



## Board of Governors September 2019 - Public Meeting

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Meeting Date:	September 25, 2019
Meeting Time:	12:00 p.m.
Locations:	Fleming College - Peterborough Campus, 599 Brealey Drive 12:00 p.m.   Fulfords Bistro for Lunch, Room A3133 1:00 p.m.   Scholfield Boardroom for Meeting, Room B3330

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### Meeting Agenda

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1.	Call to Order, Traditional Territory Acknowledgement and Confirmation of Quorum	2 min
2.	Welcome to New Governors	2 min
3.	Declaration of Conflict	1 min
4.	Approval of Meeting Agenda	1 min
5.	Consent Agenda <i>The following items will be addressed through the consent agenda unless specifically requested to be removed for separate attention, by request.</i> 4.1 – Minutes of the June 26, 2019 Public Meeting (for approval)  pages 3 - 7 4.2 – Quality Assurance Dashboard as of September, 2019  pages 8 - 9	2 min
6.	Business Arising (not otherwise covered)	2 min




### Decision Items

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7.	Animal Care Policy  pages 10 - 19	T. Phillips and B. Goodwin	10 min
8.	Computer Engineering Technician Program Revision pages 20 - 21	T. Phillips and J. Jackson	10 min
9.	Public Infrastructure Asset Management – New OntarioLearn Program  pages 22 - 57	T. Phillips and B. Wootton	10 min
10.	Sexual Violence Prevention Policy  pages 58 - 68	S. Dupret	10 min
11.	Board of Governors Objectives for 2019/2020 page 69	D. Marinigh	20 min

### Information Items

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12.	Program Efficacy Review - Update  page 70	T. Phillips	10 min
13.	Update from the Board Chair  page 71	D. Marinigh	10 min
14.	Report from the President  pages 72 - 76	M. Adamson	10 min
15.	New Board of Governors – Members Only Webpage	M. Adamson and S. Beirness	10 min

### Discussion Items

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16.	Other Business		10 min
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*Adjournment approximately 3:00 p.m.*



## Board of Governors Public Meeting Minutes

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**Meeting Date:** Wednesday, June 26, 2019  
**Meeting Time:** 11:45 a.m.  
**Meeting Location:** Brealey Campus - Scholfield Boardroom, Room B3330

### Meeting Attendance

#### Present:

Mr. Dan Marinigh, Board Chair  
Ms. Katherine MacIver, Vice Chair  
Ms. Chloe Craig  
Mr. George Gillespie  
Ms. Nicole Grady  
Ms. Rosemarie Jung  
Mr. Fred Clifford  
Ms. Mary Lou McLean  
Ms. Cathy Praamsma  
Ms. Maureen Adamson, President

#### Regrets:

Dr. Aaron Grant  
Ms. Hajni Hos  
Mr. Mike Leonard

#### Senior Administration:

Mr. Brian Baker, Vice President, Corporate Services  
Ms. Sandra Dupret, Vice President, Student Experience  
Mr. Roger Fitch, Chief Information Officer  
Ms. Sherry Gosselin, Director Project Management and Institutional Research  
Ms. Susan Kloosterman, Registrar  
Dr. Tom Phillips, Vice President, Academic Experience  
Ms. Sherry Taylor, Vice President, Organizational Effectiveness and Human Resources  
Mr. Drew Van Parys, Executive Director, Marketing and Recruitment  
Dr. Brent Wootton, Vice President, Applied Research and Innovation

#### Administrative Support:

Ms. Sandra Armstrong, Administrative Assistant  
Ms. Sarah Beirness, Executive Assistant

#### Guests:

Ms. Kylie Fox, Manager of Indigenous Student Services  
Ms. Linda Poirier, Director of New Program Development

### 1. Call to Order, Welcome to the Traditional Territory and Confirmation of Quorum

The Chair called the meeting to order at 11:45 a.m. and acknowledged that the Board of Governors is holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

Quorum was confirmed, regrets noted, staff and guests in attendance were welcomed.

## 2. Declaration of Conflict

There were no conflicts disclosed concerning items identified on the agenda.

## 3. Approval of the Agenda

*Moved by Ms. McLean and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College approve the agenda of the June 26, 2019 public meeting as presented.*

Carried

## 4. Consent Agenda

Item 4.2, Investment Performance Report and item 4.3, Summary of Investment Portfolios were removed from the consent agenda and will be brought back to the Finance and Audit Committee at their inaugural meeting of 2019/2020.

*Moved by Mr. Clifford and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College approve the revised consent agenda for the June 26, 2019 public meeting and, through this consent:*

- approve the Minutes of the May 22, 2019 public meeting; and*
- receive the Quality Assurance Dashboard, as of June 10, 2019, for information.*

Carried

## 5. Business Arising

None identified.

## Decision Items

### 6. Quality Assurance – New and Revised College Policies and Procedures

The Chair welcomed Dr. Phillips, Ms. Gosselin, and Ms. Linda Poirier to present 4 policies for approval and 7 operating procedures for information. These new and revised policies and procedures represent the first stage of creating a comprehensive policy and procedure framework to guide quality across the College.

#### Policy – Quality Assurance

*Moved by Mr. Clifford and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College approve the Quality Assurance policy for implementation September 1, 2019.*

Carried

#### Policy – Program Quality Assurance

*Moved by Ms. Praamsma and seconded by Ms. Grady that the Board of Governors of Sir Sandford Fleming College approve the Program Quality Assurance policy for implementation September 1, 2019 with reference to the Charter and former By-laws removed.*

Carried

#### Policy – Prior Learning Assessment Review (PLAR)

*Moved by Ms. MacIver and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College approve the Prior Learning Assessment Review (PLAR) policy for implementation September 1, 2019.*

Carried

#### Policy – Transfer Credit

*Moved by Ms. Jung and seconded by Mr. Clifford that the Board of Governors of Sir Sandford Fleming College approve the Transfer Credit policy for implementation September 1, 2019.*  
Carried

*Moved by Ms. Praamsma and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College receive for information the following operating procedures: Prior Learning Assessment, Transfer Credit, Credentials, Program Mix, Program Suspension and Cancellation, Program Standard and Description, and Program Review.*  
Carried

#### 7. Honouring the Rights of Indigenous Peoples

The Chair welcomed Ms. Dupret and guest Ms. Kylie Fox, Manager of Indigenous Student Services who presented to the Board a new policy for approval entitled 'Honouring the Rights of Indigenous Peoples'. Fleming College's Strategic Plan commits to: strengthening relationships with Indigenous Peoples, practicing reconciliation, and gaining a deeper understanding and appreciation of Indigenous Peoples; this new policy is an important first steps in working towards the achievement of these commitments.

*Moved by Ms. Praamsma and seconded by Ms. Craig that the Board of Governors of Sir Sandford Fleming College approve the Honouring the Rights of Indigenous Persons policy for immediate implementation.*  
Carried

#### 8. Ontario Learn Fleming College Local Certificates

The Chair welcomed Dr. Wootton to present 5 Fleming College local Ontario Learn certificate programs for final Board approval. At the May 22<sup>nd</sup> Board meeting the School of Flexible Delivery and Contract Training indicated their intention to extend their offerings of e-Learning part time programs and certificates. The School has developed the following 5 Fleming College local certificate programs derived from course offerings within the Ontario Learn (OL) consortium.

1. Business Analysis
2. Interior Decorator - Residential
3. Social Media
4. Construction Estimator
5. Nephrology Nursing

*Moved by Mr. Clifford and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College approve the Business Analysis, Interior Decorator – Residential, Social Media, Construction Estimator, and Nephrology Nursing Fleming College local certificate programs for implementation September 2019.*  
Carried

### Information Items

#### 9. Program Efficacy Overview

The Chair welcomed Dr. Phillips, Ms. Gosselin and guest Ms. Linda Poirier, Director of New Program Development. At the May 22<sup>nd</sup> Board meeting, Governors expressed an interest in learning more about the process of program suspension and cancellation. The program efficacy review (PER) process (tiers 1 and 2) was presented to the Board, and examples were provided. It was noted that the changing labour market and the Strategic Mandate Agreement 3 (SMA3) will be significant contributing factors to

the PER process in the future. Additional information on the PER process will be provided during Board Orientation in August 2019.

*Moved by Ms. MacIver and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College receive the Program Efficacy Review (PER) presentation for information.*

Carried

#### 10. Academic Plan Schedule

The Academic Plan schedule was provided to the Board in the public meeting package. The plan is guided by the overarching Strategic Plan and will be co-designed with various stakeholders through extensive College wide consultation.

*Moved by Ms. Jung and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College receive the Academic Plan schedule for information.*

Carried

#### 11. Spring 2019 Enrolment and Fall 2019 Outlook

The Chair welcomed Mr. Van Parys and Ms. Kloosterman who provided the Board with an update on Spring 2019 enrolment and a projected outlook for Fall 2019 enrolment. Spring enrollment, though below target, exceed Spring 2018 enrollment numbers. Domestic to international ratios have vastly improved. Concerns were raised by the Board regarding the impact of the Strategic Mandate Agreement 3 (SMA3) and the reliance on international for the future. It was expressed that these are significant considerations for Fall 2019 enrollment planning.

*Moved by Ms. Jung and seconded by Ms. Grady that the Board of Governors of Sir Sandford Fleming College receive the Spring 2019 Enrolment and Fall 2019 Outlook presentation for information.*

Carried

#### 12. Update from the Board Chair

The next Public Board meeting will be September 25, 2019 at the Sutherland Campus in Peterborough, time to be confirmed. The Chair indicated that MPP, Dave Smith was pleased to hear about our recent recruitment of new Governors. Executive compensation regulations are expected to be published in September 2019. Thanks was extended to Governors who participated in Convocation 2019.

*Moved by Ms. Grady and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College receive the Board Chair's verbal report for information.*

Carried

#### 13. Report from the President

The President's report was provided in the meeting package and it included a summary of key updates since the May 2019 meeting.

*Moved by Mr. Clifford and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College receive the Report from the President for information.*

Carried

#### 14. Other Business

The Chair wished to formally recognize departing Governors, Ms. Chloe Craig and Mr. George Gillespie, whose terms are ending effective August 31, 2019.

*Moved by Ms. MacIver and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College recognize Ms. Chloe Craig for her outstanding contributions to the Board as the student Governor for the 2018-2019 Board Year.*

Carried

*Moved by Ms. MacIver and seconded by Ms. Jung that that the Board of Governors of Sir Sandford Fleming College recognize Mr. George Gillespie for his exceptional 6 years of dedicated service to the Board, and its subcommittees.*

Carried

The Chair also wished to formally thank Mr. Brian Baker, Vice President, Corporate Services who will be retiring at the end of June 2019.

*Moved by Mr. Clifford and seconded by Ms. Gillespie that the Board of Governors of Sir Sandford Fleming College recognize Mr. Brian Baker for 7 years at Fleming College and for his assistance to the Board, and in particular, the Finance and Audit Committee.*





Carried

#### 15. Adjournment


*Moved by Ms. MacIver and seconded by Ms. Grady that the Public meeting of June 26, 2019 be adjourned at 1:20 p.m.*

## Operational Framework




### Governance

-  Strategic Planning
-  College Organizational Structure
-  Board of Governors **UPDATE**
-  Committee Structure

### Policy & Procedure

-  Quality Assurance focused Development & Redesign  
**UPDATE**

#### Legend:





-  Proceeding well; Completion by end of 2018/2019
-  Underway, additional resources required; Completion by end of 2019
-  Work in Progress; Anticipated completion 2020

[Click here to download additional definitions and terminology](#)



[Click here to download Quality Assurance detailed plan with updates](#)

## Accountability

### Develop Annual Auditing Processes

-  Curriculum Mapping
-  Program Advisory Committees (PAC)
-  Annual & Cyclical Program Review (APR/CPR)
-  Professional Development Plans

### Access to Policy & Procedure

-  External Access **UPDATE**
-  Improved Access for Students **UPDATE**










### Administrator Accountability

-  Consideration of Quality in Annual Performance Review



## Systems & Measurement

### Data Management Systems




-  Program Advisory Committee (PAC) Recommendations
-  VLO/EES Mapping in Evolve
-  Annual & Cyclical Program Review (APR/CPR)
-  Teacher and Course Evaluations
-  Program Efficacy Review
-  Gen Ed Mapping
-  Service Area Quality Assurance Evaluation Process
-  Risk Registry
-  Professional Development Plan Tracking

## Professional Development







### Orientation & Onboarding

-  Full-time faculty
-  Contract faculty
-  Support staff
-  Administrators

### Ongoing Human Resource Development

-  Coordinator's Toolkit
-  Faculty Evaluation Process
-  Organizational Professional Development Plan

### Supports to Program Quality

-  Development of Academic Plan
-  Increased awareness of Curricular Excellence Model
-  Work Integrated Learning Assessment Best Practices
-  Implementation of Student Advising Model
-  VLO focussed Faculty Professional Development
-  Assessment Mapping Processes for Program Review

# Fleming College



## Board of Governors | Briefing Note

**Topic:** Animal Care and Welfare Policy  
**Report To:** Public Board Meeting  
**Meeting Date:** September 25, 2019  
**Prepared By:** Brett Goodwin, Dean SENRS

### Recommended Motion

That the Board of Governors of Sir Sandford Fleming College approve the proposed College Policy on Animal Care and Welfare for implementation January 1, 2020.

### Overview

The Canadian Council on Animal Care (CCAC) completed a peer review assessment on the animal ethics and care program at Fleming College on May 30, 2018. Fleming College received the results of this peer review on August 17, 2018. The review produced one serious recommendation:

1. That in an effort to support the work of the Animal Care Committee and ensure its sustainability, the senior administration of Fleming College:
  - a. continue to emphasize the importance and expectations regarding the animal care and ethics program to all stakeholders; and
  - b. provide sufficient operational resources and time for the Animal Care Committee to ensure that all of its duties can be carried out in a sustainable manner.

One of many steps to address this recommendation has been the development of a College policy regarding animal care and welfare. Currently, Fleming College does not have a College-wide animal care and welfare policy. By adding an animal care and welfare policy to the College policies, Fleming College will clarify and provide structure to the importance of animal care across the College.

The Animal Care Committee has drafted an Animal Care and Welfare Policy to govern the use of animals in teaching and applied research at Fleming College. While drafting the Policy the Animal Care Committee considered the requirements laid out by the CCAC and looked at published policies at universities and colleges across Ontario. The proposed Policy is aligned with CCAC requirements and policies at other institutions. Furthermore, in order to be eligible for Tri-Council funding (NSERC, SSHRC, CIHR) Fleming must have a Certificate of Good Animal Practice from CCAC and meet other conditions.

### Alignment with Strategic Direction

The proposed Animal Care and Welfare Policy is necessary to continue to responsibly use animals in teaching which contributes to providing a high-quality education in those fields that involve animals (e.g., Fish and Wildlife, Aquaculture). This aligns with the commitment in the strategic plan to “be the go-to institution of quality education”.

The proposed Policy is also necessary to continue to responsibly use animals in applied research. This aligns with the commitment in the strategic plan to “create an Applied Research Development Strategy”.

## Risks and Considerations

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☒ External Environment    ☐ Internal Environment    ☐ Financial    ☐ Human Resources  
☐ Information Technology    ☐ Legal    ☒ Operational    ☐ Strategic    ☐ N/A

Failure to have an Animal Care and Welfare Policy in place would place the College in violation of the CCAC. Without their endorsement we will not be able to continue to use animals in either teaching or applied research. This will limit our ability to develop applied research at the College, apply for tri-council funding, and we will lose current partnerships with aquaculture companies for which we currently conduct applied research. The inability to use animals in teaching in programs that benefit from that use will reduce the quality of our programs and negatively impact the prestige of those programs in the industry and hence the ability of students to be hired as they graduate.

