Board of Governors

FLEMING

June 2021 – PUBLIC MEETING AGENDA

Meeting Date: June 23, 2021

Meeting Time: 1:30 p.m.

Meeting Information: Via Zoom – details provided in the calendar invite

1. Call to Order, Land Acknowledgement and Confirmation of Quorum

2. Declaration of Conflict

3. Approval of Meeting Agenda

4. Consent Agenda
    The following item will be addressed through the consent agenda unless specifically requested to be removed for separate attention, by request.

    4.1 Minutes from the May 26, 2021, Public Meeting 📎 pages 3-8

5. Business Arising (not otherwise covered)

Educational Component:

6.	Mental Health Supports for Students	S. Dupret	*20 min*

Decision Items:

7.	New Programs: 7.1 Continuing Education: 📎 pages 9-20 　i. Business Computer Applications 　ii. Client/Customer Relations 　iii. Condominium Manager 　iv. Diversity and Intercultural Relations 　v. Environmental Management 　vi. Occupational Health and Safety 　vii. Project Management Essentials	L. Poirier with M. Chowdhury	*20 min*
8.	New Policy: 8.1 Privacy in Remote Learning, Working, and Service Delivery Policy 📎 pages 21-30	B. Goodwin with E. Goodman	*20 min*

9. Policy Revision: S. Dupret with
    9.1 Student Rights & Responsibilities Policy & Procedure E. Goodman
         📎 pages 31-53
10. Finance & Audit Committee: D. Gillespie with   *15 min*
    10.1 Investment Performance Report for 2020-2021   D. Van Parys &
         📎 pages 54-55   A. Sims
    10.2 Finance & Audit Committee Work Planner 📎 pages 56-57
    10.3 Draft 2021-2022 Financial Plan (Preliminary Budget)
         📎 pages 58-80

11. Annual Report 📎 pages 81-116   M. Adamson with   *10 min*
                                                              S. Gosselin

12. Business Plan 📎 pages 117-129   M. Adamson with   *10 min*
                                                              S. Gosselin

Information Items:

13. Finance & Audit Committee: D. Gillespie with   *10 min*
    13.1 Enterprise Risk Management 📎 pages 130-138   D. Van Parys &
    13.2 Summary of Investment Portfolios 📎 pages 139   S. Gosselin

14. Final Spring Enrolment Report & International Update   R. Srdic &   *10 min*
    📎 pages 140-147   D. Van Parys

15. Board Chair Report Verbal   F. Clifford   *5 min*
    • Acknowledgement of departing Governors

16. President's Report 📎 pages 148-151   M. Adamson   *5 min*

Discussion:

17. Other Business   *5 min*

Adjournment approximately 4:00 p.m.

Board of Governors
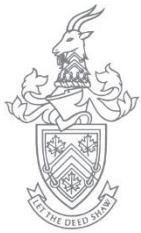
FLEMING

PUBLIC MEETING MINUTES

Meeting Date: May 26, 2021

Meeting Location: Virtual Meeting via Zoom

Meeting Attendance:

Present:

Fred Clifford, Board Chair
Paul Downs, Vice Chair
Cynthia Chan Reynolds
Marg Cox
Ben Currelly
Jason Fleming
Don Gillespie
Tim Kennaley

Katherine MacIver
Dan Marinigh
Cathy Praamsma
Nicole Grady
Thom Luloff
Mary Lou McLean
Chandra Gupta
Maureen Adamson, President

Senior Administration:

Christy DeMont, Chief Technology Officer
Sandra Dupret, Vice President, Student Experience
Brett Goodwin, Vice President, Applied Research & Innovation
Sherry Gosselin, Director, Project Management and Institutional Research
Linda Poirier, Vice President, Academic Experience
Roni Srdic, Registrar
Marilyn Strain, Manager, Digital Marketing & Creative Services
Drew Van Parys, Vice President, Economic and Community Development and Acting Vice President, Corporate Services & CFO
Terry Williams, Director, Physical Resources
Esther Zdolec, Vice President, Human Resources and Organizational Effectiveness

Administrative Support:

Sandra Armstrong, Manager of Operations
Sara O'Halloran, Executive Assistant

Guests:

Pam Stoneham, Dean, School of Trades & Technology
Musabbir Chowdhury, Dean, School of Business and Information Technology
Erin Goodman, Privacy & Policy Officer
Angie Sims, Director, Finance Services and Controllorship

1. <u>Call to Order, Welcome to the Traditional Territory and Confirmation of Quorum</u>
   The Chair called the meeting to order at 10:01 a.m. and acknowledged that the Board of Governors hosted the May 26, 2021 virtual public meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

   Quorum was confirmed and all in attendance were welcomed.

