

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

**Wednesday, June 27, 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
<b>1. Call to Order</b>	
<ul style="list-style-type: none"> <li>• Welcome to the Traditional Territory <i>The Board of Governors hold this meeting on the traditional lands of the Mississauga and Anishinaabe peoples.</i></li> <li>• Confirmation of Quorum</li> <li>• Introduction of Guests</li> <li>• Conflict of Interest Declarations (if any)</li> </ul>	
<b>2. Additions/Deletions/Approval of Agenda</b>	1-2
<b>3. Consent Agenda</b>	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 May 23, 2018 Public Board meeting	4-6
3.2 Summer Authority for Board Decisions	7
3.3 Investment Portfolio Review	8-47
3.4 Investment Performance Report for 2017-2018	48-52
<b>Regular Agenda</b>	
<b>4. Business Arising from Previous Meetings (not otherwise covered on the agenda)</b>	
None identified.	
<b>5. Decision Items</b>	
<b>5.1 Draft 2018-2019 Board Schedule (enclosed)</b>	53
3 min. <i>From Executive Committee</i>	
<b>5.2 New Program: Restorative Practices and Alternative Dispute Resolution (enclosed)</b>	54-75
10 min. Presenters: Vice-President Weegar and David Francis	
<b>5.3 Draft 2017-2018 Annual Report (enclosed)</b>	76-102
10 min. Presenter: Vice-President Crook with Sherry Gosselin	
<b>5.4 Sutherland Campus Master Plan (enclosed)</b>	103-153
20 min. Presenters: Vice-President Baker with Terry Williams and DTAH reps	

**6. Discussion Items, Reports and Information Items**

**6.1 Summer Semester Enrolment/Fall Outlook**

5 min. Presenter: Mr. Van Parys

**6.2 Chair's Report to the Board**

5 min.

- [2018 Valedictorians](#)
- *On the Table*, for Circulation:
  - 2018 Convocation Programs – Haliburton, Frost and Sutherland
  - CAAT Pension Plan Annual Report 2017

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

5 min.

**6.4 “Community Connections” Roundtable**

**7. Other Business**

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

**9. Adjournment of the Public Meeting** approx. 4:00 p.m.

**Private Session (Governors Only)**

# CONSENT AGENDA

Public Board Meeting  
June 27, 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 May 23, 2018 Public Board meeting**
- 3.2 delegate to the Executive Committee authority to act on behalf of the Board for the summer recess**
- 3.3 receive the Investment Portfolio Review for the period ended March 31, 2018**
- 3.4 approve the 2017-2018 Investment Performance Report**

**Board of Governors PUBLIC MEETING****Wednesday, May 23, 2018****Sutherland Campus, Scholfield Boardroom – Room B3330****Peterborough, ON***Draft Until Approved***MINUTES**

*Present:* Mr. Paul Downs  
 Ms. Dana Empey, Board Chair  
 Mr. George Gillespie  
 Ms. Nicole Grady  
 Dr. Aaron Grant  
 Ms. Rosemarie Jung  
 Ms. Sue Kloosterman  
 Ms. Katherine MacIver  
 Mr. Dan Marinigh  
 Ms. Angela Pind  
 Ms. Cathy Praamsma  
 Dr. Tony Tilly

*Regrets:* Mr. Fred Clifford  
 Ms. Shelley Knott Fife  
 Mr. Mike Leonard  
 Mr. Mike Perry

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
- Dr. Tom Weegar, Vice-President Academic
- Mr. Drew Van Parys, Executive Director Marketing and Advancement

*Staff Presenting:*

- Item 6.2: Ms. Kristi Kerford, Associate Vice-President Student Services

*Guests:* Ms. Sara O'Halloran, College Communications;

Ms. Lori Humphries, Marketing Consultant and Mr. Luke Despatie, Graphic Designer

**1. Call to Order**

The Chair called the meeting to order at 2:46 p.m. and acknowledged holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

Staff and guests were **welcomed**.

**Conflict of Interest Declaration:** Members were asked to disclose any conflicts concerning items on the agenda; none were declared.

**2. Additions/Deletions/Approval of Agenda**

It was moved by Mr. Downs, seconded by Ms. Jung 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. Kloosterman and Mr. Gillespie

**THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the May 23 meeting and, through this consent, 3.1 approve the minutes of the April 25, 2018 Public Board meeting.**

Motion Carried  
(Resolution BoG May23-2018 #1)

#### **Regular Agenda**

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

- 4.1 Winter Semester Enrolment:** The Winter 2018 semester began on January 15. Full-time postsecondary enrolment totalled 6,885 students which consisted of 4,682 domestic students and 2,173 international students.

#### **5. Decision Items**

- 5.1 Draft 2017-2018 Audited Financial Statements:** Governor Gillespie provided a synopsis of the meeting of the Audit Committee earlier in the day.

Moved and Seconded by Mr. Gillespie and Ms. Jung

**THAT the Board of Governors of Sir Sandford Fleming College approve the 2017-2018 Audited Financial Statements indicating Net Assets as at March 31, 2018 of \$26,335,401.**

Motion Carried  
(Resolution BoG May23-2018 #2)

- 5.2 Internally Restricted Net Assets:** As reviewed by the Audit Committee.

Moved and Seconded by Mr. Gillespie and Ms. Kloosterman

**THAT the Board of Governors of Sir Sandford Fleming College increase internally restricted net assets by \$241,000 for the purposes of residence and other direct student services AND increase internally restricted net assets by an additional \$10,000 for the purpose of future Sports Field Complex capital repairs and improvements.**

Motion Carried  
(Resolution BoG May23-2018 #3)

#### **6. Discussion Items, Reports and Information Items**

- 6.1 Fleming College Brand Project:** The Marketing and Advancement Team are in the process of updating the core Fleming College brand identity. Mr. Van Parys provided an overview of this project and spoke to the various design elements leading to the top choice. Focus groups identified Option #2 (word mark with a customized maple leaf) as the preferred choice, which was also supported by the Board. Brand standards are in the process of being developed for staff use.

- 6.2 Indigenous Initiatives at Fleming College:** Vice-President Weegar with Associate Vice-President Kerford presented an update to the December 2016 Report which included context in both the provincial and college system sectors. The current three-year work plan draws to a close this summer, and the College is actively engaged in developing the next multi-year plan.

- 6.3 Chair's Report to the Board:** The Chair referenced the upcoming 2018 Convocation celebrations and expressed personal thanks to Governors who have committed their participation.

**Upcoming Events:** as listed on the Agenda, for information.

- 6.4 President's Report / College Initiatives Update:** Dr. Tilly referenced the recent Committee of Presidents meeting; changes in the structure of senior roles within the Ministry as an outcome

of the upcoming provincial election are anticipated. Appreciation was expressed to governors, faculty and staff who have volunteered to participate in various convocations.

- 6.5 Community Connections:** Members were afforded the opportunity to share participation in a variety of events including the Envirothon competition (environmental programs) for high school students and the Tech it Out Camp (trades programs) for senior elementary school students.

**7. Other Business**

No further business was identified.

**8. Move to the In-Camera Meeting**

Presenters and guests were thanked for attending the meeting. It was moved and seconded by Mr. Marinigh and Ms. MacIver to move into the In-Camera meeting at 3:29 p.m.

- 9. Report from the In-Camera Meeting:** Returning to the Public meeting, the Chair reported that the Board approved an increase to the non-executive staff salary ranges retroactive to April 1, 2018. The Presidential Search process remains on target.

- 10. Adjournment:** There being no further business, the meeting adjourned at 4:27 p.m. on a motion by Ms. Jung, seconded Ms. Pind and carried.

## BOARD BRIEFING REPORT

**SUBJECT: Summer Authority for Board Decisions**

**Submission to: Public Board Meeting**

**Meeting Date: June 27, 2018**

**Requested Action: Decision / Approval**

**Consent Agenda Item 3.2**

### CONTEXT / PURPOSE

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

### BACKGROUND

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

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

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

**Attachments:** N/A

### ANALYSIS / PROPOSED OPTIONS

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

### ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic  Reputational  Operational  Financial  People  Compliance  N/A

### RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College delegate to the Executive Committee authority to act on behalf of the Board on decisions that must be taken between June 28, 2018 and the first full meeting of the Board in the Fall 2018, with all such activity publicly reported at that meeting.**

AUTHORED BY: Board Office

## BOARD REPORT

**SUBJECT: Investment Portfolio Review**

**Submission to: Public Board Meeting**

**Meeting Date: June 27, 2018**

**Requested Action: For Information**

**Consent Agenda Item 3.3**

### CONTEXT / PURPOSE

A summary of the investment performance of the Portfolios for the period ended March 31, 2018 as provided to the College by RBC Dominion Securities

### BACKGROUND

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

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

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

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

#### **Attachments:**

- Detailed Portfolio Reviews for the period ended March 31, 2018

### ANALYSIS / PROPOSED OPTIONS

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

The Comprehensive IPS includes an asset allocation target of 30% in Canadian equities; therefore this portion of the portfolio is subject to fluctuation. The remaining 70% of the portfolio is comprised of cash and a ladder of fixed incomes, which must be rated "A" or better by a recognized Rating agency and are generally held to maturity. The fixed income investments provide both current income for student bursaries and long term stability. The overall investment performance of the Comprehensive portfolio is measured against an annual target benchmark return of 3.5%, which is equal to the award target in College Policy #4-421.

The average return for the last year was 0.15%, which is well below the target, however, the 5 year average was closer to the target at 2.77%. Both the impact of the rising interest rate environment on the fixed income's market value and the poor performance of the S&P/TSX Equity Total Return Index in the last six months have contributed to the lower return. March 2018 was a low point in the value of Canadian equities; since that time the markets have increased.

The investment objective in the IPS is to preserve capital and generate income to meet the target award. In years where the returns exceed the 3.5%, the awards are not increased. As a result of this



strategy, the target bursary is available to be disbursed for all but two of the 160 endowment funds in fiscal 2018/19. The two endowments where the target is not achieved are new endowments and, as a result, don't have the benefit of prior years' returns in excess of the target.

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

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

## 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
Future negative equity returns could limit the amount of bursaries available for distribution from the Comprehensive Fund	Low	Low

*Additional risks may be identified here: N/A*

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

## CONCLUSION

No action is required as this Report is provided for information.

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



# SSFC Board of Governors Comprehensive Review

**As at settlement date March 31, 2018**

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

### Sir Sandford Fleming College of Applied Arts & Technology

599 Brealey Drive  
Peterborough, ON, K9J 7B1  
Canada

### Henderson Capital Management

Stephen L. Henderson, FCSI  
Vice President and Director  
Phone 705-743-4378 or  
1-800-429-9507

Shaylene Pind, Associate  
705-743-4492  
Lee Ann Jenkins, Associate  
705-743-4413

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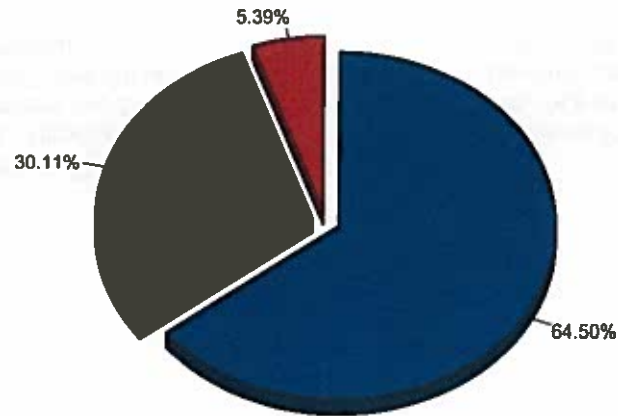
# Asset Allocation

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

## By Asset Class and Geography

As at March 31, 2018

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	5,086,545	64.50
<b>Total Fixed Income</b>	<b>5,086,545</b>	<b>64.50</b>
Equity - Canada	2,374,715	30.11
<b>Total Equity</b>	<b>2,374,715</b>	<b>30.11</b>
Cash and Cash Equivalents - Canada	424,830	5.39
<b>Total Cash and Cash Equivalents</b>	<b>424,830</b>	<b>5.39</b>
<b>Total Canada</b>	<b>7,886,091</b>	<b>100.00</b>
<b>Total Portfolio</b>	<b>7,886,091</b>	<b>100.00</b>

# Investment Policy Statement

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

## Investment Policy Statement

March 31, 2018

### Total Portfolio Asset Allocation

As of March 31, 2018

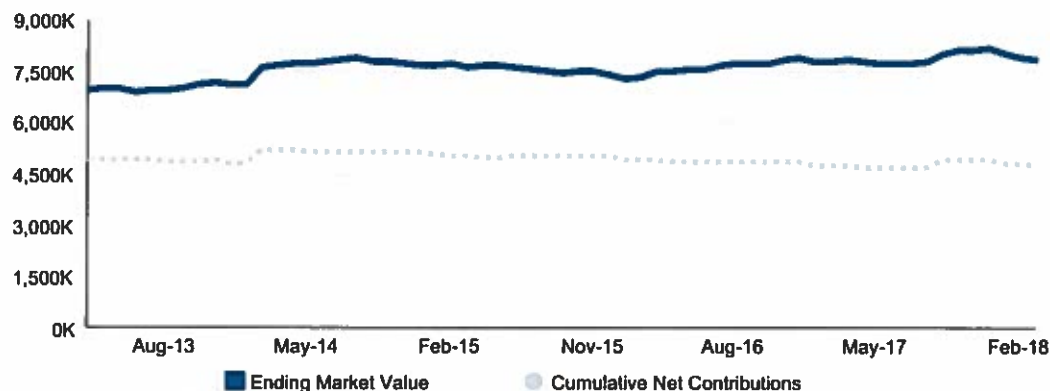
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	67.00%	55.00%	75.00%
Equity	30.00%	20.00%	40.00%

# Market Value History

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

## Sir Sandford Fleming College

April 1, 2013 to March 31, 2018



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

	Period Ending	Beginning Market Value	Net Contributions / Withdrawals	Total Investment Return	Ending Market Value
2015	June	7,661,412.98	(9,356.00)	(24,028.68)	7,628,028.30
	September	7,628,028.30	(2,826.00)	(162,666.58)	7,462,535.72
	December	7,462,535.72	32,406.00	(61,375.26)	7,433,566.46
2016	March	7,433,566.46	(118,613.68)	202,163.64	7,517,116.42
	June	7,517,116.42	(56,857.00)	129,854.81	7,590,114.23
	September	7,590,114.23	1,102.00	151,178.29	7,742,394.52
	December	7,742,394.52	5,507.00	184,252.93	7,932,154.45
2017	March	7,932,154.45	(135,337.00)	43,340.58	7,840,158.03
	June	7,840,158.03	(33,537.00)	(32,945.58)	7,773,675.45
	September	7,773,675.45	204,681.00	84,490.54	8,062,846.99
	December	8,062,846.99	5,906.00	113,965.09	8,182,718.08
2018	March	8,182,718.08	(145,302.00)	(151,554.18)	7,885,861.90
<b>TOTAL</b>			<b>(252,226.68)</b>	<b>476,675.60</b>	

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

# Compliance Statement

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

As at March 31, 2018

## Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolios are in compliance with the IPS dated June 28, 2017 in terms of the following sections:

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

# Portfolio Performance

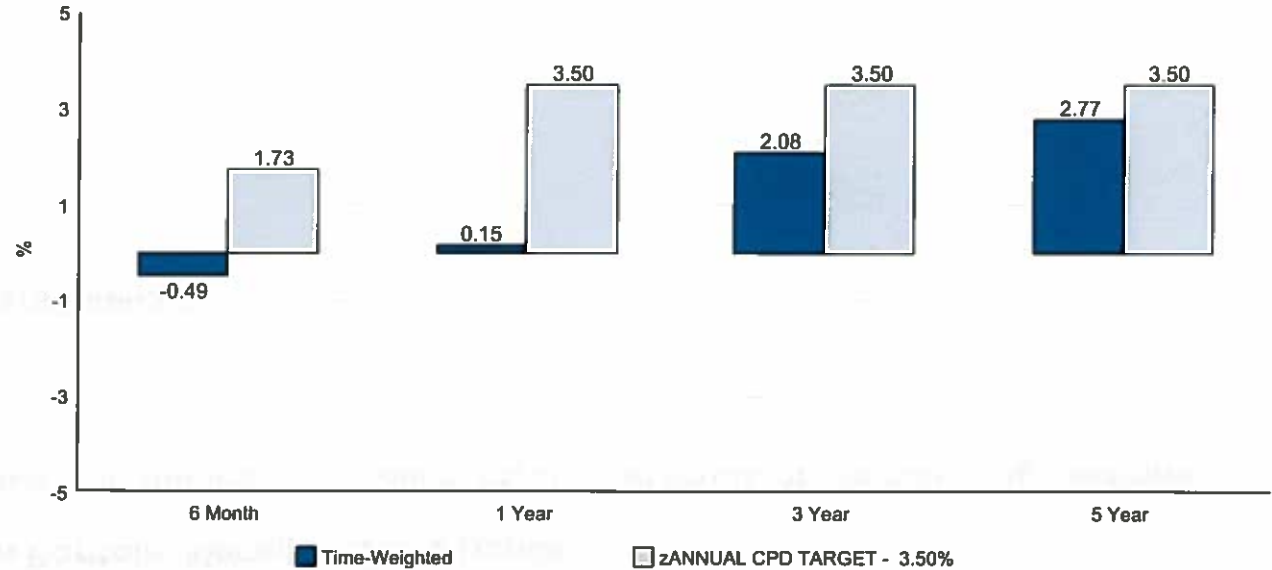
Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

## Sir Sandford Fleming College

April 1, 2013 to March 31, 2018

% Rate of Return / Benchmark	6 Month	1 Year	3 Year	5 Year
Time-Weighted	(0.49)	0.15	2.08	2.77
zANNUAL CPD TARGET - 3.50%	1.73	3.50	3.50	3.50

### Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between April 1, 2013 and March 31, 2018
- Information regarding Performance Methodology can be found on the Statement of Terms page.

### The Economy

There are more than trade tensions to worry about. A surge in price pressures-not in anyone's forecast, including our own or the Fed's-could upset the economic/investment apple cart. Two conditions that could push inflation uncomfortably higher are present simultaneously for the first time in a decade. Lean against developing inflation risks.

Leaving politics and potential trade wars aside for the moment, an eerie calm has descended on the economic and investment backdrop:

- All the developed economies are growing at solid, if unspectacular rates, as is China and much of Asia. Russia and Brazil have pulled out of deep downturns.
- Purchasing Managers' Indexes (measures of economic activity) are at elevated levels pretty well everywhere, except perhaps China. Forward-looking indicators suggest industrial output will continue to grow.
- Unemployment rates continue to fall everywhere. Businesses in the U.S., Canada, and Japan cite difficulty in attracting and retaining qualified employees as a challenging business constraint. Wages are growing and consumers are confident.
- Corporate profits are strong, while upbeat management guidance points to continued growth in revenues and earnings through 2019.
- Central banks remain mostly accommodative, while commercial banks are out looking for creditworthy businesses and individuals to whom to lend.

What could disturb this happy, constructive equilibrium? In our view, something that is least expected-a sustained surge in inflation rates-would substantially worsen the global economic and investment outlook.



As at March 31, 2018

On the policy front, this would force central banks to tighten faster than currently planned. Most central banks in the developed economies have a core inflation target of 2.0%. In all those countries inflation has been gradually picking up but remains below that threshold. After trying to avoid slipping into deflation for several years, most central bankers would breathe a sigh of relief if inflation were to move back up into a more "normal" zone.

But if it looked like inflation was headed toward 3%, asset markets might not wait for the Federal Reserve or the European Central Bank to make up their minds. The ultralow bond yields of the past several years have persisted because of the consistently low rate of inflation as well as the assurances of monetary policymakers that any move to "normalise" monetary conditions would be undertaken gradually and patiently. Unexpectedly strong inflation rates would call both presumptions into question.

### **Are there reasons to be concerned?**

Let us say right here that a damaging surge in inflation is not in our forecasts for any of the developed economies or the emerging economies. We are looking for moderately higher inflation in 2018, with a little more to come in 2019.

That said, there is at least one leading indicator that leaves open the possibility this year's widely expected gradual increase in inflation rates could be somewhat greater than forecast, with possibly more to come in 2019. The Underlying Inflation Gauge (UIG) published monthly and calculated by the New York Federal Reserve has done a good job of flagging changes in the rate of growth of the core Consumer Price Index in the U.S. 18 months or so ahead of time. The UIG has been in an uptrend for 22 months, suggesting the inflation rate should be moving higher through this year and well into next.

Two factors looked at together also suggest there is a risk of underestimating inflation over the next couple of years. The old monetarist dictum states inflation is the result of "too much money chasing too few goods." Arguably there is too much money and has been ever since central banks adopted aggressively accommodative policies in the wake of the Great Recession. In the intervening nine years money supply in the biggest economies has grown appreciably faster than GDP.

As at March 31, 2018

This rapid growth of money supply concerned many observers who expected an inevitably damaging bout of inflation. But that excessive inflation never arrived. Just the opposite: deflation has been a preoccupying worry of central banks until very recently. One explanation has it that the "too few goods" part has been missing. There has been a great deal of excess capacity available in the developed economies even as China and much of emerging Asia were adding substantial new productive capability. This has kept prices of many goods subdued or even declining despite the growth in the money supply.

But today, fixed asset investment in China has slowed considerably while the government actively tries to shutter excess capacity in several basic industries. Meanwhile, the so-called "output gap" has closed in the developed world, with "excess capacity" turning into "not enough capacity" in several countries, including the U.S. So, one has to acknowledge the combined conditions of *too much money chasing too few goods* may be increasingly operative over the next couple of years and for the first time in a decade.

### Fixed Income

- Government of Canada (GoC) yields rose sharply towards the end of March on reports the U.S. is taking a softer position towards automobile manufacturing rules within ongoing NAFTA renegotiations. Trade uncertainty, the heavily indebted household, and a housing market slowdown had pushed longer-dated GoC yields to two-month lows prior to the news. Despite the move, the GoC curve remains particularly flat; the yield differential between the 10-year GoC and the 2-year GoC yield being a mere 32 basis points significantly reduces the attractiveness of longer-dated bonds. We prefer short to intermediate maturities, especially those trading at discounts to their maturity values.
- Spreads on Canadian corporate bonds remain close to decade lows arguing for selectivity and managing credit risk within portfolios.
- A weaker corporate credit environment combined with a depressed 5-year GoC yield led preferred shares lower in March. We like the outlook for rate reset issues in a rising rate environment but would lean towards defensive positioning as credit spreads move closer to 10-year averages.

### Equity

A lot of turbulent water has passed under the bridge over the past 90 days. We don't intend to enumerate all the market surges and plunges; data points, political shifts, and misinterpretation of facts; central bank press conferences; nor the severe weather events that have buffeted markets and investor psyches over the past few months.

However, when we check in on the factors that have mattered most in determining what the trajectory of the economy, corporate earnings, and share values is likely to be over the next year or two, remarkably little has changed. Central bank policies remain unusually accommodative, and banks are ready to lend. Employment and wages continue to grow, unemployment to fall. Consumers and businesses are confident. Meanwhile, fiscal policies range from mildly to wildly stimulative.

Reliable leading indicators suggest there is more of this to come. As long as that continues to be the case, we expect to counsel investors to give equities the benefit of the doubt.

That said, confidence in the sustainability of the economic and earnings expansion is no reason to cease being vigilant. The lead article in this note, "[An old risk waits offstage](#)", considers one potential wild card—a sustained surge in inflation— that were it to occur would force a recalibration of most variables that drive the investment cycle, bringing the next recession and associated bear market for equities that much closer.

Being watchful of this and other potentially negative changes in the investment landscape is always appropriate. So far no factor has emerged that would change our constructive view.

### Canada

- The S&P/TSX Composite trades at a discount relative to its historical valuation relationship with broad developed and emerging market equity indices. Moreover, it trades at a historically wide discount to the S&P 500. We believe these valuation discounts will persist until such time as investors have better visibility on the successful resolution of a number of domestic risks.
- Scenarios under which investor sentiment towards the Canadian equity market could improve include:
  - 1) A positive resolution to NAFTA renegotiations and other trade policy uncertainty,
  - 2) An improved energy outlook with tangible progress towards transportation solutions in Western Canada, and
  - 3) Wage growth that helps consumers adapt to higher interest rates. Of course, the converse also holds true. A perceived worsening of any of these issues could cause discounted valuations to persist and/ or downward revisions to earnings forecasts.
- Looking beyond the consensus estimates for 2018 earnings growth when U.S. growth dominates in large part due to its aggressive corporate tax cuts, the consensus outlook for 2019 earnings growth looks broadly similar between the S&P/TSX Composite and S&P 500. Analysts are forecasting a little over 10% earnings growth for both benchmarks next year. Of note, earnings expectations for the S&P/ TSX are not skewed by the resource sectors as forecast growth for the non-resources sectors is roughly in line with the benchmark on an aggregate basis.

### What does this mean for your portfolio

The past six months have been difficult for Canadian portfolios as both equities and fixed income instruments recorded negative rates of return. Our equity benchmark was down a little over 3.1% over the past six months and is down 1.6% for the last year. Fixed income returns are not much better, with short and medium-term bonds which make up the bulk of our portfolio experiencing negative returns. This occurred as the Canadian central bank embarked on a series of interest rate hikes which reduce the value of the bonds we held in our portfolio already. Our overall portfolio had basically flat returns for the 12 month trailing period and it pulled the performance of the overall portfolio slightly below our long-term goal for the last five years.

## Market Commentary.

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

As at March 31, 2018

In terms of performance going forward we do expect there to be differing performance between equity and fixed income markets. We believe a strong US economy and stronger worldwide economy will benefit stock prices worldwide including Canada. These same factors will make it difficult for fixed income investments to earn positive rates of return.

Our strategy for combating rising interest rates is to focus on shorter-term investments, with a focus on higher quality government and provincial bonds and guaranteed investment certificates which receive Canada mortgage and housing corporation protection for investments of up to \$100,000. This strategy will allow us to reinvest in higher paying bonds as our investments mature in shorter time frames. While higher rates longer-term will benefit your portfolio in terms of increased cash flow the next year to year and a half will be difficult on all fixed income investments.

In terms of equities the poorest performing sectors of the TSX high dividend Index where the energy companies, the banks and the railroads. We are going to use this period of underperformance in the banks to increase our position as we do believe the banks benefit from a rising interest rate environment and stronger economy. We believe concerns over consumer indebtedness and a real estate correction or crash are overdone. We strongly feel the banks have superior balance sheets, earnings capability and dividend growth potential. While we are underweight in energy we will reduce this exposure further as Canadian energy companies have specific issues that are impeding them from participating in the higher prices of oil realized worldwide. We will also be increasing our exposure to the rails as we believe much of their challenges are related to almost too much business in a short period of time. Competing demands from grain shipping, oil transport, industrial demand for car space has left many of their clients unhappy as there simply aren't enough cars and locomotives to go around. We do feel both CN and CP will work through these challenges and will participate in the stronger North American economy. We are currently underweight in both real estate investment trusts and utility stocks and will remain so as these companies tend to trade like bond proxies and historically performed very poorly in a rising interest rate environment.

## Market Commentary.

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

As at March 31, 2018

On an equity basis we have performed in line with the benchmarks gross of fees. The returns we are showing you are net of fees. As I mentioned in the last commentary this index has undergone a number of changes over the last few years and these continued changes have made it difficult to benchmark against. That said it has matured as an index and fewer major changes are expected going forward. I do believe we can increase our performance versus the index in the future.

# Statement of Terms

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

As at March 31, 2018

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

Henderson Capital Management

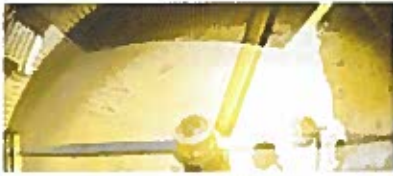
RBC Dominion Securities

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

- For position not held in CAD, all values were converted using the following exchange rates:  
CAD converted to USD at CAD\$1 - USD\$0.77646  
USD converted to CAD at USD\$1 - CAD\$1.28790
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## Section Specific Disclaimers





# SSFC Board of Governors Equity Review

**As at settlement date March 31, 2018**

Sir Sandford Fleming College Equity (PIM)

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**Sir Sandford Fleming College of Applied Arts  
& Technology**  
 599 Brealey Drive  
 Peterborough, ON, K9J 7B1  
 Canada

### **Henderson Capital Management**

Stephen L. Henderson, FCSI  
 Vice President and Director  
 Phone 705-743-4378 or  
 1-800-429-9507

Shaylene Pind, Associate  
 705-743-4492  
 Lee Ann Jenkins, Associate  
 705-743-4413

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# Portfolio Performance

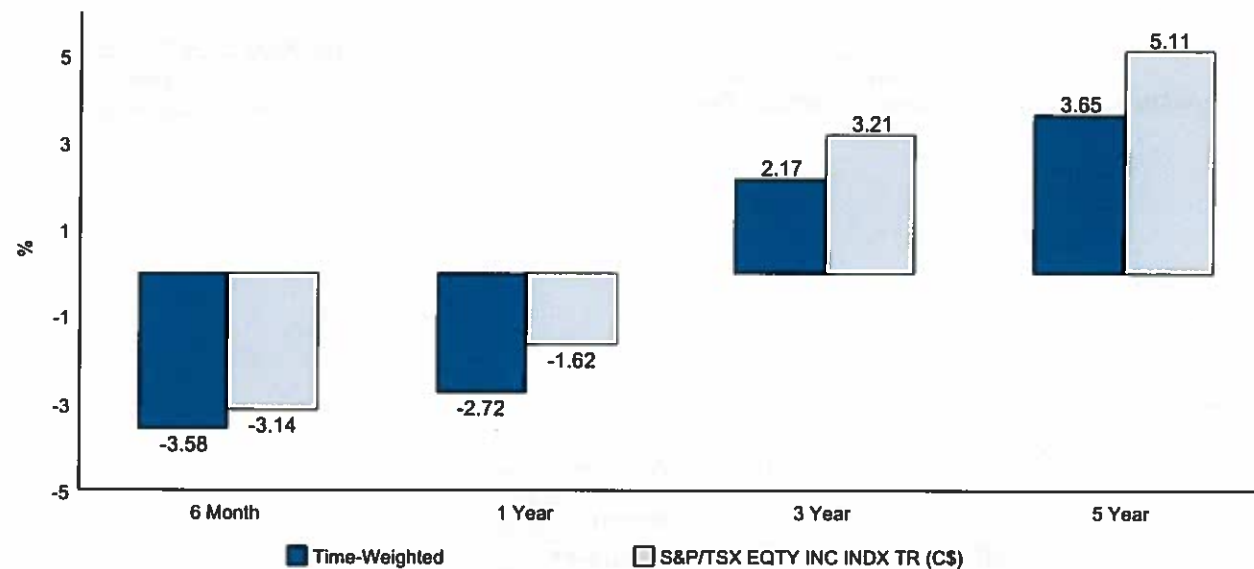
Sir Sandford Fleming College Equity (PIM)

## Sir Sandford Fleming College

April 1, 2013 to March 31, 2018

% Rate of Return / Benchmark	6 Month	1 Year	3 Year	5 Year
Time-Weighted	(3.58)	(2.72)	2.17	3.65
S&P/TSX EQTY INC INDX TR (C\$)	(3.14)	(1.62)	3.21	5.11

### Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between April 1, 2013 and March 31, 2018
- Information regarding Performance Methodology can be found on the Statement of Terms page.

