning to students.

Following the assessment of required full time staff costs, the balance of departmental allocation available was scrutinized by budget managers to distribute to part time salary and non-salary expenditures. Provisions for known and accepted increases resulting from Bill 148 were built into department allocations.

This included negotiated increases within our third party service contracts for cleaning and security. Options to reduce levels of service to mitigate Bill 148 were rejected due to the added need for such services, with the significant increases in student enrolments. An increase to student wages due to the increase in minimum wage was also provisioned to ensure we could maintain jobs for students.

Additional requirements of Bill 148 are still being analyzed and interpreted. Estimates of revised wage rates for PT support workers were made but these could change once reviews of all positions have been completed. Additional complexity has been added to projecting PT support wages, as the PT support staff are now unionized and their first contract is being negotiated. A 10 % contingency has been built into the budget for unknown impacts and risks to PT support wages.

The cost of PT faculty is the most significant area impacted by Bill 148. The addition of FT faculty helped to reduce the reliance on PT contracts, and with the significant growth in international revenues from the winter semester flow through, the allocation model for the academic division was able to absorb these cost increases. We will continue to update our long range planning projections as we refine the College enrolment strategies to ensure our financial health and ability to maintain the College strategy of building surplus budgets into the future.

ONE-TIME INVESTMENTS, CAPITAL ASSETS AND NET ASSETS:

As part of the planned \$139 M in operating expenditures, the College is proposing to spend \$5.0 M in operating expense investments, including \$0.5 M funded directly from residence and parking revenues. \$1.5 M of this investment strategy is earmarked for new projected proposals as part of the College innovation/change initiative and or contingency for risk such as Bill 148 unknown costs.

Acquisition of Capital Assets is planned at \$13.2 M, including \$9.1 M funded by grants.

Further details are included in the 2018-2019 Capital Investment Plan >\$50,000 Report attached.

The Ministry's Financial Health and Sustainability Metrics are projected to be achieved.

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
Variance in student enrolment projections, particularly International	Medium	High
Bill 148 legislation is still in interpretation and not fully implemented. Unknown impacts could still surface once the Bill is fully implemented	Medium	Medium

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: Enrolment and enrolment planning is a key driver to forecasting budgets and thus are reviewed on a frequent basis. Actions include early identification of changes to enrolment forecasts by monitoring applications, fees paid and conversion statistics. A new process in 2018/19 will include a 2 step process to finalize international offers. Formally, budgets are assessed against enrolment 4 times a year. Best efforts have been made to project the costs of Bill 148 with contingency built into the budget for additional unknown costs.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Financial Plan 2018-2019*, including adjustments to the Internal Restricted Reserve within net assets, which provides for:

**Total Revenue of \$145,141,398
Expenditures of \$139,258,532
Capital Expenditure of \$13,176,717
Net Assets at March 31, 2019 \$32,249,000**

AUTHORED BY: Brian Baker, Vice-President Finance and Administration; Angie Sims, Director of Budget Services

Fleming College Financial Plan 2018-2019

DRAFT

April 2018

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I. Summary

The College Financial Plan for 2018/19 anticipates contributing \$5.9 million to college reserves.

Total revenues in this Financial Plan are forecasted at \$145.1 million, an increase of \$20.6 million (16.6%) from the 2017/18 Budget Update. Expenditures are planned at \$139.3 million, \$20.8 million (17.6%) higher than 2017/18 Budget Update.

Key aspects of the Financial Plan are as follows:

- Operating Revenue increases from 2017/18 are primarily due to:
 - An increase in international enrolment projections along with an increase in tuition fees and ancillary fees.
 - Added grant funding from the Province of Ontario announcement of one-time funding net of a reduction within the college base operating grant due to the provincial international student recovery policy.

- Operating Expenditure variances from 2017/18 are primarily due to the following:
 - Increase in Full Time (FT) Salary Expenditures includes collective agreement increases, as well as an investment in FT teaching faculty.
 - Part Time Salaries have been adjusted in accordance with Bill 148 implementation.
 - Increases in Non-Salary Operating Expenses include added costs for third party contracts in accordance with Bill 148 implementation and added delivery costs associated with international student enrolment projections.

- Capital Investment is budgeted at \$13.2 million with \$9.1 million projected to be funded by capital grants.

The following table provides a high level Financial Summary:

Fleming College Financial Plan Preliminary Budget 2018/2019
SUMMARY
(\$ 000's)

	Preliminary Budget 2018/2019	Budget Update 2017/2018	\$ Increase (Decrease)	% Increase (Decrease)
Revenue				
Grants & Reimbursements	\$ 49,520	\$ 47,740	\$ 1,781	3.7%
Student Tuition Fees	56,694	40,996	15,697	38.3%
Contract Training	1,006	1,170	(164)	-14.0%
Other Income	15,842	13,558	2,284	16.8%
Amortization	4,450	4,218	233	5.5%
Skills, Bursaries, Ancillary & Projects	17,630	16,831	798	4.7%
Revenue	145,141	124,512	20,629	16.6%
Operating Expenses				
Operating Expenses	111,216	90,872	20,344	22.4%
Amortization Expense	6,442	5,930	512	8.6%
Skills, Bursaries, Ancillary & Projects	21,600	21,618	(18)	-0.1%
Expenses	\$ 139,259	\$ 118,420	20,838	17.6%
Excess of Revenue over Expenditures	\$ 5,883	\$ 6,092	(209)	-3.4%

	Projected Balance Mar 31/19	Projected Balance Mar 31/18	\$ Increase (Decrease)	% Increase (Decrease)
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NET ASSETS

Invested in Capital Assets

As of April 1, 1997	\$ 2,417	\$ 2,417	\$ -	
Since April 1, 1997	18,623	20,460	\$ (1,837)	
Total Invested in Capital Assets	21,040	22,877	(1,837)	-8.0%

Unrestricted

Operating (Board Reserves)	13,426	5,716	7,710	
Accrued vacation pay, Future Benefits and Derivative & Sick Leave & PSA *	(9,656)	(9,656)	-	
Total Unrestricted	3,770	(3,940)	7,710	-195.7%

Internally Restricted

	936	926	10	
Subtotal Net Assets	25,746	19,864	5,883	29.6%

Externally restricted

	6,502	6,502	-	
TOTAL NET ASSETS	\$ 32,249	\$ 26,366	\$ 5,883	22.3%

II. Revenue

College revenues are budgeted at \$ 145.1 million, an increase of \$20.6 million (16.6%) from the 2017/18 Budget Update.