## Supporting Documentation

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Board of Governors\_Supporting Document\_Animal Care and Welfare Policy

**COLLEGE POLICY****HIGHLIGHTED SECTIONS ARE COMPLETED / MAINTAINED BY THE BOARD OFFICE**

<b>Policy Title:</b>	<b>Animal Care and Welfare</b>
<b>Policy ID:</b>	#x-xxx
<b>Manual Classification:</b>	Section
<b>Approved by Board of Governors:</b>	<b>Original:</b>
<b>Revision Date(s):</b>	xxx
<b>Effective Date:</b>	
<b>Next Policy Review Date:</b>	
<b>Administrative Contact for Policy Interpretation:</b>	Position Title
<b>Linked to an Operating Procedure:</b>	#x-xxx OP <input type="checkbox"/> No

**Policy Statement**

Fleming College is committed to conducting teaching and research in accord with the highest ethical standards. As such Fleming College is committed to ensuring that all activities involving animals will meet or exceed the standards outlined by the Canada Council on Animal Care (CCAC) and by provincial guidelines and statutes. Explicitly, Fleming College is subject to the Animals for Research Act (Ontario) and its Regulations. Fleming College has also signed a Tri-Council Agreement on the Administration of Agency Grants and Awards by Research Institutions, which requires the College to maintain a valid Certificate of Good Animal Practice from CCAC and to have an Animal Care Committee and financial and other controls in place in order to be eligible for research funding.

Fleming College's Animal Care Committee (ACC) is formally responsible for ensuring that all activities involving animals comply with the Animals for Research Act and the guidelines of the CCAC. The ACC evaluates all activities involving animals within a framework of these standards and legislations. It is the responsibility of the ACC to establish procedures to ensure compliance with applicable regulations.

Only those who receive approval from the ACC may use animals for educational or scientific purpose. This includes animals on display for events, animals involved in fieldwork off-campus, and animals occupying College space. Excluded are service animals used by a person with a disability.

**Purpose**

The purpose of this policy is to identify the process for ethical and humane use and responsible care of animals used for education and research at Fleming College.

**Scope**

This policy applies to all educational and research activities involving animals. This includes activities:

- a) Conducted by Fleming College Faculty, Staff and Students;
- b) Using Fleming College equipment, facilities or resources; or
- c) Undertaken under the auspices of or on affiliation with Fleming College

## Definitions/Acronyms

Activities: This policy and related procedures and forms apply to:

- a) College instructional programs (certificates, diplomas, continuing education and others);
- b) College research as defined by the CCAC and Animals for Research Act;
- c) All activities pertaining to the care and use of animals including sample collection, breeding, holding, competition, and display.

Animals: The term “animal” refers to all non-human living vertebrates and higher invertebrates as defined by the CCAC.

Animals for Research Act: Part of Ontario’s animal protection Acts and regulations, specific to research animals.

Animal Care Committee (ACC): institutional animal care committee “responsible for overseeing all aspects of animal care and use and for working with animal users, animal care personnel and the institutional administration” (CCAC).

ACC Subcommittee: A subcommittee of the Animal Care Committee which includes the ACC Chair, the veterinarian, and a community member.

ACC Coordinator: An administrative role dedicated to providing the ACC Animal Use Protocol Lead with support for ACC and AUP-related activities as outlined by CCAC. Acts as a liaison between ACC and Animal Use Protocol Lead, Merit Committee and external agencies. Provides and gathers information on AUPs, moves AUPs through approval and review process.

Animal Care Facility: An ACC approved facility built in alignment with national and provincial regulations, which accommodates controlled environments for animal husbandry activities.

Animal Holding Facility Staff: A trained, as per CCAC Animal User Training Program, competent individual responsible for the maintenance of the animal care facility and related animal husbandry activities.

Animal User: All individuals who are either engaged in animal-based science, including educational activities, or animal husbandry activities.

Animal Use Protocol (AUP): formal application for animal-based activities, which provides details about the specific research or teaching project, explains justification of the use of animals, lists the Animal Users involved in the project and details the procedures to be performed on the animal.

Animal Use Protocol Lead (AUP Lead): An administrator, faculty, staff, researcher, and/or student who has primary responsibility for animals used in teaching or research or in other College sanctioned activities, including College promotion, general public education, or fundraisers.

Canadian Council on Animal Care (CACC): Canadian organization responsible for setting and maintaining standards for the ethical use and care of animals in science.

Community Member: Any non-college person living in the province of Ontario.

Research: An undertaking intended to extend knowledge through a discipline inquiry or systematic investigation.

Standard Operating Procedure: Set of step-by-step instructions compiled by Fleming College to carry out routine or repetitive activities.

Veterinarian: A licensed veterinarian who is providing advice concerning animal health and wellbeing.

Wildlife: Animal sourced from or in their natural habitat.

## **General Principles**

### **1. Animal Care Committee (ACC):**

The Animal Care Committee is the approving body established by Fleming College to review and approve all animal care, animal use, and to ensure compliance with CCAC standards for the ethical use and care of animals in science. The ACC's membership, authority, responsibility and related procedures are outlined in "Sir Sandford Fleming College Animal Care Committee – Terms of Reference".

### **2. Animal Utilization Protocol (AUP):**

All activities involving live animals, as per CCAC guidelines, must be covered at all times by an AUP. An AUP provides details about animal care and use for educational activities or research projects, including animals on display for events, animals involved in fieldwork off-campus, and animals occupying College space.

Prior to conducting animal-based activities or acquiring animals, the AUP Lead must possess a current, approved AUP. The AUP is specific for the project and outlines in detail the activity and procedures to be performed on the animal. The ACC and College Administration shall ensure that an approved AUP is in place prior to any activity involving animals.

Exceptions are demonstrations involving animals being brought in by an external person if the animal is not touched and/or handled by any Fleming College community member (SOP G7.1 – For Transit Holding of Live Animals by Fleming Guests).

### **3. Pedagogical and Scientific Merit Review:**

It is Fleming College's responsibility to ensure that the appropriate mechanisms are in place to evaluate the pedagogical and scientific merit of animal use in teaching and research. The process is based on CCAC guidelines and is outlined in the procedures for pedagogical and scientific merit review. Tri-Council funding will not be released until ACC approval is received.

### **4. Post Approval Monitoring (PAM):**

All activities involving live animals are subjected to post approval monitoring. It is the responsibility of the ACC to ensure that the activities are performed as outlined in the AUP. Incidences and concerns have to be captured and reported to the ACC. Failure to maintain ongoing approval from ACC will result in the suspension of Tri-council research funding for that activity.

### **5. Animal User Training and Education:**

It is the responsibility of the ACC to ensure up-to date training on animal care for all animal users. All Fleming College staff working with animals must be aware of the ethical issues associated with the use of those animals and must be knowledgeable about the Three Rs (replacement, reduction, refinement) and the principles of humane experimental sciences.

The ACC maintains the Animal User Training Program based on CCAC guidelines.

### **6. Incident Reporting and Reporting of Concerns:**

Any Fleming College community member has the responsibility and moral obligation to report circumstances that may be in breach of animal welfare or compliance to the Animal Care Committee. It is the responsibility of the AUP Lead to report all unanticipated incidences or mortalities to the Animal Care Committee for consideration.

## 7. Animal Husbandry:

It is Fleming College's responsibility to ensure that all Animal Holding Areas associated with Fleming College's community align with national and provincial standards, including the Canadian Council on Animal Care's (CCAC) guideline on the *Husbandry of animals in science* (2017).

### Related Documents

- Animal Care and Welfare Procedure - ACC Terms of Reference
- Animal Care and Welfare Procedure - Animal User Protocol
- Animal Use Protocol
- Animal Care and Welfare Procedure - Scientific Merit Review of AUPs
- Scientific Merit Assessment Form
- Scientific Merit Review Form
- Animal Care and Welfare Procedure - Pedagogical Merit Review of AUPs
- Pedagogical Merit Assessment Form
- Pedagogical Merit Review Form
- Student Feedback Form
- Animal Care and Welfare Procedure – Post Approval Monitoring
- Animal Use Protocol Post Monitoring Assessment Form
- Post Approval Monitoring Report
- Animal Care and Welfare Procedure - Animal User Training and Education
- Training Exemption Form
- Animal Care and Welfare Procedure – Animal Husbandry
- Incident Report Form
- Animal Care and Welfare Procedure – Reporting of Concerns
- Animal Welfare and Compliance Report
- Tri-Council Agreement on the Administration of Agency Grants and Awards by Research Institutions

### Appendices

- Appendix 1 – Document Reference
- Appendix 2 – Process Flowchart

### Review / Revision Log

Summary of Changes	Date
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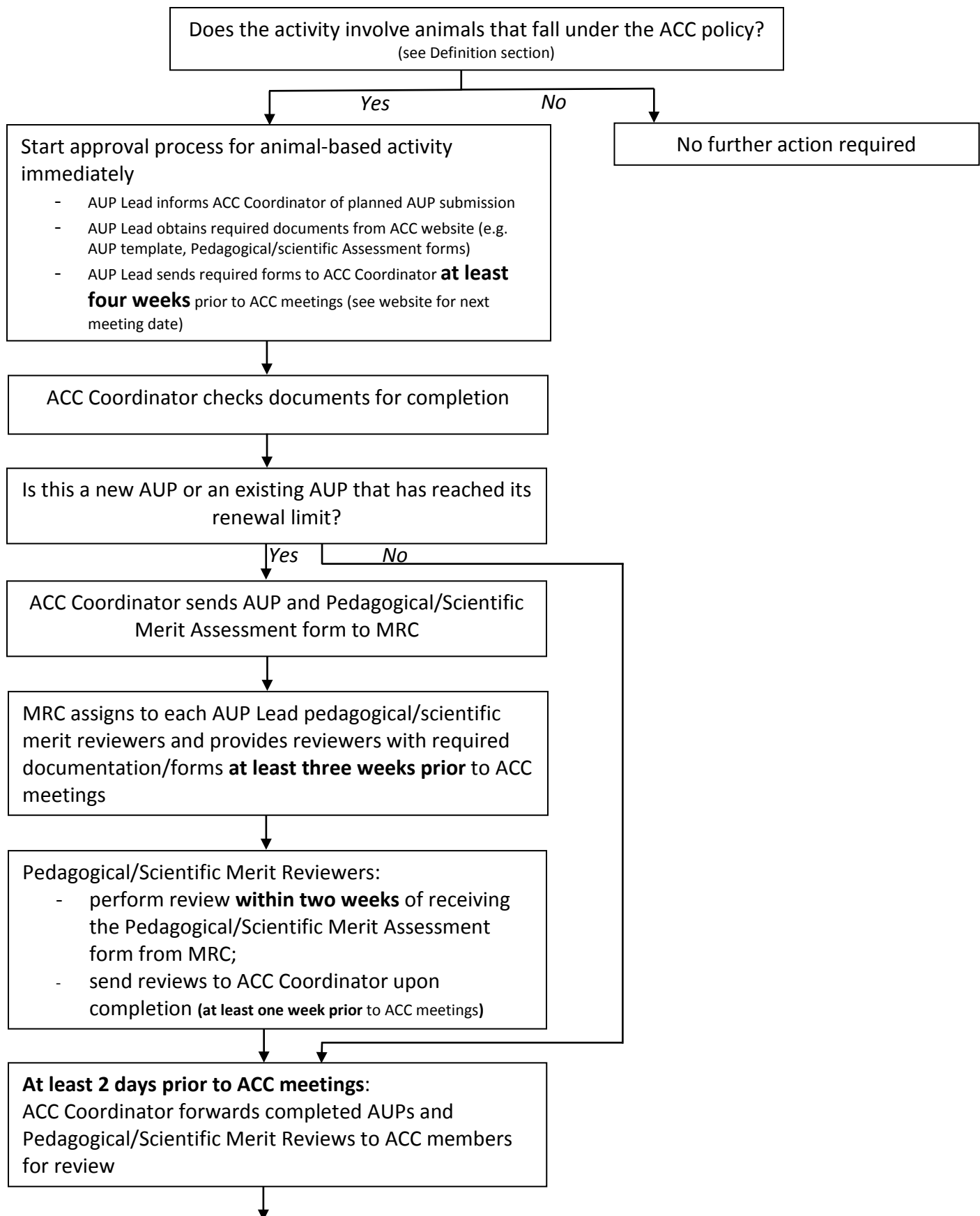
## Appendix 1 – Document Reference

- Animal Care and Welfare Procedure - ACC Terms of Reference
  - Outlines the Terms of Reference of Fleming College's Animal Care Committee
- Animal Care and Welfare Procedure - Animal User Protocol
  - Outlines the procedures for the submission, review and approval of Animal Use Protocols associated with educational and research activities involving live animals.
- Animal Use Protocol
  - Serves as a basis for the ACC approval of activities involving live animal. Outlines the activity involving live animals and shall be completed by Animal Use Protocol Lead.
  -
- Animal Care and Welfare Procedure - Scientific Merit Review of AUPs
  - Ensures that all research projects involving animals are subjected to an independent review by expert peers and outlines the process for scientific merit review.
- Scientific Merit Assessment Form
  - Intended for use by scientists using animals in research and serves as a basis for assessment by a Scientific Merit Reviewer in accordance with the Scientific Merit Policy and shall be completed by the AUP Lead
- Scientific Merit Review Form
  - Intended for use by the Scientific Merit Reviewers who have been selected to review a proposed applied research project in accordance with the Scientific Merit Policy
- Animal Care and Welfare Procedure - Pedagogical Merit Review of AUPs
  - Ensures that all teaching activities involving animals are subjected to an independent review by expert peers and outlines the process for pedagogical merit review.
- Pedagogical Merit Assessment Form
  - Serves as a basis to assess the pedagogical merit of the use of animals in teaching in accordance with the Animal Use Policy and shall be filled out by AUP Lead
  -
- Pedagogical Merit Review Form
  - Serves as a basis to assess the pedagogical merit of the use of animals in teaching in accordance with the Animal Use and shall be completed by Pedagogical Merit Reviewers.
- Student Feedback Form
  - Student feedback form for the use of animals in teaching and testing. Part of the pedagogical merit review and shall be completed by students participating in activities involving live animals.
- Animal Care and Welfare Procedure – Post Approval Monitoring
  - Outlines the procedures for post-approval monitoring of Animal Use Protocols associated with educational and research activities involving live animals.
- Animal Use Protocol Post Monitoring Assessment Form
  - Used by Animal Care Committee members for post-approval monitoring site visits
- Post Approval Monitoring Report
  - Part of the past-approval monitoring of activities involving live animals and shall be completed by the AUP Lead.

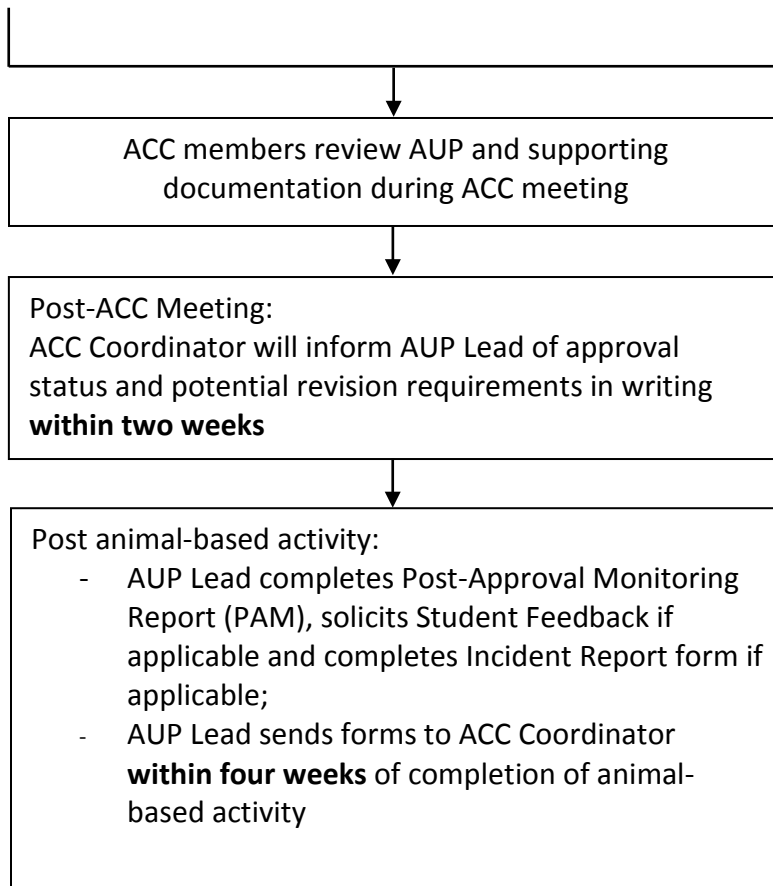


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- Animal Care and Welfare Procedure - Animal User Training and Education
  - Outlines the Animal User Training Program which shall be completed by all animal users.
- Training Exemption Form
  - Serves as a basis to review exceptions from some training requirements and shall be completed by animal users for review by ACC.
- Animal Care and Welfare Procedure – Animal Husbandry
  - Ensures alignment of animal husbandry practices with provincial and national standards, including the CCAC's guideline on *Husbandry of animals in science (2017)*.
- Incident Report Form
  - Used for reporting unexpected animal related mortalities or incidences in accordance with the Animal Use Policy.
- Animal Care and Welfare Procedure – Reporting of Concerns
  - Outlines responsibilities and guidelines regarding of the process when animal welfare and compliance concerns of animal-based educational or research activities are raised.
- Animal Welfare and Compliance Report
  - Intended for use by the ACC Coordinator and/or ACC Chair to record any concern regarding animal welfare and/or compliance.
- Tri-Council Agreement on the Administration of Agency Grants and Awards by Research Institutions
  - Agreement between the College and the Tri-Council which lays out the requirements for the College to accept Tri-Council funding.