# Statement of Terms

Sir Sandford Fleming College Equity (PIM)

As at March 31, 2018

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Henderson Capital Management

RBC Dominion Securities

THE SIR SANDFORD FLEMING COL - 3761737919001

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# SSFC Board of Governors Ministry Endowed Review

As at settlement date March 31, 2018

Sir Sandford Fleming College Bursary Ministry Funds

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**Sir Sandford Fleming College of Applied Arts  
& Technology  
Ministry Endowed Funds**  
599 Brealey Drive  
Peterborough, ON, K9J 7B1  
Canada

### Henderson Capital Management

Stephen L. Henderson, FCSI  
Vice President and Director  
Phone 705-743-4378 or  
1-800-429-9507

Shaylene Pind, Associate  
705-743-4492  
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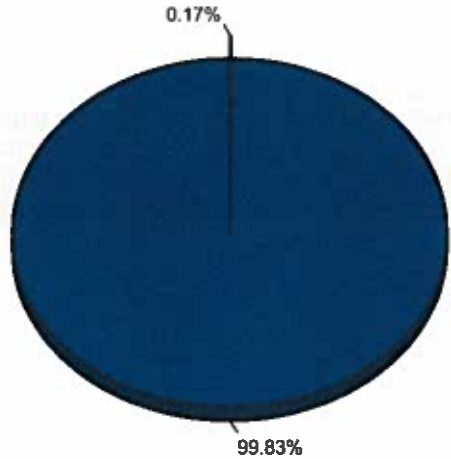
RBC Wealth Management  
Dominion Securities

# Asset Allocation

## By Asset Class and Geography

As at March 31, 2018

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	293,604	99.83
<b>Total Fixed Income</b>	<b>293,604</b>	<b>99.83</b>
Cash and Cash Equivalents - Canada	499	0.17
<b>Total Cash and Cash Equivalents</b>	<b>499</b>	<b>0.17</b>
<b>Total Canada</b>	<b>294,103</b>	<b>100.00</b>
<b>Total Portfolio</b>	<b>294,103</b>	<b>100.00</b>

# Investment Policy Statement

Sir Sandford Fleming College Bursary Ministry Funds

## Investment Policy Statement

March 31, 2018

### Total Portfolio Asset Allocation

As of March 31, 2018

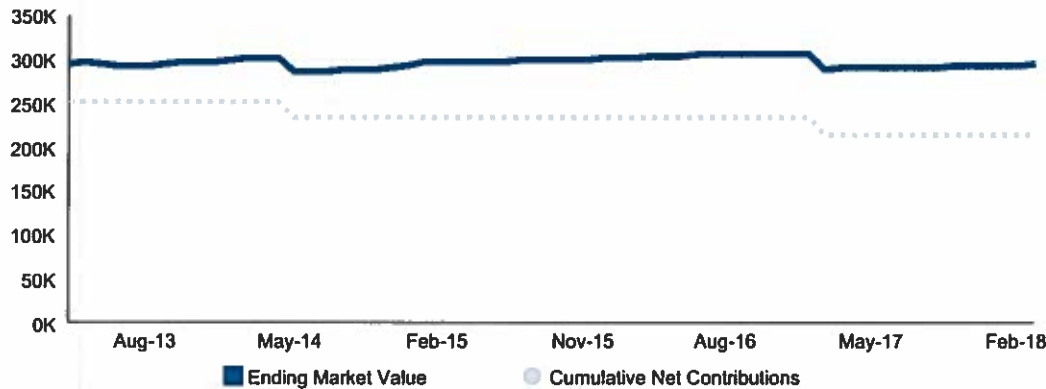
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	97.00%	90.00%	100.00%

# Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

April 1, 2013 to March 31, 2018



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

	Period Ending	Beginning Market Value	Net Contributions Withdrawals	Total Investment Return	Ending Market Value
2015	June	297,362.38	0.00	475.24	297,837.62
	September	297,837.62	0.00	1,143.69	298,981.31
	December	298,981.31	0.00	1,974.80	300,956.11
2016	March	300,956.11	0.00	1,734.63	302,690.74
	June	302,690.74	0.00	2,133.63	304,824.37
	September	304,824.37	0.00	1,718.88	306,543.25
	December	306,543.25	0.00	(363.26)	306,179.99
2017	March	306,179.99	(18,000.00)	1,790.39	289,970.38
	June	289,970.38	0.00	724.66	290,695.04
	September	290,695.04	0.00	358.01	291,053.05
	December	291,053.05	0.00	1,522.08	292,575.13
2018	March	292,575.13	0.00	1,528.03	294,103.16
<b>TOTAL</b>			<b>(18,000.00)</b>	<b>14,740.78</b>	



**Statement of Compliance from Portfolio Manager, Steve Henderson**

**The portfolio is in compliance with the IPS dated June 2017 in terms of the following section:**

**Fixed income quality**

As at March 31, 2018

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## Section Specific Disclaimers



# SSFC Board of Governors - Operating Annual Review

**As at settlement date March 31, 2018**

Sir Sandford Fleming College Operating account

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**Sir Sandford Fleming College of Applied Arts  
& Technology  
Operating Account**  
599 Brealey Drive  
Peterborough, ON, K9J 7B1  
Canada

### Henderson Capital Management

Stephen L. Henderson, FCSI  
Vice President and Director  
Phone 705-743-4378 or  
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Lee Ann Jenkins, Associate  
705-743-4413

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# Portfolio Performance

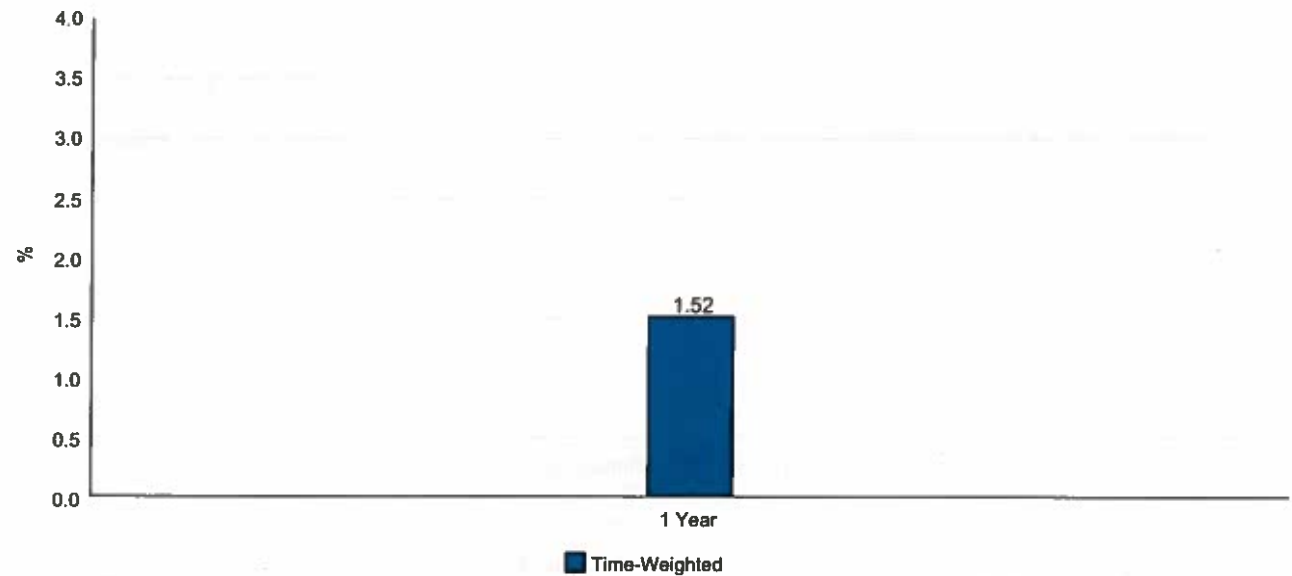
Sir Sandford Fleming College Operating account

## 12 month without benchmark

April 1, 2013 to March 31, 2018

% Rate of Return / Benchmark	1 Year
Time-Weighted	1.52

### Annualized Returns



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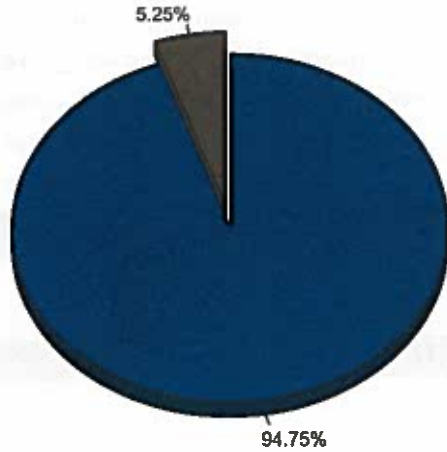
# Asset Allocation

Sir Sandford Fleming College Operating account

## By Asset Class and Geography

As at March 31, 2018

Allocation by Asset Class and Geography



Geography	Market Value	%
Cash and Cash Equivalents - Canada	18,060,211	94.75
<b>Total Cash and Cash Equivalents</b>	<b>18,060,211</b>	<b>94.75</b>
Fixed Income - Canada	1,000,329	5.25
<b>Total Fixed Income</b>	<b>1,000,329</b>	<b>5.25</b>
<b>Total Canada</b>	<b>19,060,540</b>	<b>100.00</b>
<b>Total Portfolio</b>	<b>19,060,540</b>	<b>100.00</b>

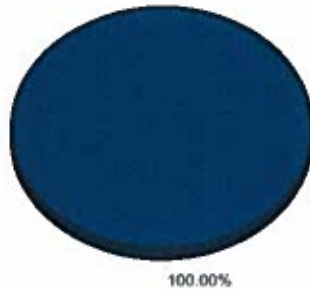
# Fixed Income Summary

Sir Sandford Fleming College Operating account

## Total Fixed Income

As at March 31, 2018

Allocation by Geography



100.00%

Allocation by Term (excl. Preferreds)



100.00%

Allocation by Issuer Type



100.00%

Geography	Market Value	%	Term	Market Value	%	Issuer Type	Market Value	%
Canada	1,000,329	100.00	0-4 years	1,000,329	100.00	Bank Certificates/Deposits	1,000,329	100.00

Fixed Income Characteristics	Values
Total Market Value of Fixed Income in Portfolio	1,000,328.77
Total Market Value of Fixed Income excluding Preferreds	1,000,328.77
Weighted average (excl. Preferreds) Term to Maturity (in years)	0.98
Weighted average (excl. Preferreds) Yield to Maturity (%)	2.00
Weighted average (excl. Preferreds) Current Yield (%)	2.00
Weighted average (excl. Preferreds) of Coupons (%)	2.00
Weighted average of Current Yield of Preferreds (%)	0.00

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

# Portfolio Valuation

Sir Sandford Fleming College Operating account

## Detailed Position Review

As at March 31, 2018

Quantity	Security Description	Book Value /Unit	Market Price	Book Value	Market Value	Accrued Interest	% of Class	Est. Annual Distrib'n	Current Yield (%)
<b>CAD Accounts (In CAD)</b>									
<b>CASH AND CASH EQUIVALENTS</b>									
<b>Canada</b>									
<b>Cash</b>									
14,011	CAD			14,011	14,011	-	0.08		-
<b>Total - Cash</b>				<b>14,011</b>	<b>14,011</b>	<b>0</b>	<b>0.08</b>	<b>0</b>	<b>-</b>
<b>Bank Certificates/Deposits</b>									
5,000,000	BANK OF NOVA SCOTIA GIC - ANNUAL DUE 12/14/2018 1.900000%	100.00	100.00	5,000,000	5,000,000	27,329	27.84	95,000	1.90
1,000,000	BANK OF NOVA SCOTIA GIC - ANNUAL DUE 02/01/2019 2.000000%	100.00	100.00	1,000,000	1,000,000	3,068	5.55	20,000	2.00
1,000,000	RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2019 2.000000%	100.00	100.00	1,000,000	1,000,000	3,068	5.55	20,000	2.00
2,000,000	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2019 2.000000%	100.00	100.00	2,000,000	2,000,000	6,137	11.11	40,000	2.00
1,000,000	ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2019 2.000000%	100.00	100.00	1,000,000	1,000,000	3,068	5.55	20,000	2.00
2,000,000	BANK OF MONTREAL GIC - ANNUAL DUE 03/21/2019 2.000000%	100.00	100.00	2,000,000	2,000,000	877	11.08	40,000	2.00
2,000,000	BANK OF NOVA SCOTIA GIC - ANNUAL DUE	100.00	100.00	2,000,000	2,000,000	877	11.08	40,000	2.00

Henderson Capital Management

RBC Dominion Securities



Quantity	Security Description	Book Value /Unit	Market Price	Book Value	Market Value	Accrued Interest	% of Class	Est Annual Distrib'n	Current Yield (%)
	03/21/2019 2.00000%								
2,000,000	NAT'L BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.05000%	100.00	100.00	2,000,000	2,000,000	899	11.08	41,000	2.05
2,000,000	ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.00000%	100.00	100.00	2,000,000	2,000,000	877	11.08	40,000	2.00
<b>Total - Bank Certificates/Deposits</b>				<b>18,000,000</b>	<b>18,000,000</b>	<b>46,200</b>	<b>99.92</b>	<b>356,000</b>	<b>1.98</b>
<b>Total - Canada</b>				<b>18,014,011</b>	<b>18,014,011</b>	<b>46,200</b>	<b>100.00</b>	<b>356,000</b>	<b>1.98</b>
<b>TOTAL - CASH AND CASH EQUIVALENTS</b>				<b>18,014,011</b>	<b>18,014,011</b>	<b>46,200</b>	<b>100.00</b>	<b>356,000</b>	<b>1.98</b>
<b>FIXED INCOME</b>									
<b>Canada</b>									
<b>Bank Certificates/Deposits</b>									
1,000,000	BANK OF MONTREAL GIC - ANNUAL DUE 03/25/2019 2.00000%	100.00	100.00	1,000,000	1,000,000	329	100.00	20,000	2.00
<b>Total - Bank Certificates/Deposits</b>				<b>1,000,000</b>	<b>1,000,000</b>	<b>329</b>	<b>100.00</b>	<b>20,000</b>	<b>2.00</b>
<b>Total - Canada</b>				<b>1,000,000</b>	<b>1,000,000</b>	<b>329</b>	<b>100.00</b>	<b>20,000</b>	<b>2.00</b>
<b>TOTAL - FIXED INCOME</b>				<b>1,000,000</b>	<b>1,000,000</b>	<b>329</b>	<b>100.00</b>	<b>20,000</b>	<b>2.00</b>
<b>Total CAD Accounts (in CAD)</b>				<b>19,014,011</b>	<b>19,014,011</b>	<b>46,529</b>		<b>376,000</b>	<b>1.98</b>
<b>Combined Accounts (in CAD) <sup>1</sup></b>									
<b>Cash and Cash Equivalents</b>				<b>18,014,011</b>	<b>18,014,011</b>	<b>46,200</b>		<b>356,000</b>	<b>1.98</b>
<b>Fixed Income</b>				<b>1,000,000</b>	<b>1,000,000</b>	<b>329</b>		<b>20,000</b>	<b>2.00</b>
<b>Total Portfolio</b>				<b>19,014,011</b>	<b>19,014,011</b>	<b>46,529</b>		<b>376,000</b>	<b>1.98</b>

<sup>1</sup> See Statement of Terms for conversion rates.

Yield on Cost cannot be calculated for discount instruments at this time. YOC values at the total level exclude discount Instruments.  
Book Values are reported in account currency unless otherwise stated.

# Portfolio Transactions

Sir Sandford Fleming College Operating account

## Buy and sell only Portfolio Transactions English

April 1, 2017 to March 31, 2018

Transaction Type	Security Description	Settlement Date	Quantity	Market Price/Rate	Net Settlement/ In Kind Amount
<b>THE SIR SANDFORD FLEMING COL 511-22508 CAD</b>					
<b>Buy</b>					
Buy	BANK OF NOVA SCOTIA GIC - ANNUAL DUE 12/14/2018 1.90000%	14-Dec-2017	5,000,000.000	100.000	(5,000,000.00)
Buy	BANK OF NOVA SCOTIA GIC - ANNUAL DUE 02/01/2019 2.00000%	01-Feb-2018	1,000,000.000	100.000	(1,000,000.00)
Buy	RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2019 2.00000%	01-Feb-2018	1,000,000.000	100.000	(1,000,000.00)
Buy	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2019 2.00000%	01-Feb-2018	2,000,000.000	100.000	(2,000,000.00)
Buy	ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2019 2.00000%	01-Feb-2018	1,000,000.000	100.000	(1,000,000.00)
Buy	BANK OF MONTREAL GIC - ANNUAL DUE 03/21/2019 2.00000%	21-Mar-2018	2,000,000.000	100.000	(2,000,000.00)
Buy	BANK OF NOVA SCOTIA GIC - ANNUAL DUE 03/21/2019 2.00000%	21-Mar-2018	2,000,000.000	100.000	(2,000,000.00)
Buy	NAT'L BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.05000%	21-Mar-2018	2,000,000.000	100.000	(2,000,000.00)
Buy	ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.00000%	21-Mar-2018	2,000,000.000	100.000	(2,000,000.00)
Buy	BANK OF MONTREAL GIC - ANNUAL DUE 03/25/2019 2.00000%	23-Mar-2018	1,000,000.000	100.000	(1,000,000.00)
<b>Total Buy Transactions:</b>					<b>(19,000,000.00)</b>
<b>Sell</b>					
Sell	BANK OF MONTREAL GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2018	(1,000,000.000)	0.000	1,000,000.00
Sell	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2018	(1,000,000.000)	0.000	1,000,000.00
Sell	RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2018	(1,000,000.000)	0.000	1,000,000.00
Sell	ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2018	(1,000,000.000)	0.000	1,000,000.00

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Transaction Type	Security Description	Settlement Date	Quantity	Market Price/Rate	Net Settlement/ In Kind Amount
Sell	ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2018 1.45000%	01-Feb-2018	(1,000,000.000)	0.000	1,000,000.00
Sell	BANK OF MONTREAL GIC - ANNUAL DUE 02/05/2018 1.45000%	05-Feb-2018	(1,014,000.000)	0.000	1,014,000.00
Sell	BMO MORTGAGE CORP GIC - ANNUAL DUE 02/05/2018 1.45000%	05-Feb-2018	(1,014,000.000)	0.000	1,014,000.00
Sell	ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/23/2018 1.40000%	23-Mar-2018	(1,000,000.000)	0.000	1,000,000.00
<b>Total Sell Transactions:</b>					<b>8,028,000.00</b>

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

**Statement of Compliance from Portfolio Manager, Steve Henderson**

**The portfolio is in compliance with the IPS dated June 2017 in terms of the following section:**

**Investment guidelines for College Operating Funds**

# Statement of Terms

Sir Sandford Fleming College Operating account

As at March 31, 2018

## Legal Disclaimers

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

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

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

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

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

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

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

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

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## General Disclaimers

- Generated on April 10, 2018
- This portfolio is composed of the following accounts:  
THE SIR SANDFORD FLEMING COL - 5112250815000
- For position not held in CAD, all values were converted using the following exchange rates:
- Accrued interest is included in market values except when accrued interest is displayed in a separate column.
- Book Values are reported in account currency unless otherwise stated.

Henderson Capital Management

RBC Dominion Securities

- Effective January 1, 2016 performance calculations are based on trade-date valuations. Hence, market values and net contribution amounts displayed on performance related sections may vary slightly from other report sections if portfolio has unsettled transactions at time of valuation. For time periods earlier than January 1, 2016, performance is calculated on a monthly basis and uses settlement date valuations. This applies to the following sections: Portfolio Performance.
- Month end market values may differ from the Custody Statement as this reporting captures back dated transactions.
- Time-Weighted performance calculations use the Modified Dietz Method which adjusts for cash flows to calculate the monthly performance in this portfolio. Monthly returns are geometrically linked to calculate returns for periods greater than one month. Any return greater than 12 months is annualized. The Rate of Return and Investment Return calculations in your portfolio are net of investment management fees. For household portfolios a daily averaged priced exchange rate has been used to convert portfolios from their base currency to the reporting currency of the household portfolio. This applies to the following sections: Portfolio Performance.
- Money-Weighted rate of return (MWRR) is only available from January 1, 2016 onwards.

## Section Specific Disclaimers

### Portfolio Valuation

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

## BOARD REPORT

**SUBJECT: Investment Performance Report for 2017-2018**

**Submission to: Public Board Meeting**

**Meeting Date: June 27, 2018**

**Requested Action: Decision / Approval**

**Consent Agenda Item 3.4**

### CONTEXT / PURPOSE

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

### BACKGROUND

The Banking, Investment and Borrowing Binding Policy directive requires that the college Board of Governors review and approve, at least annually, an investment performance report. This report is to include a statements signed by the Senior Finance Officer stating that the college is in compliance with relevant legislative requirements and this policy.

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

#### **Attachments:**

- 2017-2018 Investment Performance Report

### ANALYSIS / PROPOSED OPTIONS

The Comprehensive IPS and the Ministry Endowed IPS are both endowment funds where only the investment income earned can be distributed as bursaries and awards; the principal must be held in perpetuity. The target disbursement award percentage is currently set at 3.5% under College Policy 4-421, *Endowment Policy* for the Comprehensive IPS; the Ministry Endowed IPS does not have a target due to limited eligible investments.

The fiscal 2017/18 return on the Comprehensive IPS was 0.15%, which is well below the target award percentage. This is due to the negative impact on the fixed income market value as a result of the rise in interest rates in 2017/18 as well as the negative Canadian equity market performance in March 2018. Even with the low rate of return, the cumulative investment income balance is sufficient to provide bursary awards at the target percentage for fiscal 2018/19, for all but two newer awards where over 80% of the target is available for disbursement.

The entire balance of donated funds within the Ministry Endowed IPS are defined as College funds under the Directive. As a result equities are not an eligible investment and corporate bonds must be AAA rated, of which there are very few, if any, available. There is sufficient accumulated investment income to disburse 3.5% annually for the next few years even with the 1.4% return.

The portion of the Operating IPS funds held within RBC Dominion are invested in guaranteed investment certificates and those held in the college bank account earn interest at the rate of prime less 1.7%.

The Ministry of Advanced Education and Skills Development revised the Banking, Investment and Borrowing Binding Policy directive, effective May 8, 2018, which in 2018-2019 and future years will allow College funds within our Comprehensive IPS to be managed consistent with the requirements under the Trustee Act. Administration will review the Comprehensive IPS during the year as modifications to it would be required in order to implement this Ministry policy change.



## 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
Endowment returns may not be 3.5% over the long term to allow for bursaries to be disbursed at the target rate.	Low	Low

*Additional risks may be identified here: N/A*

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

## RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College approve the Investment Performance Report for 2017-2018.**

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

To: Sir Sandford Fleming College of Applied Arts and Technology  
Board of Governors  
Re: 2017/18 Investment Performance Report

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

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

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

The Comprehensive IPS (\$ 7.9 million) target asset allocation is 3% Cash and Equivalents, 67% Fixed Income and 30% Canadian Equities. The market return on the combined asset allocation during the fiscal year was 0.15%. This return is mainly due to the equity component of the portfolio which ended the year with a loss of -2.72%.

The Ministry Endowed IPS (\$ 0.3 million) target asset allocation is 3% Cash and Equivalents and 97% Fixed Income. The annual market return for the year ended March 31, 2018 was 1.4%.

The cash not immediately required for operations, which falls under the Operating IPS, was invested in guaranteed investment certificates with RBC Dominion (\$ 19.0 million) and the balance was held in the College bank account. These funds earned, on average, 1.5% during the year when invested with RBC Dominion and 1.4 % in the College bank account.

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



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Brian Baker  
VP Finance & Administration



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Date

## Investment Guidelines for College Funds

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

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

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

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

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

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

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

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

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

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

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

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

## DRAFT 2018-2019 BOARD SCHEDULE

### September 2018

Wed 12 Executive Committee OR New Governor Orientation OR Fall Board Retreat  
Wed 26 Board Day OR New Governor Orientation OR Fall Board Retreat  
(President will attend COP Annual Planning Retreat afternoon Sun 23 through Tues 25)

### October 2018

*Independent Learning Week is October 22 – 26*

Wed 10 Executive Committee  
Wed 24 Audit Committee WILL BE CONFIRMED as either October or November  
Wed 24 Board Day

### November 2018

Wed 14 Executive Committee  
Wed 28 Audit Committee WILL BE CONFIRMED as either October or November  
Wed 28 Board Day

*Sat 24 and Sun morning 25: College Centre of Board Excellence in-person sessions (Good Governance; Orientation)*

*Sun afternoon and Mon 26: Higher Education Summit and Premier's Awards Gala*

**December 2018**      **No meetings scheduled**      **(College closes Dec 24/18, opens Jan 2/19)**

### January 2019

Wed 9 Executive Committee  
Wed 23 Board Day

### February 2019

*Independent Learning Week is February 25 – March 1*

Wed 13 Executive Committee  
Wed 27 Audit Committee IF NEEDED  
Wed 27 Board Day (at Nov meeting, confirm format: Business Meeting / Winter Workshop / no meeting)

### March 2019

Wed 13 Executive Committee  
Wed 27 Board Day (at Nov meeting, confirm format: Business Meeting / Winter Workshop / no meeting)

### April 2019

Wed 10 Executive Committee  
Wed 24 Board Day

### May 2019

Wed 8 Executive Committee  
Wed 22 Audit Committee  
Wed 22 Foundation Board of Directors Meeting (with auditors) to follow the Audit Committee meeting  
Wed 22 Board Day  
Fri 31 Haliburton Convocation in the Great Hall at 2:00pm

### June 2019

Fri 7 Frost Convocation at 2:00 p.m., Lindsay Recreation Complex  
Tue 11 through Thu 13: Sutherland Convocations in the Gym at the Peterborough Sport and Wellness Centre; morning ceremonies at 10:00am, afternoon ceremonies at 2:00 p.m.

MON 10 Executive Committee  
Wed 26 Election meeting  
Wed 26 Board Day

- Executive Committee: lunch at 12:30 p.m., business commencing at 1:00 p.m.
- Board Day: lunch at 12:30 p.m., business commencing at 1:00 p.m.
- Audit Committee: business commencing at 11:00 a.m. on a scheduled Board Day
- Identify a Board Day at the FROST Campus and a Board Day at the HALIBURTON Campus

## BOARD REPORT

**SUBJECT: New Program – Restorative Practices and Alternative Dispute Resolution**

**Submission to: Public Board Meeting**

**Meeting Date: June 27, 2018**

**Requested Action: Decision / Approval**

**Agenda Item 5.2**

### CONTEXT / PURPOSE

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

### BACKGROUND

In January 2015, the former Vice-President Academic, Laurel Schollen, presented on Ontario Learn (OL), the OL model, and the OL Consortium. Since then, Fleming College has launched several programs primarily derived from developed courses within the consortium.

The Ontario College Graduate Certificate in *Restorative Practices and Alternative Dispute Resolution* is consistent with the intention of growing continuing education enrollment through Ontario Learn, although in this instance, the program will be developed and hosted (owned) by Fleming College. This is consistent with the expectation that Fleming meet its partnership obligation to the consortium by sharing in the development and delivery costs of quality programs. This program is expected to generate high interest across the colleges because of its broad application and responsive approach within many communities of practice.

This Ontario Graduate Certificate will be offered online 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 many sectors. 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 those fields.

This program relates to following Academic and Business plan objectives:

- Increase the number of flexible and efficient delivery options, including fully online, in order 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 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 in *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:* David Francis, Dean – Flexible Delivery & Contract Training; Deborah Stanford, Manager – Flexible Delivery & Contract Training.