2. <u>Declaration of Conflict</u>
   None identified.

3. <u>Approval of Meeting Agenda</u>
   The Chair noted that Item 10.2 should in fact be listed as '2021-2022 Preliminary Budget Status Update'. The agenda indicates '2020-2022 Preliminary Budget Status Update' and will be revised accordingly.

   Moved by Paul Downs and seconded by Thom Luloff that the Board of Governors of Sir Sandford Fleming College approve the agenda of the May 26, 2021 public meeting as amended.
   <u>*Carried.*</u>

4. <u>Consent Agenda</u>
   Moved by Don Gillespie and seconded by Jason Fleming that the Board of Governors of Sir Sandford Fleming College approve the consent agenda for the May 26, 2021 public meeting and, through this consent approve the minutes from the March 24, 2021 Public Meeting.
   <u>*Carried*</u>

5. <u>Business Arising</u>
   None identified.

6. <u>Educational Component – Wastewater/COVID-19 Testing</u>
   The Chair welcomed Brett Goodwin, Vice President, Applied Research and Innovation, who provided a presentation on the detection of COVID-19 in wastewater on campus.

   Moved by Paul Downs and seconded by Chandra Gupta that the Board of Governors of Sir Sandford Fleming College receive the Detection of COVID-19 in Wastewater presentation for information.
   <u>*Carried.*</u>

7. <u>New Programs</u>
   Linda Poirier, Vice President, Academic Experience along with Pam Stoneham, Dean, School of Trades & Technology and Musabbir Chowdhury, Dean, School of Business and Information Technology were welcomed to the meeting.

   There was discussion regarding the timeliness of the Motive Power Technician – Report and Sport Vehicles as the industry has seen a surge in recreational vehicle sales of late and the growth continues.

Discussion with respect to the Electrical Engineering Technology program confirmed this is an extension of the already available two-year program. Students will now have the option of the addition of a third year.

The Artificial Intelligence Program was initially a three semester program, but is now being recalibrated to two semesters.

Briefing notes and business cases for the three programs were provided in the meeting materials

Moved by Ben Currelly and seconded by Paul Downs that the Board of Governors of Sir Sandford Fleming College approve the proposed new programs:

- *Motive Power Technician – Recreational and Sport Vehicles; and,*
- *Electrical Engineering Technology.*

And, the new postgraduate certificate program:

- *Artificial Intelligence.*

Carried.

8. Policy Revisions
The Chair welcomed Esther Zdolec, Vice President, Organizational Effectiveness & Human Resources and Erin Goodman, Privacy and Policy Officer to the meeting.

The Conflict of Interest and the Harassment and Discrimination Prevention policies were included in the meeting materials. There was a brief discussion on the handling of conflict of interest complaints (using internal supports vs an external agency) and also discussion on whether or not the Board's Internal Governors were included in this Conflict of Interest Policy. As a result, the Governance Committee will address amending By-law 1 to handle any conflicts of interest arising with Internal Governors.

The Conflict of Interest Policy, Section 5.1 (d) Duties and Responsibilities of Employees will be amended to indicate that employees must, on their own initiative confidentially fully disclose any Conflict of Interest, immediately.

Moved by Paul Downs and seconded by Jason Fleming that the Board of Governors of Sir Sandford Fleming College approve the amended Conflict of Interest Policy and the Harassment and Discrimination Prevention Policy as presented for immediate implementation; and that the suggested amendments to By-law 1 will be addressed and subject to review by the Governance Committee.
Carried.

9. Finance & Audit Committee (items for approval):
Don Gillespie, Chair of the Finance & Audit Committee was asked speak to the next items that were endorsed at the May 17, 2021 Finance & Audit Committee meeting. Joining Don was Drew Van Parys, Acting Vice President, Corporate Services & CFO and Angie Sims, Director, Financial Services and Controllership.

9.1   Internally Restricted Assets
Moved by Don Gillespie and seconded by Ben Currelly that the Board of Governors of Sir Sandford Fleming College approve the recommendation from the Finance and Audit Committee to approve a decrease in Internally Restricted Net Assets of $1,010,000 for the purposes of residence and other direct student services, offset by an increase for future Sports Field Complex capital repairs and improvements of $10,000, effective March 31, 2021.
Carried.

9.2   2020-2021 Audited Financial Statements
Moved by Don Gillespie and seconded by Tim Kennaley that the Board of Governors of Sir Sandford Fleming College approve the recommendation from the Finance and Audit Committee approve the 2020-2021 draft Audited Financial Statements indicating Net Assets as at March 31, 2021 of $38,901,772.