	Preliminary Budget 2018-2019	Budget Update 2017-2018	Budget Change	%
Revenue				
Grants and Reimbursements	(49,520,380.00)	(47,739,821.00)	(1,780,559.00)	3.7%
Student Tuition Fees	(56,693,743.00)	(40,996,313.00)	(15,697,430.00)	38.3%
Contract Training	(1,005,753.00)	(1,169,648.00)	163,895.00	-14.0%
Other Income				
Other Income	(10,170,498.00)	(8,687,742.00)	(1,482,756.00)	17.1%
Ancillary Fees	(5,671,340.00)	(4,869,941.00)	(801,399.00)	16.5%
Total Other Income	(15,841,838.00)	(13,557,683.00)	(2,284,155.00)	16.8%
Amortization of Deferred Capital Contributions	(4,450,000.00)	(4,217,500.00)	(232,500.00)	5.5%
Total Operating Revenues	(127,511,714.00)	(107,680,965.00)	(19,830,749.00)	18.4%
Investments				
Skills Programs	(3,650,253.00)	(3,374,814.00)	(275,439.00)	8.2%
Tuition Holdback Bursaries	(3,050,000.00)	(2,900,000.00)	(150,000.00)	5.2%
Ministry Bursaries	(282,300.00)	(702,300.00)	420,000.00	-59.8%
Special Projects	(4,139,536.00)	(3,340,297.00)	(799,239.00)	23.9%
Facilities Renewal and Renovation Projects	(809,700.00)	(952,231.00)	142,531.00	-15.0%
Ancillary Operations	(5,697,895.00)	(5,561,594.00)	(136,301.00)	2.5%
Total Revenue	\$ (145,141,398.00)	\$ (124,512,201.00)	(20,629,197.00)	16.6%

Highlights of significant budget assumptions and budget changes on revenue are summarized as follows:

1. Grants and Reimbursements

Grants are budgeted to increase by \$1.780 million from the 2017/18 Budget Update as follows: (\$ 000's)

	Preliminary 2018/19	Update 2017/18	Change
Basic Operating Grant	\$32,807	\$34,015	
Performance Funding Grant	1,795	1,795	
College Funding Formula	\$34,602	\$35,810	(1,208)
One-time College Operations Grant	5,260	-	5,260
BScN Grant	4,141	3,999	142
Small Northern & Rural Grant	2,229	4,541	(2,312)
Second Career Grant	700	830	(130)
Apprentice Grant	814	727	87
Special Needs & Interpreter Grant	611	611	-
Municipal Tax Credit	406	422	(16)
CO-OP Diploma Apprentice Grant	-	43	(43)
Rental Grants	250	250	-
Medical & Clinical Grant	380	380	-
Misc. Recoveries	127	127	-
Grants and Reimbursements	\$49,520	\$47,740	\$1,780

Many of the grant forecasts are driven by enrolment projections and thus are subject to increases or decreases as enrolment changes.

The overall reduction in grant under the College Funding Formula funding is primarily due to the College's increase in international student enrolment, for which the province's International Student Recovery policy requires a direct reduction of the operating grant.

For 2018/19 the Ministry has announced \$125 million in a one-time funding grant to support colleges in promoting student excellence and fair working conditions. This addition to the 2018/19 preliminary budget will facilitate additions to investment projects for both enhancements to the student experience (providing additional teaching capacity and student supports) and additional physical resource improvements.

The Small Northern & Rural Grant is projected at the college's base level provided within this grant although it is expected additional funding may be provided during the year as was the case in 2017/18. The budget will be updated should additional funding be received.

2. Student Tuition Fees

Tuition fee revenue is expected to be \$56.7 million, up \$15.7 million (38.3%) from the 2017/18 Budget Update.

Full time tuition is based on a College enrolment plan that is detailed to the program level using approved tuition rates that vary by program. Overall, the enrolment plan is projecting domestic enrolments to remain relatively flat, while growth is anticipated in international enrolments taking into account a large expected flow through from the 2017/2108 winter term. Tuition fees have been increased by an average of three percent as of September 1, 2017, in accordance with Ministry policy.

3. Contract Training

Contract training revenue is subject to annual fluctuation dependant on client groups and specific contracts acquired. The \$0.16 million reduction in this revenue in 2018/19 is due to reduced intake projected with an international contract with Panama.

4. Other Income

Overall, Other Income has increased by \$2.3 million from the 2017/18 Budget Update. Other Income is comprised of a variety of income streams from operations, including provincially funded projects/programs, administrative fees, bookstore, and food services, as well as recovery from students for student supply fees, academic fees for field placements, and international student health fees.

While most sources of these revenues are projected to increase for 2018/19, the main increases are projected to occur in ancillary fee revenue including fees to offset international student health insurance and increases to the ancillary fee rates as approved by the Board of Governors.

5. Non-Operating Revenues

Non-operating revenues vary significantly year over year as many are based on contractual agreements negotiated annually.

Skills programs include the College contracts for Literacy Basic Skill and Employment Services (CREW).

Ministry Bursaries represent the standard annual bursaries that are disbursed. Additional bursaries become available in year and will be updated in the Budget Update to reflect additional amounts known at that time.

Special Projects include newly negotiated funding agreements, primarily for projects managed through the Office of Applied Research and the CAWT but also include the Language Introduction for New Immigrants (LINC) and special apprenticeship programs.

Facility Renewal and Renovation Projects revenue represents funding received from the federal and provincial governments for facility and other projects as well as funding received and allocated for items under \$5,000 of value, such as academic equipment and personal computers. Items over \$5,000 are deemed capital assets. The mix between capital asset and expense will change from year to year depending on the nature and value of these items.

Ancillary Operations revenues are associated with the College residence and parking operations.

III. Expenditures

College expenditures are budgeted at \$139.3 million, an increase of \$20.8 million (17.6%) over 2017/18 budget update. Expenditures have been aligned with funding projections to provide for a \$5.9 million surplus, or contribution to college reserves.

	Preliminary Budget 2018-2019	Budget Update 2017-2018	Budget Change	%
Expenditures				
Salaries and Benefits				
Salaries, Full Time	47,247,585.00	40,888,329.00	6,359,256.00	15.6%
Salaries, Part Time	19,326,021.00	12,807,312.00	6,518,709.00	50.9%
Benefits	14,335,987.00	11,740,150.00	2,595,837.00	22.1%
Total Salaries and Benefits	80,909,593.00	65,435,791.00	15,473,802.00	23.6%
	21.5%	21.2%	0.4%	
Non-Salary Expenses				
Instructional Support Costs	5,761,985.00	5,390,418.00	371,567.00	6.9%
Travel and Professional Development	1,902,474.00	1,229,190.00	673,284.00	54.8%
Advertising	1,069,396.00	1,171,055.00	(101,659.00)	-8.7%
Telephone, Audit, Legal & Insurance	3,745,746.00	2,311,754.00	1,433,992.00	62.0%
Equipment Maintenance	618,569.00	566,920.00	51,649.00	9.1%
Plant and Security	2,996,736.00	2,536,861.00	459,875.00	18.1%
Rentals and Taxes	1,052,633.00	841,259.00	211,374.00	25.1%
Utilities	2,557,366.00	3,065,435.00	(508,069.00)	-16.6%
Contract Services Trent	2,280,436.00	2,229,440.00	50,996.00	2.3%
Services & Other	8,133,998.00	6,047,390.00	2,086,608.00	34.5%
Long Term Debt Interest	187,500.00	46,716.00	140,784.00	301.4%
Amortization of Capital Assets	6,442,289.00	5,930,158.00	512,131.00	8.6%
Total Non-Salary Expenses	36,749,128.00	31,366,596.00	5,382,532.00	17.2%
Total Operating Expenditures	117,658,721.00	96,802,387.00	20,856,334.00	21.5%
Investments	2,423,663.00	3,925,807.00	(1,502,144.00)	-38.3%
Contingency for Change Initiatives	1,500,000.00	-	1,500,000.00	
Skills Programs	3,650,253.00	3,374,814.00	275,439.00	8.2%
Tuition Holdback Bursaries	3,050,000.00	2,900,000.00	150,000.00	5.2%
Ministry Bursaries	282,300.00	702,300.00	(420,000.00)	-59.8%
Special Projects	4,139,536.00	3,404,129.00	735,407.00	21.6%
Facilities Renewal and Renovation Projects	918,700.00	1,862,657.00	(943,957.00)	-50.7%
Ancillary Operations	5,635,359.00	5,448,261.00	187,098.00	3.4%
Total Expenditures	\$ 139,258,532.00	\$ 118,420,355.00	\$ 20,838,177.00	17.6%