Comprehensive Program Proposal

# Restorative Practices and Alternative Dispute Resolution

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**Proposed by:** David Francis, Dean, School of Flexible Delivery and Contract Training

**Date:** June 27, 2018

**Stage:** Three – Program Approval

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## 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

By the end of this program, the student will be able to:

- Employ the philosophy, values, and guiding principles of Restorative Justice within the criminal justice system to mediate/ resolve conflicts.
- Use appropriate communication skills to assist individuals to cope with trauma.
- Apply collaborative restorative practices and alternative dispute resolution approaches in community development, education, and justice to prevent and/or resolve conflicts.
- Apply critical thinking, collaborative practice, and judgement when working individually and with service providers with children, families, and communities to resolve conflict and manage trauma.
- Conduct interviews to gather, screen, and disseminate information required in alternative dispute resolution situations and to apply restorative practices.
- 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.
- Assist others to realize the major differences between punitive and restorative mindsets and how each is applied in justice, community, and social service settings.
- 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 focused 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 Fleming College's Aboriginal Education Council (AEC) meeting on Thursday, February 4, 2016. The AEC has representation from Indigenous communities within the Fleming College regions. 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**



## Sir Sandford Fleming College - Program Costing

**Program Name: Restorative Justice and Restorative Practice Graduate Certificate**  
**Scenario #1: Part-Time OntarioLearn Fleming student enrolment only**

Net Tuition (Per Course)	\$ 273.15
BOG (per Course)	\$ 227.62
Attrition	N/A

(All values expressed in current dollars)

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrolment - Fleming Students		60	110	140	150	150	150
Enrolment - Other Colleges		0	0	0	0	0	0
<b>Revenues</b>							
Tuition Fees	\$ -	\$ 16,389	\$ 30,047	\$ 38,241	\$ 40,973	\$ 40,973	\$ 40,973
MTCU Operating Grant Received		-	4,552	12,898	23,520	30,349	33,384
Fees from other Colleges		-	-	-	-	-	-
<b>Total</b>		<b>16,389</b>	<b>34,599</b>	<b>51,139</b>	<b>64,493</b>	<b>71,321</b>	<b>74,356</b>
<b>Expenses</b>							
Academic Direct		6,728	13,455	20,183	23,546	23,546	23,546
Program QA		2,174	2,174	2,174	2,174	2,174	2,174
Course Supplies and Instructional Costs		200	200	200	200	200	200
Dean & Other academic costs		1,114	2,353	3,477	4,386	4,850	5,056
<b>Total</b>	<b>\$ -</b>	<b>10,216</b>	<b>18,182</b>	<b>26,034</b>	<b>30,306</b>	<b>30,770</b>	<b>30,976</b>
<b>Net Contribution or (Cost) of Proposed New Program before Overheads</b>		<b>6,173</b>	<b>16,417</b>	<b>25,105</b>	<b>34,187</b>	<b>40,551</b>	<b>43,380</b>
<b>Contribution %</b>		<b>38%</b>	<b>47%</b>	<b>49%</b>	<b>53%</b>	<b>57%</b>	<b>58%</b>
<b>Development Costs</b>		<b>9,000</b>	<b>9,000</b>	<b>9,000</b>	<b>4,500</b>	<b>-</b>	<b>-</b>
<b>College Overhead</b>		<b>4,622</b>	<b>9,757</b>	<b>14,421</b>	<b>18,187</b>	<b>20,113</b>	<b>20,968</b>
<b>Net Contribution or (Cost) of Proposed New Program</b>	<b>\$0</b>	<b>(\$7,449)</b>	<b>(\$2,340)</b>	<b>\$1,684</b>	<b>\$11,500</b>	<b>\$20,439</b>	<b>\$22,412</b>
<b>Cumulative Cash Flow</b>	<b>\$0</b>	<b>(\$2,827)</b>	<b>\$13,590</b>	<b>\$38,695</b>	<b>\$72,882</b>	<b>\$113,434</b>	<b>\$156,814</b>

**Assumptions:**

1. Dean and other academic administrative expenses allocated at 6.8% of revenue
2. College overhead is allocated at 28.2% of revenue
3. TCH covered 100% by Contract Faculty

**Sir Sandford Fleming College - Program Costing**

**Program Name: Restorative Justice and Restorative Practice Graduate Certificate**  
**Scenario #2: Part-Time OntarioLearn student enrolment across all colleges**

Net Tuition (Per Course)	\$273.15
BOG (per Course)	\$227.62
Attrition	N/A

(All values expressed in current dollars)

	Startup	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrolment - Fleming Students		20	40	60	60	60	60
Enrolment - Other Colleges		30	60	90	90	90	90
<b>Revenues</b>							
Tuition Fees	\$ -	\$ 5,463	\$ 10,926	\$ 16,389	\$ 16,389	\$ 16,389	\$ 16,389
MTCU Operating Grant Received		-	1,517	4,552	9,105	12,140	13,657
Fees from other Colleges		4,740	9,480	14,220	14,220	14,220	14,220
<b>Total</b>		<b>10,203</b>	<b>21,923</b>	<b>35,161</b>	<b>39,714</b>	<b>42,749</b>	<b>44,266</b>
<b>Expenses</b>							
Academic Direct		6,728	13,455	20,183	23,546	23,546	23,546
Program QA		2,174	2,174	2,174	2,174	2,174	2,174
Course Supplies and Instructional Costs		200	200	200	200	200	200
Dean & Other academic costs		694	1,491	2,391	2,701	2,907	3,010
<b>Total</b>	<b>\$ -</b>	<b>9,795</b>	<b>17,320</b>	<b>24,947</b>	<b>28,621</b>	<b>28,827</b>	<b>28,930</b>
<b>Net Contribution or (Cost) of Proposed New Program before Overheads</b>		<b>408</b>	<b>4,604</b>	<b>10,214</b>	<b>11,093</b>	<b>13,921</b>	<b>15,336</b>
<b>Contribution %</b>		<b>4%</b>	<b>21%</b>	<b>29%</b>	<b>28%</b>	<b>33%</b>	<b>35%</b>
<b>Development Costs</b>		<b>9,000</b>	<b>9,000</b>	<b>9,000</b>	<b>4,500</b>	<b>-</b>	<b>-</b>
<b>College Overhead</b>		<b>2,877</b>	<b>6,182</b>	<b>9,915</b>	<b>11,199</b>	<b>12,055</b>	<b>12,483</b>
<b>Net Contribution or (Cost) of Proposed New Program</b>	<b>\$0</b>	<b>(\$11,469)</b>	<b>(\$10,579)</b>	<b>(\$8,702)</b>	<b>(\$4,606)</b>	<b>\$1,866</b>	<b>\$2,853</b>
<b>Cumulative Cash Flow</b>	<b>\$0</b>	<b>(\$8,592)</b>	<b>(\$3,988)</b>	<b>\$6,226</b>	<b>\$17,319</b>	<b>\$31,240</b>	<b>\$46,576</b>

**Assumptions:**

1. Dean and other academic administrative expenses allocated at 6.8% of revenue
2. College overhead is allocated at 28.2% of revenue
3. TCH covered 100% by Contract Faculty

## 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. = \$2,925.00

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
<b>Income</b>	<b>5705.50</b>	<b>5196.55</b>	<b>4687.60</b>	<b>4178.65</b>	<b>3669.70</b>	<b>3160.75</b>	<b>2651.80</b>	<b>2758.85</b>	<b>2865.90</b>	<b>2972.95</b>	<b>3080.00</b>
<b>Expenditure</b>	<b>4447.50</b>	<b>4299.65</b>	<b>4151.80</b>	<b>4003.95</b>	<b>3856.10</b>	<b>3708.25</b>	<b>3560.40</b>	<b>3412.55</b>	<b>3264.70</b>	<b>3116.85</b>	<b>2969.00</b>
<b>Remaining income</b>	<b>1258.00</b>	<b>896.90</b>	<b>535.80</b>	<b>174.70</b>	<b>-186.40</b>	<b>-547.50</b>	<b>-908.60</b>	<b>-653.70</b>	<b>-398.80</b>	<b>-143.90</b>	<b>111.00</b>

### 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 populations of learners.

## 8. Additional Information (attachments as required)

### PAC approval:

On April 6, 2017, the 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 and the delivery date was moved to January 2019.

### Reference Group

#	Name	Designation and Organization
1	Amber Johnson	Faculty, Justice and Community Development, Fleming College
2	Anne Hines	Faculty, Health and Wellness 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, Justice and Community Development, Fleming College
6	Liz Stone	Leadership, Governance, Social Work, Culture
7	Gerard Sagassige	Restorative Justice
8	Stan Baker	Safe Caring and Restorative Schools Resource Teacher, Kawartha Pine Ridge District School Board
9	<b>More members will be recommended by Liz Stone</b>	

### 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.

Course Title Total Course Hours	Course Description and Learning Outcomes
<p>Introduction to Restorative Justice, Restorative Practice, and Alternative Dispute Resolution</p> <p>45 Hours</p>	<p>Participants in the course will examine Restorative Justice Theory including three core models of restorative justice including mediation, conferencing, and healing 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><b>Learning Outcomes:</b> By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the concept of trauma-informed restorative justice and restorative practice</li> <li>• Examine techniques of ADR and how it fits into the wider scope of conflict management and restorative practices</li> <li>• Analyse the historical, sociological, and political forces that have impacted Indigenous and other communities</li> <li>• Describe the concept of healing for Indigenous Canadians</li> </ul>
<p>Alternative Dispute Resolution: Theory and Practice</p> <p>45 Hours</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><b>Learning Outcomes</b></p>

	<p>By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply active listening and paraphrasing to mediate conflicts</li> <li>• Explain ethical conduct as it applies to ADR</li> <li>• Apply ADR within several cultural contexts including Indigenous communities.</li> <li>• Differentiate between mediation, negotiation, and arbitration</li> <li>• Use ADR skills to solve conflicts</li> </ul>
<p>Restorative Justice and Practices – Global Perspectives 45 Hours</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><b>Learning Outcomes:</b> By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the context of social and emotional well-being for Indigenous populations in Canada, Australia, and New Zealand</li> <li>• Analyse the degree of trauma experienced by Indigenous Canadians, Australians, and New Zealanders</li> <li>• Identify the various techniques and approaches that make up the spectrum of international Restorative Practices and realize under which circumstance they are best utilized</li> <li>• Critically evaluate current literature on restorative practices</li> </ul>
<p>Restorative Justice and Restorative Practices- Canadian Indigenous Communities 45 Hours</p>	<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 healing 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</p>



	<p>management of emotions, aftercare, maintenance of relationships, and mentoring.</p> <p>Learning Outcomes:</p> <p>By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of preparing parties for a Restorative Dialogue and explore and practice the elements of case development</li> <li>• Learn Circle Processes including Proactive and Responsive Circles</li> <li>• Build the elements of a Circle Process framed by opening and closing ceremonies, values, guidelines, and framing questions</li> <li>• Develop specific skill sets around participant preparation, interviewing, cross-cultural considerations, expression and management of emotions, aftercare, support, and mentoring</li> </ul>
<p>Restorative Justice Practices, and Alternative Dispute Resolution in Education, Community Development, and Social Justice Systems</p> <p>45 Hours</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> <p>By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Apply structured and responsive uses of restorative justice in family, group, and community-wide situations</li> <li>• Apply ADR in family, group, and community-wide situations</li> <li>• Use various community-friendly evaluation strategies for measuring program and process outcomes</li> <li>• Explore the possible applications for restorative practices in educational institutions, in the workplace, in neighbourhoods, in other organizations, and as a way of empowering citizens in democratic processes</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate evaluation components in program development or process creation that conform to restorative values and principles</li> <li>• Initiate meaningful and sustainable responses to community shortfalls</li> </ul>
<p>Restorative Practices, Alternative Dispute Resolution, and Investigation Techniques</p> <p>45 Hours</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 shelters that house victims of domestic abuse and displaced or homeless children. This course 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><b>Learning Outcomes:</b> By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Plan, implement, and evaluate interventions aimed at prevention and healing for victims, perpetrators, and communities.</li> <li>• Describe best practices in crime prevention through social development and restorative justice practice</li> <li>• 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</li> <li>• Advocate for victims of crime</li> <li>• Integrate knowledge and competency in working with victims, perpetrators, and communities using non-adversarial and healing approaches</li> </ul>

<p>Applied Project</p> <p>90 Hours</p>	<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> <p><b>Learning Outcomes:</b> By the end of this course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Design, implement, and assess a project that will enhance your community to better manage conflict in a specific area (i.e., recreation, education, social work, or other area)</li> <li>• Evaluate the project noting the benefits and costs of restorative intervention for victims, offenders, and the community as applicable</li> <li>• Discuss how the project could have been improved or changed in the future</li> </ul>
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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&regionKeyword=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/csi-sic/isp-sjp/rr03\\_2/p01.html](http://www.justice.gc.ca/eng/rp-pr/csi-sic/isp-sjp/rr03_2/p01.html) 2015

# BOARD REPORT

**SUBJECT:** Fleming College 2017-2018 Annual Report  
**Submission to:** Public Board Meeting  
**Meeting Date:** June 27, 2017  
**Requested Action:** Decision / Approval

**Agenda Item 5.3**

## CONTEXT / PURPOSE

To present the draft 2017-2018 Annual Report for review and approval.

## BACKGROUND

Pursuant to Section 4 of the Ontario Colleges of Applied Arts and Technology Act, 2002, the Minister of Advanced Education and Skills Development issued a Binding Policy Directive on Governance and Accountability. Section 8 of O.Reg. 34/03 made under the OCAAT Act requires each college to prepare an Annual Report, make it available to the public, and submit the report to the Minister. The Directive requires the Annual Report to be prepared in accordance with the Annual Report Operating Procedure, which forms part of the Minister's Binding Policy Directive.

In addition to what is required, the College, as part of effective project management and continuous improvement, completes an annual summary review of its performance in achieving objectives.

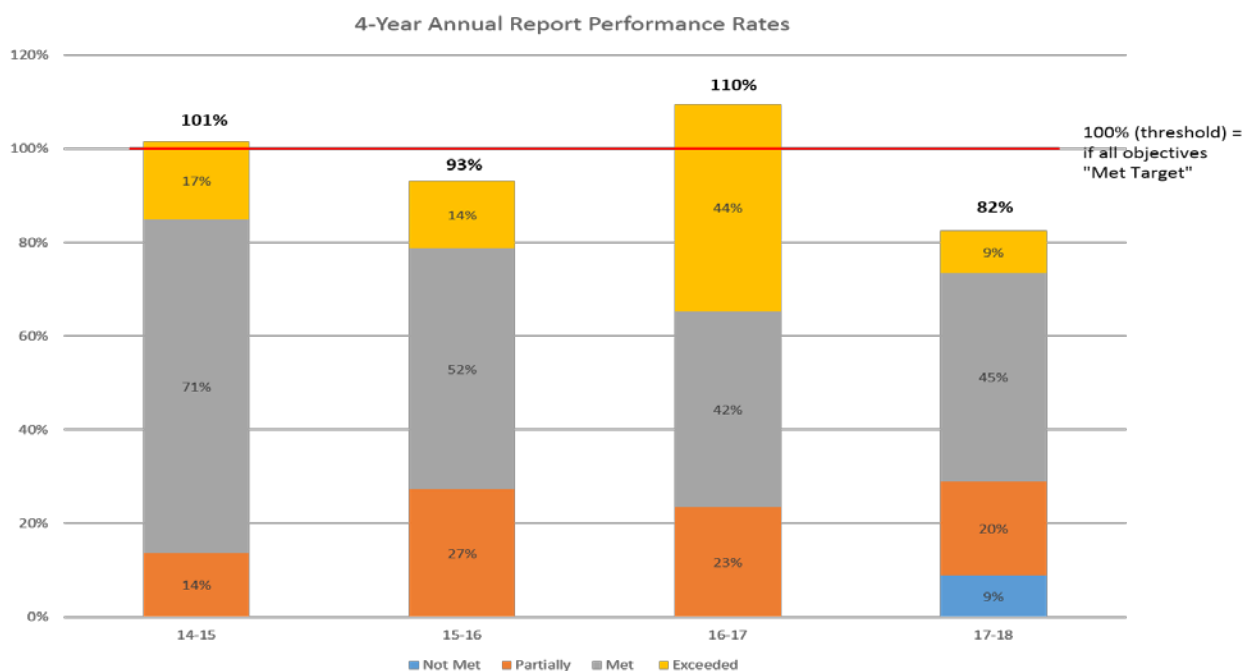
The Government has decided to withhold 17-18 KPI results for all colleges until after the election. Therefore, the KPI results appendix is not currently available.

### Attachments:

- Draft 2017-2018 Annual Report

## ANALYSIS / PROPOSED OPTIONS

Despite a challenging year that included a faculty strike, Bill 148 changes to the Employment Standards Act, and an unexpected influx of international students, Fleming was able to accomplish a great deal. The objective achievement rate for the 17-18 Business Plan was 82%. This rate is in contrast to the 16-17 exceptional achievement rate of 110%; however, seven objectives that were not met in this past year will be completed in the 18-19 year.



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

The draft 2017-2018 Annual Report has been reviewed by the Executive Leaders Team. Following Board review and approval, a final report along with the audited financial statements and required appendices will be submitted to the Ministry by the July 31 deadline.

### ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic  Reputational  Operational  Financial  People  Compliance  N/A

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

**Proposed actions to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk:** Strong project management and the successful completion of both Interim Reports and the Annual Report are controls in place to help prevent the risks identified above.

### RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2017-2018 Annual Report.**

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

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*APPROVED: by the Board of Governors, June ?, 2018*

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# Introduction

Fleming College is pleased to present its Annual Report for 2017-2018. This report provides a synopsis of our achievements and challenges, which in turn helps us determine the type of continuous innovation and improvement that is needed for the following year.

2017-18 will be remembered as a tumultuous year for all colleges in Ontario and Fleming was no exception. This Report reveals a decline in the number of objectives that were successfully achieved as a result. Our overall business plan performance this year declined by 28% compared to last year, 2016-17. Objective achievement is rated at 82% (17-18) success this year, compared to last year's exceptional performance of 110% (16-17).

Despite a difficult year that included a faculty strike, Bill 148 changes to employment standards and an unexpected influx of international students, we hosted an important site visit for the College Quality Assurance Service audit that occurred in March 2018. The auditors provided feedback in noting that "... the students and graduates (have) an extremely positive perception of faculty and program staff and program quality...they demonstrated to us that the implementation of many of the quality assurance processes are having the desired effects on student success."

This past year, Fleming launched three new full-time programs: *Food & Nutrition Management, Applied Planning - Environment, Sustainable Waste Management, and Personal Support Worker (in Cobourg)*. We also launched a host of new part-time programs: *Hydronics, Parts Management, Warehouse Worker, Leadership in Trades, and Blue Seal*.

We continued in the 17/18 year to set objectives that helped us achieve the Strategic Plan 2015-18. The Change Fund initiative was established to provide seed funding for transformational change ideas and look for opportunities to gain a competitive advantage. We completed implementation of our Indigenous Education Protocol and continued with our change project, eight MetaProjects. Over the past two years, the college has engaged in a change initiative that is tightly connected to innovation. During this time, we have seen an increase in the number of bold initiatives in our business plan, stronger project management and financial sustainability, better integration of planning documents and metrics and broad employee engagement. In our third year, we are integrating this work into how we approach challenges and take advantage of opportunities. With the signing of the new Strategic Mandate Agreement 2017-2020, we continue to look for strategic opportunities to differentiate while effectively operationalizing the ideas developed in our new business plan that will enhance student learning, employee development and College success.

Letter from the Chair of the Board of Governors

Letter from the President



# Vision, Values and Core Promise

## Our Vision

*Fleming  
More than skills.*

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

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

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

## Our Values

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

**Collaboration** – with communities and employers, students and each other

**Creativity** – in teaching and supporting students

**Continuous Improvement** – to innovate, grow, and excel

**Sustainability** – for our college and our environment

**Inclusiveness** – to welcome and value all students and all perspectives

## Our Core Promise to Students

### ***Learn (Kendaaswin<sup>1</sup>)***

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 (Dibendaagoziwin<sup>1</sup>)***

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

### ***Become (E-yaawyin<sup>1</sup>)***

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.

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<sup>1</sup> Ojibwa translation by Elder Shirley Williams

# 2017-20 Strategic Mandate Agreement

## *Areas of Differentiation*

Like all colleges Fleming focuses on student success, programs and teaching and learning as our core mission. For the purposes of differentiation, we are directing our attention on aspects not common to all colleges.

- **Student Experience**

Fleming already offers a unique student experience characterized by personalized attention, small class sizes, strong identity with the community and a special mix of students from the region together with Indigenous students, international students and students from across the province who choose to relocate and enroll in our specialized programs. We will continue to enrich this personalized approach and develop strategies to attract more non-direct students who value this offer.

- **Innovation in Teaching and Learning**

Fleming is a recognized leader in offering differentiated programs in the fields of Natural Resources and Environmental Sciences. In a world where environmental degradation and climate change represent the biggest challenges to the future of the globe, Fleming has a vital role to play. We will focus investments particularly in strengthening our current programs in this area and complementing them with new programs that will meet the need for skilled and creative workers in these disciplines.

As well, Fleming will invest in new approaches to teaching and learning that increase access and flexibility for learners and offer new opportunities for in-service and second career education that are not limited by time or geography.

We recognize the challenges and opportunities inherent in the emerging technology-driven, knowledge economy. We will offer students increasing opportunities for cross-disciplinary study, experiential learning and career development that are consistent with the recommendations in *Building The Workforce of Tomorrow*.

- **Access and Equity**

Our priorities regarding access and equity reflect our differentiated status as a mid-size college: (a) located outside the Greater Golden Horseshoe; (b) in a region experiencing significant shifts in demographics and labour market conditions; (c) located near growing Indigenous populations; and (d) with a growing international student population. In response, we will implement strategies that make Fleming increasingly accessible to and attractive for non-direct applicants, students needing support bridging to postsecondary education, Indigenous students, and international students.

▪ **Applied Research Excellence and Impact**

Fleming is an established leader in applied research in wastewater treatment. We leverage our expertise, reputation and partnerships to expand the scope of the current work and to launch the new Centre for Sustainable Municipalities. We will double the number of students and faculty involved in applied research, thereby increasing research capability internally and in the future labour force.

▪ **Innovation, Economic Development and Community Engagement**

The college will continue to drive innovation, economic development and community engagement in the following ways:

- By pursuing organizational excellence and sustainability internally, thereby growing our influence as an economic engine for the region;
- By increasing our applied research activity, thereby drawing new investment to the region and creating new knowledge and solutions through our research;
- By collaborating with industry and leading agencies in the region to strengthen human resource capacity and organizational performance;
- By involving our staff and students in the institutions that are the main drivers of community health and well-being (health, recreational and social service agencies);
- By our presence in four distinct areas of the region (Peterborough, Lindsay, Cobourg and Haliburton) and in each, playing a catalytic role in convening, educating and creating.

## Strategic Priorities

### 1. Deliver Outstanding Student Learning and Experiences

Objective	Achievement
<b>Goal 1.1:</b> Reimagine and design learning opportunities to fully engage our students using accessible, outcomes-based approaches, applied learning and authentic assessment.	
1.1.1. Develop cross-disciplinary simulation scenarios to take advantage of the redesign of labs in 20 programs related to SIF renovated space. <ul style="list-style-type: none"> <li>Academic groups to develop framework for the curriculum changes</li> </ul>	<b>Partially Met Target</b> <i>Strike impeded work. To be completed in Summer 2018</i>
1.1.2. Launch ‘Carbon Reduction’ training opportunities and create related post-secondary programs. <ul style="list-style-type: none"> <li>2 contract training modules to be developed</li> </ul>	<b>Partially Met Target</b> <i>Strike impeded work. Program development work to be completed in Fall 2018</i>
1.1.3. Develop and implement the first year of a multi-year ‘Open Educational Resources’ (OER) plan to assist with training, teaching and learning	<b>Met Target</b>
<b>Goal 1.2:</b> Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology.	
1.2.1. Create an innovative pilot in <i>Educational Technology Methods</i> for the classrooms of 20 courses (e.g. BYOD - “Bring Your Own Device”, and mobile device teaching).	<b>Partially Met</b> <i>Evaluate program success</i>
1.2.2. Offer 2 workshops for faculty with new teaching methods developed from the 16/17 <i>Pilot Math Labs</i> project.	<b>Partially Met Target.</b> <i>One workshop offered</i>
<b>Goal 1.3:</b> Develop and implement an integrated student success strategy to support our domestic and international students from recruitment through to graduation.	
1.3.1. 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 18-19 to enhance differentiation (aligned with <i>IP for Services Objective</i> 3.2.1. & 3.2.2.). <b>MP</b>	<b>Not Met Target</b> <i>Strike impeded work. Rescheduled to 18/19</i>
1.3.2. Create a <i>Career Development Road Map</i> to guide students on how to develop essential skills that lead to enhanced employability. <ul style="list-style-type: none"> <li>Identify the specific skills Fleming graduates will be known for as employees and create career-related materials for students.</li> </ul>	<b>Met Target</b>

Objective	Achievement
<b>Goal 1.4:</b> Continue common and core program development with differentiation as a key principle, and expand our leadership role in specialized program areas; Environmental and Natural Resource Sciences, Trades and Technology, Arts and Heritage, and healthcare and Community Services.	
1.4.1 Develop 2 new Post-Secondary programs, for launch in 18/19, in the areas Trades and Technology and Environmental and Natural Resource Sciences, incorporating ‘differentiation’ as a key principle.	<b>Met Target</b>
<b>Goal 1.5:</b> Focus unrelentingly on quality by implementing effective, evidence-based program review and accreditation processes to ensure outstanding student learning.	
1.5.1 Implement program changes identified through the Integrated Program Planning (IPP) processes as well as from Program Advisory Committees to ensure overall vitality and viability of our programming and program mix.	<b>Partially Met</b> <i>Ongoing and Annual Processes</i>
1.5.2. Successfully complete our 2018 Ontario College Quality Assurance Service audit by meeting, CQAAP established standards and requirements.	<b>Met Target</b>
<b>Goal 1.6:</b> Provide clear and accessible academic and career pathways for all programs, enabling mobility between institutions and programs.	
1.6.1. Implement a communications strategy to provide current students and applicants with their internal and external pathway options and transfer credit eligibility. Create a Student Mobility Map, Pathways materials for students and applicants and develop an early awareness strategy for transfer credit eligibility.	<b>Met Target</b>
<b>Goal 1.7:</b> Leverage selected applied research activities and resources to complement programs, enhance learning and provide value to sponsors, partners and clients	
1.7.1. Rebrand <i>CAWT</i> with attention to enhance learning and student engagement, as well as expanding service offerings such as: <ul style="list-style-type: none"> <li>- Technology verification and certification services</li> <li>- Research &amp; engineering services</li> </ul>	<b>Exceeded Target</b> <i>See achievements in Operational Performance Section</i>
1.7.2. Launch the <i>Centre for Sustainable Municipalities</i> offering consulting, training, and other revenue generating services.	<b>Exceeded Target</b> <i>See achievements in Operational Performance Section</i>

## 2. Collaborate and Prosper with our Communities

Objective	Achievement
<p><b>Goal 2.1:</b> Design Fleming programs to include learning opportunities in the workplace and in our communities, while in turn providing our communities with access to college resources and skills.</p>	
<p>2.1.1. Achieve the Cobourg Campus enrolment plan:</p> <ul style="list-style-type: none"> <li>• launch the Personal Support Worker program</li> <li>• 2 new contract training events</li> <li>• 4 new continuing education course offerings</li> </ul>	<p style="text-align: center;">Met Target</p>
<p>2.1.2. Establish a new role of <i>Dean, Flexible Delivery and Contract Training</i> to lead efforts across all campuses of the College. This position will be responsible for forging new and strengthening existing relationships with industry and employers in the region and across the province and for creating offerings that appeal to non-traditional students.</p> <p style="text-align: right;"><b>MP</b></p>	<p style="text-align: center;">Exceeded Target <i>See achievements in Operational Performance Section</i></p>
<p><b>Goal 2.2:</b> Strengthen our partnerships with our local communities and our extensive program-related communities of interest through collaborative projects and new communications and outreach strategies.</p>	
<p>2.2.1. Build a strong connection with industry leaders and employers in the community. To assist in:</p> <ul style="list-style-type: none"> <li>• Identifying core and essential employability skills required by Fleming graduates</li> <li>• Identifying Contract Training needs of the community</li> <li>• Identifying collaborative funding opportunities (e.g. Advancement, gov't funding)</li> <li>• Contributing to innovative ideas related to new programs and the student experience</li> <li>• Establishing Work Integrated Learning Experiences</li> </ul>	<p style="text-align: center;">Not Met Target <i>Strike impeded work.</i></p>
<p><b>Goal 2.3:</b> Encourage, facilitate and recognize student and staff contributions toward community betterment.</p>	
<p>2.3.1. Implement 50<sup>th</sup> Anniversary celebrations, promotions and events in each of our communities, engaging students, current and retired employees, partners, employers and our communities.</p> <ul style="list-style-type: none"> <li>• Publish and launch in Fall 2017 the 2<sup>nd</sup> <i>Annual Report to the Community</i>.</li> <li>• Engage the Peterborough community through the launch of the new Sutherland Campus trail network.</li> </ul>	<p style="text-align: center;">Met Target</p>

Objective	Achievement
<b>Goal 2.4:</b> 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.	
2.4.1 Continue to implement the long-term <i>Internationalization Plan</i> -with focus areas for 2017-18 including, but not limited to: <ul style="list-style-type: none"> <li>• Further increasing opportunities for international students to develop their English skills beyond the ELB program using a multi-pronged approach that includes the introduction of a pilot program and support initiatives.</li> <li>• Encouraging and creating opportunity, with 3 new activities, for involvement of students, faculty and staff in intercultural activities that contribute to further development of intercultural competencies</li> <li>• Enhancing the profile and support of international activities within our internal and external communities.</li> </ul> <p style="text-align: right;"><b>MP</b></p>	<b>Met Target</b>
<b>Goal 2.5:</b> Work with both local and distant Indigenous communities to expand and improve programs and services, access, participation, and success rates for Indigenous learners.	
2.5.1 Attract and engage Indigenous students through continued implementation of the <i>Indigenous Educational Protocol</i> and also evaluate new and emerging supports required. <ul style="list-style-type: none"> <li>• Enhance curriculum support, and outreach with the addition of an <i>Indigenous Outreach &amp; Engagement Liaison</i> (see 3.2.1.)</li> <li>• Develop 1 new program that specifically attracts Indigenous students for Launch in 18/19.</li> </ul>	<b>Partially Met Target</b> <i>New program pending.</i>
2.5.2 Continue to implement and expand the <i>Indigenous Perspective Designation (IPD)</i> initiative. <ul style="list-style-type: none"> <li>• Increase the number of <i>IPD</i> programs by 5 programs</li> <li>• Embed <i>IPD</i> outcomes into the design framework of 10 existing non-<i>IPD</i> courses</li> </ul>	<b>Partially Met Target</b> <i>Strike impeded work.</i>