## Appendix 2 – Approval Process Flowchart for animal-based activities



## Appendix 2 – Approval Process Flowchart for animal-based activities (cont.)





## Board of Governors | Briefing Note

**Topic:** Computer Engineering Technician Revision  
**Report To:** Public Board Meeting  
**Meeting Date:** September 25<sup>th</sup> 2019  
**Prepared By:** Jason Jackson, Acting Dean

### Recommended Motion

It is recommended the Board of Governors of Sir Sandford Fleming College approve the proposed Curriculum Redesign plan to align with the MTCU Program Standards Change.

### Overview

The Ministry of Training, Colleges and Universities develops and reviews selected Ontario College Program Standards (OCPS) annually. These standards apply to all similar programs of instruction offered by publicly funded colleges across the province. The Ontario College Computer Engineering Technician Program Standards recently underwent such a review and standard changes and as a result, the existing Fleming College Computer Engineering Technician Program will undergo revisions to satisfy the new standards.

Fleming College is required to inform the Board of Governors regarding changes that impact students entering or re-entering the program in future years which includes plans to change the program resulting from new or updated program standards issued by the Ministry, such as in this case.

Programs implementing changes to align with new Ontario College Program Standards are not required to notify the Ministry for funding approvals nor to seek curriculum validation from the Credential Validation Service.

### Alignment with Strategic Direction

Alignment with our commitment to: "focus on the needs of the students and employers in the labour market". The Computer Engineering Technician program redesign is needed as it has not undergone a major review in five years. The program requires revision to ensure it provides the most up to date skills and knowledge required for graduates to succeed in this dynamic field.

The program is also needed to produce graduates to fill the many job opportunities in this field. According to the Government of Canada's Job Market Report 2017-19, employment in the computer engineering industry is classified as 'good.'

### Risks and Considerations

☐ External Environment   ☐ Internal Environment   ☐ Financial   ☐ Human Resources  
☐ Information Technology   ☐ Legal   ☐ Operational   ☒ Strategic   ☐ N/A

As changes in the Ontario College Computer Engineering Technician Program Standards were taking place, the Computer Engineering Technician program began a major revision in the fall of 2018.

The revision of the Computer Engineering Technician program involves changing the existing program learning outcomes to align with the new program standards thereby resulting in the program meeting the new ministry program standards. These changes will also bring Fleming in line with the industry as per the advice of the Program Advisory Committee. Updates to technology related programs are continually being made in the best interest of the student and industry.

The total length of the program is neither increasing nor decreasing significantly, and the program has not been suspended, reactivated or cancelled. Financial implications relate only to the program redesign costs.

**Program Description:**

The Computer Engineering Technician Ontario College Diploma program offered by the School of Trades and Technology will be a four-semester program. Graduates of the program will possess the knowledge and practical experience required to succeed in the computer engineering industry. For example, graduates will work individually or as part of a team to analyze, implement and maintain software applications and hardware devices that make up computing devices and computer systems. From troubleshooting existing components to installing new ones, graduates will work in a broad range of employment settings within the High Technology sector in both large and small organizations, as well as in any business that relies on the advantages of computer systems.

**Labour Market Demands:**

Computer Engineering is one of the largest and fastest growing industries in the world. A report by IT World Canada noted that Canada will need to fill 216,000 technology-related positions by 2021. Furthermore, an informal marketing scan of the Ontario market showed a demand for highly trained graduates in the field of computer engineering, i.e. Field of Artificial Intelligence. While the Computer Engineering Technician program does not cover curriculum on Artificial Intelligence, graduates of the Computer Engineering Technician program can transfer into Artificial Intelligence/Virtual Reality (AI/VR) or other graduate certificate programs that offer advanced skills and knowledge. Fleming is currently developing an AI/VR graduate certificate program offering.

**Student Benefits:**

The overall regional labour market for this occupational group is to increase over 11% in the next five years. Graduation from this program not only would equip students with the most up to date skills and knowledge in computer engineering but would also give graduates the opportunity to transfer into other programs to gain specialized skills and knowledge. For example, students may transfer into the three-year Computer Engineering Technology program or the new AI/VR, Applied Data Analytics or Mechatronics graduate certificate programs.

Fleming's Computer Engineering Technician program will provide skills in computer networking and configuration, network security and technical communications. Students will learn about solving computer problems that can cause both major costs and setbacks for businesses, whether due to a major hardware failure or a minor software incompatibility. The core courses are complemented by training in oral and written communications, customer relations and team work. There is plenty of hands-on learning where students will put theory into practice applied research. The inability to use animals in teaching in programs that benefit from that use will reduce the quality of our programs and negatively impact the prestige of those programs in the industry and hence the ability of students to be hired as they graduate.

## BUSINESS CASE

# Public Infrastructure Asset Management – OntarioLearn Fleming College Local Certificate

Date:	September 10, 2019		
Board of Governors:	<input checked="" type="checkbox"/> Decision		
Proposed By	Eva Rees, Manager, Brent Wootton, VP		
School of Study:	Continuing Education and Contract Training		
Proposed Launch Date:	Winter 2020		
Offering:	<input type="checkbox"/> Full-Time <input checked="" type="checkbox"/> Part-Time		
Student Enrolment Target:	YEAR 1 = 30	YEAR 3 = 80	YEAR 5 = 100
New Faculty Resources	None		
Semesters / Hours:	5 Courses / 225 Hours		
Applied Learning Method(s):	<input type="checkbox"/> Applied Project <input type="checkbox"/> Co-op/Placement <input checked="" type="checkbox"/> Other		
First Graduating Class	Varying graduating classes due to part time option and varying start times.		
Credential Ontario College (OC):	<input type="checkbox"/> OC Diploma <input type="checkbox"/> OC Certificate <input type="checkbox"/> OC Advanced Diploma <input type="checkbox"/> OC Graduate Certificate <input type="checkbox"/> Fleming College Diploma <input checked="" type="checkbox"/> Fleming College Certificate		
Program Mapping:	See section 2.1 and Appendix I for curriculum.		
Career Opportunities:	Municipal Treasurers, Engineering Managers, Financial Officers, Municipal Administrator (See Appendix II)		
Proposed Tuition (per Semester):	\$294.20 per course		
Program Start-up Cost:	\$10,000 (development)		
Program Operating Cost:	YEAR 1 = \$12,169.27	YEAR 3 = \$13,867.22	YEAR 5 = \$13,540.56
Return on Investment:	YEAR 1 = (\$8,942.78)	YEAR 3 = \$18,314.83	YEAR 5 = \$14,994.77
NOC Code(s):	0012 – Senior Government Managers and Officials 0013 – Senior Managers – financial, communications and other business services 0111 – Treasurers – Financial Managers 0125 – Other Business Services Managers 0211 – Engineering Managers		

## Endorsed

☒ Academic Council      ☒ Program Advisory or Reference Group      ☒ Senior Management Team  
☒ Strategic Enrolment Management      ☐ Other: \_\_\_\_\_

## Acknowledgements

Thank you to the members of our Public Infrastructure Asset Management Development Team their dedication and excellent work in engaging the college community in consultations, research, writing, and responding to feedback. Over the course of our planning and approval process this team involved Jennifer Ramsdale, Teaching and Learning Specialist; Eva Rees, Manager of Flexible Delivery and Contract Training; Brent Wootton, Vice President, Applied Research and Innovation; Anna McNichol, New Program Development Lead; Nick Larsen, P.Eng. Subject Matter Expert; Amanda Aesen, Financial Analyst Town of Port Hope; David Baxter, Director of Finance – Town of Port Hope; Valerie Nesbitt, Treasurer Municipality of Trent Hills; Matthew Nitsch, Deputy Treasurer Northumberland County; Abhi Mukherjee, VP Finance and CFO Northumberland Hills Hospital.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
<b>Fleming Enrolment</b>						
Fall enrolment (two courses)		20	30	30	40	40
Winter two courses	20	30	30	30	40	40
Summer one course	10	15	20	20	20	20
	30	65	80	80	100	100
<b>Revenues</b>						
Tuition Fees	\$8,826.00	\$19,123.00	\$23,536.00	\$23,536.00	\$29,420.00	\$29,420.00
MTCU Operating Grant Received	\$6,831.00	\$14,800.50	\$18,216.00	\$18,216.00	\$6,700.00	\$22,770.00
Other Income - Other College Enrolment*	\$4,770.00	\$7,950.00	\$7,950.00	\$7,950.00	\$7,950.00	\$7,950.00
<b>Total Revenue</b>	<b>\$20,427.00</b>	<b>\$41,873.50</b>	<b>\$49,702.00</b>	<b>\$49,702.00</b>	<b>\$44,070.00</b>	<b>\$60,140.00</b>
<b>Expenses</b>						
Academic Direct	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50
Dean & Other academic costs	\$1,184.77	\$2,428.66	\$2,882.72	\$2,882.72	\$2,556.06	\$3,488.12
<b>Total Expenses</b>	<b>\$12,169.27</b>	<b>\$13,413.16</b>	<b>\$13,867.22</b>	<b>\$13,867.22</b>	<b>\$13,540.56</b>	<b>\$14,472.62</b>
<b>Net Contribution or (cost) of Proposed</b>						
<b>New Program before Overheads</b>	<b>\$8,257.73</b>	<b>\$28,460.34</b>	<b>\$35,834.78</b>	<b>\$35,834.78</b>	<b>\$30,529.44</b>	<b>\$45,667.38</b>
<b>Contribution %</b>	<b>40.4%</b>	<b>68.0%</b>	<b>72.1%</b>	<b>72.1%</b>	<b>69.3%</b>	<b>75.9%</b>

## **1. Executive Summary**

The Public Infrastructure Asset Management (PIAM) Fleming College Certificate program will be offered online through the Continuing Education. The program will also be added to the OntarioLearn (OL) Consortium. This part-time program consists of five online courses providing flexible and affordable continuing education opportunities to learners that are currently employed, live in remote locations, or have other obligations that would prevent them from attending face to face programs or courses on campus.

Due to the enactment of Ontario Regulation 588/17: Asset Management Planning for Municipal Infrastructure under the Infrastructure for Jobs and Prosperity Act, there is an increased need for qualified personnel in the public sector to create asset management policies and plans for municipalities. With the increased pressure on Ontario Municipalities for compliance, the major application for this program will be on Ontario Municipal Public Infrastructure Asset Management plans. This program will provide further career opportunities in the public sector including municipal, health care, conservation, private consulting firms, and other public ministry departments. The knowledge and skills needed to create a comprehensive asset management plan will be easily translated to areas other than municipal asset management. The advantage to the Fleming College PIAM program over competitor programs is that students will learn “how” to create an asset management plan rather than “what” a plan should contain.

OL activity represents a significant revenue stream for Fleming College. In 2017-18 net revenue from tuition was \$380,888 plus a grant of \$746,272 for a total of \$1,127,160, and in 2018-19 net revenue from tuition was \$480,298 plus a grant of \$754,858 for a total of \$1,235,156. When Fleming College last offered a series of online local Fleming certificates, growth in OL revenue was experienced in the following 3-year period. For this program, with the varying yearly MTCU operating grants received, the net contribution to overhead will range from \$13,669.93 in year two up to \$24,468.03 in year 6. Investment in new OntarioLearn programming by each member college is crucial to the success of this shared inventory model. Fleming college has claimed the asset management specialization and will be the first to offer this to market through OntarioLearn.

## **2. Program Description**

Program Description:

The Fleming College Certificate in Public Infrastructure Asset Management will be offered online through Ontario Learn and is designed to provide municipal employees with specific skills-based training in asset management. New provincial regulations require an asset management plan for every municipality in Ontario which means that skilled municipal asset management is in high demand. Students will develop the knowledge and skills to develop and maintain an asset management system and create a comprehensive asset management plan that complies with provincial regulations.

This online certificate program is composed of five online courses and is designed to allow working professionals to increase their skills and knowledge in public infrastructure asset management while maintaining employment obligations.

## 2.1. Program Mapping

### Vocational Learning Outcomes:

The graduate has reliably demonstrated the ability to:

- Describe and explain current provincial asset management environment including provincial regulations.
- Identify and manage the data and information required for an asset management system.
- Organize, develop and maintain the components of an asset management strategy.
- Prioritize asset management actions using level of service, risk management indicators and cost benefit analysis as part of an effective asset management system.
- Prepare a comprehensive municipal asset management plan that complies with Ontario Regulation 588/17.

Public Infrastructure Asset Management Fleming College Certificate			
Course Code	Course Name	Hours	Delivery
NEW 1	An Introduction to Asset Management	45	Online
NEW 2	The Asset Information System	45	Online
NEW 3	Assessing the Infrastructure	45	Online
NEW 4	Forecasting Infrastructure Needs and Expenditures	45	Online
NEW 5	Developing an Asset Management Plan	45	Online
Total Certificate Program Hours: 225			

Full course descriptions are included in Appendix I.

## 2.2. Essential Employability Skills/Soft Skill Development

Currently, the labour market still requires humans for complex thinking/problem solving, contextualized analysis, programming, machine operation/programming, tasks involving dexterity, communication (flexible, empathetic), and personal/business services requiring “human touch”. (Grant, 2016). The ministry of Training, Colleges and Universities requires graduates to demonstrate Essential Employability Skills in six categories including Communications, Numeracy, Critical Thinking & Problem Solving, Information Management, Interpersonal and Personal. All of these are key skills that will be utilized throughout the program. Critical Thinking, Problem Solving, Numeracy, Communications, Teamwork and Time Management are critical skills that will be used throughout all of the courses and in particular to create a comprehensive Asset Management Plan in the final course.

### 2.3. Admission Requirements

#### **Recommended Background for Success:**

Those who wish to be successful in this program should have a financial or engineering background in public Infrastructure asset management in the municipal, education or healthcare sectors.

## 3. Fleming Student Fundamentals

### 3.1. Student Target Audience and Student Demand for Program

This program will be of interest to students with financial or engineering backgrounds who have some experience in public asset management. The program will provide a flexible, affordable, high quality learning opportunity through the OntarioLearn Consortium.

OntarioLearn (OL) is a consortium of Ontario's 24 publicly funded Colleges, devoted to the development and delivery of high-quality, accessible online learning opportunities for learners. There are presently more than 1500 shared online courses and 619 College partner programs available.

Demographics of OL participants:

- OL has served more than 900,000 students since its inception in 1995;
- 80,000 students registered for OL courses in 2018-19;
- 22% of OL students are from rural areas;
- 38% are between the ages of 20-29; and
- 45% are between the ages of 30-49.

OL offers flexibility to students with multiple intakes (12) each year and the ability to study from home. Due to this flexibility and accessibility in delivery, this certificate will appeal to prospective students that are not able to commit to being physically on campus to upgrade or acquire new skills and knowledge. Oftentimes, these students will be working and/or have family responsibilities and/or live in rural areas and are thus inhibited by the costs and time commitments necessary for full-time face-to-face training. In addition, students with disabilities may find the accessibility of this delivery to be advantageous.

### 3.2. The Student Experience

The online part-time format of the OntarioLearn certificate will allow students the ability to learn around their own schedule and needs without having to commit to being on campus. In addition, students will have access to Fleming College services including test and exam invigilation, Learning Support Services, and Counselling and Tutoring Services. OntarioLearn also provides services including a student portal and a 24/7/365 live help desk.