1. Full Time Salaries

Full time (FT) salaries are budgeted according to Collective Agreements that are currently in place, and include a planned investment in new FT faculty. FT salaries also include approved staff sabbaticals and a provision for sick leaves. Overall FT salary expenditures are projected to increase by \$6.4 million (15.6 %) over the 2017/18 Budget Update which included salary savings from the 2017/18 labour dispute.

2. Part Time Salaries

Part time (PT) salaries are expected to increase significantly by \$6.5 million (50.9%) from the 2017/18 Budget Update. This increase is primarily related to the implementation of Bill 148 (Equal pay for Equal work), however there are additional PT salaries planned to enhance college capacity to better service the increase in student enrolments and add resources for college projects

3. Non-Salary Expenditures

Overall non-salary expenditures are projected to increase in relationship to the projected enrolment increases. This includes increases in Instructional Supports Costs, Insurance due to the student health plan, Rentals and Taxes related to our per capita head tax and Services & Other which includes international agent commissions. Small inflationary increases have also been built into expenditure budgets.

4. Advertising

Advertising is planned to decrease from the 2017/18 Budget Update as 2017/2018 included a number of projects from one-time funding for the 50th anniversary of the college sector.

5. Travel and Professional Development

Travel and professional development (PD) is planned to increase in support of enhancing and promoting staff PD which has been under-funded over the past number of years.

6. Plant and Security

Plant and security are projecting increases in the third party agreements for cleaning, security and snowplowing with the implementation of Bill 148.

7. Utilities

Overall, utilities expenditures are projected to decrease as savings are being recognized through past fiscal years' energy savings projects.

8. Initiatives and Investments

Initiatives and Investments totalling \$5.0 million are being planned for this year.

Many of these investment expenditures, while capital in nature, do not qualify as additions to capital assets; they are either below capital thresholds (\$5,000 per item) such as academic equipment/tools, or are one-time investments such as professional services that are not considered assets.

The 2018/19 planned investments total \$ 2.4 million. These investments include initiatives that enhance student learning, such as the purchase of specialized technology for teaching, new lab and shop equipment and resources to modernize existing classrooms and labs. Other projects include facility repair and final requirements in moving staff back to the remodelled wings in both Sutherland and Frost campuses.

An additional \$1.5 million is earmarked as funding for College change initiatives and/or college contingency.

Additionally, \$0.6 million of one-time investment is included in expenditures related to Ancillary Operations (maintenance in student residences and parking lots).

IV. Capital

Capital spending in 2018/19 is budgeted at \$13.2 million of which \$9.1 million is funded from various grant sources. The balance of \$4.1 million is capital funded from the college.

Capital budgeted for 2018/19 is summarized below:

	College Funded	Grant Funded	Total Capital
Building Construction/Renovations	2,065,258	8,752,000	10,817,258
Network/IT Systems	1,209,295	-	1,209,295
Academic Equipment	452,415	353,556	805,971
Non Academic Equipment	175,693	13,500	189,193
Residence Capital	155,000	-	155,000
	<u>4,057,661</u>	<u>9,119,056</u>	<u>13,176,717</u>

2018-2019 Capital Investment Plan > \$50,000 Report

PROJECT NAME	BUSINESS NEED	College Base Capital	Enhanced College Capital Grants
Geothermal Field and Building (GGRP)	Significant GHG reduction through a closed loop vertical borehole geothermal system and upgrades to the KTTC that will include rooftop solar and wind energy as well as the implementation of new technologies such as an Internet of Things lab; creation of a low carbon demonstration site that will support the skills development of students.		6,200,000
Sutherland A Wing Renovation (SIF/GGRP - East Façade)	Completion of SIF funded project (carried to Q1 2018-19 per funding agreement), and inclusion of additional scope for GHG reduction through replacement of siding and windows on East wall of Sutherland A-Wing to modernize and insulate building envelope same as SIF funded scope on North and West walls.	692,000	1,670,000
Frost Geocenter Renovation (SIF)	Completion of SIF funded project (carried to Q1 2018-19 per funding agreement).	231,000	882,000
Sutherland - Consultant and Contractor for Remediation of 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. Scope includes consultant/recommendation, removal of brick and replace with alternative product.	258,525	
DataCentre Ecosaire Chiller	Existing cooling unit for the data center has started to fail in various areas resulting in the unit shutting down and costly repairs.	239,604	
Wayfinding	Expanding and improving wayfinding signage.	144,774	
Sutherland roof replacement	Annual cycle roof replace repair.	232,673	
Sutherland exterior glazing	Replacement of existing glazing in various locations on main building. Windows are old and have settled leaving exposed areas to the exterior and allowing water infiltration resulting in water and moisture damage and ongoing repairs to the affected areas.	103,410	
Haliburton Roof Repair	Ongoing water damage. Deterioration to exterior walls of building.	77,558	
Building Construction/Renovations	Subtotal Projects > \$50, 000	1,056,544	8,752,000