### 3. Excel as an Organization


Objective	Achievement
<p><b>Goal 3.1:</b> Promote a creative integrated culture focused on continuous improvement in which employees are engaged, accountable and encouraged to take responsible risks while being led by leaders who are collaborative and effective communicators.</p>	
<p>3.1.1. Improve employee engagement by implementing relevant initiatives related to the Engagement Action Plan and ensure staff have the necessary development to enhance capabilities and effectively manage change.</p>	<p>Met Target</p>
<p>3.1.2. Implement a Mental Health strategy that balances proactive and just-in-time tools and resources for both students and employees. These strategies include implementation of websites, training, development and redesign of counselling/AES services.</p>	<p>Met Target</p>
<p>3.1.3 Implement <i>Net Tuition Billing and Financial Aid Reform</i> in compliance with government directives through effective identification and implementation of necessary business process and system changes impacting admission, records, financial aid, fee collection, and reporting.</p>	<p>Met Target</p>
<p><b>Goal 3.2:</b> Utilize integrated planning tools to strategically allocate resources and improve the effectiveness and efficiency of student learning and service experiences.</p>	
<p>3.2.1. Implement selected <i>Phase I</i> projects of <i>Integrated Planning for Services</i>:</p> <ul style="list-style-type: none"> <li>• Indigenous Outreach &amp; Engagement Liaison (<i>See 2.5.1.</i>) – Implement Pilot</li> <li>• Non-Direct Applicant Consultant – Pilot to be implemented at the Sutherland Campus in Fall 2017. Target - 75 contacts managed from first contact through to enrolment.</li> <li>• One-Card Project – Scope project (through Business Case Development)</li> <li>• Student Hub / Single Service Desk - – Scope project (through Business Case Development)</li> </ul> <p style="text-align: right;"><b>MP</b></p>	<p>Met Target</p> <p>Met Target</p> <p>Met Target</p> <p>Met Target</p>
<p>3.2.2 Launch <i>Phase II</i> of <i>Integrated Planning for Services</i> resulting in project recommendations that take into consideration all aspects of service redesign for HR, IT, and Finance including but not limited to enhancements, sharing of resources, maintaining or pulling back on aspects of service.</p> <p style="text-align: right;"><b>MP</b></p>	<p>Not Met Target</p> <p>Strike impeded work.</p> <p>Rescheduled to 18/19</p>



Objective	Achievement
<b>Goal 3.3:</b> Ensure that both students and employees value our facilities and information technology resources as clear assets for their learning and work.	
3.3.1. Continue to implement the SIF construction and renovation plans on time (target completion date April 30, 2018).	<b>Met Target</b> <i>Revised completion date June 30/18</i>
3.3.2. Execute three key priorities in the multi-year <i>IT Strategic Plan</i> that supports the College's strategic goals and objectives: <ul style="list-style-type: none"> <li>• Complete the Enterprise-grade WIFI network expansion across the College.</li> <li>• Pilot the expansion of flexible student software image delivery beyond the GIS program.</li> <li>• Deploy at all campuses and support user adoption of the College's new video conferencing and unified communications technologies</li> </ul>	<b>Met Target</b>
<b>Goal 3.4:</b> Meet and Exceed a "Silver" rating in STARS sustainability measures, while continuing to plan and implement key improvement to the physical environments at all campuses, including a new Frost Campus Master Plan	
3.4.1. Complete the final year of the Five Year Sustainability Plan and achieve targets in the plan with a particular focus on reduction of campus carbon footprint which moves us toward achieving a provincial "Net Zero" target of a 15% reduction by 2020.  Fleming awarded "Silver" rating in STARS sustainability measures.	<b>Met Target</b>
<b>Goal: 3.5:</b> Bring Core Promise to life by focusing on the way we deliver our student experience to enhance the skills, attitudes and values that lead to success in work and life.	
3.5.1. Increase flexible delivery through the utilization of <i>Video Conferencing</i> technology to provide opportunities for student who might otherwise not have access to post-secondary education because they are remotely located and/or reside in smaller communities.	<b>Met Target</b>
3.5.2. Increase vocational skills and essential employability skills, along with an in-depth understanding of professional roles through the combined initiatives of experiential learning with cross-disciplinary teaching. These learning experiences can also be delivered through <i>Video Conferencing</i> flexible delivery.	<b>Not Met Target</b> <i>Work to occur over Summer 2018.</i>

#### 4. Enhance Financial Health and Sustainability

Objective	Achievement
<b>Goal 4.1:</b> Improve financial sustainability by doubling our financial reserves to allow for more investment in capital and learning resources.	
4.1.1. Carry out SIF fundraising campaigns for the Sutherland and Frost Campus renewal projects. <ul style="list-style-type: none"> <li>• The Frost Campus campaign will be a multi-year campaign</li> <li>• Fundraising targets will be achieved through enhanced donor research, acquisition and relationship management strategies.</li> </ul>	<b>Partially Met Target</b> <i>Sutherland Campaign targets not met.</i> <i>Multi-year Frost Campaign is on track.</i>
4.1.2 Implement year one of the <i>Conferences Services Business Plan</i> with a focus on utilizing the College’s physical and operational assets to attract revenue generation through space rental and food sales. <p style="text-align: right;"><b>MP</b></p>	<b>Met Target</b>
4.1.3 Finalize and Implement the College’s Enterprise Risk Management (ERM) framework. Key Milestones: <ul style="list-style-type: none"> <li>• Board Approval of a College ERM Policy</li> <li>• Completion of a Board Risk Appetite statement</li> <li>• Finalize College Operating Procedures, templates and reporting tools</li> <li>• Training and implementation of the framework to at least 50% of College leaders/departments in year</li> <li>• Completion of first draft Risk Register and Board Report?</li> </ul>	<b>Met Target</b>
4.1.4 Proactively monitor and manage College operations in 2017-18 to generate a minimum financial contribution to reserves (surplus) of \$1M after committing a minimum of \$0.5M in operating investments in the year.	<b>Exceeded Target</b> <i>\$7.8M surplus</i>
<b>Goal 4.2:</b> Grow overall enrolment and new revenue streams through effective program portfolio management, the launch of new contract training programs for both domestic and international markets and through enhancements to our enrolment and retention processes.	
4.2.1. Develop and begin to implement a <i>Strategic Enrolment Long-Term Plan</i> utilizing <i>Integrated Planning for Programs and New Program Development</i> . <p style="text-align: right;"><b>MP</b></p>	<b>Met Target</b>
4.2.2 Achieve the targets identified in the 17/18 Enrolment Plan.	<b>Partially Met</b> <i>Did not achieve domestic target. Exceeded International target.</i>
<b>Goal 4.3:</b> 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.	

Objective	Achievement
4.3.1. Continue to drive the change initiative, MetaProject, forward through evaluating ideas, creating and tracking transformational projects, using LEAN effectively and developing metrics to monitor project benefits. A <i>Fleming Change Fund</i> will be utilized to invest in selected change initiatives. 	Met Target

## Operational Accomplishments for 2017/2018

### 1. Deliver Outstanding Student Learning and Experiences

- Successfully conducted self-study and site visit of the College Quality Assurance Service audit. Received the draft report which includes 13 recommendations, however, includes positive feedback of the students and graduates having an extremely positive perception of faculty and program staff and program quality.
- Launched new full-time programs:
  - *Food & Nutrition Management*,
  - *Applied Environmental Planning*,
  - *Personal Support Worker* (in Cobourg)
- School of Flexible Delivery and Contract Training has brokered programming with both NAIT and Saskatchewan Polytechnic. With NAIT, we are offering Hydronics training to permit practitioners to do radiant in-floor heating installs and service. With Saskatchewan Polytechnic, we are offering a number of high-demand trade areas, such as parts management, warehouse worker, leadership in the trades, and Blue Seal.
- There is renewed interest in our Food Service Worker program at our Cobourg location, enabling a key bridge to local employment.
- Across all delivery modes, the School of Flexible Delivery and Contract Training has served 8000 distinct enrolments during 2017/18. Ontario Learn enrolments grew 7% during 2017/18.
- Demand for Can-Am “Spyder” motorcycle training is growing in key markets, including possibilities in Cobourg and on the lakeshore.
- School of Flexible Delivery and Contract Training, School of Health and the School of Justice, have partnered to establish a ground school for UAV (drone) operators during 2017/18. Further integration and continuing education offerings for drones will be explored in 2018/19.
- Through the Student Mental Health strategy, hired a Manager of Student Counseling and Wellness.
- Created a Career Services Strategic Intention document emphasizing a holistic approach with a focus on programming, events, online resources and integration with the academic division.
- Residence Services rolled out a new interactive app allowing for peer to peer communication and support.
- Completed a review of the student life model including, programming, staffing and financial resource changes to be launched July 1, 2018

- Expansion of Fleming Library Information certificate program (co-curricular)
- First class in the Ecosystem Management semester abroad in South Africa (at Pidwa Wilderness Reserve and in partnership with University of the Witwatersrand) occurred during the Winter 2018 semester.
- First international trip (Costa Rica) added to Outdoor and Adventure Education program as an optional trip.
- Established optional international trips continue (Ecosystem Management Program to South Africa, Costa Rica; Environmental Technician Program to Iceland; GIS Program to China – though cancelled this year due to timing of strike).
- Ecosystem Management students attended and presented at the Science, Business, and Education of Sustainable Infrastructure: Building Resilience in a Changing World conference in Washington, DC.
- Substantial growth in international students at Frost particularly in Sustainable Agriculture and Advanced Water Systems Operations and Management.
- SENRS hired four new faculty for August 2017 start (Fish and Wildlife; Forestry; Health, Safety and Environmental Compliance; Heavy Equipment Operator). In the process of hiring a full-time faculty for Sustainable Agriculture.
- SENRS renewed MOU with Trent (a pathway for graduates from Environmental Technology, Ecosystem Management Technology, and Fish and Wildlife Technology Advanced Diplomas into Trent’s BSc.ERSC or BA ERST degrees)
- SENRS new articulation agreement with Wilfrid Laurier University (a pathway for students from a number of our programs to enter BA Environmental Studies at Wilfrid Laurier University)
- First offering of optional co-op for Fish and Wildlife and Health and Safety Environmental Compliance students.
- Awarded Career Ready Fund (\$350K over two years) to the College to increase Experiential Learning opportunities for students.
- Athletics:
  - Women’s Curling won bronze at the OCAA Provincial Championships and went on the nationals
  - Hosted both the Men’s provincial soccer championship and OCAA AGM
- Launched Centre for Sustainable Municipalities (CSM) in 2017
  - Successfully secured > \$1,000,000 in cash resources for activities in first year of operation for CSM including \$500,000 from Ontario Centres of Excellence for a \$1 million portfolio of applied research projects (funding matched 1:1 by industry).
  - A website for the CSM was launched in 2017-2018.  
[sustainablemunicipalities.ca](http://sustainablemunicipalities.ca)
  - On March 5, 2018, CSM hosted a working committee meeting with Asset Management Ontario for local municipal infrastructure asset managers at the Kawartha Trades and Technology Centre.
  - In partnership with GM Blue Plan Consulting, the CSM is delivering online and onsite workshops to employees of the Ontario Clean Water Agency (OCWA).

- The CSM is developing and delivering onsite training in partnership with Ontario Clean Water Agency and funded by Independent Electricity System Operator (IESO) through the Education and Capacity Building Program 5.0. The pilot training program is expected to be delivered in April 2018.
- Re-branded the CAWT as the Centre for Advancement of Water and Wastewater Technologies
  - On April 4, 2017, the CAWT's accreditation for ISO/IEC 17025:2005 was approved by a panel of the CALA Accreditation Council (CAWT achieved full laboratory certification)
  - Achieved ISO 17020 peer assessment equivalency (Conformity Assessment / Inspection Body)
  - Achieved Certificate of Authorization # 100511168 from Professional Engineers of Ontario
  - Launched pilot program with Ministry of the Environment and Climate Change (MOECC) as a tester and verifier for their Innovative Technology Verification (ITV) pilot program
  - CAWT served 58 clients (44 companies and 14 other clients), working on 42 projects with a range of applied research, testing, and verification services.
  - CAWT was awarded \$2,485,796 for infrastructure expansion of CAWT: Advancements in Water Reclamation Technologies and Nutrient Removal. (CFI/ORF CIIF Infrastructure)
  - CAWT published 4 peer-reviewed journal articles and co-authored 2 books published in 2017.
  - CAWT had 13 projects funded by Southern Ontario Water Consortium (totalling over \$2 million – the largest number of projects of all 10 ten university members of the SOWC).

## 2. Collaborate and Prosper with our Communities

- Fleming College has invested in the Town of Cobourg's Venture 13 innovation centre. This will allow us access to smart classrooms and a lecture theatre to expand our offerings in technical education and contract training in Cobourg and throughout Northumberland County.
- School of Flexible Delivery and Contract Training has worked with Seneca College and the University of Waterloo to develop a program to certify home inspectors for floodwater mitigation and accommodation. Revenues for this program will be shared 50/50 between Fleming College and Seneca College with all programming to be offered via Ontario Learn.
- Launched the Indigenous Fleming Website to support perspective students, current students and first nations communities.
- Fleming College's 50th Anniversary celebrations included:
  - Arboretum ground-breaking including planting trees and placing a boulder with a plaque recognizing the support of Tree Canada.
  - Loggersports demonstrations.

- Moveable feast. A unique 100-mile dining experience hosted at Frost through the Friends of Frost Committee which opened up the campus to the local community.
- Kawartha Trans Canada Trail Association
  - Love Your Trail Days Celebrations along the trail to celebrate Canada's 150<sup>th</sup> anniversary, including the stretch that runs through Frost campus.
  - Burial of a time capsule in front of the main building at Frost.
  - Frost campus hosted a celebration of the trail with live music provided by trail-enthusiast David Archibald and a question and answer period with filmmaker Dianne Whelan, who joined live from the trail via Skype.
  - Photography workshops along the trail for seniors. Based out of Frost.
- 90<sup>th</sup> OFAH Annual General Meeting and Conference activities by SENRS faculty, staff and students
- Events At Frost Campus
  - 10<sup>th</sup> Annual EcoHealth Conference. This conference is organized and ran by students of the Ecosystem Management Program.
  - Woodlot Association Meeting
  - Resource Drilling Technician Program hosted the Association of Drilled Shaft Contractors – International Association of Foundation Drilling Anchor and Micropile Installation School in September. This is the first time this event has been held outside of the United States and had attendees from around the globe.
  - Hosted the Ontario Envirothon, a secondary school level environmental skills competition.
  - Hosted the Stewardship Youth Rangers for a two day intensive experience learning natural resource management skills.
- Various United Way activities and support projects
- A professional bioblitz was conducted on our Frost campus utilizing Frost students and led by experts from our own faculty, Ministry of Natural Resources and Forests, and the University of Toronto.
- Ongoing relationship with Lindsay Community Garden group. In the process of renewing the agreement to provide space for the garden on Frost campus.
- Nature Explorer Summer Camp - In partnership with Kawartha Conservation, we offered 5 weeks of nature based, camp programming to elementary school aged children. Camp was very successful with all spots taken and a wait list.
- Alternatives Journal - Signed an MOU with Alternatives Journal and Trent University to work with Alternatives. Alternatives offices will be housed at Trent but will provide opportunities for Frost students to be involved in environmental journalism.
- Youth Leadership in Sustainability - Frost is a partner in this innovative, environmentally focused secondary school curriculum for grade 11 and 12 students. We will provide some technical support and learning experiences for the students and, in turn, students with a 70% or higher will earn credit for one common first semester course.

### 3. Excel as an Organization

- School of Flexible Delivery and Contract Training, with Fleming's Communications department, has re-engineered the continuing education web presence to better describe programming options and ease registration.
- Physical Resources has successfully obtained competitive funding from our Ministry and initiated planning for a significant deep-energy retrofit for the Sutherland main campus that will be completed in 2018-19. This initiative will significantly reduce the College's Greenhouse Gas emissions/carbon footprint for the future, while providing industry leading lab/demonstration facilities for geothermal and related trades/technologies to enhance current and develop future academic programming.
- As with many other Ontario Colleges, Fleming will be discontinuing our continuing education calendar in 2017/18. This will be replaced with program and course-specific print publications and selective inserts in newspapers and trade journals.
- Established a Multi-Year Business Planning project team to track achievements made towards SMA2 objectives and recommend SMA3 goals and target metrics
- Developing capabilities and procured software for predictive analytics to be used in enrolment projections and student retention
- Designed and implemented leader professional development in innovation and creativity to help support bold and transformational change
- Developed a project plan to address and incorporate Bill 148 regulations
- MetaProject is now ingrained into the culture of the organization and all objectives and goals are developed with innovation and collaboration in mind
- Partnered with the Frost Student Association (FSA) to add PT Counsellor to support mental health four days/week. Year-to-date 136 additional appointments were provided to 72 different students. This initiative is continuing into 2018/2019 through continued support of the FSA and students.
- Peterborough-Kawartha-Haliburton has been designated as a Regional Centre of Expertise (RCE) on Education for Sustainable Development by the United Nations University as endorsed by UNESCO. One of the launch events occurred at Frost and members of the campus have been involved in the RCE work.
- SENRS Alumnus Duane Parnham was awarded the 2017 Premier's Award.
- Conducted Indigenous Training for Fleming Leaders on June 28<sup>th</sup> 2017 with focus on awareness.

#### 4. Enhance Financial Health and Sustainability

- The College continued its focus on strengthening its financial sustainability; this culminated in the College proactively managing its finances to significantly over-deliver the \$1 million budgeted surplus for the year – final surplus was \$7.8 million.
- Office of Applied Research Business Development Activity  
(New Awards 2017-18)

<b>Funder/Program</b>	<b>Amount</b>	<b>Department</b>
Research Grants	\$1,036,078	CAWT
Research Grants	\$875,000	CSM
Research Grants	\$37,228	OAR
Training Contracts	\$189,000	CSM
Fee For Service	\$419,092	CAWT
Infrastructure Grants	\$2,485,796	CAWT
<b>Total New Awards in 2017-2018</b>	<b>\$5,042,194</b>	

*\*funding to be spent according to individual grant conditions which may be over multiple fiscal years. Figures are indicative of business development success in 2017-2018.*

- Ongoing sustainability efforts including preparing to place bee hives on campus.
- Completed Ancillary Fees protocols 5-year review with Board approval.

## Appendices

- A. SMA Report-back *to be provided in October in compliance with the SMA Report Back timelines*
- B. Analysis of College's Financial Performance
- C. Audited Financial Statements - *Enclosed*
- D. KPI Performance Report – **NOT AVAILABLE**
- E. Summary of Advertising and Marketing Complaints Received – *received no complaints*
- F. Institutes of Technology and Advanced Learning (ITAL) reports - *Not Required*
- G. List of Governors
- H. President's Advisory Council 2016-2017 Annual Report



## Appendix B

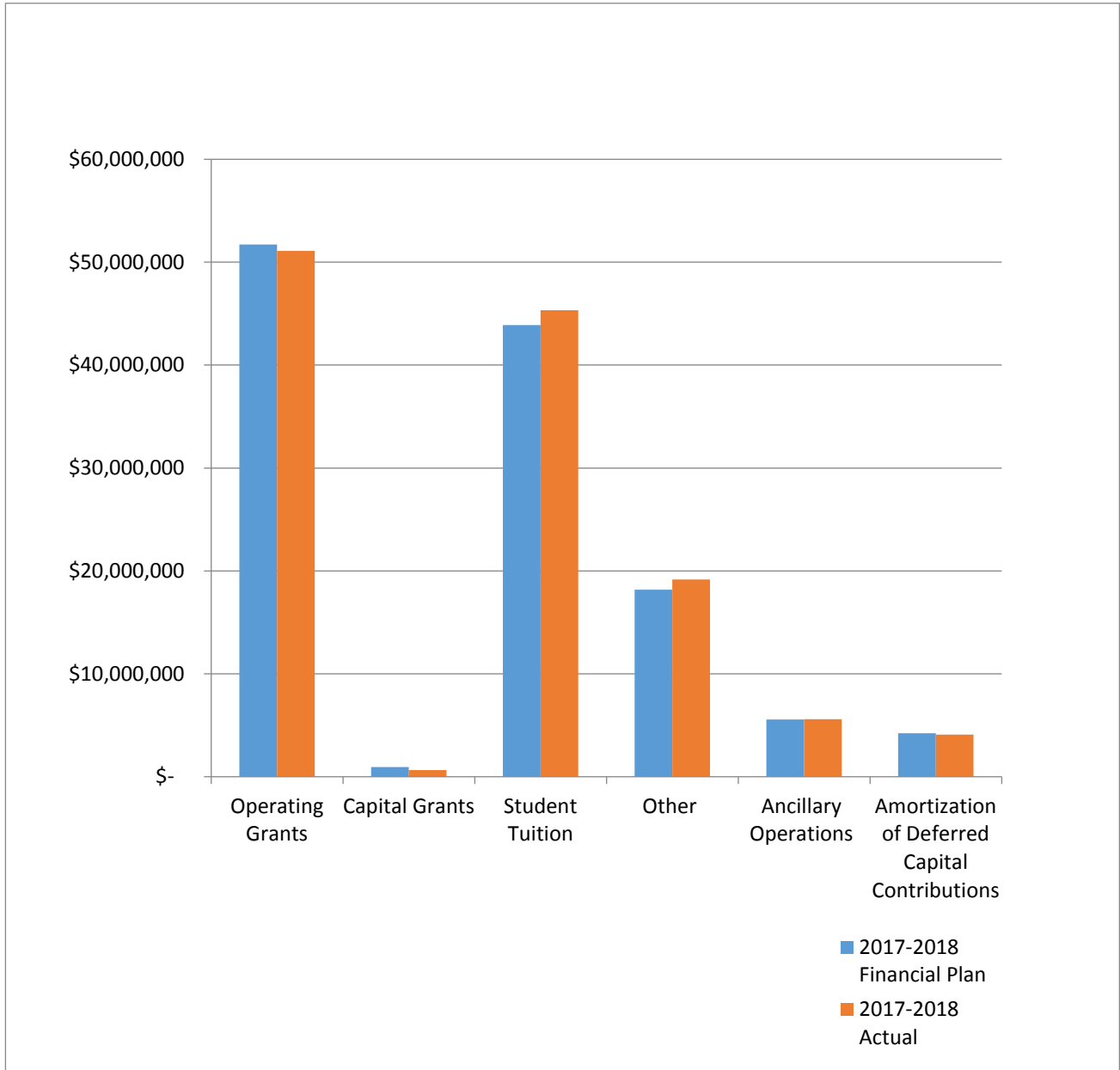
### Analysis of College's Financial Performance

#### SIR SANDFORD FLEMING COLLEGE

#### COMPARISON OF REVENUES & EXPENSES

	2017-2018 Financial Plan	2017-2018 Actual	2016-2017 Actual
<b>REVENUE</b>			
Operating Grants	\$ 51,706,469	\$ 51,100,609	\$ 51,101,145
Capital Grants	952,231	647,665	690,013
Student Tuition	43,896,313	45,328,043	34,314,200
Other	18,185,194	19,159,851	16,281,414
Ancillary Operations	5,554,494	5,595,360	5,593,399
Amortization of Deferred Capital Contributions	4,217,500	4,103,755	5,000,995
	124,512,201	125,935,283	112,981,166
<b>EXPENDITURES</b>			
Salary, Wages and Benefits	\$ 72,098,918	\$ 71,999,185	\$ 69,841,038
Service and Supplies	24,841,207	25,942,155	19,192,348
Utilities, Maintenance and Taxes	10,839,776	10,367,865	8,126,829
Other Expense	3,972,138	3,481,919	4,263,502
Amortization of Capital Assets	6,668,315	6,331,126	6,793,714
	118,420,354	118,122,250	108,217,431
<b>Excess of revenue over expenditure</b>	\$ 6,091,847.0	\$ 7,813,033.0	\$ 4,763,735.0

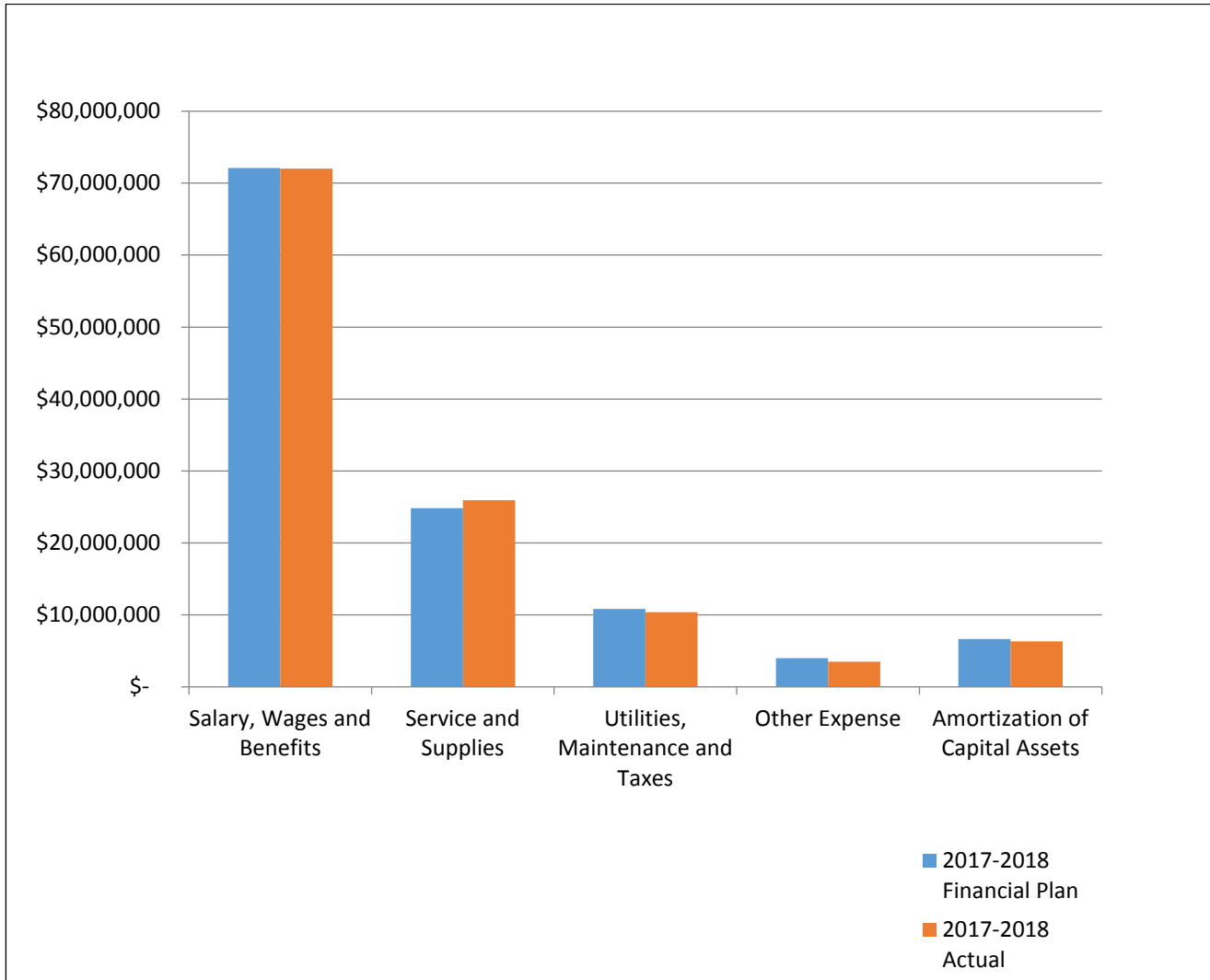
**Analysis of College's Financial Performance**  
**SIR SANDFORD FLEMING COLLEGE**  
**COMPARISON OF REVENUES - 2017-2018 BUDGET TO ACTUAL**



# Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE

COMPARISON OF EXPENDITURES - 2017-2018 BUDGET TO ACTUAL



## Appendix G

### 2017-2018 Board of Governors of Sir Sandford Fleming College

- **Dana Empey**, Board Chair (Peterborough)
- **Dan Marinigh**, Board Vice-Chair; Chair-Executive Committee (Peterborough)
- **George Gillespie**, Board Vice-Chair; Chair-Audit Committee (Peterborough)
- **Fred Clifford** (Cobourg)
- **Paul Downs** (Millbrook)
- **Shelley Knott Fife** (Curve Lake)
- **Nicole Grady**, Support Staff Governor (April 2, 2018) (*Heather Kerrigan retired in February 2018*)
- **Aaron Grant** (Grafton)
- **Rosemarie Jung** (Haliburton)
- **Susan (Sue) Kloosterman**, Administrative Governor
- **Mike Leonard** (Cavan)
- **Katherine MacIver** (Lindsay)
- **Mike Perry** (Little Britain)
- **Angela Pind**, Academic Staff Governor
- **Catherine (Cathy) Praamsma** (Lakefield)
- **Ellen Valter**, Student Governor
- **Tony Tilly**, College President and Board Secretary-Treasurer
- **TBA**, Student Governor Observer

## Appendix H

### *President's Advisory Council 2017-2018 Annual Report*

#### **SOURCE**

- Minister's Binding Policy Directive, *Governance and Accountability Framework* (revised Sept 2010)
- By-law 1-102, s.38: *Advisory Councils – College Council*
- Board Policy 1-102K, *Advisory College Council*

<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Purpose of this report/request</li> <li>• History</li> <li>• Other relevant information</li> </ul>	<p>Colleges are required to comply with Binding Policy Directives issued by the Ministry of Training, Colleges and Universities. The Directive stipulates that the board of governors is to ensure that an advisory college council is established, the purpose of which is to provide a means for students and staff of the college to provide advice to the president on matters of importance to students and staff.</p> <p>At Fleming, advisory college council is known as the President's Advisory Council.</p>
<p><b>Action Required</b></p> <ul style="list-style-type: none"> <li>• for Information</li> <li>• for Discussion</li> </ul>	<p>The Binding Policy Directive also states that a report from this advisory shall be included in each college's annual report.</p> <p>Fleming College is fortunate to have an active college council made up of students representing all campuses and staff from all employee groups: support, academic, and administration. Supporting the College's mission and values, the President's Advisory Council promotes communication and collaboration and contributes positively to planning processes and information-sharing on matters of importance to students and staff. It serves as an effective means for the President to get valuable insight into student and employee opinions, concerns and recommendations.</p>
<p><b>Considerations, Impacts and Options</b></p>	<p>The President's Advisory Council met six times in 2017-2018 (as per the published schedule noting that two meetings were cancelled in the Fall of 2017 due to the faculty strike) and covered a significant number of topics. Members provided feedback, consulted, participated in education/information sessions and reported back to their respective constituencies on the following topics:</p> <ul style="list-style-type: none"> <li>• Enrolment</li> <li>• Start-up</li> <li>• International students</li> <li>• Constituents' concerns</li> <li>• Student Retention and Success</li> <li>• Collective Bargaining and the Faculty Strike</li> <li>• Bill 148</li> <li>• Campus Renovations</li> <li>• Sustainability and Climate Action Plan</li> </ul>

<ul style="list-style-type: none"> <li>• risk</li>   <li>• summary</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health</li> </ul> <p>The capacity for communication between the president, students and staff would be greatly diminished if Council did not exist; the president would not have the opportunity to hear valuable insights from students and staff about the College’s successes and challenges. A core strength is the information sharing that exists amongst constituents.</p> <p>The President’s Advisory Council is a corporate body that deals with issues that affect the entire College. It provides a link to help keep the College community informed about projects and initiatives. Feedback, suggestions and recommendations are shared with the College’s Executive Leaders Team for information and/or follow-up. PAC is an approved activity for the Co-Curricular Record, a service that recognizes students’ participation in activities outside of the classroom. Attendance at PAC monthly meetings was excellent.</p>
<p><b>Financial Implications</b></p>	<p>Participation on the President’s Advisory Council is on a voluntary basis and has a modest budget to cover inter-campus travel and hospitality expenses for its members.</p>
<p><b>Prepared by</b></p>	<p>Secretary, President’s Advisory Council</p>

## BOARD REPORT

**SUBJECT: Sutherland Campus Master Plan**  
**Submission to: Public Board Meeting**  
**Meeting Date: June 27, 2018**  
**Requested Action: Decision / Approval**

**Agenda Item 5.4**

### CONTEXT / PURPOSE

The update of the Sutherland Campus Master Plan has been completed by duToit, Allsopp Hillier Architects (DTAH), the original authors of the 2009 plan. Approval of the Master Plan will allow implementation and distribution of the document to our College community and other partners as required.