### **3.3. Education Pathway Opportunities**

The Public Infrastructure Asset Management Certificate will appeal to Certified Public Accountants, Certified Management Accountants, and or graduates of university business management, accounting, or civil engineering programs who are interested in employment within the public sector including municipalities, hospitals, utilities, conservation authorities, and other ministries which hold public infrastructure assets.

In addition, Fleming College graduates from the School of Business including Accounting, Business Administration, and Business Administration-Accounting may be interested in this program to increase their knowledge and skills in Ontario Asset Management policies and practices.

### **3.4. Applied Research Opportunities**

As an online program offered through OntarioLearn most students will not be on campus or may not even been in Fleming's communities. Therefore most students will not have immediate opportunities to participate in related applied research activities that are underway way at the College. Applied Research projects in Municipal Asset Management will be described in the curriculum and instructors will share best practices and innovative approaches in asset management that arise from applied research activities at the College. Currently Fleming has several applied research projects underway in this subject area in partnership with municipalities and industry.

## **4. Strategic Alignment**

### **4.1. Strategic Mandate Agreement**

This proposed certificate aligns with the 2017-2020 Strategic Mandate Agreement, Program Enrichment and Growth by building core programs related to Business Management. Business Management falls within Fleming College's Program Areas of Strength and Program Areas of Expansion. Graduates of the Business Administration and Accounting programs may be interested in completing this certificate to increase knowledge of practices and skills needed in the public sector.

#### **4.2. Fleming College Strategic Plan**

The PIAM certificate aligns with the 2019-2024 Fleming College Strategic Plan in many of the designated priorities.

Specifically, this certificate aligns with first and second priorities “To focus on the needs of students and employees in the labour market” and “We will be true partners in our communities”. Through the formation of partnerships with community members, obtaining feedback from regional municipal employees and asset managers, the curriculum has been constructed to meet the education needs of the community in area of employment. By creating a new program to be offered within the OntarioLearn framework, Fleming is further diversifying its streams of funding through a stable and profitable delivery pattern.

In addition, through the creation of a new fully online program, the program aligns with the fourth priority to “Embrace Technology”. This program will use current technology to deliver a program in a flexible manner to meet student needs.

#### **4.3. Fleming College Business Plan**

The program aligns with several priorities of the 2019-2020 Fleming College Business Plan. Through the creation of an online local certificate program it aligns with the first priority: “We will be focused on the needs of students and employers in the labour market.” Specifically this program meets objective 1.1.3: Launch new eLearning Offerings, subheading two: create one local certificate.

The program also contributes to the second priority, “We will be true partners in our community” through partnerships with local municipalities and asset managers to construct curriculum that meets community needs.

Through completely online programming, the certificate aligns with the fourth priority of the business plan “We will embrace technology and digital tools.”

#### **4.4. Fleming College Academic Plan**

The program aligns strongly with the Learning Design priority of the Academic Plan, by increasing flexible and efficient delivery options that meet the needs of students through collaboration with college services and facilities and in this case, OntarioLearn.

#### **4.5. Fleming College Sustainability Plan**

A large portion of asset management is to create a sustainable plan for municipalities and other public organizations to manage and maintain assets. In addition to financial considerations, reference group members also designated that climate considerations need to be considered within Asset Management. The sustainability principles and climate considerations that guide the creation of asset management plans strongly align with the 2019-2022 Fleming College Sustainability Plan, priorities three “Green Curriculum” and five “Green Community”.

#### **4.6. Fleming College Internationalization Plan**

The Internationalization Plan is currently under revision. Once this new plan is in place, the new program will be aligned with the plan in terms of opportunities for our international students.

### **5. Environmental Scan**

#### **5.1. Labour Market**

Public Infrastructure Asset Management is a specialized skill set that is required many occupations within the public sector. Knowledge of asset management is combined with other hard skills including Business Administration/Commerce, Accounting and Finance, and Risk Management. All publicly funded sectors including Municipalities, Hospitals, Conservation Authorities, and government Ministries are required to track assets for financial reporting. Many municipalities also hire external asset management companies to assist in setting up and tracking assets.

Occupations with the task of asset management include the following National Occupation Codes (NOC) (JobBank, 2019):

0012 – Senior Government Managers and Officials

0013 – Senior Managers – financial, communications and other business services

0111 – Treasurers – Financial Managers

0125 – Other Business Services Managers

0211 – Engineering Managers

Main duties, common job titles, and typical employer information for each of the occupation codes are located in Appendix II.

The provincial job outlook for NOCs 0111: Treasurers – Financial Managers and 0211 – Engineering Managers was determined to be fair in Ontario for the 2018-2020 period. The provincial job outlook for the remaining NOC codes has not been assigned at this time.

With the recent enactment of Ontario Regulation 588/17 – Asset Management Planning for Municipal Infrastructure, municipalities and specifically treasurers employed by municipalities will need to implement comprehensive asset management plans by July 1, 2024 (Ontario, 2017). The primary employees within municipalities that are responsible for asset management are Municipal Treasurers but may also be Public Works, Physical Resources, or other Facilities type roles.

Factors contributing to the fair outlook for NOC 0111: Treasurers in the Muskoka-Kawarthas region in the 2018-2020 period are

- Employment growth will lead to a moderate number of new positions.
- Several positions will become available due to retirements.
- There are several unemployed workers with recent experience in this occupation.

Other key facts about Financial managers (Treasurers) in the Muskoka - Kawarthas region:

- Approximately 340 people work in this occupation.
- Financial managers mainly work in the following sectors:
- Professional, scientific and technical services (NAICS 54): 13%
- Ambulatory health care services and hospitals (NAICS 621-622): 10%
- **Local, municipal, regional, aboriginal and other public administration (NAICS 913-919): 10%**
- Management and Administrative Services (NAICS 55-56): 9%
- Finance, insurance and Real estate and rental and leasing (NAICS 52-53): 8%

Across Ontario approximately 24,500 people work as Treasurers, with a median wage of \$49.23 per hour. Employment demand for this occupation is expected to be in high demand for individuals with knowledge of current trends affecting the employer's sector. Many of the employers also seek individuals with the Chartered Professional Accountant (CPA) designation (JobBank, 2019). More than 95% of workers in this occupation work fulltime (compared to 79% for all occupations) with 82% of those employed working all year (63% for all occupations). Nationally, the balance between labour supply and demand is expected to continue through this period until 2026 with jobs being filled from workers within the sector gaining experience in the field. (JobBank, 2019).

The employment outlook will be fair for Engineering managers (NOC 0211) in Ontario for the 2018-2020 period.

The following factors contributed to this outlook:

- Employment growth will lead to a moderate number of new positions.



- A moderate number of positions will become available due to retirements.
- There are a moderate number of unemployed workers with recent experience in this occupation.

This occupation includes different specializations; therefore the level of job opportunities will depend on employment conditions in various sectors such as aerospace, civil, electrical, mechanical, and telecommunications. Expanded business activities in sectors such as manufacturing, consulting services and utilities will create employment growth, but the need to replace retirees is expected to be the major source of job openings. The average age of engineering managers is higher than many other occupations.

Following are some key facts about engineering managers in the Ontario region:

- Approximately 9,100 people work in this occupation.
- Engineering managers mainly work in the following sectors:
  - Architectural, engineering and design services (NAICS 5413): 22%
  - Other professional, scientific and technical services (NAICS 5414, 5416-5419): 6%
  - Motor vehicle, body, trailer and parts manufacturing (NAICS 3361-3363): 6%
  - Construction (NAICS 23): 6%
  - Utilities (NAICS 22): 5%
- The distribution of full-time and part-time workers in this occupation is:
  - Full-time workers: more than 95% compared to 79% for all occupations
  - Part-time workers: less than 5% compared to 21% for all occupations
- 82% of engineering managers work all year, while 18% work only part of the year, compared to 63% and 37% respectively among all occupations. Those who worked only part of the year did so for an average of 39 weeks compared to 31 weeks for all occupations.
- The median salary wage for Engineers in Ontario is \$52.82 per hour (JobBank, 2019).

Example job postings have been included in Appendix II.

In Ontario there are 444 municipalities – all of which will have to comply with asset management requirements under Ontario Reg. 588.

An asset management readiness survey was done in Ontario in 2018 by the Southern Ontario Water Consortium. The survey found the following:

- 57% of small, 50% of medium and 55% of large municipalities do not have a process to monitor asset management plan implementation.
- Not all leadership asset management roles and responsibilities are clearly defined for 72% of small, 50% of medium, and 55% of large municipalities.
- Assets' levels of service are not specified in the asset management plans of 31% of small, 50% of medium, and 18% of large municipalities.
- 28% of small, 33% of medium, and 9% of large municipalities do not have a process in place to identify funding gaps.

- 70% of small, 67% of medium, and 28% of large municipalities do not have an asset management policy even with Ont. Reg. 588/17 deadline of July 2019.
- 33% of small, 67% of medium, and 46% of large municipalities had a “hit the ground running” approach regarding asset management training, guidance/mentoring or competence evaluation.
- 33% of medium sized municipalities reported hiring specialized third parties or sending staff to external training sessions.

It is important to note that this survey included training in asset management as a key component in its competency framework with 4 levels of readiness described for training in asset management. This demonstrates awareness of the need for asset management training by municipalities.

The following charts are taken from: *Water and Wastewater Asset Management Readiness Assessment. Results from the 2018 Water and Wastewater Asset Management Readiness Survey*. Spring 2019. Southern Ontario Water Consortium.

Does your organization encourage employees' asset management development?



The employees' asset management development approach is intrinsically connected to budget availability. Unsurprisingly, large municipalities tend to be more comfortable economically to spare a piece of the budget for training and other development actions.

## 5.2. The Competition

One competing program has been located at an Ontario College. Humber College offers an Asset Management Professional certificate in partnership with the Plant Engineering and Maintenance Association of Canada (PEMAC). The PEMAC certificate is composed of 6 online courses focusing on ISO 55000x and the Asset Management Landscape produced by the Global Forum for Maintenance and Asset Management (Humber, 2019). PEMAC is currently in the process of transferring this program to Northern Lakes College, Slave Lake, Alberta. The PEMAC program is not focused on municipal infrastructure.

In addition to the PEMAC program offered through Humber College, the Institute for Asset Management offers an IAM Certificate and an Advanced Qualification. The IAM Certificate is received after completing 5 modules on asset management followed by an exam. The advanced qualification can be obtained after completing the certificate, 7 modules and an exam. The IAM is based out of the United Kingdom and is not a credentialed post-secondary educator. The IAM describes its material as informing students “what” asset management is and does not inform students “how to do asset management”. The IAM program is also not solely focused on public infrastructure.

Another competitor is the Institute of Public Works Engineering Australasia (IPWEA). They offer a Professional Certificate in Asset Management Planning. This is offered online and has attracted Canadian participants in the past. The IPWEA is not a post-secondary educational organization. Rather they are a professional industry association. The IPWEA program is unique in two ways: 1) it is focused entirely on creating an asset management plan; 2) participants are obligated to use IPWEA software that requires a subscription and that is not customizable. Participants input information and the software prepares an asset management plan according to a non-customizable format. This training program assists attendees in creating an template style asset management plan and does not offer in depth training in how to do asset management in the workplace.

Enrollment data are not available for these programs.

The proposed Public Infrastructure Asset Management certificate by Fleming College will focus on asset management under Ontario regulations and the public sector. While the focus and application will be to create an Ontario regulation compliant public infrastructure asset management plan, the principles learned in how to create a management plan will be applicable across all public sectors in Ontario. In addition, the Fleming College program is unique in that learners will create an actual individualized plan as opposed to the template model offered by other private providers. Anecdotal feedback from sector experts and subject matter experts is that

these providers are not meeting the education and training needs of the public sector in Ontario or in Canada.

## 6. Community Collaboration

### 6.1. Fleming College Board of Governors

Item	Meeting Date	Endorsed (yes/no)
Concept Proposal	April 24, 2019	Yes
Business Case	September 25, 2019	

### 6.2. Fleming College Councils and Committees

The following committees, councils and/or external community partners were consulted during our research and program development process:

Council, Committee or Group	Meeting Date	Endorsed (yes/no)
Program Implementation Committee	March 14, 2019	Yes
Reference Group (external)	June 11, 2019	Yes
Senior Management Team	September 10, 2019	Yes
Strategic Enrolment Management	2018-2019	Yes
Academic Council	2018-2019	Yes

## 7. Program Implementation

### 7.1. Responsible School

Continuing Education and Contract Training

### 7.2. Staffing Requirements

Development of courses and delivery will be completed using contract faculty. Existing full time staff as well as Teaching and Learning Specialists will be used to supplement delivery and course development.

### 7.3. Space and/or Equipment Requirements

No additional space or equipment is required for this online certificate.

#### **7.4. Information Technology Requirements**

No additional information technology services or needs are required for this online certificate.

#### **7.5. Program Promotion Strategy**

As soon as the certificate is approved by the board of governors, advertising will begin. Promotion should include online advertising through social media, inclusion in the Continuing Education Calendar, advertising at employment agencies locally and across Ontario, notification of Ontario Municipalities, and the following associations.

Asset Management Associations:

- Asset Management Ontario
- Professional Engineers of Ontario
- World Partners in Asset Management
- Canadian Urban Transit Association
- Canadian Parks and Recreation Association
- Canadian Network of Asset Managers
- Federation of Canadian Municipalities
- Association of Asset Management Professionals
- Municipal Finance Officers Association
- Association of Municipalities of Ontario
- Canadian Construction Association
- Ontario Good Roads Association
- Canadian Public Works
- Canadian Society for Civil Engineers
- Rural Ontario Municipal Association

#### **7.6. Office of the Registrar**

Upon final Board of Governors approval for funding, program specifics will be loaded into Evolve.

#### **7.7. Timelines**

Registration: November, 2019

Promotion start date: October, 2019

Expected launch date: January, 2020

Expected first cohort of graduates: Class of 2021

Program Review date: continuous quality checks

## 8. Financial

### 8.1. Return On Investment At-A-Glance

Description	Class of '21 (Year 1)	Class of '22 (Year 2)	Class of '23 (Year 3)	Class of '24 (Year 4)	Class of '25 (Year 5)
Revenue	\$20,427.00	\$41,873.50	\$49,702.00	\$49,702.00	\$44,070.00
Expenses	\$22,169.27	\$13,413.16	\$13,867.22	\$13,867.22	\$13,540.56
Cumulative Cash-Flow OR ROI	(\$1,742.27)	\$26,718.07	\$62,552.86	\$98,387.64	\$128,917.08

### 8.2. Program Costing

Please see Appendix V for a complete costing summary.

### 8.3. Financial Risks

Since the program will be offered through Ontario Learn, the quality oversight is indirect rather than direct. The Quality Matters™(QM) Rubric was introduced in 2016-17 which has strengthened the partnership quality assurance. Courses are reviewed within this formal QM process and those that do not meet the OL standard are flagged and the host College is notified and asked for a plan to address any deficiencies. If changes are not made, then OL removes the course from its catalogue.

Since the OL model is built on the premise that students can register for OL courses through the College of their choice, and since multiple Colleges will eventually offer the course, the number of cancelled courses is not as great as if the course was offered by only one College. However, the possibility remains that courses are cancelled which can impact student satisfaction outside of our control that will in turn affect enrollment and constitute a financial risk.

### 8.4. Countermeasures

Any planned course cancellations via OntarioLearn must adhere to a required timeline to ensure ample notice is given to all students who are currently working on Certificate completion. In this situation, completion plans for students in progress would be implemented and Fleming College would explore possible suitable course equivalencies within both our current fulltime course offerings and existing

OntarioLearn offerings. Oftentimes, equivalencies may offer more current curriculum that fit the program. Ensuring that overall program outcomes are met will always be considered when making any changes to the curriculum as a result of course cancellations. It is the priority of the College to support any student to fulfil their educational goals and academic aspirations.

Fleming College may also consider 'picking up' or becoming the host college for cancelled courses/programs as there are a variety of reasons that courses are cancelled that are not related to low enrolment.