Building Construction/Renovations		Subtotal Projects < \$50, 000	1,008,714	-
Total Building Construction/Renovations			\$ 2,065,258	\$ 8,752,000
Network/IT Systems				
New PA-5220-HA Edge firewall	The College's current edge firewall is not capable of the full 10 Gbps throughput of our recently upgraded Internet service. If not acquired, the College could hit the limit of what our current equipment is capable of.		80,000	
Core server upgrade ADFS	The College's core IT servers are now 5 years old and need of a refresh to achieve current industry security standards and to uplift the functionality of these systems from both and administrative and user perspective. Moving the equipment to a private cloud environment aligns with the strategic direction of the department.		195,000	
Evolve UCS Capacity Upgrade	A mix of server CPU, RAM and disk resources to expand the compute capacity of the current Evolve UCS server nodes to allow for more virtual resources to be allocated.		60,000	
Openstack Server	These servers are to be used in creating a new OpenStack private cloud production environment for the 1st Semester in WIN course COMP500, 4th Semester WIN course COMP 557 Datacenter/Cloud Computing. In addition this private cloud will support the 5th semester COMP237 Operating System Theory. If this asset is not received than the course fails to meet its curriculum learning outcomes.		101,434	
Vsphere Servers	With the increased enrolment of WIN students for the fall 2018 semester requiring the use of cloud computing resources. Additional server capacity is needed to handle the new load. Without the extra assets we risk degrading the performance of virtual machines in the lab activities across programs in CSI, CTN, CTY and WIN.		62,711	
Storage Arrays	To provide block and object storage for vSphere and OpenStack infrastructure. If this asset is not acquired we risk degrading the performance of the above infrastructure.		74,831	
Classroom/Lecture Theatre upgrade	Further deployment of additional video conference to large lecture theatres.		236,000	
Network/IT Systems		Subtotal Projects > \$50, 000	809,976	-

Network/IT Systems		Subtotal Projects < \$50, 000	399,319	-
Total Network/IT Systems			\$ 1,209,295	
Academic Equipment				
Tractor	Supporting growth for Sustainable Agriculture program.		52,636	
Enhance AV equipment for use in multiple programs	Cameras, Microphones, and recording software for applied learning scenario spaces in the newly constructed A-Wing			100,000
Zoom Boom (Rough terrain Folk lift)	Supporting multiple programs and physical resources at Frost Campus		69,000	
Academic Equipment		Subtotal Projects > \$50, 000	121,636	100,000
Academic Equipment		Subtotal Projects < \$50, 000	330,779	253,556
Total Academic Equipment			\$ 452,415	\$ 353,556
Non Academic Equipment				
		Subtotal Projects < \$50, 000	175,693	13,500
Total Non Academic Equipment			\$ 175,693	\$ 13,500
Residence Capital	Update Residence Master Plan		100,000.0	
		Subtotal Projects < \$50, 000	55,000.0	
Total Residence			\$ 155,000	
Total 2018-2019 Capital Investment Plan			\$ 4,057,661	\$ 9,119,056

**Fleming College Financial Plan
Preliminary Budget 2018-2019
Financial Sustainability Metrics (Indicators)**

		Projected Balance March 31/19	Projected Balance March 31/18	Change
Ratios	Benchmarks			
Annual Surplus/(Deficit) (in millions of \$)	> 0	<u>\$ 6</u>	<u>\$ 8</u>	<u>\$ (2)</u>
Accumulated Surplus/(Deficit) (in millions of \$)	> 0	<u>\$ 26</u>	<u>\$ 20</u>	<u>\$ 6</u>
		Pass	Pass	
Net Assets to Expense Ratio	> 60.0%	<u>79.1%</u>	<u>84.5%</u>	<u>-5.4%</u>
		Pass	Pass	
Debt Servicing Ratio	< 3.0%	<u>1.1%</u>	<u>1.1%</u>	<u>0.0%</u>
		Pass	Pass	
Quick Ratio	> 1.0%	<u>1.9%</u>	<u>1.7%</u>	<u>0.2%</u>
		Pass	Pass	
Debt to Assets Ratio	< 35.0 %	<u>27.9%</u>	<u>29.2%</u>	<u>-1.3%</u>
		Pass	Pass	
Net Income to Revenue Ratio	> 1.5%	<u>4.1%</u>	<u>6.2%</u>	<u>-2.2%</u>
		Pass	Pass	

BOARD REPORT

SUBJECT: Fleming College 2018-19 Business Plan

Submission to: Public Board Meeting

Meeting Date: April 25, 2018

Requested Action: Decision / Approval

Agenda Item 5.3

CONTEXT / PURPOSE

To present the Draft 2018-2019 Fleming College Business Plan, for review and approval.

BACKGROUND

Every year with the budget, the Fleming College Business Plan is brought to the Board for approval and is then submitted to the Ministry as required in June. The main focus of our Business Plan is to identify objectives for the upcoming year that will help us achieve the 2015-18 Strategic and Academic Plans as well as the new 2017-20 Strategic Mandate Agreement (SMA2). The objectives in the Business Plan reflect critical operational and strategic work. Over the past two years we have implemented an ambitious, integrated change strategy anchored in a culture of innovation to differentiate our work and provide the best learning possible for students. This work is now ingrained in Fleming's operation and strategic processes and culture. Once approved, the projects associated with each objective are planned and tracked to ensure they produce the expected deliverables and result in the projected outcomes and target metrics. A RACI chart has been prepared to clarify responsibility and accountability for project success.

Attachments:

- Draft 2018-2019 Business Plan

ANALYSIS / PROPOSED OPTIONS

The senior team has struck a Multi-Year Business Planning project team which is comprised of selected leaders to help integrate and coordinate the planning activities across the college. As we prepared this year's Business Plan, we took a multi-year view deciding which objectives should be in this year's plan and which could be held for consideration in plans developed for years' two and three. The result is a more focused plan with more time to effectively implement the more innovative cross-college objectives in the plan. This multi-year perspective will help us ensure we achieve our strategic objectives, particularly as we embark on a new SMA2, an environment of differentiation, metrics and a new funding model in 20/21. The 18-19 Business Plan proactively addresses the challenges we face, strengthens differentiation and seizes opportunities for the future.

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
Lack of clear direction regarding priorities would create a risk of not achieving Fleming's strategic/academic priorities and SMA2 targets		

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: Develop a clear and actionable business plan that strongly connects to our strategic and academic plans and also to the new SMA2. Progress updates will occur in November, during Budget Update, an Interim Report prepared in January 2019, and the Annual Report in May 2019

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2018-19 Business Plan.

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

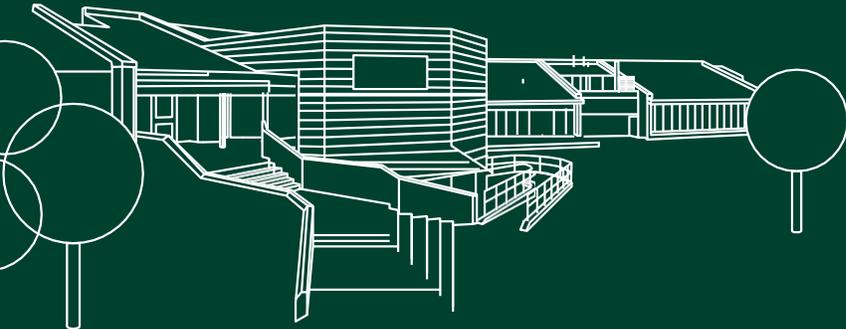
Fleming College

2018-2019 Business Plan

SUTHERLAND CAMPUS
Peterborough, ON



FROST CAMPUS
Lindsay, ON



HALIBURTON CAMPUS
Haliburton, ON



COBOURG CAMPUS
Cobourg, ON



Introduction

2018-2019 will be a year of significant change for Fleming College. After fourteen years, our President, Dr. Tony Tilly, will be completing his term. A new President is expected to be installed during the second quarter of the year. The College is also pleased to welcome our new Vice President Academic, Dr. Tom Weeger. This 2018-2019 Business Plan will guide the College to the end of the 2015-2018 Strategic Plan. A key role for the new leadership team will be to create a new Strategic Plan and Academic Plan in addition to successfully implementing this plan.