### BACKGROUND

In March 2018, DTAH was retained to update the 2009 Sutherland Campus Master Plan. The update is intended to reflect campus developments that have occurred since 2009, including the Kawartha Trades and Technology Centre, the A-wing Strategic Investment Fund (SIF) project, the sports fields, the storm water management plan, the trail network, potential sports/recreation developments, academic expansion, etc. The timing of this update is critical, as it will impact the location, size and scope of the Greenhouse Gas Campus Retrofits Program (GGCRP) geothermal project (pump house/classroom location). In addition, it will provide guidance for such things as a Dobbin Road campus entrance refresh, wayfinding upgrades, future academic expansion sites, Groombridge Way road expansion, and transportation and pedestrian flows.

A first draft working document was reviewed at the April 25, 2018 Committee-of-the-Whole meeting. DTAH will present the final plan to the Board at this June 2018 meeting.

#### **Attachments:**

- Sutherland Campus 2018 Master Plan Update, dated June 19, 2018

### ANALYSIS / PROPOSED OPTIONS

The adoption of the updated Sutherland Campus Master Plan creates a solid road map for future campus development.

The document may also raise the question of priorities, timing and funding expectations. There is no significant approved funding currently available beyond the GGCRP geothermal project. However, the plan does well position the College for capital planning and seeking future funding opportunities. These opportunities include potential future Ontario or Federal Government funding, College funds/reserves/donations, annual Ministry of Advanced Education and Skills Development (MAESD) Facilities Renewal Grant (FRG) funding, or MAESD's academic-oriented College Equipment Renewal Fund (CERF) and Apprenticeship Enhancement Fund (AEF) funding.

### ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

Strategic  Reputational  Operational  Financial  People  Compliance  N/A

### RECOMMENDATION

**THAT the Board of Governors of Sir Sandford Fleming College approve the Sutherland Campus Master Plan.**

*AUTHORED BY:* Brian Baker, Vice-President Finance and Administration; Terry Williams, Director Physical Resources

# Sir Sandford Fleming College

## Sutherland Campus

### 2018 Campus Master Plan Update 2018

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**Prepared for:**  
Sir Sandford Fleming College

**Prepared by:**  
DTAH  
50 Park Road Toronto, ON  
M4W 2N5

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**FINAL DRAFT**  
**June 19 2018**

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Kawartha Trades and Technology Centre



Connections to Surrounding Landscape

# Introduction and Summary

Sutherland Campus in Peterborough is Sir Sandford Fleming College of Applied Arts and Technology's (Fleming College) largest campus on 245 acres, with 4,380 students, 418,000 gross square feet (gsf) of academic space in one building, a residence village and a health and wellness centre.

This plan is an update to the 2009 Sutherland Campus Master Plan. It considers all of the projects either completed or planned since the previous effort. Similar to its predecessor, the plan update deals with the improvement of the user experience and with the immediate and future growth of the campus. It introduces the concept of precincts to organize the campus to assist with future development and wayfinding. It contains strategies for overall land use, roadways, entrances, gates, pathways, parking, fields and landscaping; the key landscape projects being the introduction of two significant open spaces (the College Meadow and Green Entry Court) related to the College's Academic Precinct.

The plan establishes an appropriate location for potential new buildings when the need arises. It shows ways to improve the image and sense of arrival to the campus from all directions. It also suggests opportunities for potential partnerships, working together to deliver a successful campus.

The work was undertaken in close consultation with the College's executive leadership, Board of Directors, and facilities leadership. Engagement with the College community will take place in the future as part of the design and implementation of individual projects.

# Chapter 1: Planning History

## 1.1. THOMPSON BERWICK PRATT MASTER PLAN (1968)

The first plan established the idea of a single building, sited on sloping land up against a large conserved woodlot. An access road from Brealey Drive wound around the north to enter at the top of the slope, so that the built form could work its way down the slope, organized around a pedestrian spine containing common facilities. Student-oriented areas were concentrated at the east end.

The north part of the site was left untouched in the expectation that it could be sold. The plan was intended as a general framework, allowing for future variation in form and content.

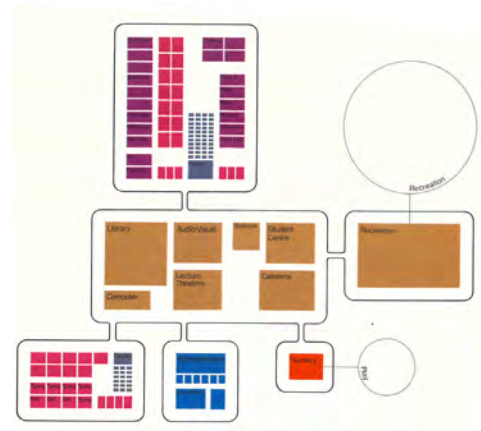
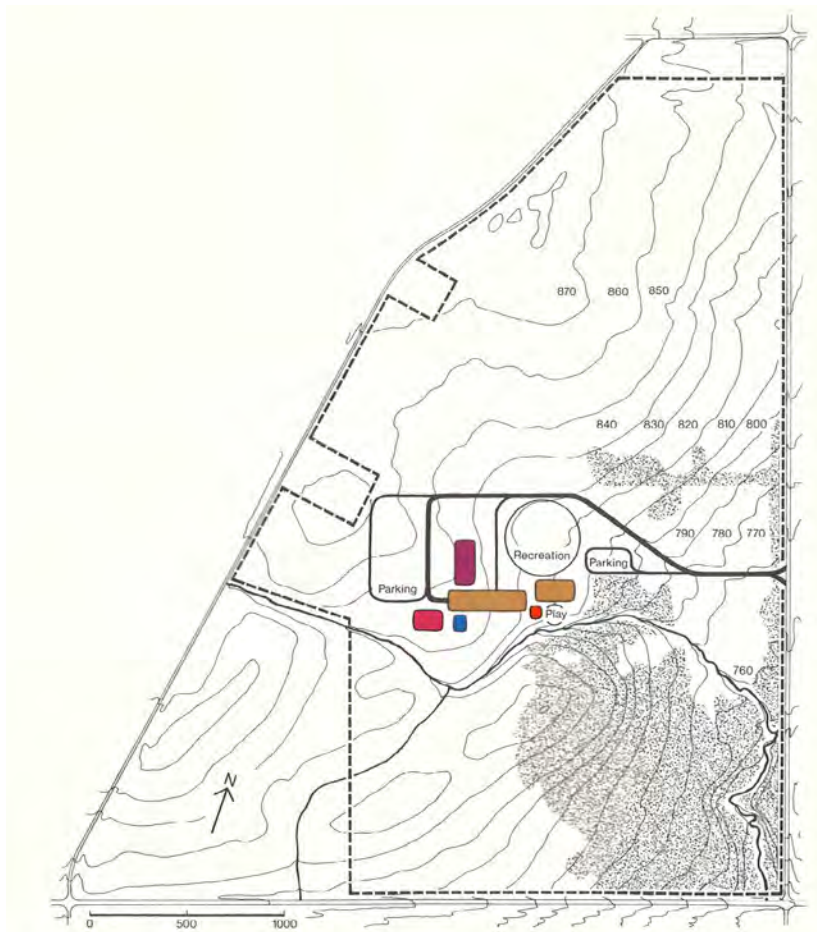


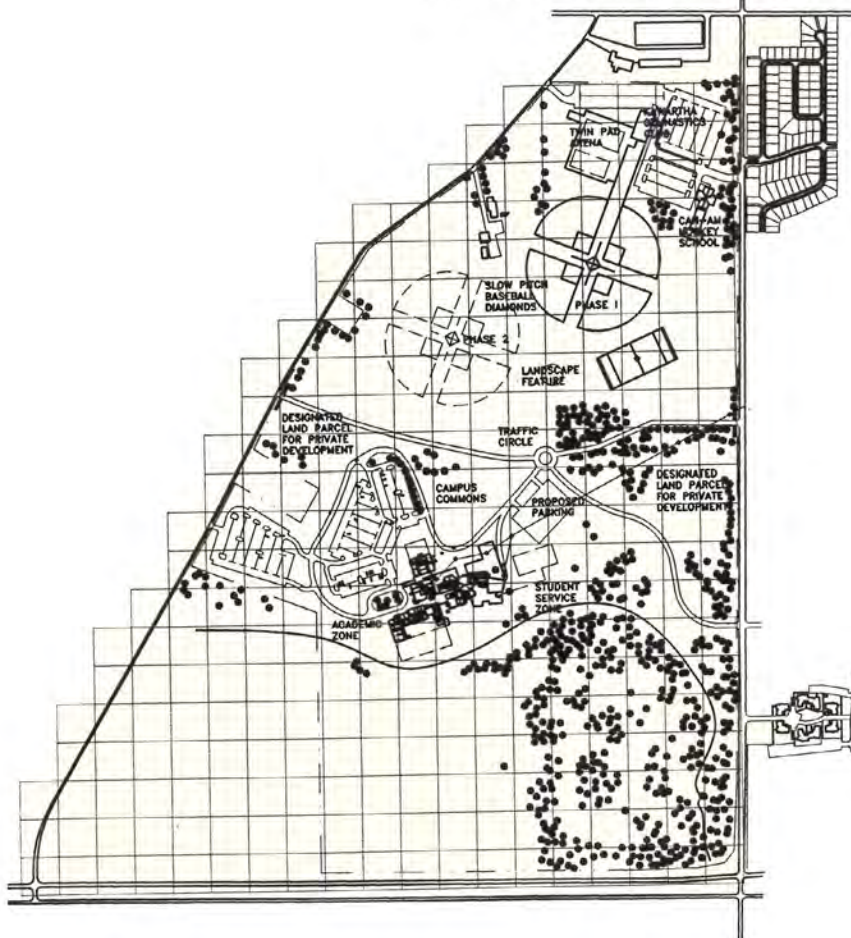
Diagram of the distribution of functions: labs and classrooms to the north; library, cafeteria and other common facilities in the centre; administration facing the woods; and recreation to the east.

## 1.2. PETER RANKIS/TOTTEN SIMMS HUBICKI MASTER PLAN UPDATE (1989)

This plan proposed a new east-west drive connecting Brealey Drive and Dobbin Road, together with a realignment of the entry drive and an open “commons” north of the building establishing a new “front door” at a more central location. Sports area and baseball diamonds were proposed to the north.



DRAWING 14: SMALL SCALE PROPOSED BREALEY DRIVE C



By 1989, the original building had been completed, together with the entry drive and associated parking. The CIM wing was added to the west side of the building in the 80s.

### Key Dates:

1968 – Purchase of Dobbin Farm by Province of Ontario

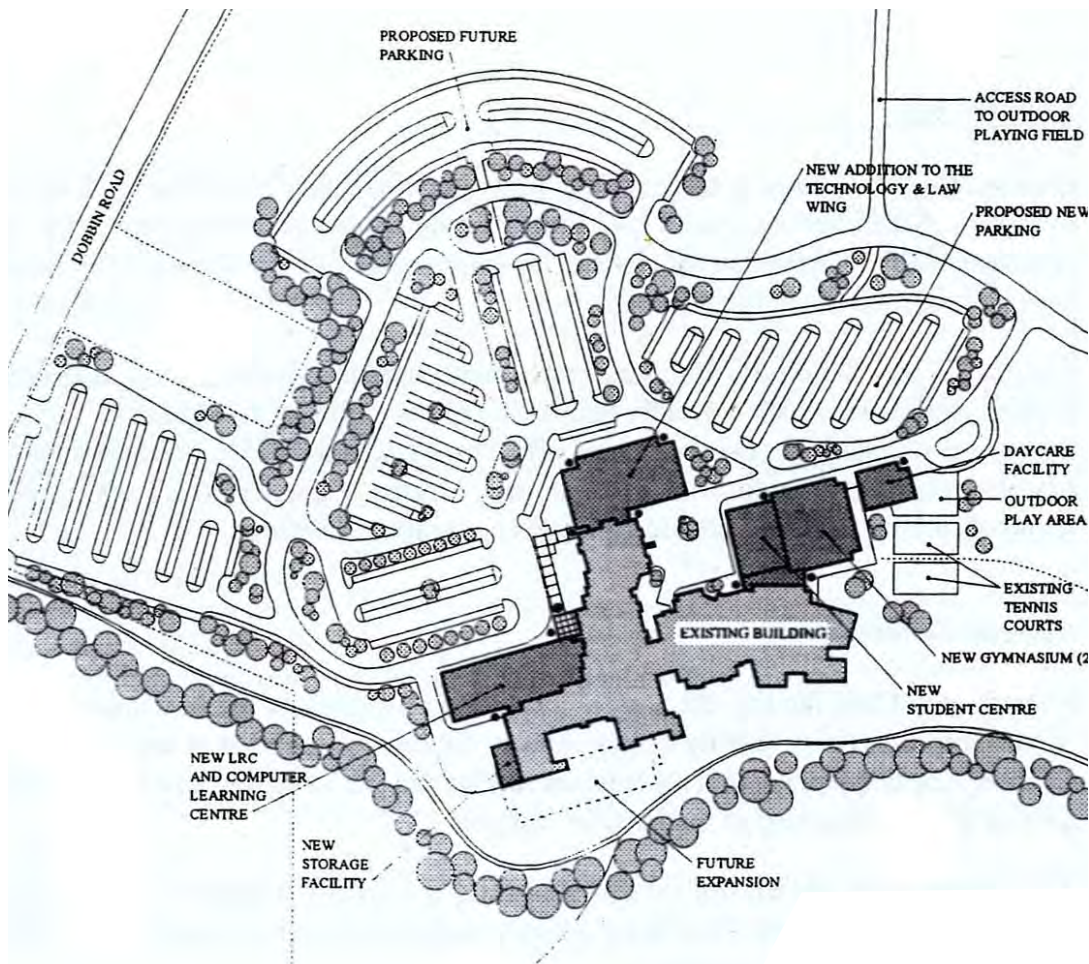
1973 - first two phases of Brealey Campus completed

1983 - Official renaming as Sutherland Campus in honour of the college’s founding president.

### 1.3. FACILITIES MASTER PLAN (1995)

This plan proposed the consolidation of facilities at the Sutherland Campus from other locations, and the sale of surplus lands. The roads and parking were proposed to be rearranged more tightly around the main building. The addition of a new Technology and Law wing, double gymnasium, Student Centre and Daycare was arranged to spatially enclose a central service court. The Technology Wing was added in 2003 to the west of the main campus building.

The Sports and Wellness Centre was built by the City of Peterborough on land provided by the College on a long-term lease. It opened in 2005 and houses a triple gymnasium that is primarily for College use. The College discontinued daycare operations and now operates a nursery school which is housed in the new St Joseph's at Fleming Long Term Care facility.



3. 1995 Facilities Master Plan

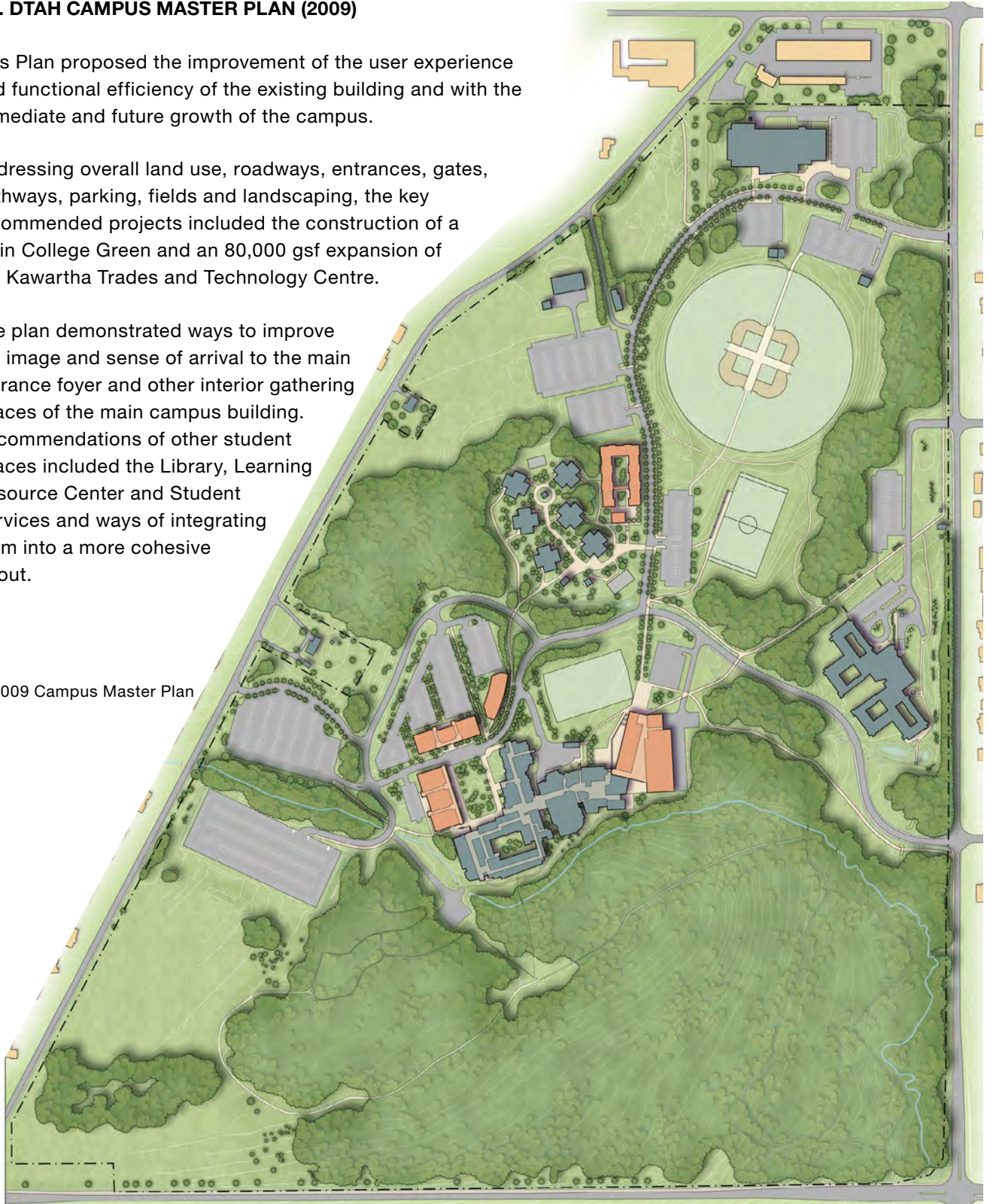
#### 1.4. DTAH CAMPUS MASTER PLAN (2009)

This Plan proposed the improvement of the user experience and functional efficiency of the existing building and with the immediate and future growth of the campus.

Addressing overall land use, roadways, entrances, gates, pathways, parking, fields and landscaping, the key recommended projects included the construction of a main College Green and an 80,000 gsf expansion of the Kawartha Trades and Technology Centre.

The plan demonstrated ways to improve the image and sense of arrival to the main entrance foyer and other interior gathering spaces of the main campus building. Recommendations of other student spaces included the Library, Learning Resource Center and Student Services and ways of integrating them into a more cohesive layout.

#### 4. 2009 Campus Master Plan







South side of Main Building towards Brealey Woods

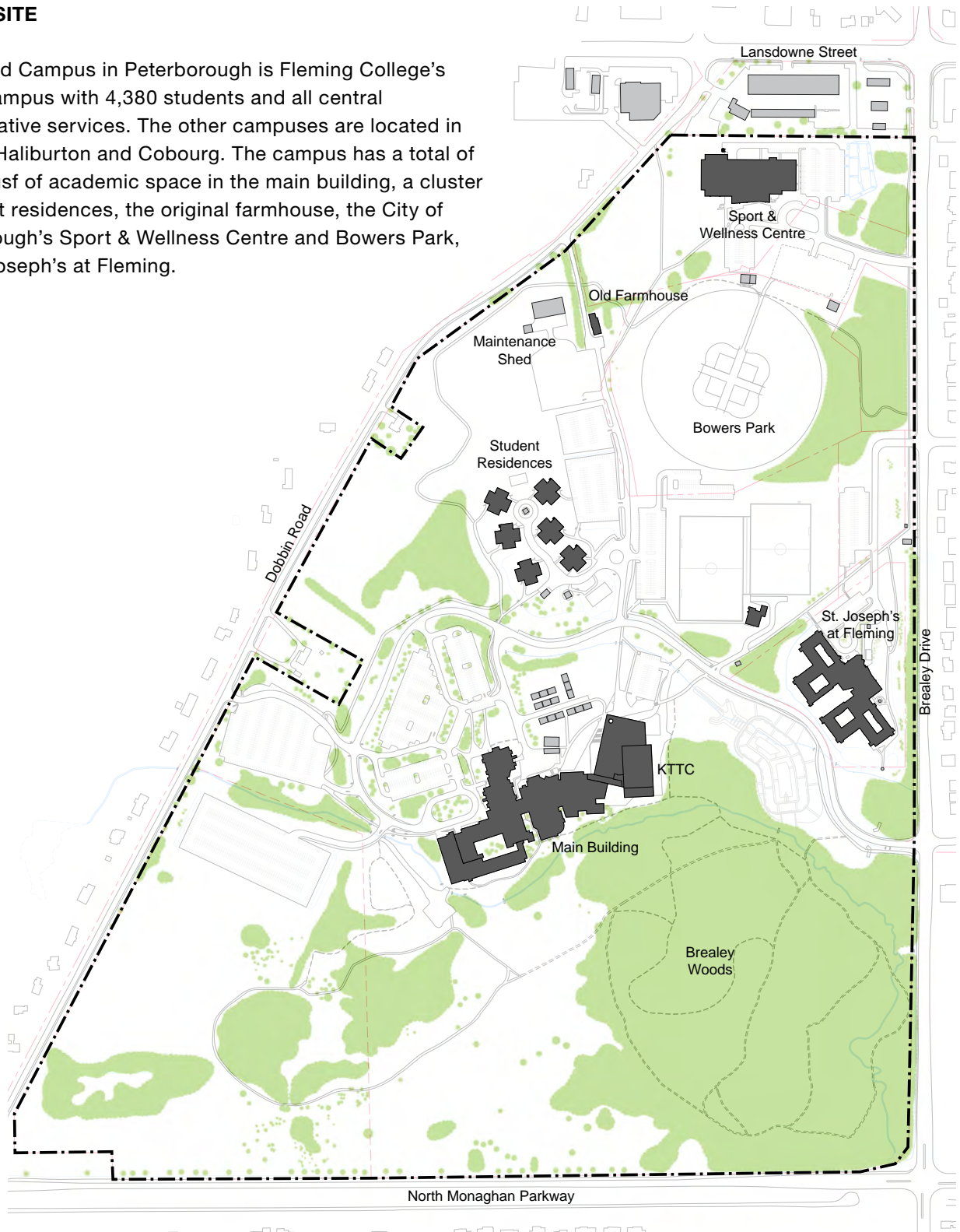


Residential Precinct

# Chapter 2: The Campus Today

## 2.1. THE SITE

Sutherland Campus in Peterborough is Fleming College's largest campus with 4,380 students and all central administrative services. The other campuses are located in Lindsay, Haliburton and Cobourg. The campus has a total of 418,000 gsf of academic space in the main building, a cluster of student residences, the original farmhouse, the City of Peterborough's Sport & Wellness Centre and Bowers Park, and St. Joseph's at Fleming.



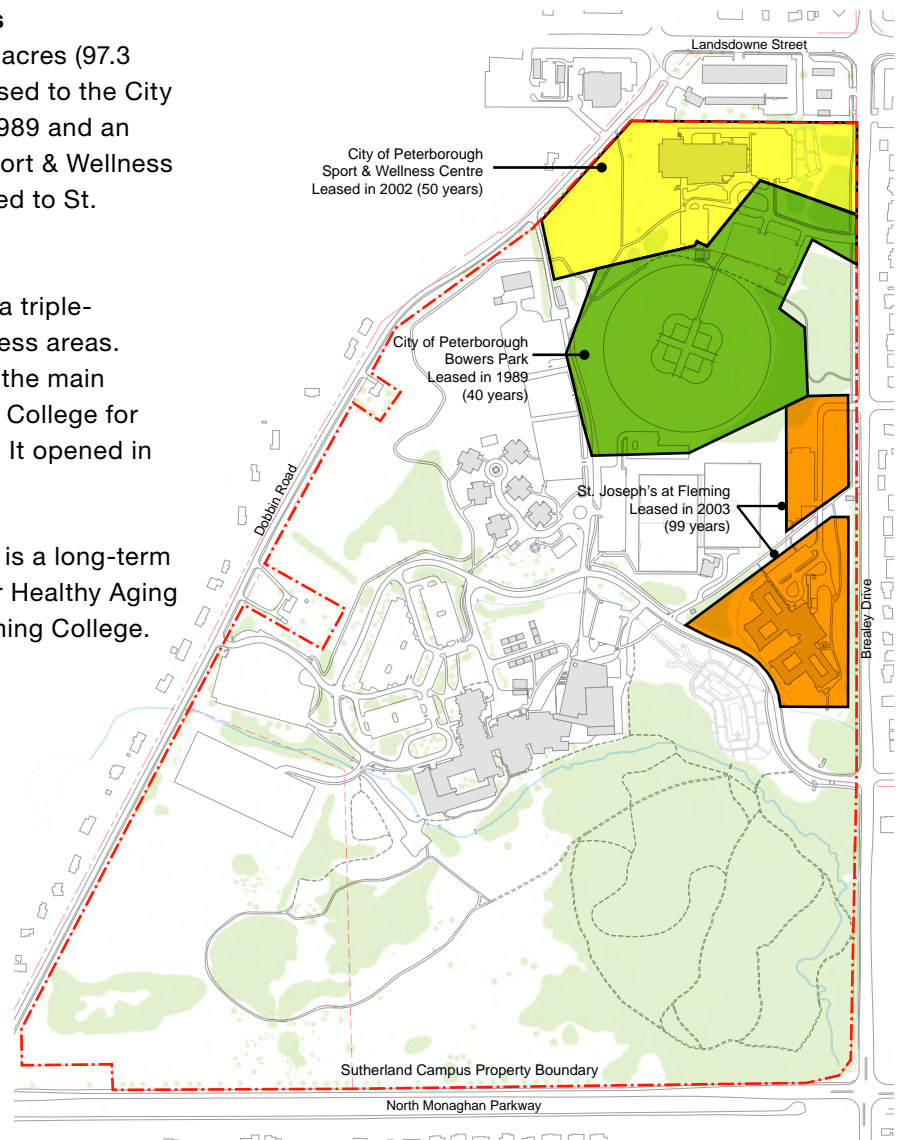
5. Sutherland Campus in 2018

### Land Ownership and Leased Lands

The campus occupies an area of 240 acres (97.3 hectares), of which 20 acres were leased to the City of Peterborough for Bowers Park in 1989 and an additional 13 acres in 2002 for the Sport & Wellness Centre. Another 10.5 acres were leased to St. Joseph's Care Group in 2003.

The Sport & Wellness Centre houses a triple-gymnasium, aquatic facilities and fitness areas. Located a short 20-minute walk from the main building, the facilities are used by the College for recreation and varsity sports training. It opened in 2005.

Built in 2004, St. Joseph's at Fleming is a long-term care facility. It houses the Institute for Healthy Aging and Nursery School operated by Fleming College.