## **9. Quality Assurance**

Fleming College is committed to quality assurance processes that promote excellence in the development, design, delivery, and ongoing review of new and existing academic programs. Mechanisms are in place to demonstrate accountability to Fleming College students, the Board of Governors, the Ministry of Training, Colleges and Universities, and the communities we serve that will ensure all academic program meet or exceed the relevant quality standards including an ongoing and systematic program review process. *(See College Policy #2-213: Program Quality Assurance)*

Ensuring the quality of course curriculum is a core value of OntarioLearn. Courses are continually reviewed and improvements made to meet the high academic standards set by the colleges and to ensure the academic success and satisfaction of learners.

OntarioLearn has a two-pronged approach to the quality assurance eco-system. New and substantially altered courses undergo a review following the Quality Matters™ (QM) rubric process established in 2016 while courses developed prior to Fall 2016 continue to be measured against the OntarioLearn course standards checklist.

## **10. Conclusion / Recommendation**

THAT the Board of Governors of Sir Sandford Fleming College approve the Public Infrastructure Asset Management Fleming College certificate program for launch in January, 2020.



## 11. References

Humber College. (2019). Retrieved from: <https://www.humber.ca/association-professional-programs/asset-management-professional-certificate>

JobBank. (2019). Retrieved from: <https://www.jobbank.gc.ca/marketreport/wages-occupation/1237/ca>

Ontario. (2017) Retrieved from: <https://www.ontario.ca/laws/regulation/r17588>

## 12. Appendices

### 12.1. Appendix I: Course Descriptions

Public Infrastructure Asset Management Certificate Course Descriptions	
Core Courses (5):	
An Introduction to Asset Management	In this course participants will gain a general understanding of the principles of asset management, the different terminology, the role asset management has in the businesses of the municipality, and how to initiate an asset management program. This will allow participants to grasp the fundamentals of asset management and the benefits of an effective system for municipalities. Participants will work with provincial regulations, governance structures, policy objectives, and competency requirements for an asset management system by working through interactive online learning.
The Asset Information System	This course will familiarize participants with the components of an asset information system and how they are organized. A reliable asset information system is the foundation of good asset management planning and decision making and therefore an important part of the asset management system. Time will be spent exploring how to use tools and strategies to assess and improve the current state of a municipality's asset information system. Participants will become familiar with the process of working with stakeholders to identify improvement opportunities and develop a strategy to enhance data, processes and technology to improve an organization's information management system.
Assessing the Infrastructure	The objective of this course is to apply suitable tools, frameworks and measures that determine the current state of the infrastructure and asset priorities. Understanding the current state of a municipality's infrastructure portfolio is the first step in determining the infrastructure gap between the current state of infrastructure and the desired state of infrastructure. Participants will apply tools and spreadsheets to analyze an infrastructure portfolio case study. Governance structures that shows the role of stakeholders including Council, service managers and experts, as well as engineering, operations and finance managers and experts will be used in the discussions. This will build capacity for working with stakeholders to set levels of service and assess asset risks and priorities.
Forecasting Infrastructure Needs and Expenditures	The objective of this course is to guide participants on working with stakeholders and experts to predict asset life cycles and develop maintenance and rehabilitative treatment strategies during the life cycle of the assets to maximize asset value. Development of asset life cycles and life cycle strategies is fundamental for determining future asset management actions, costs and to plan for infrastructure sustainability. Participants will learn how to develop cost estimates for the asset maintenance, rehabilitation and replacement life cycle activities for different asset types and then apply these activities to a infrastructure portfolio case study. As a result, students will be able to estimate the total costs of asset ownership in the infrastructure portfolio case study and to use that information to forecast long range capital, maintenance and operating expenditures.

Developing an Asset Management Plan	The objective of this course is to guide students on how to prepare an optimized asset management plan that complies with Ontario Regulation 588/17. The asset management plan is the primary objective of the asset management system. The asset management plan outlines the municipality's most feasible strategy for sustaining its assets and services and is used to inform and support the annual budget and forecast. Students will continue to utilize the infrastructure portfolio case study including its information outputs used in previous courses and will add additional case study information on available finances and tools. Using this case study information they will develop a prioritized asset management plan that optimizes available financial resources.
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## 12.2. Appendix II: Labour Market Details

### Summary of Main Duties for some occupations in these groups:

#### Senior government managers and officials (0012)

Source: [Job Bank](#)

- Senior government managers and officials perform some or all of the following duties:
  - submitted by middle managers and senior staff members
- Establish objectives for the organization in accordance with government legislation and policy, formulate or approve and evaluate programs and procedures alone or in conjunction with senior government committees
- Co-ordinate department activities with other senior government managers and officials
- Advise elected representatives on policy questions and refer major policy matters to these representatives for final decision
- Make presentations to legislative and other government committees regarding policies, programs or budgets
- Recommend, review, evaluate and approve documents, briefs and reports
- Allocate human and financial resources to implement organizational policies and programs
- Establish financial and administrative controls.

#### Common Job Titles

- Chief administrative officer – regional municipality
- Municipal Administrator
- City Manager
- City Hall Clerk

#### Typical Employers

- Municipal/Regional governments
- Provincial, territorial or federal governments, boards, agencies or commissions

## **Senior managers – financial, communications and other business services (0013)**

Source: [Job Bank](#)

- Determine the company's mission and strategic direction as conveyed through policies and concrete objectives which are met through the effective management of human, financial and material resources
- Authorize and organize the establishment of major departments and associated senior staff positions
- Allocate material, human and financial resources to implement organizational policies and programs; establish financial and administrative controls; formulate and approve promotional campaigns; and approve overall human resources planning
- Select middle managers, directors or other executive staff; delegate the necessary authority to them and create optimum working conditions
- Represent the organization, or delegate representatives to act on behalf of the organization, in negotiations or other official functions.
- Senior managers in this unit group may specialize in areas such as finance, marketing or human resources or in a particular service area.

### *Common Job Titles*

- Senior vice-president and chief economist
- President – financial, communications and other business services
- Finance vice-president, holding company

### *Typical Employers*

- Telecommunications
- Finance
- Insurance
- Real Estate
- Data processing
- Other business service industries

## **Other business services managers (0125)**

Source: [Job Bank](#)

- Plan, organize, direct, control and evaluate the operations of establishments that provide services to business such as management consulting, market research, personnel and payroll services, contact centre services and security services
- Plan, develop and organize the policies and procedures of these establishments
- Develop action plans, provide expertise in response to client needs, and support and advise project teams
- Direct and advise staff in the development and implementation of service quality assessment strategies
- Plan, administer and control budgets for client projects, contracts, equipment and supplies
- Represent the company within various economic and social organizations
- Assist staff with administrative or technical problems
- Hire, train and supervise staff.

### *Common Job Titles*

- Energy asset joint venture manager
- Surface land administration manager

### *Typical Employers*

- Management consulting
- Market research
- Personnel and payroll services
- Contact centre services
- Security services

## **Engineering Managers (0211)**

Source: [Job Bank](#)

- Plan, organize, direct, control and evaluate the activities and operations of an engineering department, service or firm
- Develop and implement policies, standards and procedures for the engineering and technical work performed in the department, service, laboratory or firm
- Consult and negotiate with clients to prepare specifications, explain proposals and present engineering reports and findings
- Assign, co-ordinate and review the technical work of the department or project teams
- Recruit personnel and oversee development and maintenance of staff competence in required areas
- May participate directly in the design, development and inspection of technical projects or in the engineering work of the department.

### *Common Job Titles*

- Engineering service project manager

### *Typical Employers*

- Private sector, government establishments
- Consulting engineering and scientific research companies

## **Treasurers: Financial managers (NOC 0111)**

Source: **JobBank**

### **Description**

Financial managers plan, organize, direct, control and evaluate the operation of financial and accounting departments. They develop and implement the financial policies and systems of establishments. Financial managers establish performance standards and prepare various financial reports for senior management. They are employed in financial and accounting departments in companies throughout the private sector and in government.

### **Job duties**

- Financial managers perform some or all of the following duties:
- Plan, organize, direct, control and evaluate the operation of an accounting, audit or other financial department
- Develop and implement the financial policies, systems and procedures of an establishment
- Prepare or co-ordinate the preparation of financial statements, summaries, and other cost-benefit analyses and financial management reports
- Co-ordinate the financial planning and budget process, and analyze and correct estimates
- Supervise the development and implementation of financial simulation models

- Evaluate financial reporting systems, accounting procedures and investment activities and make recommendations for changes to procedures, operating systems, budgets and other financial control functions to senior managers and other department or regional managers
- Recruit, organize, train and manage staff
- Act as liaison between the organization and its shareholders, the investing public and external financial analysts
- Establish profitability standards for investment activities and handle mergers and/or acquisitions
- Notify and report to senior management concerning any trends that are critical to the organization's financial performance.

#### **Job titles**

- controller - financial services
- director of accounting
- financial administrator
- director - financial services
- finance director
- manager, financial control
- manager, internal audit services
- manager, financial planning and analysis
- treasurer

#### **Sample Job Postings:**

##### **Sample Posting 1**

Source: [Metrolinx.com](https://www.metrolinx.com)

Manager, Asset Management Systems - (ASS000K)

Employee Status : Regular

Office Name : 20 Bay Street

**Metrolinx** is an agency of the Government of Ontario and its goal is to create a transportation network that enhances the prosperity, sustainability and quality of life for the Greater Toronto and Hamilton Area. It leads the planning in the region with its Regional Transportation Plan that guides the work and investments of the organization. It builds light transit, bus rapid transit and Regional Express Rail and operates GO Transit, UP Express and PRESTO.

Our newly formed Asset Lifecycle Management office within the Engineering and Asset Management division is seeking a Manager, Asset Management System to manage the Metrolinx Asset Management Strategy that translates Metrolinx strategic objectives into asset management objectives, facilitate the yearly asset management planning process to inform State of Good Repair investments, and continuously improve the Metrolinx asset management system. This is an opportunity develop a new team and grow the asset management capabilities within Metrolinx.

#### **Key Responsibilities:**

- Manage the implementation and continuous improvement of the Metrolinx Asset Management System. This position is accountable to: update the asset management strategy when there is a change to Metrolinx strategic objectives; perform a yearly management review of the Asset Management System and manage initiatives for agreed upon improvements; represent the Engineering & Asset Management team on corporate strategic initiatives and report back to the team.
- Facilitate and assure Metrolinx yearly asset management plans and alignment to Metrolinx strategic objectives. This position is accountable for: updating the asset management planning

guideline/framework; facilitating the yearly asset management planning process; supporting business units in developing their plans; coordinating the translation of the plans into initial business cases that input into the capital/operating planning process.

- Define asset management requirements for Alternative Financing and Procurement models (e.g. asset strategies, asset management plans, etc.) to enable Metrolinx to assure the long-term stewardship of its asset base. Support in the yearly review of contractor asset management plans for compliance to contractual requirements.
- Manage a comprehensive Performance Management Framework for the asset management system including development of dashboard to trend key performance indicators.
- Drive innovation by reviewing and analyzing asset management processes to identify gaps and opportunities for improvement.
- Define and assure appropriate asset management capabilities across the organization, including people, processes and systems.
- Develop, foster and maintain relationships with provincial ministries, municipalities, external authorities, private companies and the public to facilitate the advancement of asset management objectives.
- Keep up to date on emerging trends, behaviors and industry best practices by researching, developing, and maintaining awareness of industry best practices.
- Create a working environment that is aligned with the organization's desire to be a "best company to work for", ensuring that people resources possess the required skills, are properly aligned, and are provided with the resources to do the job
- Develop and maintain an environment of positive collaboration through strong working relationships and linkages between business units and departments; and between Metrolinx and others.
- Manage and direct a small team of staff (e.g. defines roles, responsibilities, and expectations); deliver timely feedback to ensure a cohesive operational unit and the optimum use of team skills; manage staff and monitor work assignments to ensure adherence to timelines; monitor the achievement of performance objectives; develop and implement action plans to address performance gaps.

**Location:** 20 Bay Street, Toronto

**File Number:** ASS000K

#### Qualifications

- Completion of a degree in Engineering, Economics, Business or a related discipline – or a combination of education, training and experience deemed equivalent;
- Minimum 8 years' experience in Asset Management, including but not limited to: whole life cost modelling; asset investment planning; asset management performance monitoring; asset information systems; quality management systems, etc. Asset Management Certification or Diploma (preferred);
- Leading/facilitating transformational change, risk management and assessment initiatives to adapt to new or changing requirements and lead change throughout the organization, reflecting on lessons learned to analyze, evaluate, and define problems/challenges, identify alternatives, and make timely decisions;
- Budget development and financial management experience and skills to develop and monitor budgets;
- Leadership and management skills to manage and motivate staff to meet or exceed customer expectations;
- Effective written, oral, presentation and interpersonal skills to articulate and present advice, options and recommendations to senior management, executives and business clients

- Knowledge of policy development, business case development, budget control, risk and change management, and project management principles and methods to lead and manage strategic/business planning programs, projects and continuous improvement initiatives
- Knowledge of ISO 55000, Asset Management
- Proficiency in MS Office (e.g. Outlook, Word, Excel, PowerPoint, etc.)
- Knowledge of Six Sigma methodology

To apply for this position, please submit your resume online, no later than **August 16, 2019**

Please note that applicants must be legally entitled to work in Canada. Accommodation will be provided throughout the hiring process, as required. Applicants must make their needs known in advance.

Please be advised, Metrolinx uses email to communicate with their applicants for open job competitions. It is the applicant's responsibility to include an updated email address that is checked daily and accepts emails from unknown users. As we send time sensitive correspondence via email (i.e. testing bookings, interview dates), it is imperative that applicants check their email regularly. If we do not hear back from applicants, we will assume that you are no longer interested in the Job Competition and your application will be removed from the Competition. Please be advised that a Criminal Record Search may be required of the successful candidate. Should it be determined that any background information provided be misleading, inaccurate or incorrect, Metrolinx reserves the right to discontinue with the consideration of your application.

**We thank all applicants for their interest, however, only those selected for further consideration will be contacted.**

***AN EQUAL OPPORTUNITY EMPLOYER***

<http://www.metrolinx.com>

Sample Posting 2

Source: [Workopolis](#)

Senior Asset Management Advisor, Engineering

Town of Milton

Milton, ON \$80,000 - \$100,000 a year

[Apply Now](#)

Education

- Bachelor's Degree

Skills

- Time Management
- Asset Management
- Microsoft Word
- Excel
- Microsoft Powerpoint

As one of the fastest-growing municipalities in Canada, the Town of Milton offers the opportunity to be part of a dynamic team where you can have a direct influence on the future of the



community. A place of possibility.

## Position Summary

The Town of Milton's Engineering Services Department is accepting applications for the permanent, full-time position of Senior Asset Management Advisor, Engineering. Reporting to the Manager, Infrastructure & Right of Way, this position is responsible for the development of policies, standards, best practices and technology improvements to support asset management planning for the Town's Engineering Core Infrastructure assets including roads, structures (bridges and culverts) and stormwater infrastructure. The position is responsible for ensuring the Town adheres to all ongoing legislative requirements related to Asset Management Planning and will work with a diverse team across the organization to assess levels of service and potential risks that influence business planning and budget decisions.

## Key Responsibilities

Oversees development and implementation of Engineering asset management strategies and frameworks to meet divisional and Council objectives, specifically with respect to roads, bridges and culverts, and stormwater assets:

- Development of short and long term infrastructure asset maintenance and rehabilitation strategies to minimize life cycle costs

- Leads condition assessment studies for the core assets (roads, bridges and culverts, and stormwater assets) including preparing and managing Requests for Proposals (RFPs) for the acquisition of professional services and/or solutions for all Engineering infrastructure as required
- Develops and maintains a level of service framework to reflect legislative requirements and community needs

- Assesses, makes recommendations and oversees implementation of methodologies for tracking data required for asset management planning including evaluating potential software needs - this will include coordination with GIS staff and incorporating as-built information into appropriate asset data bases.