High level priorities for 2018-19 include efforts to:

1. Improve and further customize the student experience
2. Continue to develop differentiated relevant programs and continue to enhance flexible learning
3. Continue to promote and support applied research activities in the College
4. Enhance the Indigenous and international student experiences
5. Align planning and budgeting activities to enhance setting and measurement of resource allocation priorities and return on investments
6. Further engage with the communities in our region and beyond.

Early in the 2018-19 business cycle, the College will complete two significant infrastructure projects and start another. The Strategic Infrastructure Fund (SIF) projects at our Sutherland and Frost campuses will significantly enhance the student learning experiences in buildings that deliver key programs identified in our 2017-2020 Strategic Mandate Agreement (SMA2) as areas of institutional strength (natural resources, healthcare and business). Through funding provided by the province's Greenhouse Gas Campus Retrofits Program (GGCRP), during the 2018-19 year, the College will install an extensive geothermal renewable energy system to reduce our greenhouse gas emissions and provide valuable learning opportunities for our students.

Fleming has signed the SMA2 with the Ministry of Advanced Education and Skills Development. The SMA2 is a transitional phase in preparation for SMA3 that will be tied to the new funding model being implemented in the 2020-21 year. The SMA2 includes 34 System-wide metrics and 14 Institution-specific metrics focused in the areas of: Student Experience, Innovation in Teaching and Learning Excellence, Access and Equity, Applied Research Excellence and Impact and Innovation, Economic Development and Community Engagement

In addition, the SMA2 also captures Fleming's plan regarding enrolment strategy, program direction, sustainability and partnerships.

Over the past three years, the college has undertaken an aggressive change and innovation agenda. Priorities that reflect that continued emphasis are reflected in all of the objectives of this Business Plan.

Within the objectives of this plan, many targets, along with baselines, have been set for the next two years. These metrics were adopted from our SMA2 metric targets as goals Fleming is striving to achieve by the assessment year of 2019/20. Wherever applicable, SMART Objectives (Specific, Measurable, Actionable, Reasonable, Time-bound) are articulated in the plan to produce identified deliverables that help us achieve desired outcomes (assessed using metric targets). The objectives in this plan are innovative and contribute to differentiation, enhanced student learning and to community success.

As with past business plans associated with the current Strategic and Academic Plans, we look to create and seize opportunities that will drive '*Fleming Forward*'.

Vision

Fleming. More than skills.

OUR CORE PROMISE TO STUDENTS

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

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

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

STRATEGIC MANDATE AGREEMENT KEY AREAS OF DIFFERENTIATION

Like all colleges and universities in Ontario, Fleming has developed their second Strategic Mandate Agreement (SMA) with the Ministry of Advanced Education and Skills Development (MAESD). The 2017–20 SMA2 includes Fleming’s differentiation plan. Annually reported metrics to MAESD will be instrumental in determining the allocation of a **Differentiation Funding Grant** to all colleges in Ontario as part of the new *Corridor Funding Model*.

It is important, therefore, that we have aligned the 18/19 Business Plan Objectives with the new SMA2 metrics to ensure we meet our agreement obligations and differentiation strategies.

Key Observations

Post-Secondary Education

The next provincial government will have major decisions to make concerning the roles of public and private education, strategic mandates, system design, funding of colleges and potential amalgamation. Colleges’ plans and priorities need to be shaped with these factors in mind.

International

Ontario’s college system is reaching a level of reliance on international enrolments that will trigger both government and college review.

Employment

The Fair Workplaces Better Jobs Act, societal focus on the “precarious workforce” and the follow-up to collective bargaining will together increase focus on employment, complement and jobs at Fleming College, forcing cost pressures and important decisions about the means to ensure and enhance quality.

Reshaping college programs and services

Employers, governments and educational institutions are now acutely aware of changes in jobs and the workplace generated through less full-time employment, automation, the move to more self-service and artificial intelligence. A task for colleges is to reshape programs and services to ensure their currency and value for students.

Reshaping facilities and college programs for a sustainable future

Every college will be expected to develop and implement plans that refit facilities, change programs and educate students toward broad values and specific objectives associated with a sustainable future.

Quality with financial stability

Colleges will need to accelerate their innovation and change strategies in order to preserve and enhance quality while achieving greater financial self-sufficiency.

Strategic and Academic Plans

Core planning documents need to be revised and updated in 2018/2019 with the above factors and additional government financial restraint in mind. In addition, a goal of program-based differentiation needs emphasis at the provincial level

Overview of Business Plan Priorities 2018-2019

The in-year business plan is the vehicle that the College uses in any given year to successfully implement our Strategic & Academic Plans and our Strategic Mandate Agreement. That said, we have aligned our Business Plan priorities to the critical areas highlighted in the Strategic Mandate Agreement 2017 to 2020. Through our Business Plan, the College will address the following priorities:

1. Improve and further customize the student experience by identifying initiatives that further personalize the student journey, streamline our processes and effectively redesign our structures so that we can enhance student success.
2. Continue to develop differentiated relevant programs for a range of student groups as articulated in the SMA2. We will also continue to enhance flexible learning, develop faculty and staff and pilot new educational technology methods to ensure excellence in teaching and learning.
3. Continue to promote and support applied research activities in the College, obtain funding through the Centre for Sustainable Municipalities (CSM) and expand certifications services through the Centre for Advancement of Water and Wastewater Technologies (CAWT). Grow applied research through the rebranding of the Center for Alternative Wastewater Treatment and by launching the Centre for Sustainable Municipalities, as well as increasing relevant offering in contract training and continuing education.
4. Enhance the Indigenous and international student experience as well as create supports for these students and marginalized groups. In addition, respond with student and staff education plans for Harm Reduction concerning legalized marijuana and the increasing prevalence of opioid use.
5. Better align our planning activities with our budgeting activities to more accurately reflect resource allocation priorities and return on investments.
6. Further engage with the communities in our region and beyond.
7. Continue to build a culture of innovation and integration to enhance differentiation and accelerate results.