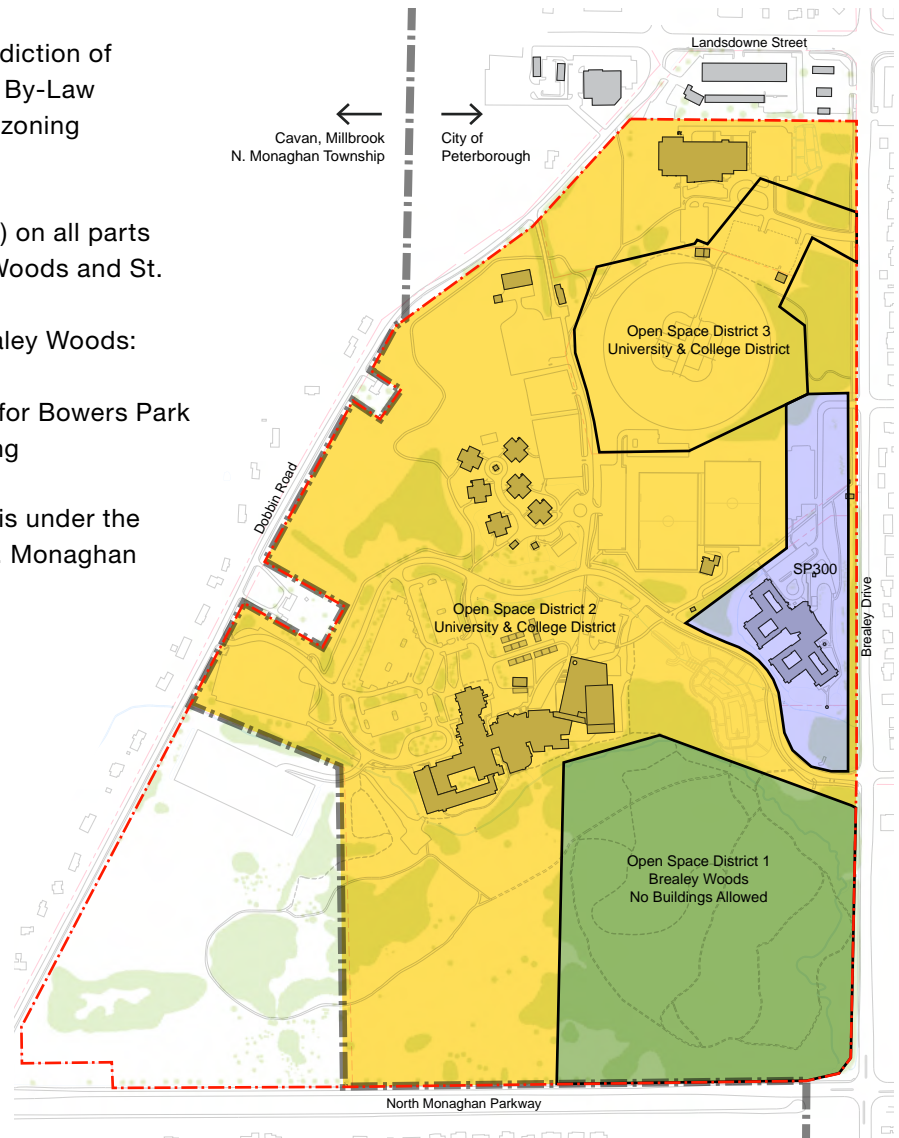


### Planning Framework

Most of the campus is under the jurisdiction of the City of Peterborough. The Zoning By-Law (Consolidated) includes the following zoning designations:

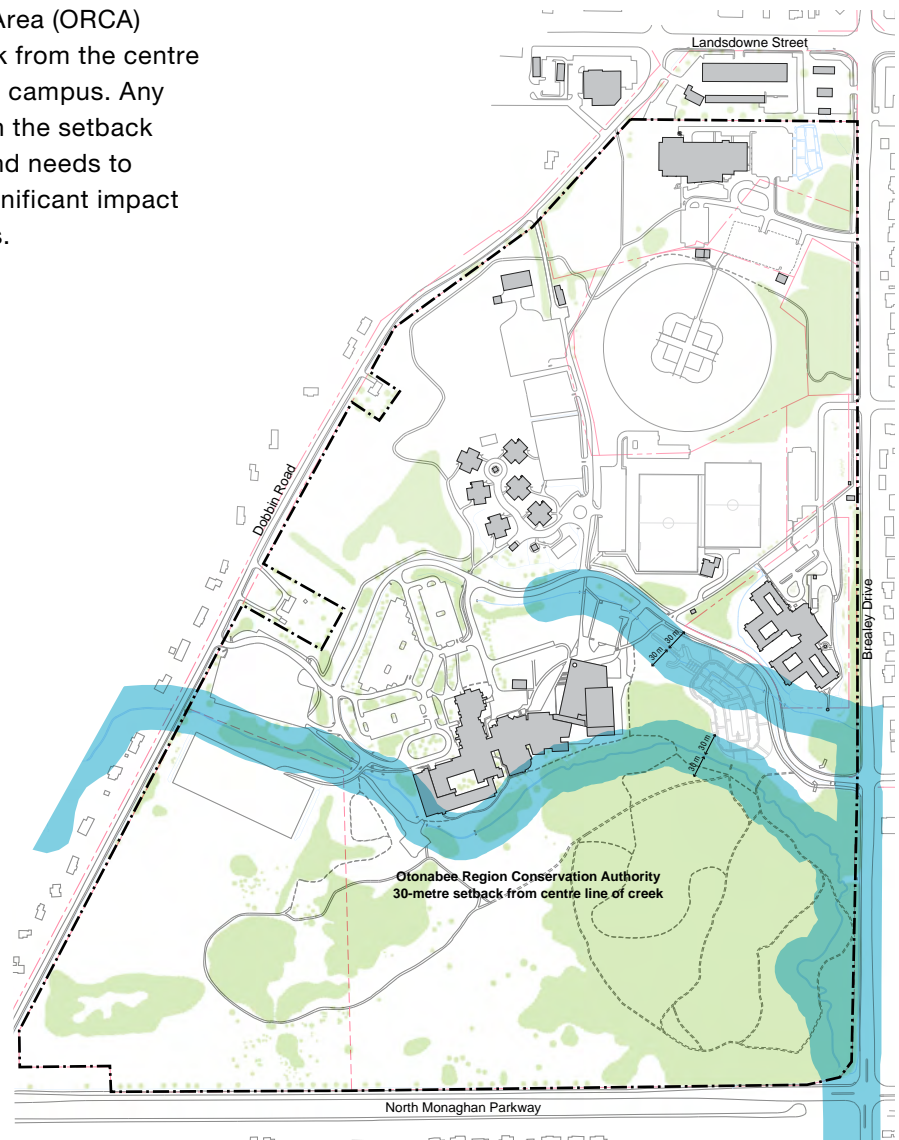
- University and College District (UC) on all parts of the campus except on Brealey Woods and St. Joseph's at Fleming
- Open Space District 1 (OS1) – Brealey Woods: no buildings allowed
- Open Space District 3 (OS3/UC) – for Bowers Park
- SP 300 – for St. Joseph's at Fleming

The southwest corner of the campus is under the jurisdiction of the Cavan, Millbrook N. Monaghan Township.



### 7. Planning Jurisdictions and Zoning Designations

The Otonabee Region Conservation Area (ORCA) requires a minimum 30-metre setback from the centre line of the creeks running through the campus. Any proposed development located within the setback is subject to the approval of ORCA and needs to demonstrate that it will not have a significant impact on 100 year/Timmins storm floodlines.

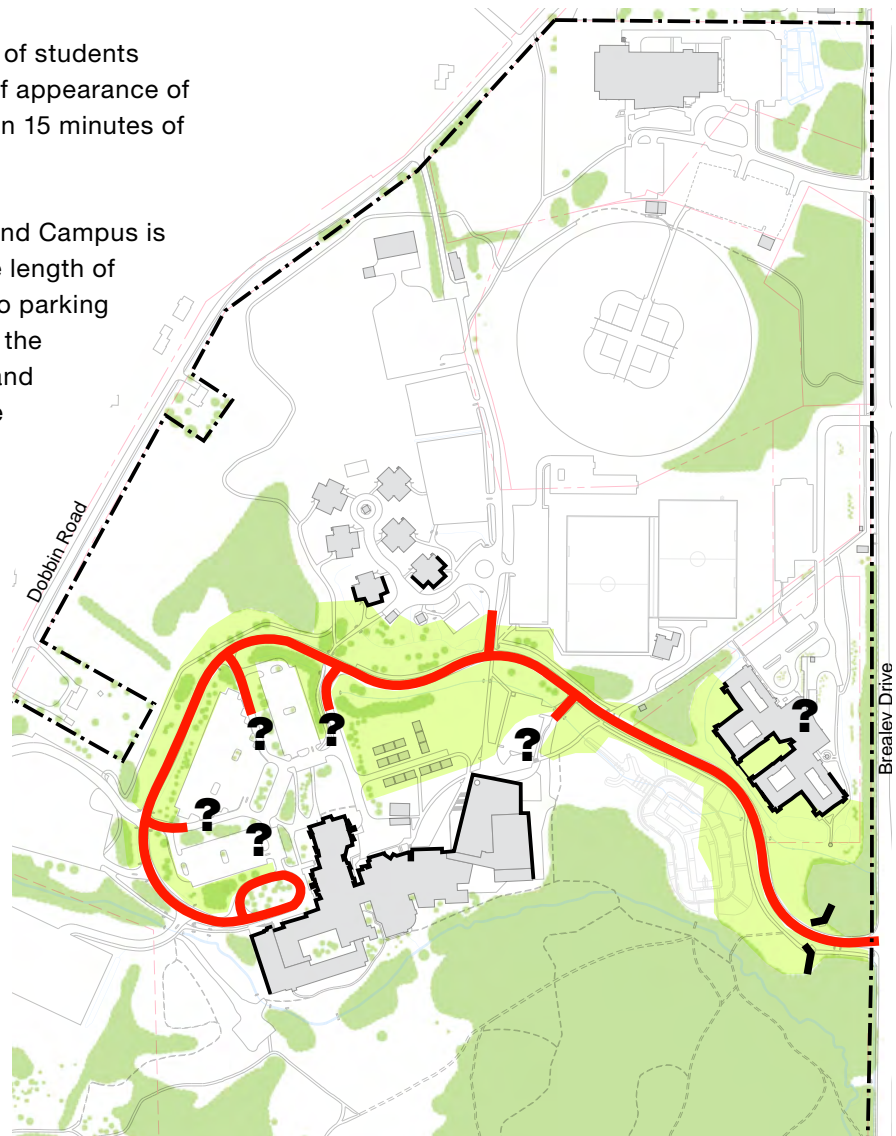


#### 8. Building Setbacks from Creeks

### Arrival and First Impressions

One American survey notes that 62% of students choose their institution on the basis of appearance of the buildings and grounds, most within 15 minutes of arriving on campus.

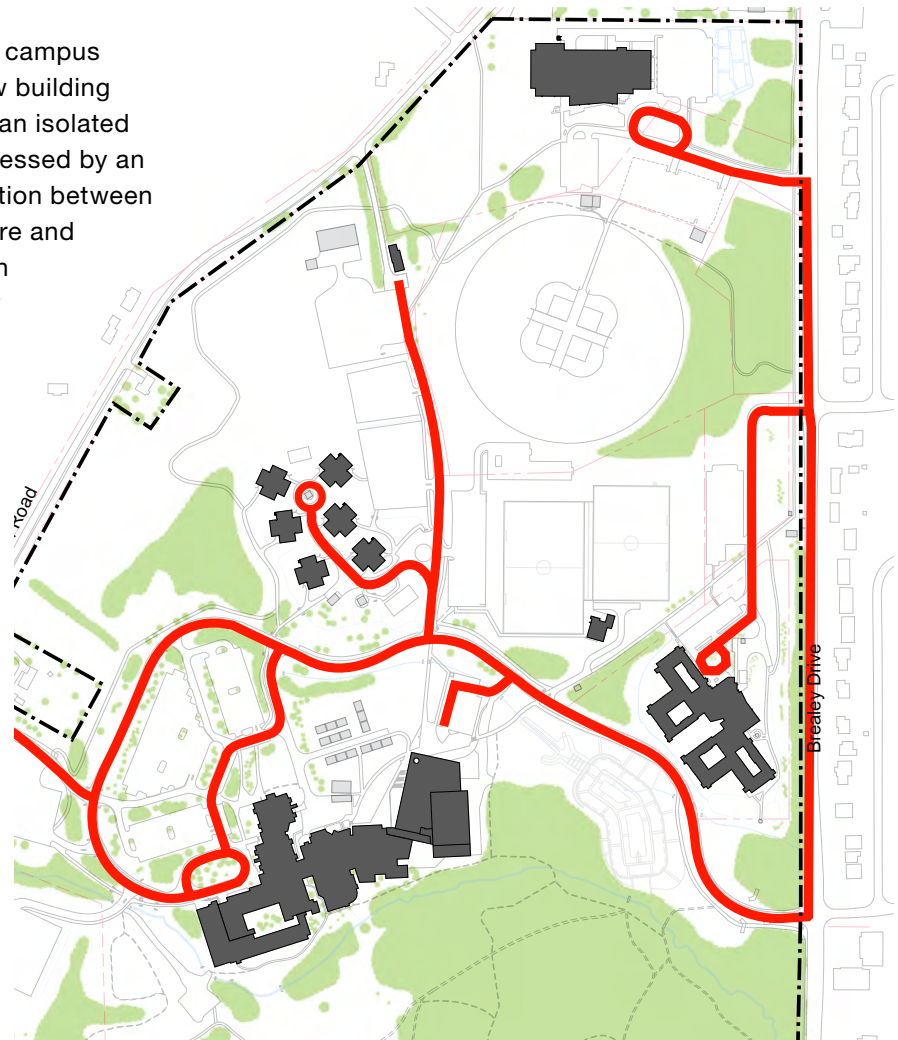
The experience of arriving to Sutherland Campus is wonderfully scenic yet confusing. The length of the driveway, the multiple entrances to parking lots puzzles most first time visitors to the campus, diminishing the experience and sense of arrival. The primary entrance is from Brealey Drive to the east with the main building entrance on the west side of the Main Building, yet many who arrive on campus for the first time believe the Kawartha Trades and Technology Centre is the primary point of access. From the west, the road system is not currently configured to comfortably accommodate increased transit operations, nor is it ideally located to ensure clear and legible movement on campus.



### 9. Primary Arrival Sequence

### **Vehicular Connectivity**

The site planning of new buildings on campus followed a suburban model. Each new building or cluster of buildings was placed as an isolated piece surrounded by parking and accessed by an individual driveway. Vehicular connection between the main building, the recreation centre and the long-term care facility depends on exiting the campus and using Brealey Drive as the linking road. The lack of connectivity adds to the perception that the campus is only composed of the main college building and its immediate landscape, as opposed to the whole territory within the campus boundary. As the lands to the west of campus develop, it is anticipated that the City of Peterborough will improve Dobbin Road making it a more attractive route to campus; modifications to the internal campus road system should consider these likely changes in advance.



### Pedestrian Connectivity

The most well used paths on campus connect the main building to the residences, the Health and Wellness Centre and St. Joseph's. The network is not entirely continuous and does not always reflect the most desirable and direct route. Pedestrians often consider the walk from the Main Building to the Health and Wellness Centre long to traverse.

The key entry points to the main building are the main entrance on the west side and from D Block, also known as Kawartha Trades and Technology Centre. The main entrance is highly used by those parking on the west side of the campus or arriving by transit. The D Block entrance is convenient to those parking close to the residences, in the five parking lots to the north of Fleming College Way and using ancillary facilities.

Students take three routes to leave/enter the campus:

- from the residences to the commercial area off Lansdowne Street for their weekly shopping and entertainment (groceries, restaurants, pharmacy);
- through the trail by St. Joseph's for those who live in the adjacent residential neighbourhood east of campus; and
- along the main walking paths on Fleming College Way for those who live in the private residences off Brealey Drive.

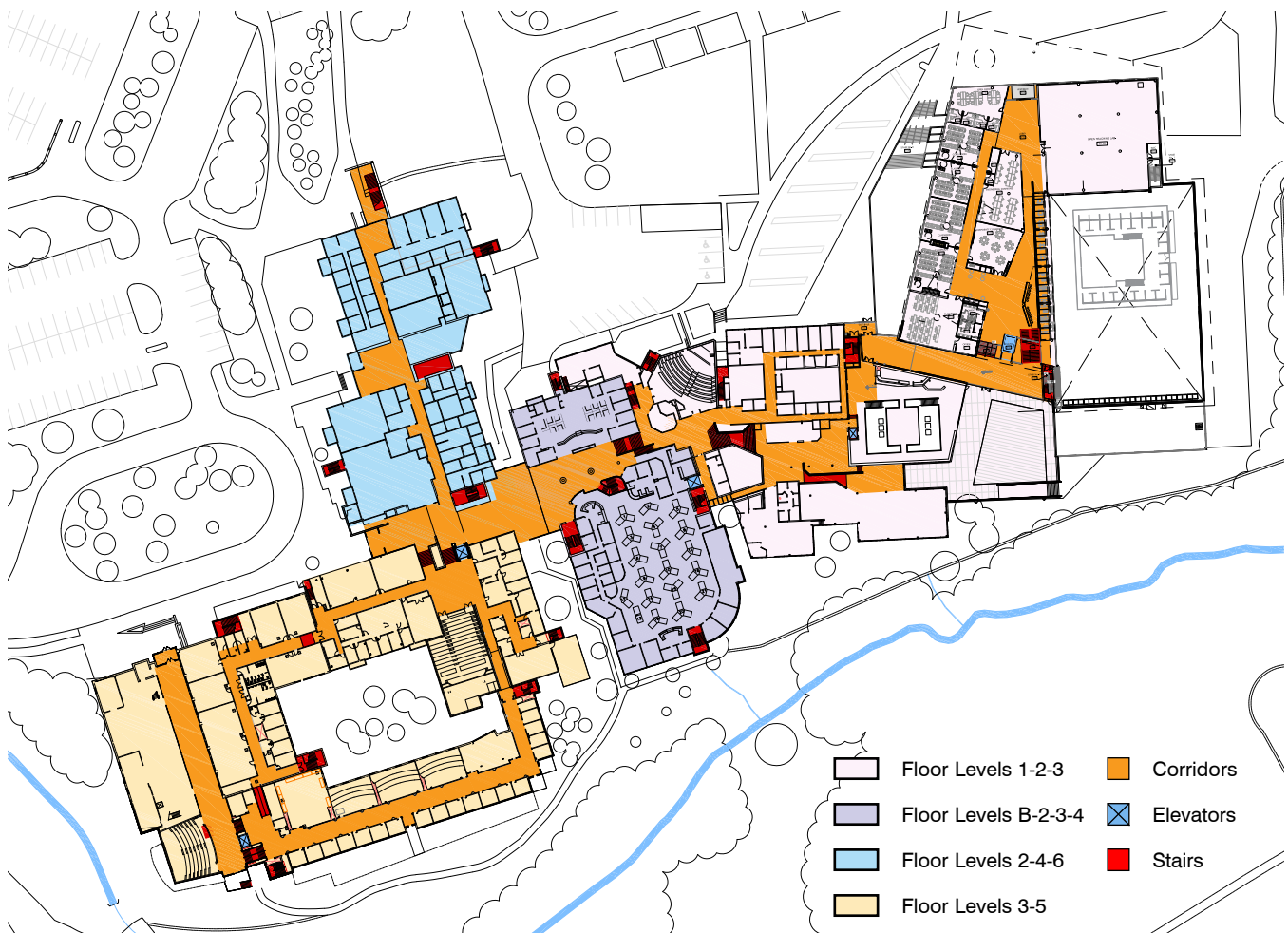


11. Pedestrian Connectivity  
(dashed line indicates a missing path)



## 2.2. THE MAIN BUILDING

As the building follows the contours of the land, it is organized in a series of interlocking levels, as shown below. The colours of the plan show three primary levels around the main segments of the central spine, higher to the West (left) and lower to the East (right). The Kawartha Trades and Technology Centre is a recent addition to the main building at the eastern end with substantially improvements currently underway to 'A' wing.



12. Main Building: Composite Floor Plan

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### Disconnected Circulation

The main spine and other primary corridors are clearly intended as the public spaces of the College. The spine performs important meeting place and orientation functions, yet does not live up to its potential in several ways. The corridors in A Wing were limited in dimension and cluttered with lockers but this is being resolved with the current improvements. There are several disconnects, such as a lack of a link between the Desbien wing of B Block and the rest of the corridor system, and the narrow right-angled connection to the student centre, which has partially been resolved with the addition of the Kawartha Trades and Technology Centre.



13. Disconnected Circulation

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## Low Ceilings

While variation in ceiling height (spatial compression and expansion) is often used as an architectural device to enhance spatial experience, it has been less successfully employed in most of the critical places along the central spine: at the entrance, at the staircase changes in level, and at the cafeteria.



14. Low ceilings

# Chapter 3: Campus Strategies

The Campus Master Plan is based on a set of planning and design strategies that effectively are Fleming College’s institutional policies regarding the physical development of Sutherland Campus. The text and diagrams combine to establish policy and are to be used in the interpretation of all development proposals on campus.

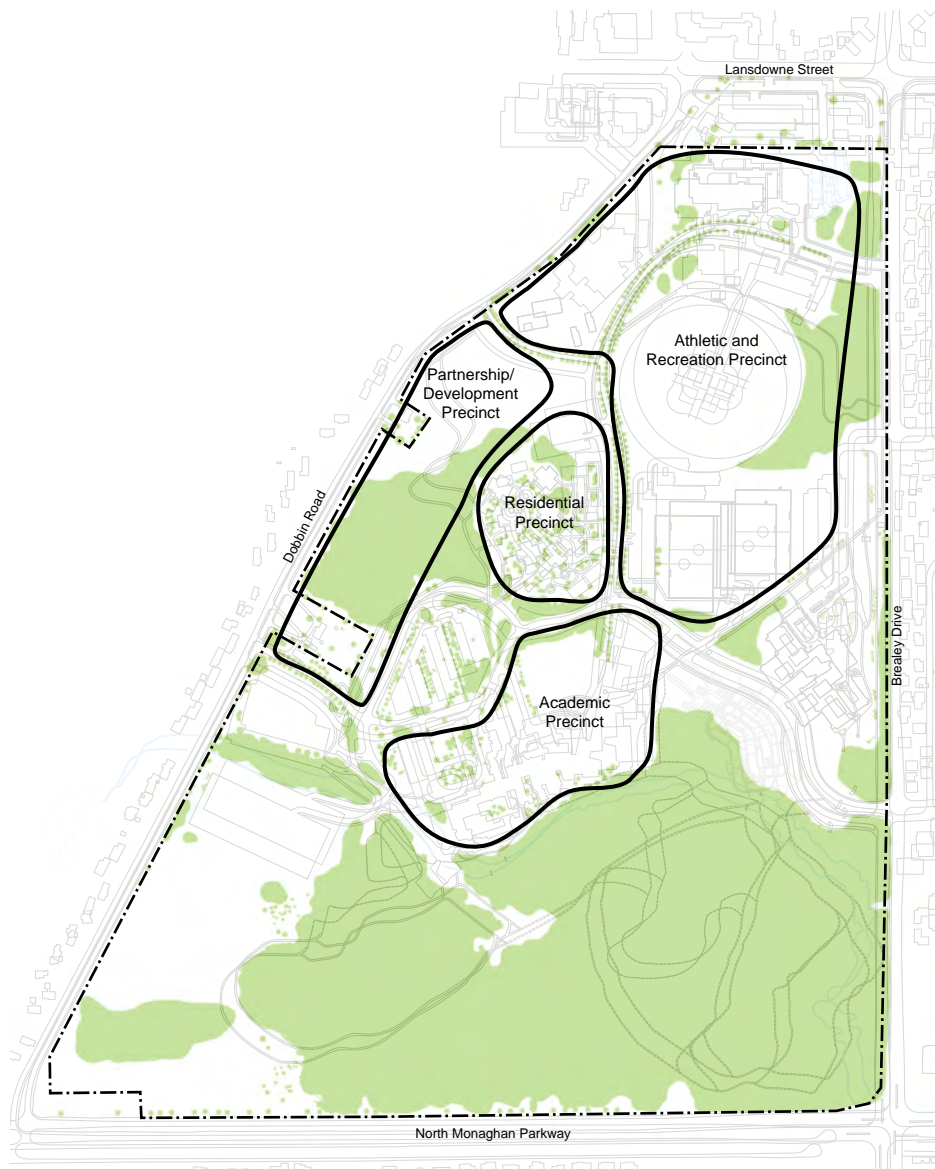
## 3.1. NATURAL ASSETS

Retain and enhance the major natural features of the site: Brealey Woods, the creek and the mature tree groupings. Sutherland Campus is set within a significant natural landscape, with large forested areas, watercourses, and mature trees. Future projects should enhance and strengthen these valued landscape features that contribute to Fleming College’s identity and environmental health. Further, all future projects should satisfy the current policy framework contained within the Fleming College Sustainability Plan 2013-2018.



### 3.2. LAND USE AND PRECINCTS

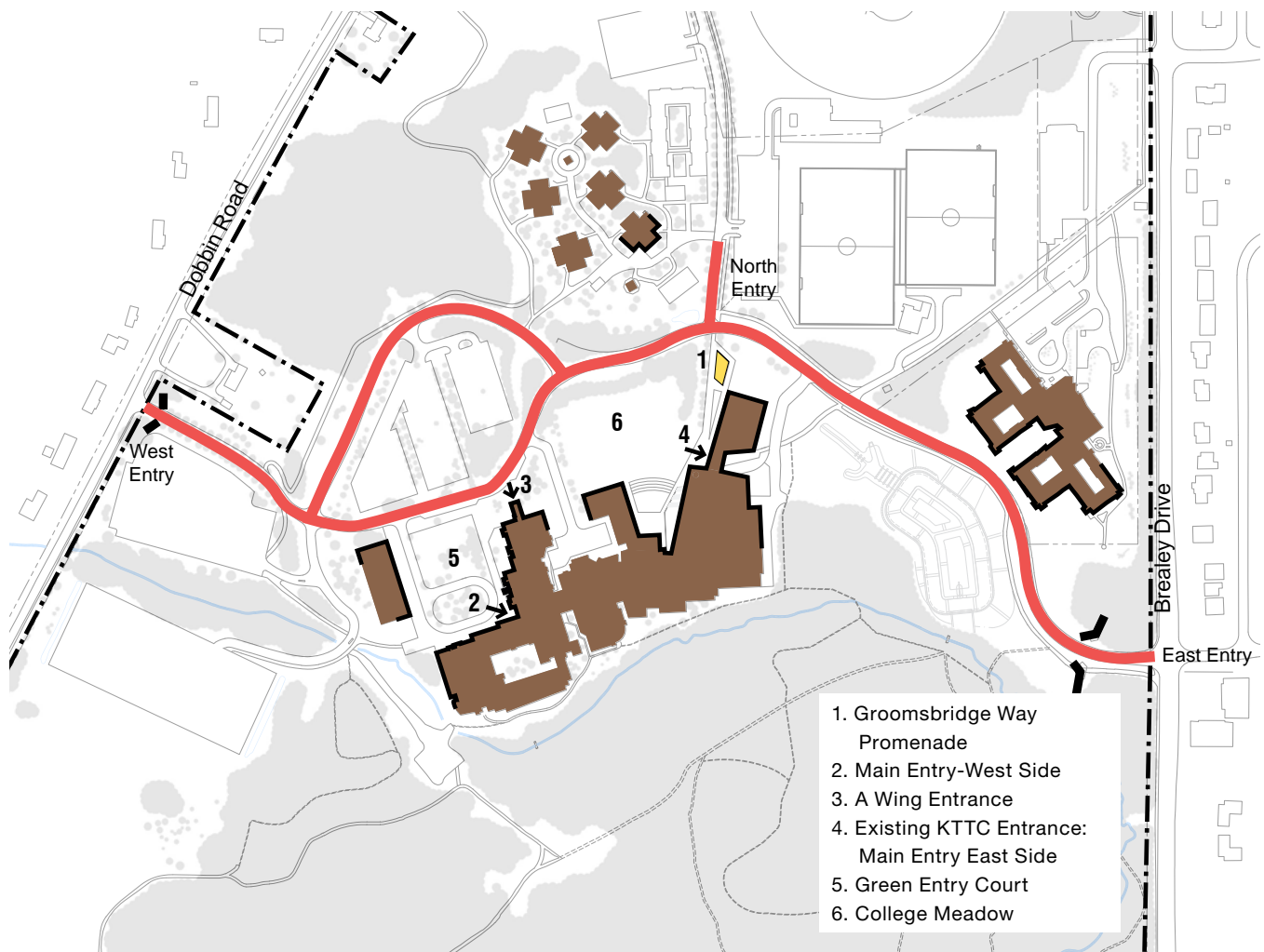
Develop a compact academic core and intensify the surrounding land uses. Introduce the concept of campus precincts to further assist with future development, identity and wayfinding.



16. Land Use

### 3.3. ARRIVAL AND ENTRY SEQUENCE

Create a clear sense of destination, arrival and natural orientation. Reroute Fleming College Way to bring visitors more effectively to the College Green, College Meadow and Front Door, and provide a more legible east-west route through the Academic Precinct.



17. Arrival and Entry Sequence

### 3.4. LANDSCAPE CHARACTER

Emphasize the “clearing in the woods” character of the campus core. Reforest the areas west of Brealey Woods and around the residences, and develop low-maintenance flowering meadows in the existing open fields. Invest in patios and courtyards to extend the use of the outdoors close to the main building.



The campus' manicured landscape leading towards the main gates



College Green, Cambridge



Flowering meadow



- College Meadow
- Entry Court
- Mowed Grass
- Courtyard/ Patio
- Sports Field
- Naturalized Creek
- Flowering Meadows (not mowed)
- Woods/ Major Tree Groupings

18. Landscape Character

### 3.5. COLLEGE MEADOW AND GREEN ENTRY COURT

The placement, massing and uses of buildings should work together to contain, frame and animate the two primary College open spaces—the College Meadow and Green Entry Court. They should become significant outdoor gathering places in the Academic Core.

The most memorable academic campuses in the world are organized around some form of central landscape feature. The very name “campus”, meaning “field,” derives from this attribute of iconic universities such as the colleges of Oxford and Jefferson’s University of Virginia. Often situated on flat, high points of land, the College greens and commons are the primary source of natural orientation for occupants and visitors, and the primary casual outdoor recreation areas.



Oxford



University of Virginia



McGill University

19. College Meadow and Green Entry Court



The Meadow is a large green open space ideally situated at the terminus of the north south alignment of Groombridge Way, and defined by the Kawartha Trades and Technology Centre, 'A' Wing, the Main Building service court and Fleming College Way. With the development of the geothermal field within this part of campus, the Meadow provides an opportunity for passive recreation and gathering, informal seating and more naturalistic planting character.