- Ensures asset management data is consistently collected, stored and analyzed in compliance with the corporate Asset Management Policy and updated as required – this will include developing a sound process for ensuring newly assumed infrastructure data is collected and added to the appropriate asset data base(s), as well as coordinating (including issuing required RFPs) external consultants to facilitate data collection, and consulting and coordinating with internal staff

- Provides subject matter expertise, well developed reporting and communication to key stakeholders

- Liaises, coordinates and collaborates regularly with Senior Analyst – Asset Management (Finance)

- Coordinates preparation and submission of the Division's annual capital budget and forecast as well as external funding applications

- Liaises with Infrastructure Manager, Project Managers and Finance staff in respect of current and long range capital requirements for budgetary purposes;

- Actively maintains awareness of external funding opportunities and collaborates with Finance Division to ensure complete and accurate submissions to external agencies

- Enhances departmental stewardship through ongoing education and building awareness of asset management planning; monitors trends and developments in asset management

legislation and technology and recommend improved policies, procedures and software

Educates Engineering staff in concepts, principles, processes and procedures of asset management through workshops and formal and informal communications to foster an improved understanding of corporate asset management requirements within the organization

Provide subject matter expertise to division on capital spending priorities

Researches best practices and develops recommendations to be applied in asset management

Identifies and establishes networks and relationships with relevant associations and other municipal asset management staff (internal and external) to effectively share knowledge and leverage work

Qualifications

Post-secondary degree in Civil Engineering from an accredited University or 3-year diploma in Civil Engineering from an accredited College is required

Additional professional (i.e. OGRA, AMCTO, FCM) courses or training in Asset Management preferred

Diploma/certificate in Asset Management or other relevant designation preferred

Full certification as a Certified Engineering Technologist (C.E.T.) in good standing with the Ontario Association of Certified Engineering Technologists and Technicians (OACETT) or registration as an Engineering Intern (EIT) with Professional Engineers Ontario (P.E.O) is required

Registration as a Professional Engineer (P.Eng.) with P.E.O. preferred

Five (5) years of related experience in municipal infrastructure, including preferred experience in capital planning and policy development

One (1) year experience in the development and implementation of municipal asset management plans

Expert knowledge in the principles and application of asset management concepts and practices

Extensive understanding of municipal infrastructure (roads, bridges and culverts, stormwater assets), engineering, operations and risk management

Functional understanding and application of all relevant asset management legislation and associated regulations to ensure Corporate compliance e.g. the Infrastructure for Jobs and Prosperity Act, 2015 and Ontario Regulation 588/17

Knowledge in developing condition assessment and inspection plans and programs, processes and protocols for data collection is preferred

Proficient in Windows based software including Microsoft based applications (i.e. Word, Excel, Power Point)

Comprehensive knowledge of ESRI software and tools, such as ArcMap and/or ArcGIS Pro, Collector, and ArcGIS Online

Experience with GPS and the development of data capture methods and techniques using mobile technology is considered an asset

Strong time management, organization and problem solving skills

Excellent communication and interpersonal skills

**Salary Range:** \$80,465 - \$100,581

This position will remain opened until filled.

### Sample Posting 3

Source: [Workopolis](#)

#### ASSET MANAGEMENT ANALYST, PERMANENT

City of Belleville

Belleville, ON 11 days ago \$27 - \$32 an hour

#### Skills

- Time Management
- Basic Computer Skills
- Proofreading

#### **PURPOSE AND SCOPE:**

Reporting to the Manager of Environmental Services and working closely with the Finance Department, this position involves administrating, documenting, implementing, researching, and support of Asset Management initiatives. Also this position provides operational assistance and compliance with the "Infrastructure for Jobs and Prosperity Act" through O.Reg. 588/17.

#### **EDUCATION/SPECIALIZED TRAINING/SKILLS:**

##### **Essential (minimum) Qualifications:**

Post-secondary Degree or Diploma in an environmental or civil field.

Valid Class G Driver's license with safe driving record, to be held and maintained.

Strong computer skills in Office Suite of software

##### **Asset (preferred) Qualifications:**

Demonstrated record keeping, time management, organizational skills.

Strong business writing skills including the ability to draft correspondence, meeting notes, and standard operating procedures.

Strong oral communication skills including presentation to groups.

Detail oriented with excellent proofreading skills.

Possess excellent interpersonal, customer service, diplomacy, organizational and time management skills.

Self-motivated and able to work independently with minimal supervision.

Demonstrated ability to prioritize and complete tasks in a work environment with requests coming from multiple sources throughout the workday.

Working knowledge of "Worktech" software

Thorough knowledge of GIS and CAD software.

#### **WORK EXPERIENCE:**

##### **Essential (minimum) Qualifications:**

Minimum two (2) years' experience in asset or capital management.

### 12.3. Appendix III: Competitors

#### Ontario College Competitor:

INSTITUTION	PROGRAM TITLE	LENGTH, TYPE (DIPLOMA, CERT., POST)	DELIVERY METHOD(S)	OTHER (UNIQUE TO THE PROGRAM)
Humber	<a href="#">Asset Management Professional</a>	6 courses Certificate of Completion  No admission requirements	Online	Offered exclusively at Humber in partnership with the PEMAC. Program consists of 6 compulsory courses: <ul style="list-style-type: none"> <li>• Principles and Strategic Development</li> <li>• Asset Management Capabilities Development</li> <li>• Risk Management and Performance Improvement</li> <li>• Developing and Implementing Asset Lifecycle Delivery Activities</li> <li>• Asset knowledge management</li> <li>• Capstone</li> </ul> <p>Individuals who successfully complete all six courses are eligible to apply to PEMAC for the Certified Asset Management Professional (CAMP) professional designation from PEMAC. Additional requirements to maintain certification may be stipulated from time to time by the Education and Professional Development committee.</p>

#### Provincial Private College & Other Competitors

INSTITUTION	PROGRAM TITLE	LENGTH, TYPE (DIPLOMA, CERT., POST)	DELIVERY METHOD(S)	OTHER (UNIQUE TO THE PROGRAM)
Plant Engineering and Maintenance Association of Canada (PEMAC)	<a href="#">Asset Management Professional Certificate Program</a>	6 courses Certificate	Online through Humber College	As outlined above – provided solely through Humber College
Institute for Asset Management	<a href="#">IAM Certificate</a>		Online or short courses followed by exam	Received by taking a 2-hr invigilated closed book exam covering 5 modules on asset management.

				IAM Endorsed trainers are available to support training – only one listed for Canada – <a href="http://www.ch2m.com">www.ch2m.com</a>
Institute for Asset Management	<a href="#">IAM Diploma</a>			Advanced qualification to follow the IAM certificate – 3 hr invigilated exam covering 7 modules.
Institute of Public Works Engineering Australasia (IPWEA) - NAMS	<a href="#">Professional Certificate in Asset Management Planning</a>	7 modules	Online	Not a recognized educational provider.

## 12.4. Appendix IV: Letters of Support

September 12<sup>th</sup>, 2019

To whom it may concern:

I am writing to express my support for the Certificate in Public Infrastructure Asset Management program that is currently under development at Sir Sandford Fleming College. I have been involved with Northumberland County's asset management activities over the last number of years. I worked on the committee that developed our first asset management plan and most recently I was the project manager for the implementation of our asset management software.

The Ontario provincial government has been slowly changing the asset management requirements for municipalities with the most significant change being the adoption of Ontario Regulation 588/17. The new regulation is having a major impact on how municipalities manage assets. It is creating a culture shift and is making it so that municipalities will have to hire people with asset management expertise or ensure that existing staff receive training in this area.

I believe that there is a need in Ontario for educational institutions to add this type of program to their offering. Municipal employees (in various departments) will need to have an understanding of the new regulation as well as an understanding on how to write and use an effective asset management plan. There is some formal education available in this area but it is mostly from other jurisdictions. I think that it's critical that we develop this expertise in our sector and programs like the proposed Certificate in Public Infrastructure Management will help accomplish this.

Please let me know if you have any questions.

Best regards,



Matthew Nitsch  
Deputy Treasurer  
Northumberland County  
555 Courthouse Road  
Cobourg, ON  
K9A 0A4



PEOPLE | ENGINEERING | ENVIRONMENTS

Sept 10, 2019

Brent Wootton, Vice President  
Fleming College  
599 Brealey Drive  
Peterborough, ON

Re: Certificate in Public Infrastructure Asset Management.

Dear Dr. Wootton,

Please accept this letter as a show of support for Fleming College's proposal to create an online Certificate in Public Infrastructure Asset Management. GM BluePlan Engineering is an Ontario-based consulting company that provides municipalities with niche infrastructure asset management and infrastructure planning services. We have worked with many municipalities in Ontario assisting with their asset management needs. A key objective of our asset management services has been to help our clients make connections between the decisions they make about when, why and how to build new or renovate existing infrastructure, and the impact that this will have on their levels of service and overall budget. In our work we are frequently asked by our clients about training programs in asset management for their employees.

In my opinion there currently isn't any adequate educational programming that meets the needs of Ontario municipalities. A program that specifically addresses asset and infrastructure management from a municipal perspective is badly needed. Offering it online is also appropriate and will meet the needs of individuals that are already working for municipalities. Fleming's proposed certificate hits the mark in terms of providing meaningful training in how to do municipal asset management. Other programming offered online from the UK or Australia only describe the theory of asset management and do not teach how to do it. They also do not offer a provincial or municipal perspective.

The proposed certificate program will be of interest to municipalities and other stewards of public infrastructure across the country. Properly marketed the program should be able to attract students from all provinces and territories.

As one of the co-authors of the soon to be released Canadian Infrastructure Report Card, I know that this subject is very timely and of great interest to municipal leaders who are trying to make infrastructure a key election issue.

Providing training opportunities in Public Infrastructure Asset Management demonstrates Fleming College's forward thinking and ability to quickly answer market and community needs. I strongly support Fleming College's proposal to offer an online Certificate in Public Infrastructure Asset Management and commend Fleming for taking the initiative to create this programming and offer it. To my knowledge this will be a unique offering in Canada.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Nick Larson'.

Nick Larson, MEPP, P.Eng.

## 12.5. Appendix V: Costing Summary

<b>Sir Sandford Fleming College – Ontario Learn Program Costing</b>						
<b>Program Name: Public Infrastructure Asset Management Certificate – Part Time</b>						
				Net Tuition (per 45 hour course)		\$294.20
				BOG (per 45 hour course)		\$227.70
(All values expressed in CDN currency)						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>	<b>2023/2024</b>	<b>2024/2025</b>
<b>Fleming Enrolment</b>						
Fall enrolment (two courses)		20	30	30	40	40
Winter two courses	20	30	30	30	40	40
Summer one course	10	15	20	20	20	20
	30	65	80	80	100	100
<b>Revenues</b>						
Tuition Fees	\$8,826.00	\$19,123.00	\$23,536.00	\$23,536.00	\$29,420.00	\$29,420.00
MTCU Operating Grant Received	\$6,831.00	\$14,800.50	\$18,216.00	\$18,216.00	\$6,700.00	\$22,770.00
Other Income - Other College Enrolment*	\$4,770.00	\$7,950.00	\$7,950.00	\$7,950.00	\$7,950.00	\$7,950.00
<b>Total Revenue</b>	<b>\$20,427.00</b>	<b>\$41,873.50</b>	<b>\$49,702.00</b>	<b>\$49,702.00</b>	<b>\$44,070.00</b>	<b>\$60,140.00</b>
<b>Expenses</b>						
Academic Direct	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50	\$10,984.50
Dean & Other academic costs	\$1,184.77	\$2,428.66	\$2,882.72	\$2,882.72	\$2,556.06	\$3,488.12
<b>Total Expenses</b>	<b>\$12,169.27</b>	<b>\$13,413.16</b>	<b>\$13,867.22</b>	<b>\$13,867.22</b>	<b>\$13,540.56</b>	<b>\$14,472.62</b>
<b>Net Contribution or (cost) of Proposed</b>						
<b>New Program before Overheads</b>	<b>\$8,257.73</b>	<b>\$28,460.34</b>	<b>\$35,834.78</b>	<b>\$35,834.78</b>	<b>\$30,529.44</b>	<b>\$45,667.38</b>
<b>Contribution %</b>	<b>40.4%</b>	<b>68.0%</b>	<b>72.1%</b>	<b>72.1%</b>	<b>69.3%</b>	<b>75.9%</b>



<b>Net Contribution or (cost) of Proposed</b>						
<b>New Program before Overheads</b>	\$8,257.73	\$28,460.34	\$35,834.78	\$35,834.78	\$30,529.44	\$45,667.38
<b>Contribution %</b>	40.4%	68.0%	72.1%	72.1%	69.3%	75.9%
<b>Development Costs</b>	\$10,000					
<b>College Overhead</b>	\$7,200.52	\$14,760.41	\$17,519.96	\$17,519.96	\$15,534.68	\$21,199.35
<b>Net Contribution or (Cost) of Proposed</b>						
<b>New Program</b>	-\$8,942.78	\$13,699.93	\$18,314.83	\$18,314.83	\$14,994.77	\$24,468.03
<b>Cumulative Cash Flow (excluding a</b>	-\$1,742.27	\$26,718.07	\$62,552.86	\$98,387.64	\$128,917.08	\$174,584.46
* Other College Enrolment per course = 10 students from other colleges						
<b>Assumptions</b>						
1. Dean and other academic administrative expenses allocated at 5.8% of revenue						
2. College overhead is allocated at 35.25% of revenue						
3. Ontario Learn embenet fee is ignored as revenue should equal expense						



## Board of Governors | Policy Revision Briefing Note

**Topic:** Sexual Violence Prevention Policy #3-343  
**Report To:** Public Board Meeting  
**Meeting Date:** September 25, 2019  
**Prepared By:** Amie Kroes, Manager Student Rights and Responsibilities

### Recommended Motion

That the Board of Governors of Sir Sandford Fleming College approve the revised #3-343 *Sexual Violence Prevention* for implementation on October 1, 2019.

### Summary

The Policy requires review every two years. Within the two years, we have been gathering feedback regarding the Policy and associated Operating Procedures. Consultation with student governments and internal and external stakeholders informed all policy changes, as well as a review by legal, resulting in the current revisions. In addition, we have scored our policy against Our Turn a provincially recognized student created scorecard. Amendments will increase our score to an A+ (90%) from our existing score of B- (72%), positioning Fleming to be one of the leaders among our peers in reference to the strength of our Policy and Procedure; average score of the other evaluated institutions was a C (65%).

### Overview of Changes

Policy Section #	Section Title	Description of Change
Administrative Contact		With VP responsibility and title changes, the administrative contract is now both the VP Student Experience and the VP Human resources. In the past, one VP was responsible for both portfolios. Title changes made throughout the Policy
Policy statement		Clarified language recognizing intersectionality  Added paragraph about minors and vulnerable populations
Definitions		Added new definitions to increase clarity of expectations
3.0	Reporting and fact finding process	Added language about specific legal obligations for minors and vulnerable populations
3.5	Burden of proof	Information moved into its own section for clarity
3.6	Unsubstantiated or Vexatious/Bad Faith Reports	Content reworded for clarity and to be more survivor-centric

### Risks and Considerations

☐ External Environment   ☐ Internal Environment   ☐ Financial   ☐ Human Resources  
☐ Information Technology   ☒ Legal   ☒ Operational   ☐ Strategic   ☐ N/A

Include any additional considerations below:

- By increasing clarity, we are becoming more specific in our commitment to action. Operationally, we need to ensure that we have the resources to meet the commitments we outline.
- Colleges and Universities are legislated by the Province to review and renew their Sexual Violence Prevention policy by October 2019.

## Supporting Documentation

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Sexual Violence Prevention Policy #3-343

Sexual Violence Prevention	
<b>Policy ID:</b>	#3-343
<b>Manual Classification:</b>	Section 3 – Human Resources
<b>Approved by Board of Governors:</b>	<i>Original:</i> March 25, 2016
<b>Revision Date(s):</b>	December 14, 2016
<b>Effective Date:</b>	Replaces March 2016
<b>Next Policy Review Date:</b>	August 2019
<b>Administrative Contact for Policy Interpretation:</b>	<ul style="list-style-type: none"> <li>• Vice President Student Experience</li> <li>• Vice-President Human Resources</li> </ul>
<b>Linked to Operating Procedure:</b>	#3-343 OP <i>Sexual Violence Prevention</i>

### Policy Statement

Sexual assault and sexual violence are unacceptable and will not be tolerated. Fleming College is committed to preventing sexual violence and creating a safe space for everyone in our College community. The College is expected to be a safe and positive space where members of the College community feel able to work, learn and express themselves in an environment free from sexual violence.