Key Business Plan Objectives by Strategic Plan Goal

Aligned with SMA2 Metrics and Targets

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target

DELIVER OUTSTANDING STUDENT LEARNING AND EXPERIENCES

1.1. Reimagine and design learning opportunities to fully engage our students using accessible, outcomes-based approaches, applied learning and authentic assessment				
Implement cross-disciplinary simulation scenarios to take advantage of the redesign of labs in 10 programs related to SIF renovated space.	Student satisfaction with hands-on learning	80.1%	80.5%	81%
Launch 2 new programs in e-Learning formats. Develop a plan to increase new courses in e-learning formats depending on programming mix and direction.	Total # of ministry-funded courses / programs offered at institution in eLearning formats	681 17	750 19	800 20
1.2. Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology				
Review curriculum design and program hours during the 22 Program Reviews scheduled this year. (solutions to align with Bill 148 goals).				
1.3. Develop and implement an integrated student success strategy to support our domestic and international students from recruitment through to graduation				
Customize, integrate and streamline the <i>Student Experience</i> by analyzing the student journey from prospect to alumni. Create at least 3 initiatives to be implemented in 19-20 to enhance differentiation.	Overall Student Satisfaction Rate	78.64%	79.3%	79.5%
Student Services to work with Continuing Education and Deans to identify non-traditional students (i.e. students at smaller campuses, remote delivery, online programs, PT): <ul style="list-style-type: none"> • Their service requirements • Implement service improvements in identified areas through peer mentoring (in person and virtual) and virtual tools/access in general. • Provide customer service training to identified service areas in Student Services and other areas of the College. This work will result in a plan including service improvement recommendations for implementation in the 19/20 year.	Student Satisfaction with Services	67.08%	68.0%	68.5%

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target
Establish a Retention Committee as a subcommittee of Academic Council to review retention stats, comparators, best practices and make recommendations for improvement. A member of the Student Services team will also be represented on this committee to bring this perspective to "student success".	Retention rates (Yr1 to Yr2) Retention rates (Yr2 to Yr3)	80.2% 84.9%	80.25% 84.25%	80.5% 85%
1.4. Continue common and core program development with differentiation as a key principle, and expand our leadership role in specialized program areas; Environmental and Natural Resource Sciences, Trades and Technology, Arts and Heritage, and Healthcare and Community Services				
Implement redesigned New Program Development process. Resulting in 4 new programs approved at the board during the 18/19 year.	Program Areas of Expansion: - Art - Social Services - Business Management - Health Technology - Resources			
1.5. Focus unrelentingly on quality by implementing effective, evidence-based program review and accreditation processes to ensure outstanding student learning				
Establish a new council to support program changes identified through Program Review and Integrated Program Planning (IPP) process, as well as from Program Advisory Committees to ensure overall vitality and viability of our programming and program mix (with alignment to Bill 148 goals). <ul style="list-style-type: none"> Develop a database to support and track activities of the council. 	Program Areas of Expansion: - Art - Social Services - Business Management - Health Technology - Resources			
Successfully implement, monitor and report on 2018 OCQAS Audit recommendations to improve quality as identified by OCQAS.				
1.6. Provide clear and accessible academic and career pathways for all programs, enabling mobility between institutions and programs				

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target
1.7. Leverage selected applied research activities and resources to complement programs, enhance learning and provide value to sponsors, partners and clients.				
Continue to promote and support applied research activities in other areas of the College including for the School of Business and School of Trades and Technology, as well as for SENRS with emphasis on aquaculture. Success will include an OCE VEB grant of \$25K for Applied Projects, and a grant of at least \$75K for aquaculture applied research.	Number of externally funded applied research projects	22	30	40
Through the Centre for Sustainable Municipalities (CSM): <ul style="list-style-type: none"> secure long term funding for applied research project through an NSERC Innovation Enhancement proposal for \$2M in project funding; and secure training and fee-for-service Revenue of at least \$200K. 	Number of externally funded applied research projects	22	30	40
Through the Centre for Advancement of Water and Wastewater Technologies (CAWT) <ul style="list-style-type: none"> implement expansion of lab with already secured \$2.5 million CFI-ORF funding; and expand certifications services with NSF especially BNQ-3680-600 which will require partnering with a municipality. 	Number of partnerships / collaborations with community / industry firms	32	30	30

COLLABORATE AND PROSPER WITHIN OUR COMMUNITIES

2.1 Design Fleming programs to include learning opportunities in the workplace and in our communities, while in turn providing our communities with access to college resources and skills.

Utilize \$350K of <i>Career Ready</i> funding over two years to provide opportunities to students in programs where those opportunities are currently not available and to expand opportunities in other programs. The <i>Career Ready</i> initiative will move us toward the Ministry's goal of " <i>ensuring that every student has at least one Experiential Learning (EL) activity by the time they graduate from a publicly funded Post-Secondary Education institution by April 2019</i> ".	Number of students in experiential learning programs	2300	2472	2558
Create new Work Integrated Learning Opportunities within the Fleming organization for 20 more students in Fleming programs.	Number of students in experiential learning programs	2300	2472	2558

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target
2.2 Strengthen our partnerships with our local communities and our extensive program-related communities of interest through collaborative projects and new communications and outreach strategies.				
Increase the number of female students enrolled in the School of Trades & Technology by 22% for 2019-20 through a mature learner program, sponsorships and Homeward Bound Program.	# of female students who are enrolled in the School of Trades and Tech.	316	385	400
2.3 Encourage, facilitate and recognize student and staff contributions toward community betterment				
2.4 Develop and implement a comprehensive internationalization plan to: improve access and success for international learners, enhance international aspects of curriculum, grow international partnerships and provide expanded international study and work opportunities for students and faculty				
Following years of significant and now rapid, unanticipated international growth, achieve the 2018/2019 international enrolment plan while strengthening enrolment controls, student support, employee training and development and college-wide mechanisms for dialogue, idea generation and issue resolution.	Overall International student satisfaction rates	68.00%	68.5%	68.8%
2.5 Work with both local and distant Indigenous communities to expand and improve programs and services, access, participation, and success rates for Indigenous learners				
Develop a multi-year plan for the next phase of Indigenous initiatives.	Number of Indigenous students enrolled Overall student satisfaction rates for Indigenous students	184 77.78%	200 77.85%	205 77.9%

EXCEL AS AN ORGANIZATION

3.1 Promote a creative integrated culture focused on continuous improvement in which employees are engaged, accountable and encouraged to take responsible risks while being led by leaders who are collaborative and effective communicators

Develop a new Strategic Plan and new Academic Plan for the College.

Develop a plan to address collective bargaining Task Force recommendations and accommodate appropriate complement levels regarding faculty. (Integrate this objective with 3.2.2.)