An amphitheatre is an informal space associated with the Meadow, enclosed on three sides by the Main Building and future expansion. It will slope towards the south, with broad landings or steps that support activities such as outdoor performances, lectures, and more casual gathering events.

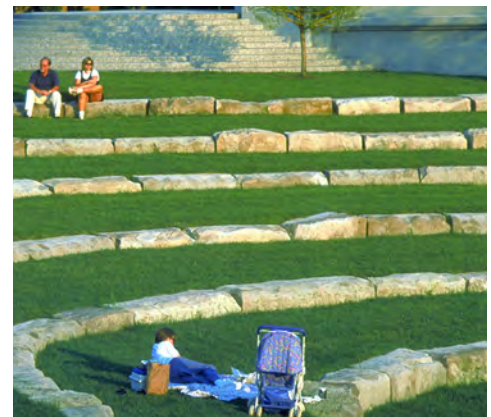
The Green Entry Court is a more formal open space related to the main entrance on the west side of the Main Building. It is defined by and requires the realignment of Main Street and Fleming College Way to more effectively create a legible sense of arrival.



Green Entry Court



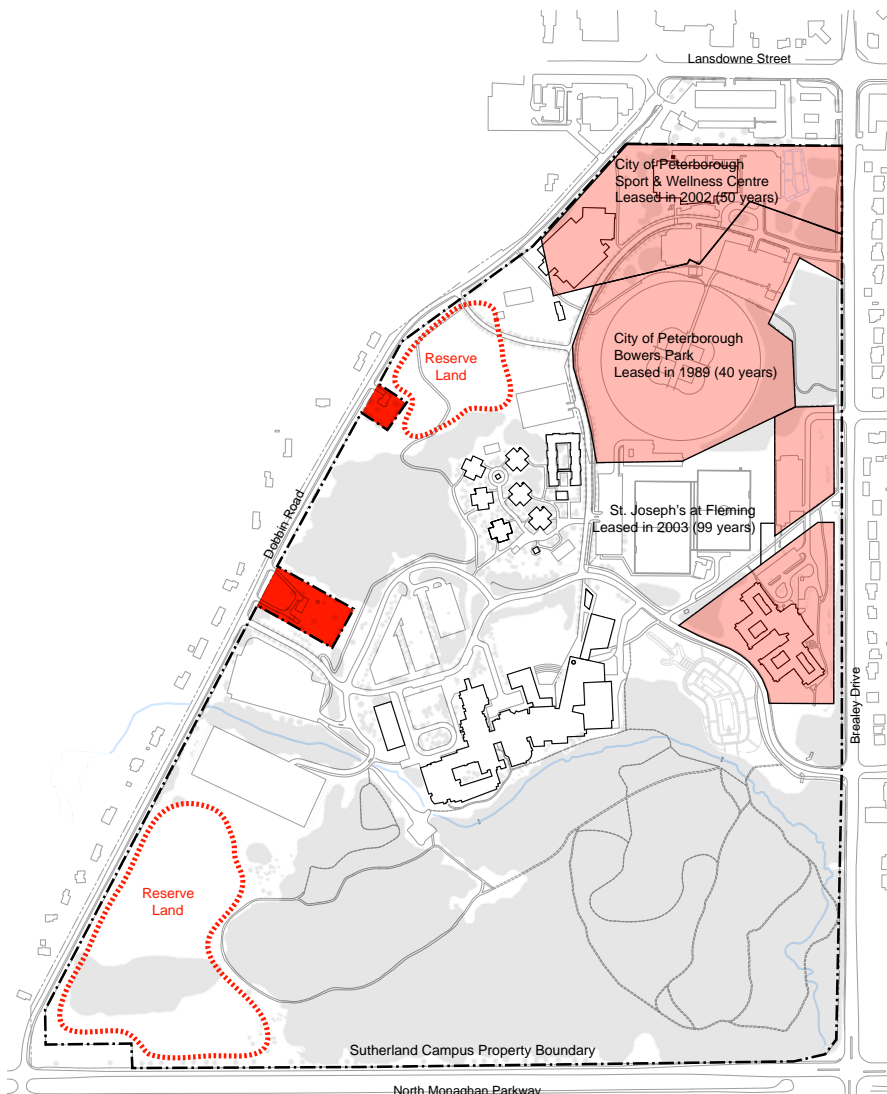
College Meadow



Amphitheatre

### 3.6. LAND OWNERSHIP

Continue to establish partnerships with other institutions and agencies to enrich the life of the campus. In the long term, consider the purchase of private properties on the east side of Dobbin Road to complete the Partnership & Development Precinct.

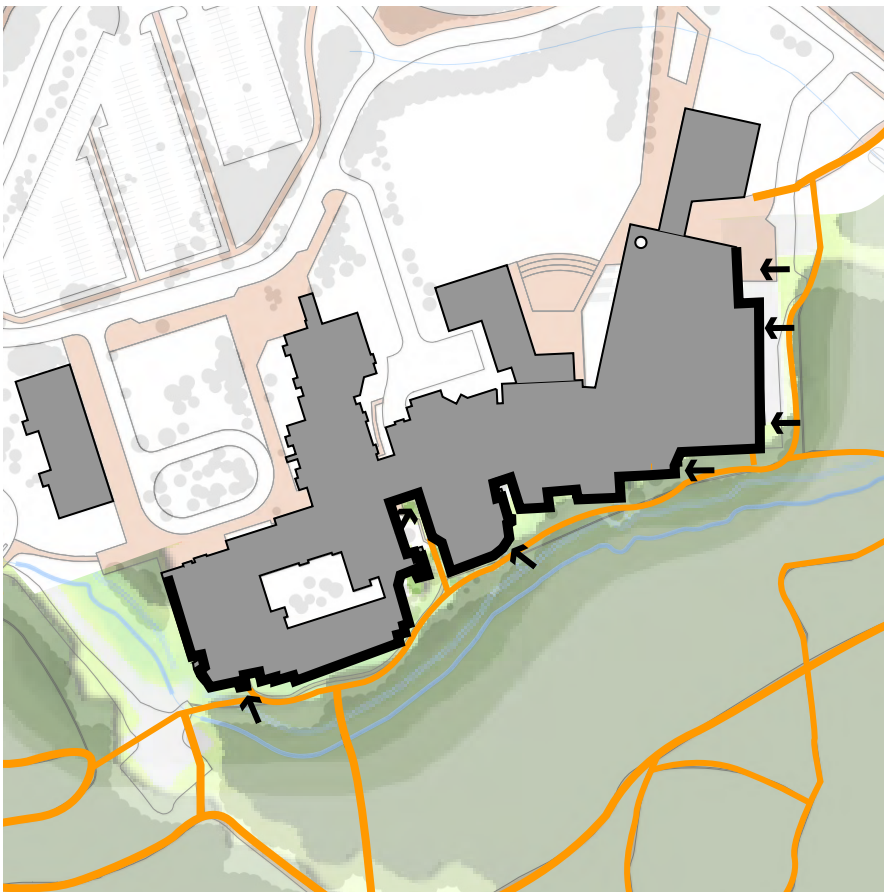


20. Land Ownership

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### 3.7. CONNECTION TO BREALEY WOODS

Maximize the transparency of the facade facing the woods to strengthen the visual connection to the outdoors. Continue to complete the trail around the south of the Main Building.



21. Connection to Brealey Woods

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### 3.8. INTERCONNECTED BUILDINGS

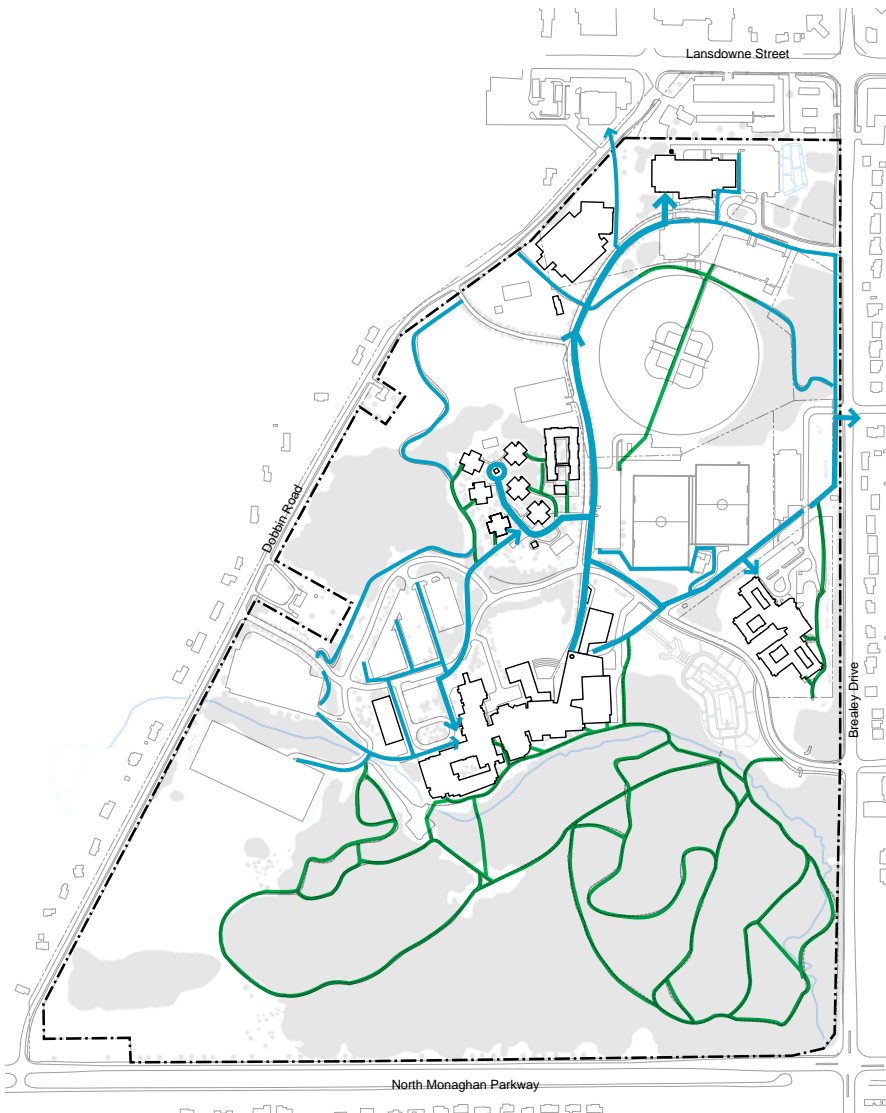
Reinforce the interior pedestrian circulation and organize all buildings around it.



22. Interconnected Buildings

### 3.9. PEDESTRIAN CIRCULATION

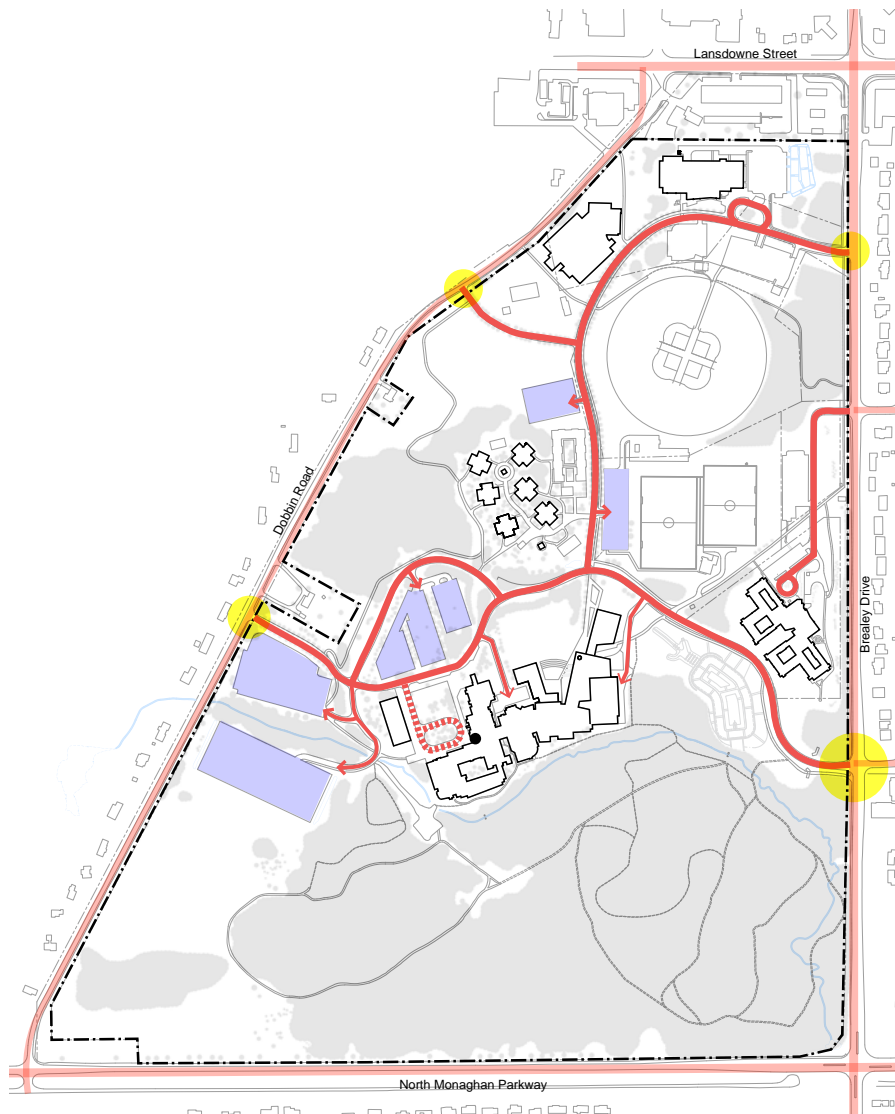
Complete and simplify the network of pedestrian routes between buildings. Reorganize the pedestrian connections between parking lots and buildings to minimize conflicts. Further develop the pedestrian network between the north and south precincts along Groombridge Way.



23. Pedestrian Circulation  
(Main paths blue, secondary paths green)

### 3.10. VEHICULAR ACCESS AND PARKING

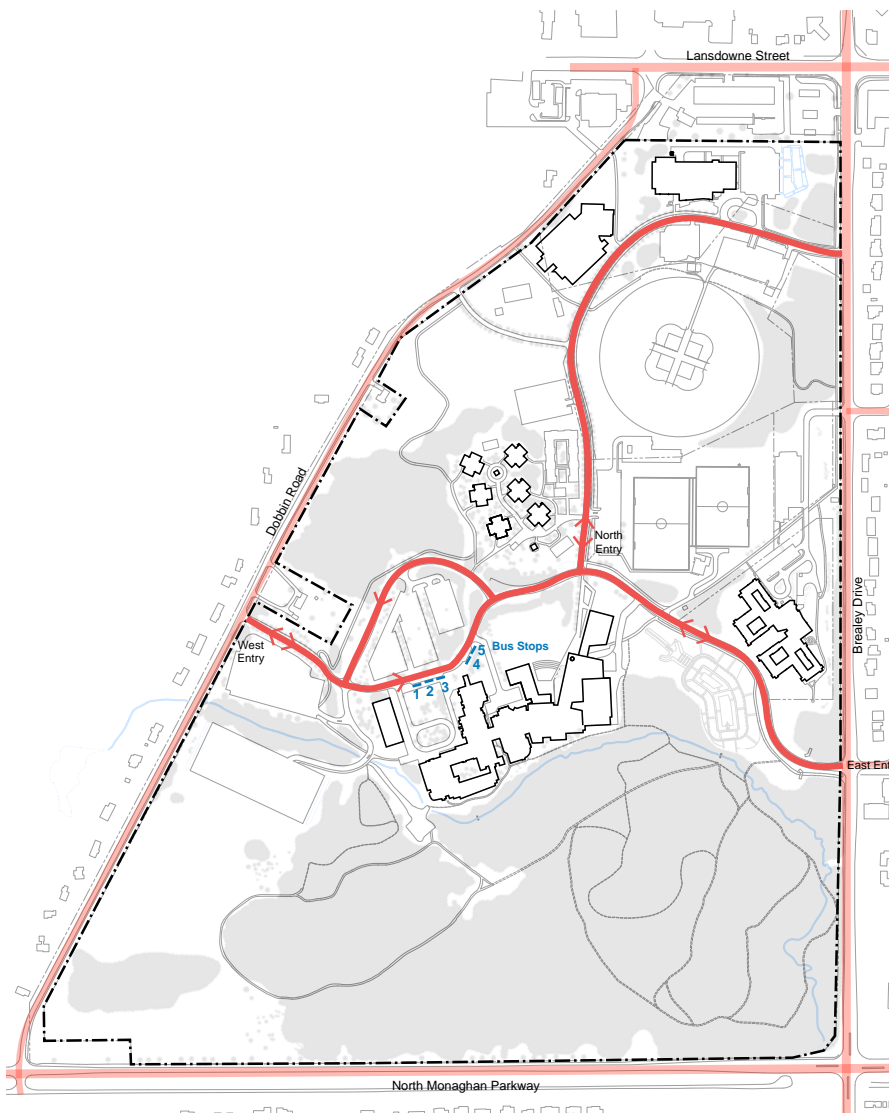
Modify the internal road system to lead visitors to the main entrances of the Main College Building from the east and west. Build a new road to connect the north and south parts of the campus as an extension of Groombridge Way. Reduce the reliance on car access to the campus and subsequent need for parking.



24. Vehicular Access and Parking  
(roads and driveways red, parking lots purple, entry points yellow)

### 3.11. TRANSIT

Provide convenient and central access to transit. Introduce a central, convenient and weather protected location for transit passenger pick up and drop off. For local transit service, a central transit hub along Fleming College Way is sufficient. If more regional transit service is anticipated, explore opportunities to develop larger facilities in the Partnership / Development Precinct.



25. Transit Routes  
(Bus route red, transit stop blue)

### 3.12. CYCLING

Continue to promote cycling to and from the campus via the city's broader cycling network and continue to expand end-of-trip facilities.



This project of a bicycle shelter at Queen's University with photovoltaic panels on the roof is a simple way to introduce sustainable features to the campus. The shelter can feed electricity back to the grid for 30 years.

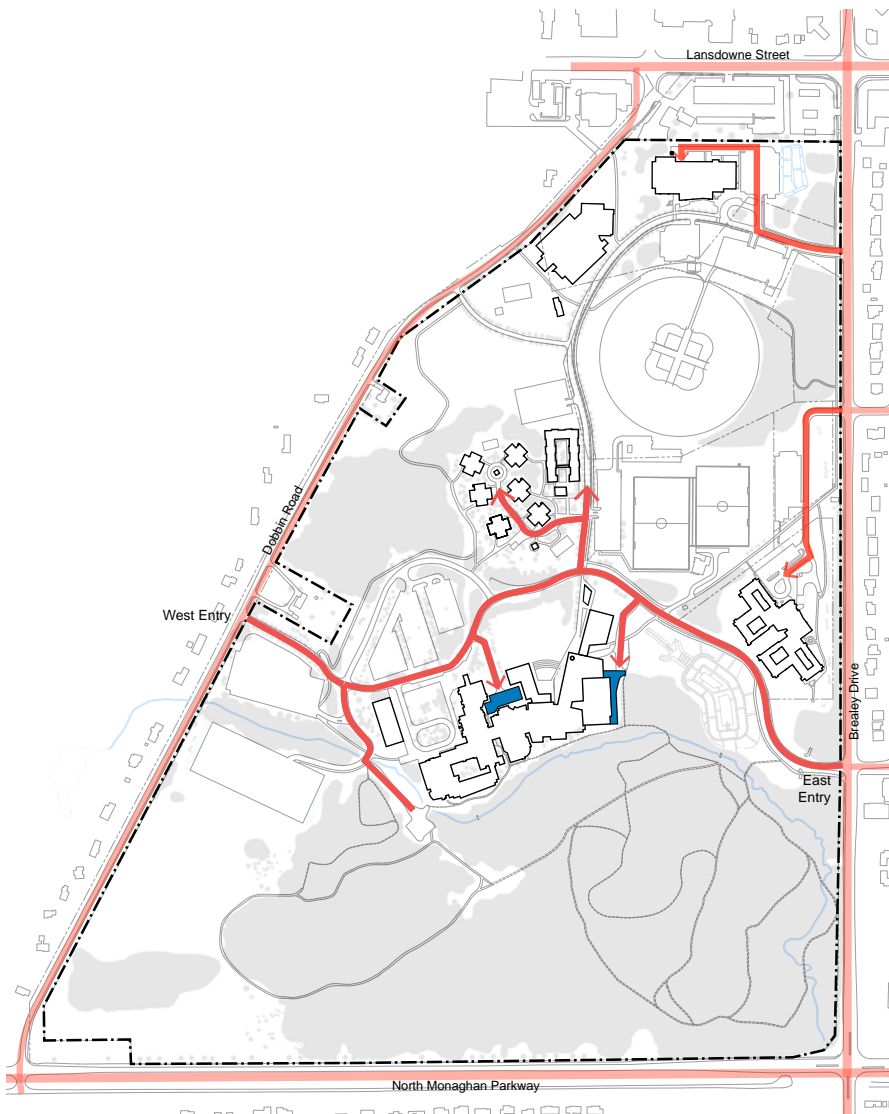


26. Cycling Routes  
(Cycle route blue, end of trip facilities red)



### 3.13. SERVICE AND EMERGENCY ACCESS

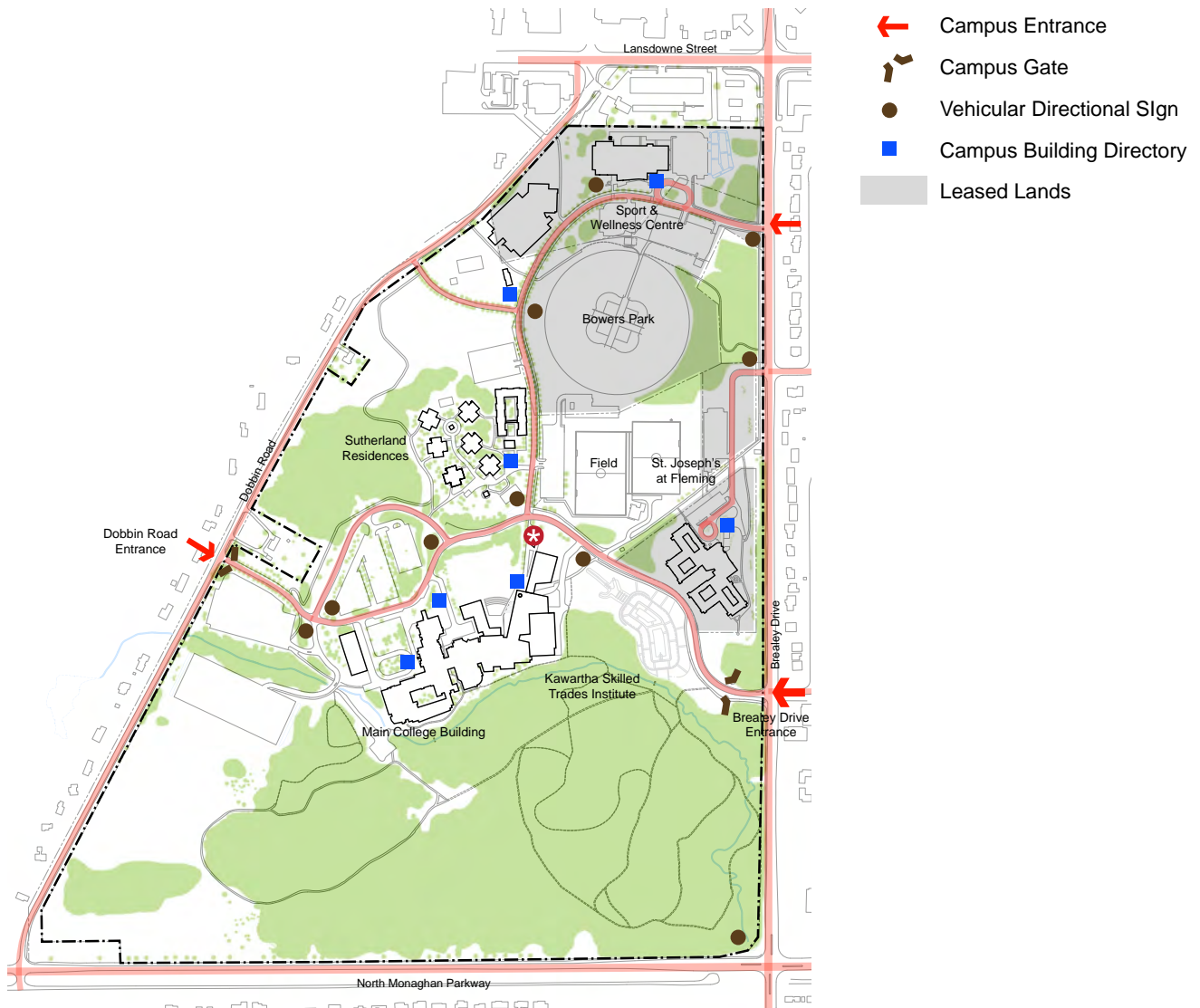
Organize deliveries around two main shipping & receiving areas: the main building service court and the Kawartha Trades and Technology Centre.



27. Service and Emergency Access

### 3.14. SIGNS AND WAYFINDING

Expand the coordinated sign and wayfinding system that naturally guides visitors, students and staff to their destinations, and to introduce the concept of precincts.



28. Signage and Wayfinding

### 3.15. IDENTITY AND PLACEMAKING

With every project seek to improve and reinforce the identity of the Sutherland Campus, and to make places that assist with orientation and a sense of arrival. Many of the previously mentioned projects will contribute to this placemaking objective. The realignment of Fleming College Way from Dobbin Road to Brealey Drive will provide a clear and legible structure on which many of the other recommendations will position themselves, including the relocation of the primary transit stops, rearrangement of parking lots relative to the Main Building, refreshing the gateway elements, and the inclusion of a landmark element at the intersection of Groombridge Way and Fleming College Way.



Gateway Sculpture and Landmark



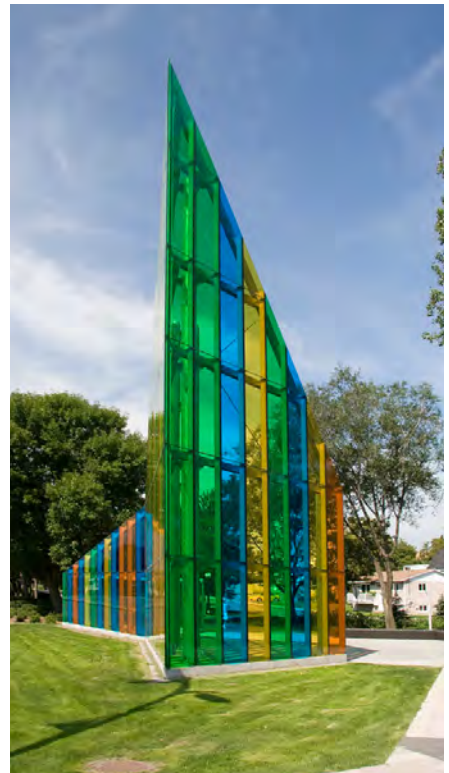
Colonnade



Transit Stop



Covered Walkway



Gateway Sculpture and Landmark

# Chapter 4: Demonstration Plan

The Site Plan brings together all the strategies in a demonstration of built and landscape form. It shows the mature campus with a stronger building and circulation structure, while maintaining the picturesque quality the campus enjoys today.



29. Demonstration Plan: Sutherland Campus  
(new buildings yellow, existing buildings grey)

#### 4.1. ACADEMIC PRECINCT

Future growth of academic and administrative facilities should work toward the creation of the College Meadow and Green Entry Court flanked by buildings, concourses and entrances. The Meadow would be largely an open lawn complemented with naturalistic plantings, high branched deciduous trees around the perimeter. The Amphitheatre would include large sloping steps with stone or concrete walls for seating. The reconfiguration of Main Street and Fleming College Way would permit the creation of the Green Entry Court. With these modifications, transit movement on campus would become more efficient and bring the stops closer to 'A' Wing and the western main entrance. The entry road modifications would lead to the rearrangement of surface parking lots to the outside of the roadway system, but still occupy the same general campus footprint within this Precinct.



Existing aerial overlaid with the proposed roads, parking lots and buildings (new roads and parking indicated in red).