All reported incidents of sexual violence will be responded to in a manner that promotes procedural fairness. The objective of this Policy is to make individuals feel safe and enable them to make a report in good faith about sexual violence that they have experienced or witnessed.

The College recognizes that while sexual violence can impact all members of the community, sexual violence may disproportionately affect certain individuals or groups who experience intersecting forms of systemic discrimination or barriers on grounds including but not limited to those protected under the *Ontario Human Rights Code*, such as: gender identity and expression, sexual orientation, race, creed, Indigenous identity, ethnicity, disability or socioeconomic status. The College further recognizes that individuals who have experienced sexual violence may experience emotional, mental health, work, academic or other difficulties.

In addition, the College recognizes that members of the College community will engage from time to time with minor children and other vulnerable persons who may be particularly at risk with respect to sexual violence. The College acknowledges that additional duties and responsibilities may apply in these cases, over and above those generally applicable under this Policy and the related Operating Procedure.

### Purpose

This document, along with the associated Operating Procedure (#3-343-OP), set the College's Policy and response procedure with respect to sexual violence. The objective is to ensure that those who experience sexual violence are believed and their rights are respected when they report sexual violence and/or seek support; that the College has a process of fact-finding that protects the rights of individuals; and that the College holds individuals who have committed an act of sexual violence accountable.

### Scope

It is the responsibility of all members of the College community to uphold the principles of this Policy.

This Policy and related Operating Procedure will apply in cases concerning students, employees, contractors and third-party service providers as well as governors, volunteers, visitors of Fleming College or others:

1. occurring within or affecting people or property within the physical boundaries of the College;
2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring using computer and telephone systems, and College and private vehicles being used for College business or for travelling between work and study locations;
4. occurring at College-sponsored events, including while on placement, co-op or College-related trips;
5. occurring with respect to secondary school students involved in dual credit programs and/or attendees of summer camps and similar programs for children and young people;
6. occurring off-campus which are likely to have an impact on the working, living and/or learning environment at the College

Incidents occurring off campus which have no or little likelihood of any impact on the working/learning/living environment at the College would be pursued by individuals through the regular external processes. Supportive services will still be provided in these instances.

Reports by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario *Human Rights Code* may be addressed by College Policy #3-311, *Harassment and Discrimination Prevention*. Students who wish to make reports regarding inappropriate behaviour by students that is not on the basis of any prohibited ground, and is not related to sexual violence, are referred to College Policy #5-506, *Student Rights and Responsibilities*.

Issues related to other violent or threatening behaviour are addressed through College Policy #4-420, *Violence Prevention*.

## Definitions/Acronyms

**Age of consent for sexual activity:** The age at which a person can legally consent to sexual activity. In Canada:

- Children under 12 cannot consent to sexual acts
- 12 and 13 year-olds can consent to sexual activity with youth who are up to 2 years older
- 14 and 15 year-olds can consent to sexual activity with a person who up to 5 years older
- Subject to these specific “close in age” exceptions, a person must be at least 16 years old to legally consent to sexual activity
- No person under the age of 18 is able to consent to being in sexualized pictures or videos

**College community:** Any person who studies, teaches, conducts research at or works at or under the auspices of the College, or student governments and includes, without limitation, employees or contractors; appointees (including volunteer board members); students, visitors and any other person while they are acting on behalf of or at the request of the College.

**Complainant:** The person who reports a policy infraction. In this case, a person who reports sexual violence that they have been affected by.

**Respondent:** A person who is named in a report of sexual violence as a person who engaged in sexual violence.

**Sexual assault:** Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim and involves a range of behaviours from any unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to sexual activity.

**Sexual violence:** Any sexual act(s) targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. Instances of sexual violence covered by this policy include those that occur in person, through a third party, by telephone, and online.

**Sexual consent:** The voluntary and explicit agreement to engage in the sexual activity in question. It is the act of willingly agreeing to engage in specific sexual behaviour and requires that a person can choose freely and enthusiastically, at multiple stages, to engage in a mutually agreed upon sexual experience. This means that there must be an understandable exchange of affirmative words, acts or gestures which indicates a willingness to participate. It is also imperative that everyone understands the following:

- Silence or non-communication must never be interpreted as consent and a person in a state of diminished judgment cannot consent.
- A person is incapable of giving consent if they are asleep, unconscious or otherwise unable to communicate.
- A person who has been threatened or coerced (i.e. is not agreeing voluntarily) into engaging in the sexual activity is not consenting to it.
- A person who is drugged is unable to consent.
- A person may be unable to give consent when under the influence of alcohol and/or drugs (including prescription medication and over the counter medications that may interact with other drugs and/or alcohol).
- A person may be unable to give consent if they have an intellectual, psychological, developmental or physical disability preventing them from fully understanding the sexual acts.
- The fact that consent was given in the past to a sexual, dating, or domestic relationship does not mean that consent is deemed to exist for any or all future sexual activity.
- A person can withdraw consent at any time during the course of a sexual encounter.
- A person is incapable of giving consent to a person in a position of trust, power or authority over them, such as, a faculty member initiating a relationship with a student who they teach, or an administrator in a relationship with anyone who reports to that position.
- Consent cannot be given on behalf of another person.

It is the responsibility of the initiator of sexual activity to ensure clear, capable and affirmative responses are communicated at all stages of sexual engagement. It is also the initiator's responsibility to know if the person they are engaging with sexually is a minor or otherwise incapable of giving consent to sexual activity.

### **Workplace Sexual Harassment:**

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

For more information on related terms, please see Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*.

## **General Principles**

### **1. The College is committed to:**

- 1.1 assisting those who have been affected by sexual violence by providing choices, including detailed information and support, such as provision of and/or referral to counselling and medical care, information about legal options, and appropriate academic and other accommodation;
- 1.2 creating an environment in which those who disclose an experience of sexual violence are believed and their right to dignity and respect is protected throughout the process of disclosure and institutional response;
- 1.3 educating the College community about sexual violence, and addressing harmful attitudes and behaviours (e.g. adhering to myths of sexual violence) that reinforce that the person who experienced sexual violence is somehow to blame for what happened;
- 1.4 treating individuals who disclose sexual violence with kindness, dignity, respect, and compassion recognizing that they are the final decision-makers about their own best interests;
- 1.5 Ensuring that on-campus (internal) fact-finding procedures are available in the case of sexual violence, even when the individual chooses not to make a report to the police;
- 1.6 engaging in appropriate procedures for fact-finding and adjudication of a report which are in accordance with College policies, standards and applicable collective agreements, and that promote sensitivity and procedural fairness;
- 1.7 ensuring coordination and communication among the various departments who are most likely to be involved in the response to sexual violence on campus;
- 1.8 engaging in public education and prevention activities on the topic of sexual violence, and bystander intervention that acknowledges the complex issues of intersectionality, with the intention of preventing a culture of sexual violence on campus;
- 1.9 providing information to the College community about the College's sexual violence policies and procedures;
- 1.10 providing appropriate education and training to the College community about responding to disclosures of sexual violence;
- 1.11 contributing to the creation of a campus atmosphere in which sexual violence is not tolerated; and
- 1.12 monitoring and updating College policies and procedures to ensure that they remain effective and in line with other existing policies and best practices.

### **2. Reporting and Responding to Sexual Violence**

- 2.1. Any employee at Fleming College who becomes aware of, or witnesses, an incident of

sexual violence has a responsibility to report that behaviour to their Supervisor, via the online report form, to College Security and/or to the Police as appropriate for the circumstances. Other members of the College community are strongly encouraged to report sexual violence incidents they witness or have knowledge of, or where they have reason to believe that sexual violence has occurred or may occur. In all instances, the survivor should be advised that a report will be made, and they will first be given the opportunity to make the report themselves (with or without employee support). When reporting an incident, the survivor's name will be kept anonymous if the survivor has not given express consent to disclose. Members of the College community who have been affected by sexual violence are encouraged to come forward to report as soon as they are able to do so.

- 2.2 Persons in a position of authority, including persons directing the activities of others, shall take immediate action to respond to sexual violence and to prevent sexual violence from occurring.
- 2.3 Where the College becomes aware of incidents of sexual violence that pose a risk to the safety of the College community, the College shall take all reasonable steps to ensure safety as a matter of priority.

### **3. Reporting and Fact-Finding Process**

A report of sexual assault or any other kind of sexual violence can be filed under this Policy by any member of the College community. There are two types of internal reports, one is a documentation of the experience (no associated fact-finding process), while the other is a formal report with a fact-finding process. The decision-making power is with the survivor about whether they would like to report to anyone. If they choose to, they also decide which type of report they would like to make. This includes the choice to file an informal, formal and/or police report (see Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention* for more information).

Notwithstanding any other provision of this Policy or the Operating Procedure, the College and/or an individual who becomes aware of or witnesses sexual violence shall comply with any specific legal obligation to report sexual violence to an external third party which may be applicable (for example, where the person subject to sexual violence is under 16 years of age or is a vulnerable person). Where such a report is made, the third party may assume responsibility for responding to the report, including but not limited to the conduct of any fact finding process required.

Measures to ensure the emotional, psychological and physical safety of the survivor are protected can and will be made (see Accommodations section 6 of Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*).

The College will promote procedural fairness in dealing with all internal reports. As such, no sanction and/or disciplinary action will be taken against a person or group without their knowledge where there is a reported breach of this Policy. Respondents will be given reasonable notice, with full details of the report, and provided with an opportunity to answer to the report(s) made against them before any sanction or disciplinary action is imposed. In rare situations where a risk of conflict of interest may arise if the College investigates a report of sexual violence, an external investigation may be considered.

- 3.1 Right to Withdraw a Report: A Complainant has the right to withdraw a report at any stage of the process. However, the College may continue to act on the issue identified in the report in order to comply with its obligations under this Policy and/or its other legal obligations. If this is the case, the Complainant always has the right to decide to no longer participate.



**3.2 Protection from Reprisals, Retaliation or Threats:** It is contrary to this Policy for anyone to retaliate, engage in reprisals or threaten to retaliate against a Complainant or other individuals for:

- having pursued their rights under this Policy;
- having participated or co-operated in a fact-finding process under this Policy; or
- having been associated with someone who has pursued rights under this Policy.

The College takes reasonable steps to protect persons from reprisals, retaliation and threats. This may entail, for example, advising individuals in writing of their duty to refrain from committing a reprisal and sanctioning individuals for a breach of this duty. The College may also address the potential for reprisals by providing an accommodation appropriate in the circumstances.

**3.3 Multiple Proceedings:** This policy does not preclude a Complainant from initiating an alternative reporting or dispute resolution procedure – for example, to make a report to the police (if the circumstances warrant this), to launch a civil lawsuit, to complain to the Human Rights Tribunal of Ontario or the Ministry of Labour, or to access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.

Where criminal and/or civil proceedings (including grievances and complaints to the Human Rights Tribunal) are commenced in respect of a formal report of sexual violence, the College shall conduct its own independent investigation into such reports and make its own determination in accordance with this Policy and its related Operating Procedure. Where there is an ongoing police investigation or other external investigation, the College will cooperate with the investigation. This will often involve the College pausing its process to allow the police or other third party to do their investigation. The College will resume its process at the earliest time available.

**3.4 Rights of the Complainant and the Respondent:** The person who reports an experience of sexual violence (Complainant) has the right to provide supporting documents, identify witnesses, and be notified about the outcome of any determination or appeal decision. The Complainant is protected from any questions about their manner of dress, sexual history, private counselling, or academic records.

The Respondent has the right to provide supporting documents, identify witnesses, and be notified about the outcome of any determination of findings and/or appeal decision.

Complainants and Respondents may attend meetings with a (non-participating) support person. The College will consider requests to attend meetings with additional support persons and with legal or other representation on a case-by-case basis, with a view to promoting a fair and expeditious process. The College will still question and expect direct answers from Complainants and Respondents.

**3.5 Burden of Proof:** A report of sexual violence must be substantiated based on the “balance of probabilities” standard (which means that it must be more likely than not that incident(s) of sexual violence prohibited under this Policy occurred). This is consistent with the burden of proof required by civil law and is different from the burden of proof of “beyond a reasonable doubt” required by criminal law.

**3.6 Unsubstantiated or Vexatious/Bad Faith Reports:** If a person, in good faith, discloses sexual violence or files a sexual violence report and a finding is made, following the fact-finding process, that a policy violation has not been substantiated on the “balance of probabilities” standard, the report will be dismissed and identified as unsubstantiated.

Disclosures or reports that are found, following the fact-finding process, to be vexatious

or bad faith reports (that is, they are made purposely to annoy, embarrass, harass or harm the Respondent) may result in sanctions and/or discipline against the Complainant.

**3.7 Record Keeping:** All records resulting from formal Sexual Violence Prevention reports will be kept in a secure central registry and will not be a part of the academic or employment record of the persons involved. Keeping these records will be the responsibility of the Administrator of the Sexual Violence Prevention Policy, under the direction of the Vice President Student Experience. Access to these records will be restricted to authorized College employees as per the Colleges' Access to Privacy Policy, or as may be required by law. All records will be kept according to College Policy #6-603, *Data Record Retention and Disposition*.

Statistical information on the number, nature and type of reports will be kept and reports will be filed annually by the Administrator of the Sexual Violence Prevention Policy. This information may be shared with the Ministry of Advanced Education and Skills Development in accordance with Schedule 3, section 17.7 of Bill 132 *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, 2016.

Where the report has not been substantiated, no reference will be placed in the employment or student file of either party. Where the report is substantiated, or where an individual has made a report that is later found to have been vexatious or made in bad faith, and sanctions or disciplinary action has been imposed as a result, a letter regarding the same will be placed in the employment file or student file of the individual subject to sanctions or disciplinary action.

Once each year, an individual may appeal to the Vice-President Human Resources and/or Student Experience to have the letter on file removed. The decision of whether the letter will be removed is at the discretion of the College.

#### **4. Confidentiality**

Confidentiality is particularly important to those who have disclosed sexual violence. The confidentiality of all persons involved in a report of sexual violence must be strictly maintained, and the College will respect the confidentiality of all persons, including the Complainant, Respondent, and witnesses. The College will do this by restricting access to information for individuals without a need for such access, and by providing education and training to those who are regularly involved in the administration of reports and complaints to ensure they understand their obligation to respect confidentiality. The College will treat individuals who disclose sexual violence with compassion, recognizing that they are the final decision-makers about their own best interests.

However, confidentiality cannot be assured in the following circumstances:

- an individual is at imminent risk of self-harm;
- an individual is at imminent risk of harming another;
- there is a concern about the safety or welfare of a child or vulnerable person;
- there are reasonable grounds to believe that others in the College or wider community may be at risk of harm;
- disclosure is required to comply with a specific legal obligation to make a report to a third party or otherwise required by law.

Where the College becomes aware of a report of sexual violence by a member of the College community against another member of the College community, the College may also have an obligation to take steps to ensure that the matter is dealt with in order to comply with the College's legal obligations and/or its policies to investigate such reports. In such cases, certain College administrators will be informed about the reported incident on a "need to know" and confidential

basis, but not necessarily be informed of the identities of the persons involved.

## 5. Publication and Training

The College will ensure awareness of this policy by:

- 5.1 Making the Policy available to any existing and new members of the College. The full document will be posted on the Fleming website.
- 5.2 Providing training to all employees, and ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the Policy and are able to implement its requirements. Content will be tailored to the audience and relevant to their roles and responsibilities in responding to and addressing sexual violence.
- 5.3 Providing training to employees and student groups on the process for responding and addressing incidents of sexual violence, including specifics on bystander intervention.

## 6. Development and Approval of this Policy

- 6.1 The development of the current and future iterations of this Policy will be reviewed in consultation with representatives of faculty, staff and student governing bodies for the provision and consideration of input from a diverse selection of Fleming College community members. This Policy will be reviewed every three years in accordance with review guidelines articulated in Bill 132 Schedule 3 of the *Ministry of Training, Colleges and Universities Act*.