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target
Student Services Division Assessment Council to better share, and develop best practices around assessment while developing assessment experts within the division. This initiative will result in enhanced ability and techniques to develop assessment needs and tools that aligned with IRO for better reporting on SMA and Business Plan target metrics. This initiative has a college-wide impact on all student groups.	Student Satisfaction with Services	67.08%	68.0%	68.5%
3.2 Utilize integrated planning tools to strategically allocate resources and improve the effectiveness and efficiency of student learning and service experiences				
Launch the One-Card system by establishing a One-Card Steering Committee to direct the roll-out of the Year 1 phase of the Implementation plan at Sutherland Campus.	Student Satisfaction with Services	67.08%	68.0%	68.5%
Launch <i>Phase II of Integrated Planning for Services</i> resulting in project recommendations that take into consideration all aspects of service redesign for HR, IT, Finance and Facilities including but not limited to enhancements, sharing of resources, maintaining or pulling back on aspects of service - with alignment to Bill 148 goals. <ul style="list-style-type: none"> Specific consideration for a Finance and Administrative system improvement to prioritize projects that will provide savings/benefits when implemented. 	Student Satisfaction with Services	67.08%	68.0%	68.5%
3.3 Ensure that both students and employees value our facilities and information technology resources as clear assets for their learning and work.				
To provide enhanced program delivery, implement the recently acquired <i>Virtual Desktop Infrastructure</i> in a pilot project to enable 2 sites (i.e. Haliburton and Norwood's Fire Fighting Program) to use physical space as both a hands-on teaching environment and a computer lab for students. Success of this pilot project will contribute to flexible delivery of programs. This will also contribute to cost savings of PC lab refreshes by \$200K for the 19/20 year.	Student satisfaction with education technology used to assist teaching and learning in program	NA	63%	65%
Implement required improvements identified in the <i>17/18 Cyber Security Review</i> . Improvements will address IT infrastructure, policies and procedures as outlined in the ERM - Cyber Risk Register.				

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target
Upgrade faculty and students to the cloud with Microsoft Office 365 software suite to enable them full use of the collaboration tools the product offers.	Student satisfaction with education tech. used to assist teaching and learning in program	NA	63%	65%
Develop a multi-campus <i>Long-Range Housing Plan</i> that includes strategies to address a number of capacity issues for the present and future.	Student Satisfaction with facilities	79.69%	76%	80%

Through a GGCRP Innovation Grant of \$6.2M and an annual capital project that will result in reduction of 600 Tons of CO2 by end of 2018/19, Fleming will:

- reduce deferred maintenance on existing equipment,
- decrease the carbon footprint of the College,
- increase academic alignment with current and future energy reduction/generation technologies

3.4 Meet and Exceed a "Silver" rating in STARS sustainability measures, while continuing to plan and implement key improvement to the physical environments at all campuses, including a new Frost Campus Master Plan.

Launch a 2018-2021 Sustainability and Climate Action Plan aligning targets with provincial priorities and execute first year annual action plan (18/19) achieving 80% of the annual goals.

3.5 Bring our Core Promise to life by focusing on the way we deliver our student experience to enhance the skills, attitudes and values that lead to success in work and life.

Develop a new "Harm Reduction" strategy to build on previous studies and work concerning opioid and marijuana increased prevalence in the student environment and society in general. The strategy will focus on education for students & staff.	Proportion of operating expenditures used for student services	7.30%	7.30%	7.30%
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ENHANCE FINANCIAL HEALTH AND SUSTAINABILITY

4.1 Improve financial sustainability by doubling our financial reserves to allow for more investment in capital and learning resources

Carry out SIF fundraising campaigns for the Sutherland and Frost Campus renewal projects.

- The Frost Campus campaign will be a multi-year campaign.
- Fundraising targets will be achieved through enhanced donor research, acquisition and relationship management strategies.

Proactively monitor and manage College operations in 2018-19 to generate a minimum financial contribution to reserves (surplus) of \$5M.

2018-19 Objectives	2017-2020 Strategic Mandate Agreement (SMA2)			
	Metric	Baseline	18-19 Target	19-20 Target

4.2 Grow overall enrolment and new revenue streams through effective program portfolio management, the launch of new contract training programs for both domestic and international markets, and through enhancements to our enrolment and retention processes

Continue to develop and implement a Strategic Enrolment Long-Term Plan that is aligned with the SMA2 and will inform the SMA3.

Achieve enrolment that will maintain our corridor funding position.

Program Areas of Expansion:
 - Art
 - Social Services
 - Business Management
 - Health Technology
 - Resources

Revise our approach to conversion through new processes and strategies with a goal to raise the confirmations/applications ratio levels by two percentage points, from current level of 24% to 26%.

Launch new digital marketing resources and tools that will enable more in-house digital capabilities and effectiveness.

4.3 Complete a college-wide, multi-year MetaProject that will focus on growth, revenue, expenditure reduction and redesign to enhance quality and competitiveness while improving financial sustainability.

Create and implement a focused employee development plan that centers on enhancing employee competencies in the areas of innovation, inclusion and wellness. This work must contribute to positive employee engagement and will be measured through the effective completion of complex, bold objectives in the business plan and the attainment of two metrics related to innovation. This initiative will increase the percentage of leaders who have achieved an 'above' rating on their innovation objective (identified in their performance management goals), and the other is connected to the organization's overall innovation score.

Re-brand the core Fleming College identity for launch in Fall 2018

Develop a Data Governance Framework to support enrolment targets, and SMA3 target metrics that allows for:

- transparency of processes, open access to data, information and Business Intelligence
- cross-functional input and coordination on 'how' data is structured and 'what' reports are generated through building standard repeatable processes
- better decision-making
- clarity operational responsibilities and accountabilities

The Multi-Year Business Planning project team to develop an Innovation Framework that could be utilized College-wide in assessing initiative's innovation and to assess the corporate innovation quotient.

BOARD REPORT

SUBJECT: Projects and Property Update
Submission to: Public Board Meeting
Meeting Date: April 25, 2018
Requested Action: For Information

Agenda Item 6.1

CONTEXT / PURPOSE

A snapshot report of the projects and property matters that have been completed in the past year, currently underway or planned for 2018-2019.

In Progress

A Wing Renewal – Sutherland SIF Project

- Construction of health labs on A1 substantially complete
- Drywall, taping, paint well underway
- Preparations for occupancy ongoing
- Flooring installation 80% complete
- Sprinkler system installation in occupied areas wrapping up
- Siding installation to begin within two weeks
- Roof replacement 25% complete
- Restaurant renovation 90% complete
- North addition (stairwell) finishing in progress
- New furniture/equipment is on site, ready for installation
- Exact full occupancy date being confirmed by contractor due to recent significant water damage
- Approval has been received from Federal and Provincial governments for extension to June 18, 2018 for substantial completion

Greenhouse Gas Campus Retrofits Program – Sutherland

- Geothermal project design started with Perkins-Will architects and subcontracted engineers
- Schematic design nearly complete
- Stakeholder design meetings complete
- Detail design drawings starting next week
- Project completion scheduled for March 2019

Campus Master Space Plan – Sutherland

- DTAH, a Toronto design firm, was awarded the project to update the 2009 Campus Master Plan
- Draft plan presenting to the Board April 25
- Finalization of the plan due by May 31

Interior Master Space Plan – Sutherland

- Educational Consulting Services (ECS) completed the Student Services space plan
- Wrapping up future classroom analysis (due mid May)
- Working in tandem with Campus Master Plan (DTAH)

GeoCentre and Environmental Sciences Renewal – Frost SIF Project

- Interior and exterior demolition work complete
- Steel work for new addition in progress and interior new construction underway
- Water main, sanitary and storm water system relocations completed
- Walls, drywall, taping and paint nearly complete
- Mechanical/electrical nearing completion
- Exact full occupancy date being confirmed

- New furniture/equipment is on site, ready for installation
- Approval has been received from Federal and Provincial governments for extension to June 12, 2018 for substantial completion and contractor schedule is on target for this date