The Green Entry Court, together with a new entry element to the existing building, provides a much improved sense of identity and orientation to the campus. The entry road is rerouted close to the



30. Demonstration Plan: Academic Precinct  
(new buildings yellow, existing buildings white)

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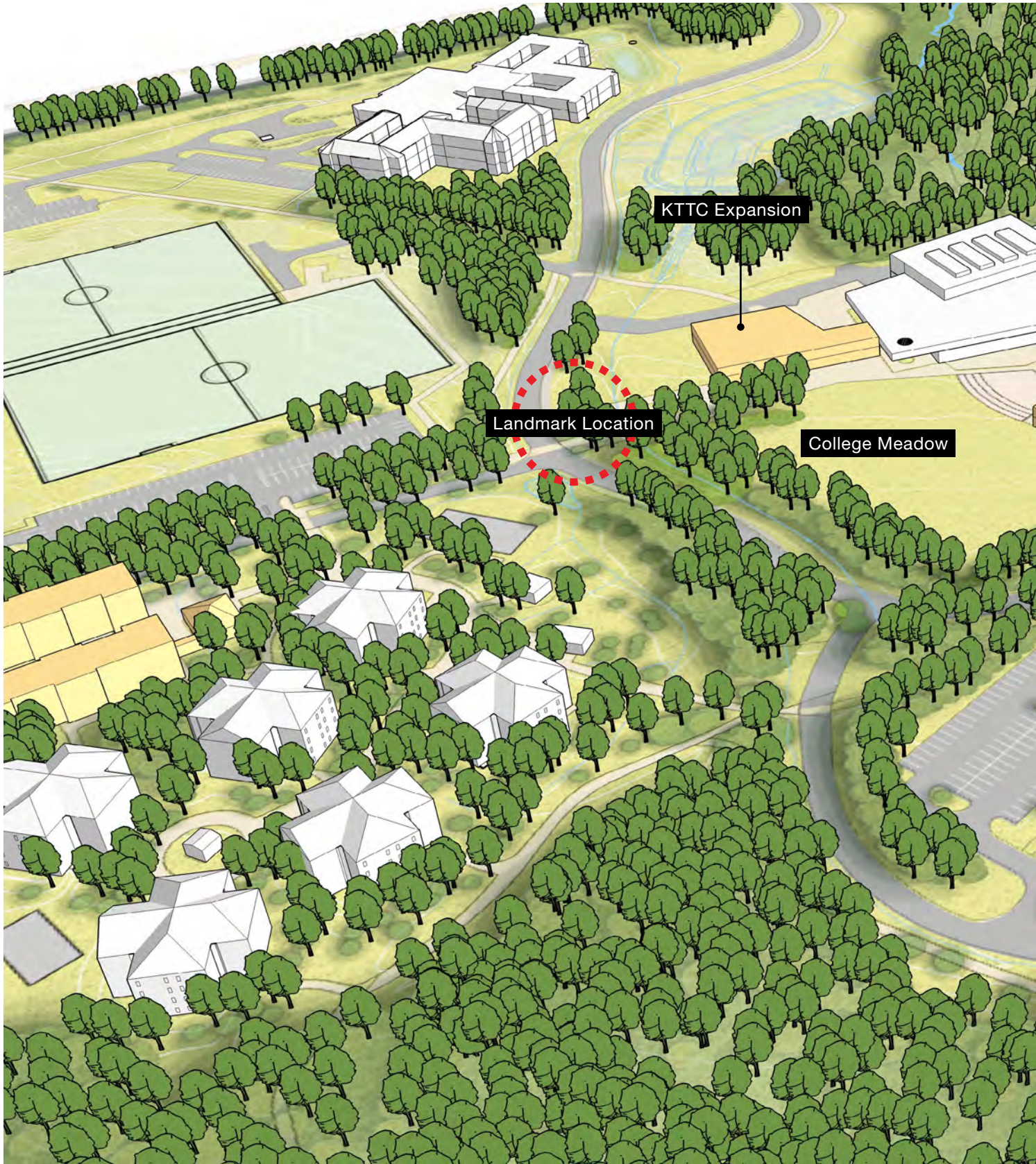
main building, so that it more directly brings a visitor to the Green and front door. In the process, roadways to the parking and loading areas become secondary routes.

Three future building sites are identified in this iteration of the campus plan: one more central to the Main Building, a second associated with the western main entrance and Green Entry Court, and a third as an expansion of the Kawartha Trades and Technology Centre. Of the three sites, the central building is the most likely first phase of expansion. Within the Academic Precinct the potential additional floor area is 93,700 gsf, assuming two storeys for each new building.

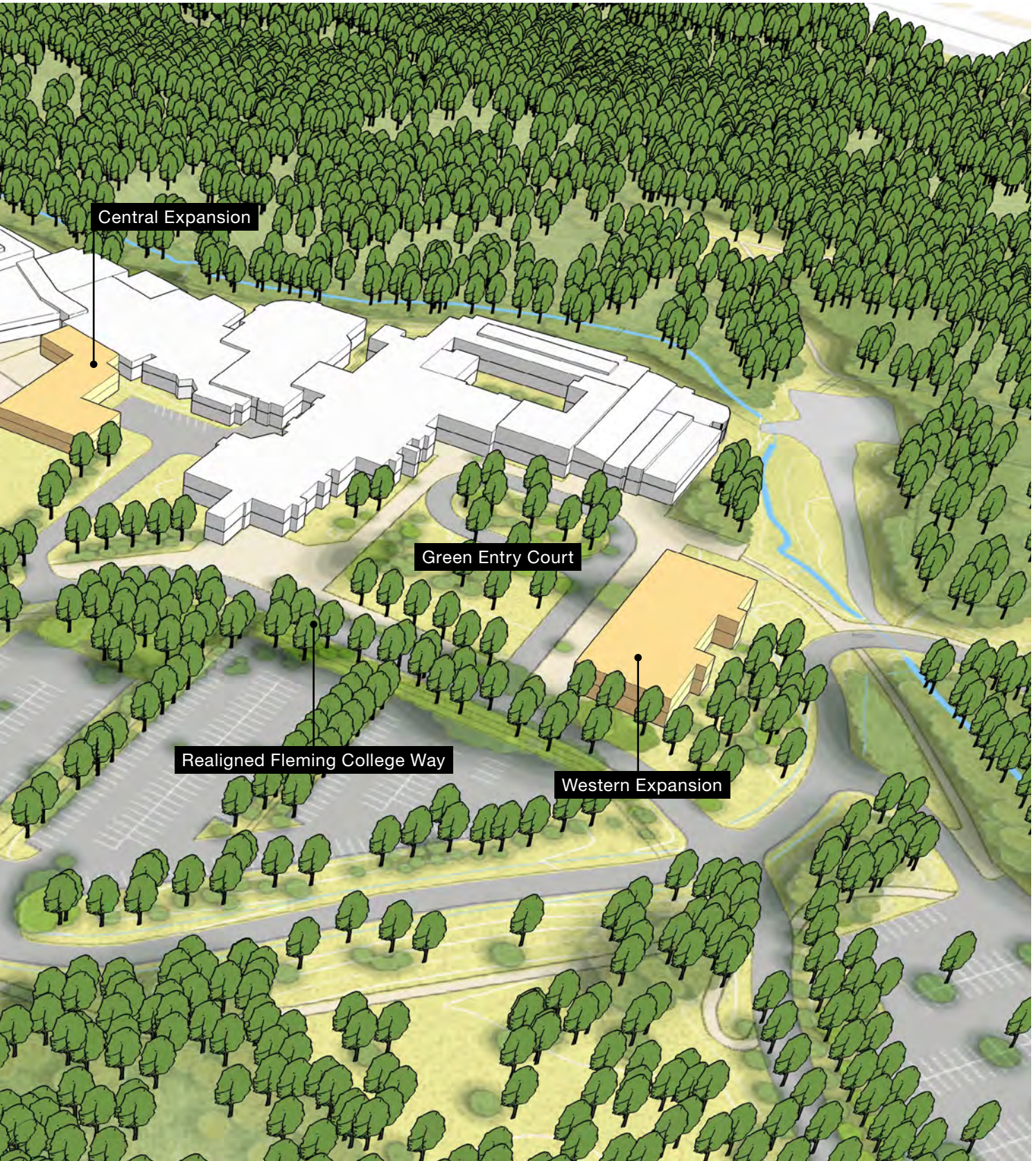
The more central building site will incorporate into its overall footprint the accessory building developed as part of the geothermal field on the College Meadow. The corridors and floor levels will relate to the Main Building and extend the primary pedestrian movement system. This building can accommodate classrooms, shared spaces or administrative functions. This building provides an additional 29,400 gsf, assuming two storeys total.

The site to the west of the Main Building presents a departure from previous expansions, in that the future development will not provide a direct connection to the central corridor system. This building will help to define the western edge of the Green Entry Court, and could support classrooms, shared spaces, physical plant or administrative functions. This building provides an additional 33,500 gsf, assuming two storeys total.

The site extending from the Kawartha Trades and Technology Centre towards Fleming College Way brings the Main Building closer to the primary intersection on campus. This building could include a new welcome centre, academic uses, or administrative functions. This building provides an additional 30,800gsf, assuming two storeys total.



31. Demonstration Model: Academic Precinct and Residential Precinct  
(new buildings yellow, existing buildings white)

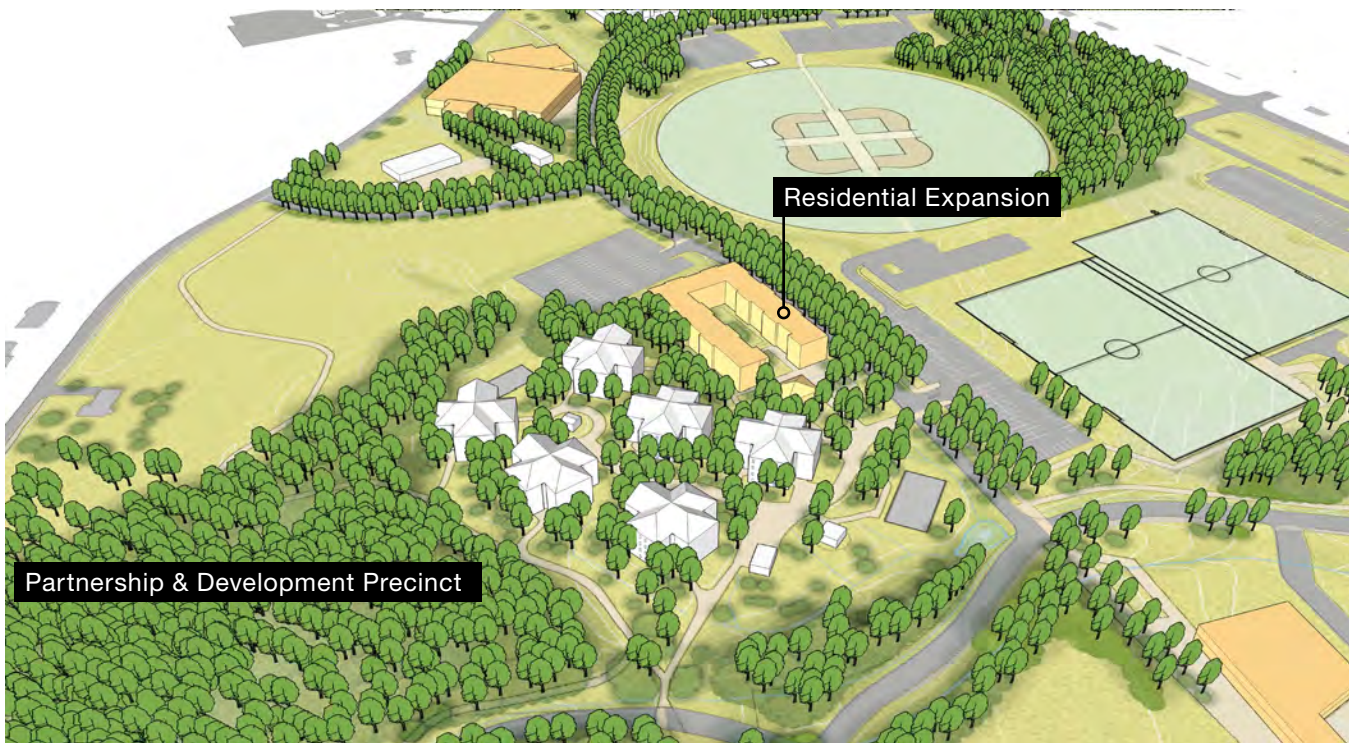




## 4.2. RESIDENTIAL PRECINCT AND PARTNERSHIP & DEVELOPMENT PRECINCT

The area of the student residences is imagined as a pedestrian and well-treed precinct with the existing central road being converted to a wide pathway that can hold emergency vehicles and cars on move-in days. A new residence, located on the Pine parking lot flanks the north-south road and includes a separate pavilion for recreational and social activities. The potential additional floor area is 91,300 gsf, assuming two levels to the new building. With the development of Groombridge Way, the Residential Precinct will enjoy stronger pedestrian connections to both the north and south.

The Partnership & Development Precinct includes undeveloped lands currently held by the College without a specific assigned land use. Two small parcels in this part of campus are not under College ownership, but Fleming should endeavour to purchase them to create a contiguous land holding. Initial thoughts through this update process include opportunities for partnering with research initiatives and other complementary trades and businesses than can extend what Fleming College can offer as part of its current and future programs.



32. Demonstration Model: Residential Precinct and Sports Fields (new buildings yellow, existing buildings white and grey)



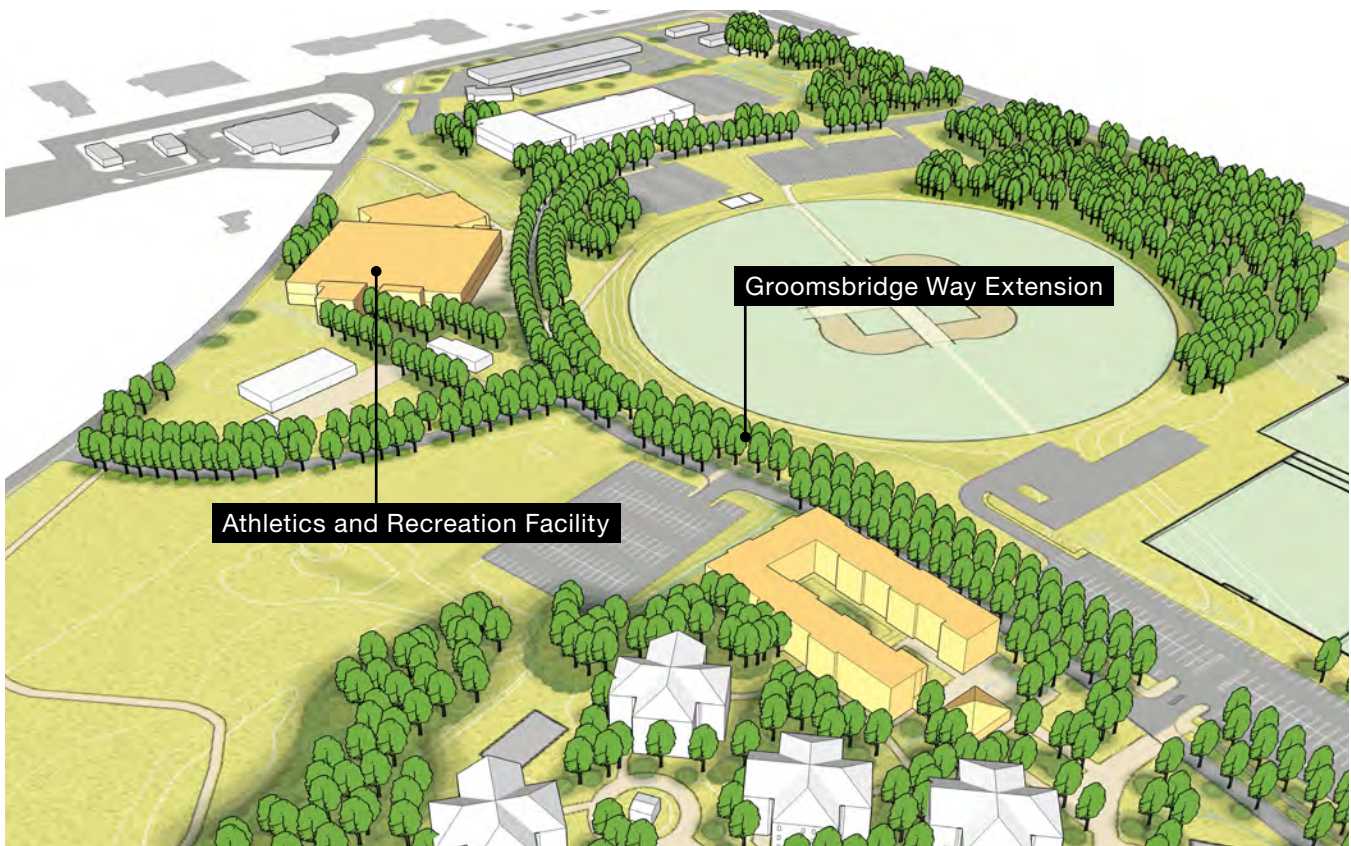
33. Demonstration Plan: Residential Precinct and Partnership/Development Precinct  
(new buildings yellow, existing buildings white and grey)

### 4.3. ATHLETICS & RECREATION PRECINCT

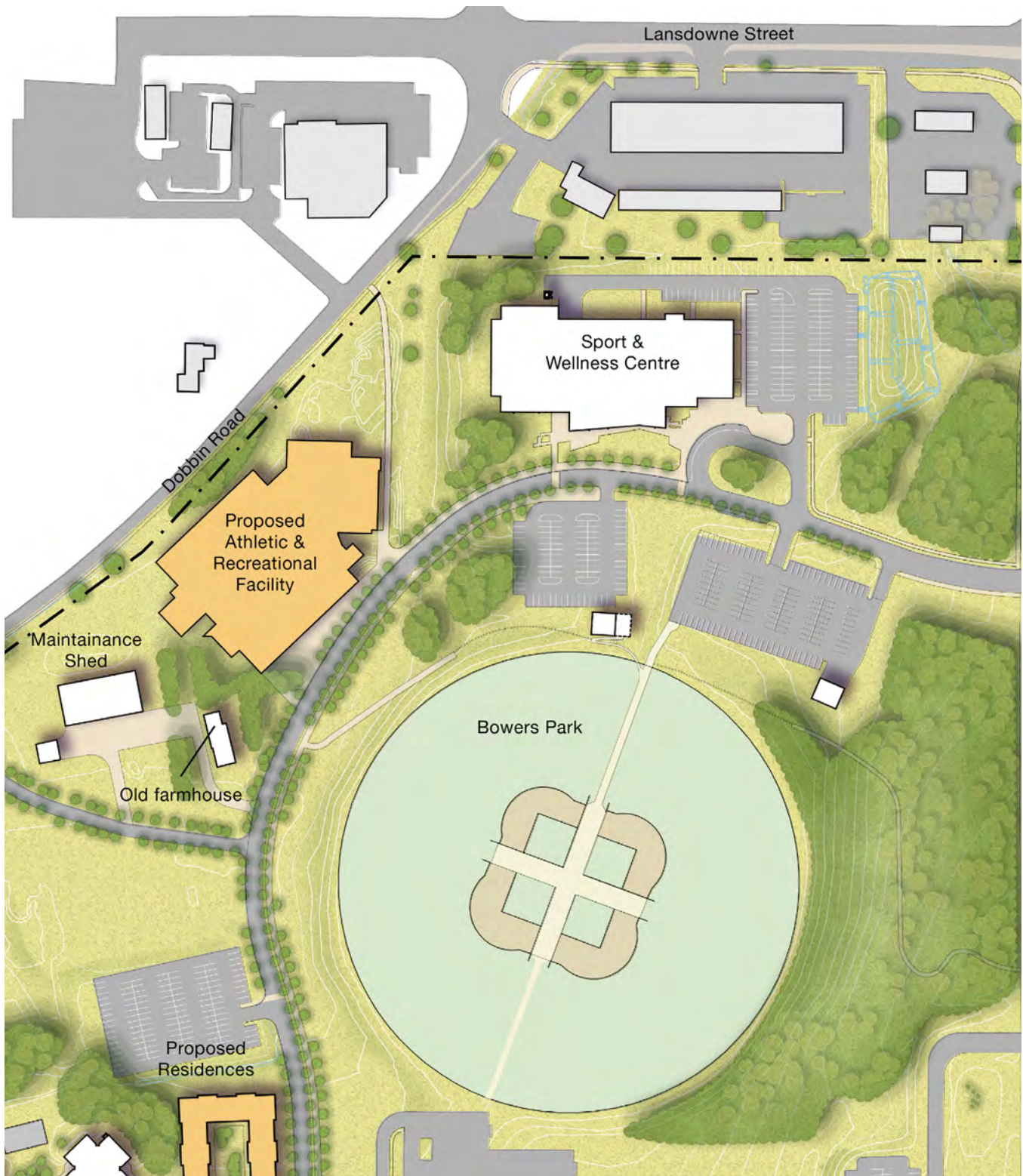
Groombridge Way, a new tree-lined north-south street from Fleming College Way to Brealey Drive, connects the Academic Precinct to the Residential and Athletics & Recreation Precincts. This new street enhances the pedestrian and cycling experience on campus.

New building in this Precinct expand the athletics and recreational offerings on campus, and build upon the success of the Health and Wellness Centre. The facilities are ideally connected but can stand alone. the potential additional floor area is 151,250 gsf, assuming two levels to each new building.

A new east-west street from Dobbin Road to the Groombridge Way extension is the boundary between the Residential Precinct and Partnership & Development Precincts from the Athletics & Recreation Precinct.



34. Demonstration Model: Athletics and Recreation Precinct (new buildings yellow, existing buildings white and grey)

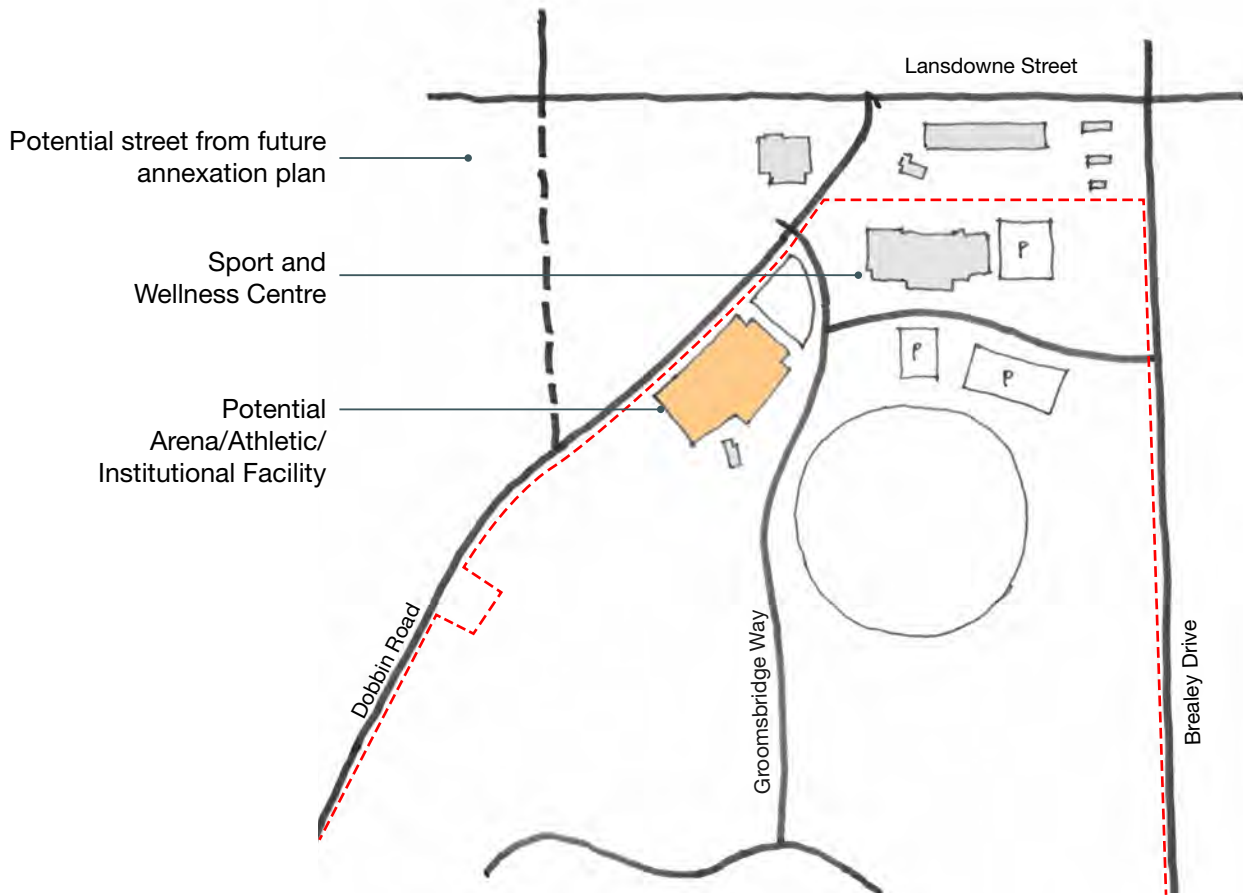


35. Demonstration Plan: Recreation and Athletics Precinct  
(new buildings yellow, existing buildings white and grey)

# Appendices

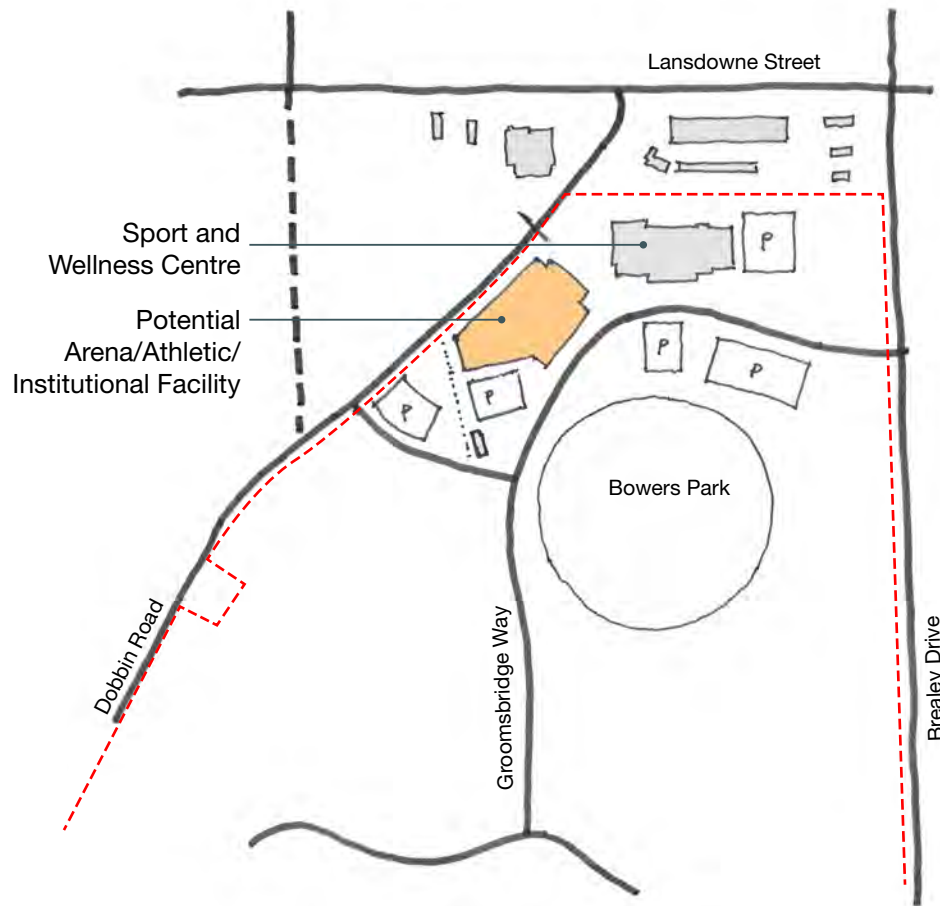
## Athletics and Recreation Precinct Studies

During the Explorations stage of this Campus Master Plan Update, the consulting team prepared a series of possible options for the development of the Recreation and Athletics Precinct. The preferred option is included in the Main Report, but the other options have ideas and elements that offer potential directions to consider when the development of the Precinct and adjacent lands unfold.



**OPTION A: AS CURRENTLY PROPOSED**

Potential arena/athletic/institutional facility on Dobbin Road beside the proposed Groomsbridge Way extension.



**OPTION B: PREFERRED**

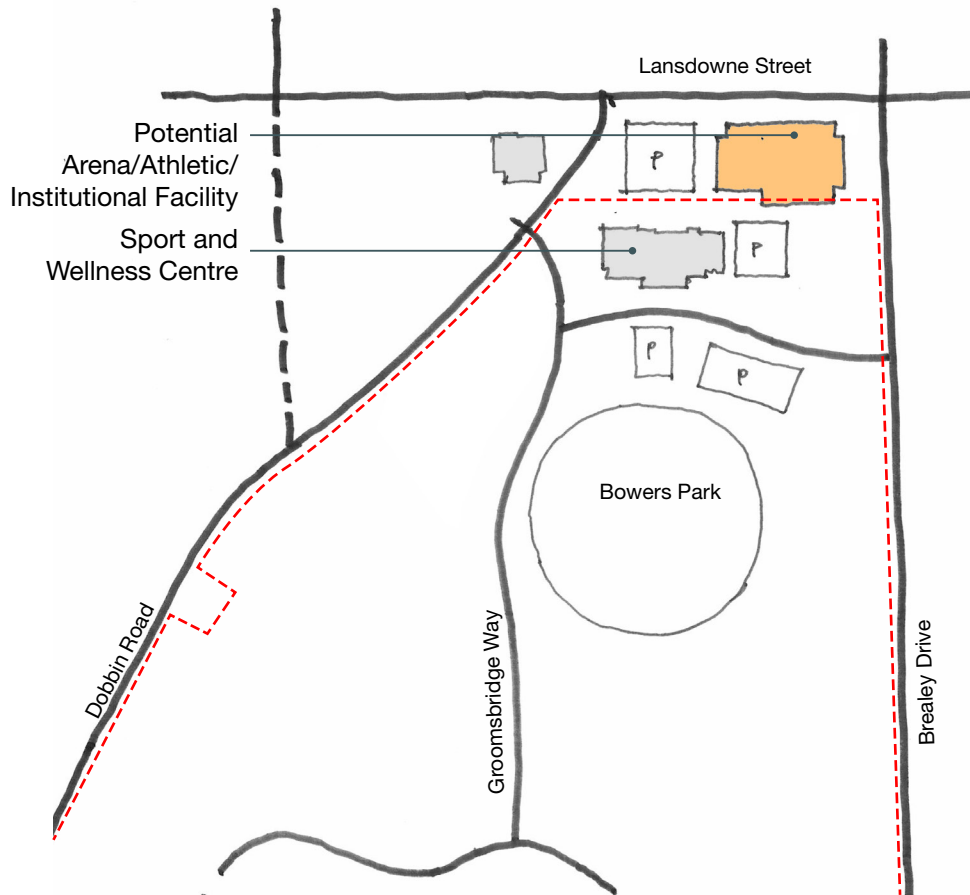
Potential arena/athletic/institutional facility next to the Sport and Wellness Centre, which offers the opportunity of creating an integrated Recreation and Athletics Precinct. Instead of the Groomsbridge Way extension to Dobbin Road as shown in Option A, there is a new street proposed south of the future. Groomsbridge Way is extended to connect with Brealey Drive as recommended in the 2009 Campus Master Plan.



**OPTION C**

Potential arena/athletic/institutional facility at the corner of Lansdowne Street and Brealey Drive offers the opportunity of a new point of entry for the campus. This new facility would be on lands beyond the current campus holdings and could be part of a City/College partnership.





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