## Related Documents

- *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, 2016 and O.Reg. 131/16, *Sexual Violence at Colleges and Universities*
- Administrative Operating Procedure #3-343 OP, *Sexual Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*
- Administrative Operating Procedure #5-506 OP, *Student Rights and Responsibilities*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311, *Harassment and Discrimination Prevention*
- College Policy #4-412, *Safety*
- College Policy #6-601, *Information and Communication Technology Appropriate Use Policy*
- College Policy #6-603, *College Data Record Retention and Disposition*
- Academic Collective Agreement
- Support Staff Collective Agreement
- Ontario Human Rights Code
- Occupational Health and Safety Act
- Residence Community Standards (in Student Handbook)

## Appendices

N/A

## History of Amendments/Reviews:

Section(s)	Date	Comments
New policy	created 2015	Framework endorsed by Committee of Presidents • Board approval of policy (Resolution BoG March 25-2015 #6)

Full review  
- policy renamed

April through August  
2016

Required as a result of new legislative requirements  
• Board approval of policy  
(Resolution BoG Dec14-2016#1)



## Board of Governors | Briefing Note

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Topic: Board of Governors Objectives 2019/2020  
Report To: Public Board Meeting  
Meeting Date: September 25, 2019  
Prepared By: Board Chair, Dan Marinigh

### Recommended Motion *\*\*after Board discussion*

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That the Board of Governors of Sir Sandford Fleming College approve the Board of Governors objectives for 2019/2020.

### Overview

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Below are 5 proposed Board of Governors objectives for the 2019/2020 Board year.

1. Oversee strategic plan annual outcomes
2. Implement an ongoing Board education program
3. Implement a Board engagement plan
4. Create a succession / nomination plan for the Board (through the Governance Committee)
5. Adopt new Board policies and operating procedures (as needed)



## Board of Governors | Briefing Note

**Topic:** Program Efficacy Review – Update  
**Report To:** Public Board Meeting  
**Meeting Date:** September 25<sup>th</sup> 2019  
**Prepared By:** Tom Phillips

### Recommended Motion

That the Board of Governors of Sir Sandford Fleming College receive for information, an update on the progress to date regarding the Program Efficacy Review

### Overview

Program Efficacy Review (PER) determines on-going program demand and quality. The annual review objectively assesses and reviews existing academic programs on the basis of established metrics in a two tiered process. The identification of programs with respect to sunseting (suspend/cancellation) or mitigation plans will be determined by the VP Academic Experience, in consultation with the Strategic Enrolment Management team.

Tier 1 (2018) and Tier 2 (2019) results have been discussed and reviewed by the Strategic Enrolment Committee. Follow-up meetings with each school's Dean and Chair occurred in September to review and decide on action for Tier 2 Programs and Programs of Concern according to the *Administrative Operating Procedure: Program Mix Analysis* and *Operating Procedure 2-213A Program Suspension and Cancellation*. Consultations have been undertaken according to the established procedure, including with the faculty union. Final recommendations will be made at the November board meeting.

### Alignment with Strategic Direction

Program Efficacy Review aligns with many areas of the Strategic Plan, particularly our responsiveness to the needs of students and employers in the labour market by providing top quality programs.

### Risks and Considerations

<input type="checkbox"/> External Environment	<input checked="" type="checkbox"/> Internal Environment	<input checked="" type="checkbox"/> Financial	<input checked="" type="checkbox"/> Human Resources
<input type="checkbox"/> Information Technology	<input type="checkbox"/> Legal	<input checked="" type="checkbox"/> Operational	<input checked="" type="checkbox"/> Strategic
			<input type="checkbox"/> N/A

**Internal Environment** – Ensuring our program offerings are current, relevant and in demand is essential to the success of everyone in the college.

**Financial** – Program offerings must be financially sustainable.

**Human Resources** – Faculty employment is affected by the suspension or cancelation of a program

**Operational** – To open up physical space and resources for new programs, we must optimize our program mix

**Strategic** – Offering our students current programs that lead to good jobs is crucial

Consideration for the two following procedures which were approved June 26th, 2019:

*Administrative Operating Procedure: Program Mix Analysis*

*Operating Procedure 2-213A Program Suspension and Cancellation*

### Supporting Documentation

N/A

## **BOARD CHAIR'S REPORT**

### **Public Board Meeting – September 2019**

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The following is a summary of key updates from the Board Chair to the Board of Governors since the June 2019 Board meeting.

#### **Next Board of Governors Meeting**

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Our next Board of Governors Meeting will be on November 27, 2019 at the Frost Campus, located at 200 Albert Street S., Lindsay in boardroom #252. The meeting will commence at 12:00 p.m. and lunch will be provided. Please review the 'Board Year at a Glance' document, located on the members only website, for additional information: <http://department.flemingcollege.ca/bog-members/>

#### **Fleming Connections**

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- chaired the annual meeting of the Fleming College Foundation; the Foundation Board adopted new by-laws and received the annual financial statements;
- attended the orientation session for new and returning governors; and
- attended the Pride Week Kick Off and Flag Raising event at the Sutherland Campus.

#### **In Our Community**

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Attended the City of Peterborough Affordable Housing and Homelessness Summit. The summit, hosted by Mayor Therrien and MPP Monsef brought together a cross section of representatives that helped develop an action plan to address the shortage of affordable housing.

## **PRESIDENT'S REPORT**

**September 2019 - Public Board Meeting**

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The following report is a summary of key updates of the President to the Board of Governors since the June 2019 Board meeting.

### **College System Update**

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The Ministry of Training Colleges and Universities has released a timeline for the development of the Strategic Mandate Agreement 2020-25 (SMA3). After bilateral discussions in the Fall of this year, a draft SMA3 is expected to be submitted by December 17, 2019. The SMA3 will be finalized for Board approval by March 20, 2020 for planned implementation to begin April 1, 2020. This agreement will set the government on a 5-year phased in approach to proportionally grow funding, based on 10 performance metrics. It will also set the foundation for change in our 5 year funding allocation.

### **Government Relations**

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Premier Ford attended the international Lacrosse games that was hosted by Trent University and Fleming College in August. He was very receptive to hearing about Fleming College and our plans and has agreed to come to Fleming College in the Fall for a tour and visit. He also asked the President of Fleming and Trent to attend a meeting in his office at Queen's Park. An agenda nor time has been scheduled to date.

Committee of Presidents has been working with the Government to establish a framework for engaging private career colleges in Ontario. There was a letter that was eventually signed by all college presidents. However, Fleming held a strong position that we should be transparent about capacity issues.

A new Deputy Minister for Training Colleges and Universities has been appointed. Former colleague Laurie LeBlanc has assumed the role this summer. She has been a long standing Deputy Minister of Municipal Affairs and Housing for the Province of Ontario.

### **Strategic Planning**

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Work on the 2019-20 Business Plan objectives is currently underway with an Interim Report of progress scheduled for the January 22, 2020 Board Meeting.

Analysis being undertaken on metrics, Fleming's historical performance on these metrics, and weighting of the metrics related to proportional funding.

Alignment analysis of the 2019-24 Strategic Plan, 2019-24 Action Plan, 2019-20 Business Plan and the Senior Management Team Mandate Letters with the SMA3 metrics; ensuring strategic direction and funding opportunities are optimized.

### **Start-Up Fall 2019 - Highlights and Enhancements**

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Fleming's senior management team led an "all hands on deck" approach to Fall 2019 start up. Senior management team morning meetings were a regular occurrence during the first 10 days of classes fostering collaboration, communication and effective problem solving.

Managers were present on the ground during start up supporting our staff, faculty and students; coordinating efforts to resolve start-up issues as they arose.

Below are some key department initiatives from Fall 2019 start-up.



**Key initiatives led by the Registrars Office included:**

- reduced line ups and wait times:
  - colour coded signage, students knew which line to stand in or where other services were located;
  - knowledgeable staff triaging the lines to get students out of line by answering their questions; and
  - combined International check in (August 28 – 30) with Photo ID reducing an extra line and streamlining the student experience.
- communicated proactively by emails that were sent to all new and returning students an email and link to more information: “*Get prepared: online not inline*” which included:
  - photo upload and express ID pick-up (increased photo upload by 58% from this time last year;
  - Important dates; and
  - FAQ's.
- provided learning sessions to teach students how to use their self service portal and provided walk-in add/drop/swap services in the Learning Resource Centre;
- revised add/drop/swap error messaging to better reflect online registration issues for the student (as opposed to the previous generic error message); and
- collaborated with Student Experience, SAC, International Department, PRD and IT; we knew what services were being provided, where and when. Further, IT and PRD worked extensively with the RO to ensure we received all the supports we needed to improve the client experience for example: how best to address issues with the volume of telephone calls.

**Key initiatives led by Student Experience included:**

- front-line pop up service to provide students with a welcome and first point of contact when starting their new school year;
- Tuesday September 3rd: Academic Orientation at Sutherland Campus with 40 Academic Orientation sessions across 64 different programs;
- success First at Fleming events at the Frost and Sutherland campuses. First at Fleming is a two-day orientation program for Students with Learning Disabilities, Attention Deficit/Hyperactivity Disorder (ADD or ADHD), or Mild Intellectual Disabilities (MID);
- a new model of preventative academic integrity training to 568 students during the first two weeks. This early intervention was piloted last year and has been proven to reduce rates of cheating within targeted groups of students; and
- a welcoming outdoor orientation celebration with hundreds of staff and community resources on hand to welcome all Frost students back. Presented in partnership with the Frost Student Association and many Community Resources the students were informed of academic, service and community resources for a great start to the year. In addition to information sharing, games, local live music, food and valuable information makes this annual event a highlight of Week One at Frost.

**Key initiatives led by Physical Resources included:**

- triaged line-ups and reduce students, parents and staff potentially waiting at the wrong location for services like student ID, Registrars Office Student Services, etc. We were able to re-direct students to the proper service locations efficiently;
- self-service computers enabled students and staff to be re-directed for self-service for parking and lockers registration. This allowed students to select their preferred locker and parking location on campus, increasing flexibility and alignment with classes and friends;
- observed workflow for transactions at the information booths enabled us to identify those transactions that took extra time. This allowed PRD to dynamically change our workflow to minimize wait times and maximize the student experience;

- supportive student welcoming working with Student Services in a joint effort to provide a in main foyers by trying to greet every student. PRD leaders personally escorting new students to desired locations, talking with them about their excitement of their program and alleviating their worry of feeling lost;
- effective operation of the College Switchboard effectively identified an “at risk” student caller and was able to effectively connect them with needed supports; and
- Completed key physical improvements to the campus (Sutherland foyer painting, banners hung, furniture and line management, exterior readiness, cleanliness, etc.) to create a welcoming first impression to campus.

## In Our Community

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- President Adamson attended the CICan Leadership Institute for Presidents, Fox Harb'r Nova Scotia, July 2 – 6;
- new Governor interviews were held July 10;
- Mayor D. Therrien was welcomed to the KTTC when she was invited to attend a student presentation on August 6;
- President Adamson hosted a meeting attended by Bonnie Patterson, Rhonda Barnet, President & COO, AVIT Manufacturing, and Ontario Tech University President Steven Murphy on August 7;
- attended individual retirement events for Deputy Minister George Zegarac's on August 13 and Deputy Minister, Shirley Phillips on September 4;
- Innovation Cluster Board of Directors meeting was attended on August 29;
- President Adamson attended a PKED Board Orientation Rhonda Keenan and Dana Empey;
- attendees at the DataShare Meeting were welcomed by President Adamson on September 10;
- President Adamson hosted a meeting with Sheldon Levy, former Deputy Minister, MTCU – September 11;
- a meeting was held with City of Peterborough Councillor, Leslie Parnell – September 12;
- President's Coffee and Chat with staff at the Haliburton School of Art+Design was on September 16;
- September 16 was the Pride Flag raising ceremony with City of Peterborough Councillors Zippel and Wright and PC Candidate Mike Skinner. Board Chair, Dan Marinigh attended as well; and
- Colleges Ontario, Committee of Presidents retreat is scheduled for September 22 – 24.

Events listed below are on social media (Twitter feed is @Fleming\_Pres and is available on our [Board of Governors Internal Website](#)); highlights from social media include:

- ▶ Congratulations to Team USA. Strong silver medal effort by Team Canada at @2019u19wclax. Thanks to all organizers and volunteers for bringing this event to @CityPtbo. And great job by co-hosts @FlemingCollege and @TrentUniversity
- ▶ It was an honour to co-host the 2019 Women's Lacrosse U19 World Championships with @TrentUniversity and @CityPtbo. Thank you @fordnation, @MaryamMonsef, @DaveSmithPtbo and @DianeNTherrien for your support throughout the tournament:
- ▶ We are proud to work with [@TrentUniversity](#) to take steps in providing student housing in Peterborough. We are committed to working with the [@CityPtbo](#) and all levels of government to play an active role in addressing the housing needs of our community:  
<https://flemingcollege.ca/news/trent-university-and-fleming-college-explore-next-steps-for-housing-strategies/>

- ▶ Great to see collaboration across postsecondary institutions and all levels of government. We look forward to working with you @RossRomanoSSM #onpoli
- ▶ We applaud the Government of Canada's recent announcement of the creation of an advisory committee to promote apprenticeships and skilled trades in Canada. Building awareness will help address the demand for more highly skilled people in the trades. #SkillsCanada
- ▶ Great community participation by our Culinary students and Executive Chef Kevin McKenna today at @PtboWedMarket
- ▶ Kicking off the new academic year with a Board of Governors orientation session today. Welcome to our new governors and welcome back to our returning members. Looking forward to a great year @FlemingCollege. Thank you @ChefMcKenna for an exceptional meal in our KTTC.
- ▶ Last week we held Town Hall meetings to welcome our employees to the fall semester. This week our students arrive. Exciting times at all of our campuses. #newFleming
- ▶ We had a blast at our Sutherland Campus Fleming Knights Orientation yesterday! We are thrilled to welcome new students to @FlemingCollege and hope all our students have a great first week of school. #BackToSchool @FlemingSAC
- ▶ Thank you to #FreshMornings for helping us welcome our @FlemingCollege students #BackToSchool. @1005FreshRadio
- ▶ Our Frost Campus is a special place, unique in the college system. A special welcome to all of our new and returning students and staff.
- ▶ We encourage all students to exercise their democratic right. Learn about the issues and the candidates. Then get out and vote!
- ▶ It was a pleasure to welcome @nrc\_cnrc President Iain Stewart to Fleming, as part of his Ptbo manufacturing tour by @rhonda\_barnet. @TrentUniversity President Dr. Leo Groarke & I discussed the impact our post-secondary institutions are making & explored future opportunities.
- ▶ Thank you @PtboPolice, @CityPtbo, @LesleyParnell and @FlemingSAC for the another outstanding Great Neighbourhood Campaign. This is an important initiative as we continue to strengthen our ties in the communities we serve. @FlemingCollege

## **Fleming in the News**

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The ceremonial mace of Fleming College  
Haliburtonechco.ca | June 18, 2019

Fleming College plots course for next five years  
Peterborough Examiner | June 27, 2019

Trent University, Fleming College sign new degree pathways in environmental and natural resource studies  
Educationnewscanada.com | June 28, 2019

Fleming College hosts Innovation and Technology Showcase in Peterborough on July 25  
Kawarthanow.com | July 23, 2019

Indigenous roots of lacrosse to be celebrated at world championship  
Peterborough Examiner | July 23, 2019

Laurentian, Fleming create pathway to master's degree  
Academica.ca | July 26, 2019

Trent University, Fleming College working to address student housing needs in Peterborough  
Global News | August 15, 2019

Trent, Fleming working to help improve local housing situation for students  
Academica.ca | August 16, 2019

The artists who work in literal dumps and the places that pay them to do it  
CBC.ca | August 23, 2019

Over 1,000 lbs harvested from community garden  
iHeartRadio.ca | August 27, 2019

Fleming, Royal Roads renew transfer agreement  
Academica.ca | September 3, 2019

Fleming College renews pathways program with Royal Roads University in BC  
PTBOToday.ca | September 3, 2019

Here's Trent and Fleming's top 10 most popular programs  
Mykawartha.com | September 3, 2019

Incoming Fleming College students hit new heights  
Peterborough Examiner | September 3, 2019

Fleming celebrating 11th year of 'Great Neighbourhood Campaign'  
PTBOToday.ca | September 9, 2019

College and university help Peterborough post-secondary students navigate newfound freedoms  
Global News | September 13, 2019

Maureen Adamson: Creating a welcoming place for all at Fleming  
Peterborough Examiner | September 18, 2019