Hazardous Materials and Indoor Air Quality - Frost and Sutherland

- All areas under construction have undergone a Hazardous Building Materials Assessment
- Abatement work has been completed in some areas targeted for construction, and will be ongoing as required
- Post abatement inspections and air testing will be completed prior to re-opening for public access

Planned for 2018-2019

Portable Complex – Sutherland

- Portables (up to 5) to be relocated late summer
- Balance to be sold/disposed of by the fall 2018

Proposed Project List – All locations per Capital Budget

- LAN/server room cooling unit replacement- Sutherland
- Exterior Stacked Brick replacement- Sutherland Desbiens Block (B Wing)
- Theatre seating replacement- Frost
- Wayfinding update- All
- Roof replacement B wing- Sutherland
- Flooring and Paint upgrades- All
- Window replacements- Frost
- GIS flooring replacement- Frost
- CAWT office refresh- Frost
- Concrete pad and fencing (new)- Frost
- Washroom upgrades- Frost/Sutherland
- 41 other small renewal initiatives

Completed in 2017-2018

Continuing Education/Contract Training Office Suite – Sutherland

- Office redesign and construction complete
- New furniture added
- Expanded space and enhanced client interface created

Swing Spaces – Sutherland

- Temporary Faculty offices established in Library, B2150, B2153, B2165 and D2 areas
- Finance & Administration, and Purchasing offices have been renewed and relocated to B2165 area
- Staff lounge has been relocated and renewed to C2151
- Aboriginal lounge temporarily relocated
- Student Health suite temporarily relocated
- Marketing relocated to the Farmhouse
- Alumni and Advancement relocated to Farmhouse

Swing Spaces – Frost

Temporary Faculty offices established in 206 and 189 areas

- Principal/ Dean office has been renovated and relocated to 202 area
- Career Services has been refreshed and relocated to 289 area
- Temporary classrooms (3 portables) are onsite, preparation and servicing work complete.

PSW Lab – Cobourg

- Lab modifications and refresh complete
- Equipment layout and lab setup complete

D1129 – Sutherland

- Sliding doors complete

Graphic Design Lab Split – Sutherland

- Design studio in KTTC has been divided to accommodate multiple sections concurrently

Trails Addition/Renewal – Sutherland

- Signage along trails and trail head is finalized
- Tipi site has been upgraded to better accommodate multiple uses and celebrations
- 65 additional benches have been placed around the campus to encourage full site use and health activities

Trails Renewal – Frost

- Trails have been modernized with renewed surface material, hazard correction and boardwalk repairs
- Renewed collaboration with the Kawartha Trans Canada Trail Association

Physical Resources Dept (PRD)/GDI Cleaners Office relocation – Sutherland

- Renovated space in receiving area has been completed
- PRD staff and GDI offices have been relocated to consolidate services for increased collaboration and service levels

Hatchery Pump Upgrade – Frost

- Upgraded flow pumps have been installed
- Variable frequency drives have been installed to maximize efficiency and minimize risk
- Start up of all services scheduled next week

Bus Loop Reconfiguration – Sutherland

- One way, bus only, traffic lane has been created to allow safe pedestrian travel around the affected A wing exterior
- Maple lot is now accessible only via the shipping lane road
- Traffic will be reassessed after A wing construction is completed

General Project List – All locations

- Electrical/USB outlets installed in student gathering areas- Sutherland
- Stainless Steel railing upgrades B wing- Sutherland
- Farmhouse roof replaced- Sutherland
- 11 roof top units replaced- Frost
- Patio refresh, B3347- Sutherland
- B3347 meeting room update with furniture- Sutherland
- WIN lab expansion and renovation- Sutherland
- Paving repairs- Frost/Sutherland
- AODA updates- Frost/Sutherland
- Safety signage- Frost/Sutherland

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

CONVOCATION 2018

Sir Sandford Fleming College

HALIBURTON SCHOOL OF ART + DESIGN

Friday, May 25, 2018

2:00 p.m. – Haliburton Campus

Artist Blacksmith	Glassblowing
Ceramics	Integrated Design
Digital Image Design	Jewellery Essentials
Drawing and Painting	Moving Image Design
Expressive Arts	Sustainable Building Design and Construction
Fibre Arts	Visual and Creative Arts

FROST CAMPUS

Friday, June 1, 2018

2:00 p.m. – Lindsay Recreation Complex

School of Environmental and Natural Resource Sciences – All Programs

SUTHERLAND CAMPUS

All ceremonies take place at the Peterborough Sport and Wellness Centre

775 Brealey Drive, Peterborough, Ontario

Tuesday, June 5, 2018

10:00 a.m.

School of Trades and Technology

- Carpenter Apprentice
- Carpentry Technician
- Carpentry Techniques
- Computer Engineering Technician
- Computer Engineering Technology
- Computer Security and Investigations
- Construction Engineering Technician
- Electrical Engineering Technician
- Electrical Techniques
- Electrician Apprentice
- Heating, Refrigeration and Air Conditioning
- Instrumentation and Control Engineering Technician
- Mechanical Techniques – Plumbing
- Trade Fundamentals
- Welding and Fabrication Technician
- Welding Techniques
- Wireless Information Networking

2:00 p.m.

School of Business

- Business Administration – All Specialties
- Business – All Specialties
- Global Business Management
- International Trade
- International Business Management
- Project Management
- Sporting Goods Business
- Office Administration – Executive
- Tourism and Travel/Tourism and Global Travel
- Cook Apprentice
- Chef Training
- Culinary Management
- Culinary Skills
- Hospitality
- Hospitality Administration - Hotel and Resort

Arts and Heritage, Haliburton School of Art + Design

- Cultural Heritage Conservation and Management
- Museum Management and Curatorship
- Graphic Design – Visual Communication

School of General Arts and Science

- Community Integration Through Cooperative Education
- General Arts and Science Programs
- Preparatory Health Science

CONVOCATION 2018 - continued

Wednesday, June 6, 2018

School of Justice and Community Development

10:00 a.m.

Justice Programs

- Community and Justice Services
- Customs Border Services
- Law Clerk
- Paralegal
- Police Foundations
- Pre-Service Firefighter Education and Training
- Protection, Security and Investigation

2:00 p.m.

Community Development Programs

- Child and Youth Worker
- Child and Youth Care
- Developmental Services Worker
- Drug and Alcohol Counsellor
- Mental Health and Addiction Worker
- Early Childhood Education
- Educational Support
- Social Service Worker

Thursday, June 7, 2018

10:00 a.m.

School of Health and Wellness

- Massage Therapy
- Paramedic
- Personal Support Worker
- Practical Nursing

2:00 p.m.

School of Health and Wellness

- Biotechnology - Advanced
- Esthetician
- Fitness and Health Promotion
- Health Information Management
- Occupational Therapist Assistant and Physiotherapist Assistant
- Pharmacy Technician
- Recreation and Leisure Services
- Therapeutic Recreation