KPMG will remove "Draft" and issue final Audited Financial Statements once approval has been received. These statements will then be provided to the Ministry of Colleges and Universities (MCU); the statements also form part of the College's Annual Report and will be posted to the College website.
Carried.

10.   Finance & Audit Committee (items for information):
The Chair welcomed Don Gillespie, Chair of the Finance & Audit Committee to speak to the next items that were endorsed at the May 17, 2021 Finance & Audit Committee meeting. Joining Don was Drew Van Parys, Acting Vice President, Corporate Services & CFO and Angie Sims, Director, Financial Services and Controllership.

10.1   Internal Statement of Revenue & Expenditures for the year ended March 31, 2021
Moved by Don Gillespie and seconded by Ben Currelly that the Board of Governors of Sir Sandford Fleming College approve the recommendation from the Finance and Audit Committee to receive for information, the Internal Statement of Revenue and Expenditures for the year ended March 31, 2021.
Carried.

10.2   2020-2022 Preliminary Budget Status Update
At the Chair's request, Drew Van Parys, Acting Vice President, Corporate Services & CFO confirmed that we will be submitting the budget prior to the the Ministry's August 2021 deadline.

Moved by Don Gillespie and seconded by Paul Downs that the Board of Governors of Sir Sandford Fleming College approve the recommendation from the Finance and Audit Committee to receive for information, the 2021-2022 Preliminary Budget – Status Update.
Carried.

10.3   Comparative Balance Sheet for the year ended March 31, 2021
Moved by Don Gillespie and seconded by Thom Luloff the Board of Governors of Sir Sandford Fleming College approve the recommendation from the Finance and Audit Committee to receive for information, the College Balance sheet comparatives for the year ended March 31, 2021.
Carried.

11.   Sexual Violence Prevention Report: 2020-21 Annual Report
The Chair welcomed Sandra Dupret, Vice President Student Experience to address any inquiries from the Board on the Sexual Violence Prevention Report: 2020-21 Annual Report that was included in the meeting materials. The total number of incidents reported was down as a result of physically not being on campus. The difference between formal and informal complaints was explained and a 4-year trend will be included in next year's report

Moved by Nicole Grady and seconded by Cynthia Chan Reynolds that the Board of Governors of Sir Sandford Fleming College receive the Sexual Violence Prevention Report: 2020-21 Annual Report for information.
Carried.

12.   Indigenous Fleming May 2021: Biannual Report
The Chair welcomed Sandra Dupret, Vice President Student Experience and Linda Poirier, Vice President, Academic Experience. The May 2021 Indigenous Fleming Biannual Report was included in the meeting materials and the efforts of Liz Stone, Academic Chair of Indigenous Studies and team were acknowledged.

Moved by Mary Lou McLean and seconded by Katherine MacIver that the Board of Governors of Sir Sandford Fleming College receive the May 2021 Indigenous Fleming Biannual Report for information.
Carried.

13.   Spring Enrolment Report & International Update
The Chair welcomed Roni Srdic, Registrar and Drew Van Parys, Acting Vice President, Corporate Services & CFO who presented on the Spring 2021 enrolment report and international update.

Moved by Jason Fleming and seconded by Cynthia Chan Reynolds that the Board of Governors of Sir Sandford Fleming College receive the Spring 2021 Enrolment Report and International Update as presented for information.
Carried.

14.   Board Chair Report
The Board Chair provided a verbal report.

Moved by Fred Clifford and seconded by Dan Marinigh that the Board of Governors of Sir Sandford Fleming College receive the May 2021 verbal Board Chair report for information.
Carried.

15. <u>President's Report</u>
    The President's report, provided in the meeting package, was reviewed and included a summary of key updates and events since the March 2021 meeting.

    Moved by Paul Downs and seconded by Chandra Gupta that the Board of Governors of Sir Sandford Fleming College receive the May 2021 President's report for information.
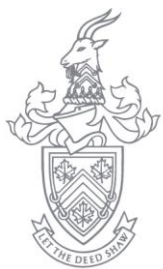   <u>*Carried*</u>*.*

19. <u>Other Business</u>
    President Adamson reminded the Board that the June Convocation ceremony will again be virtual.

<u>Adjournment</u>
The public meeting of May 26, 2021 was adjourned at 11:46 a.m.

Board of Governors

Briefing Note

FLEMING

Topic: New Programs – Continuing Education
Report To: Public Board Meeting
Meeting Date: June 23, 2021
Prepared By: Musabbir Chowdhury, Dean, School of Business and Information Technology
Linda Poirier, Vice President, Academic Experience

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the following proposed new programs to be offered by Continuing Education.

Overview

This is to propose development of seven new Continuing Education (CE) certificate programs to further expand our existing selection. Our records show that the majority of CE course registrations belong to one of our current certificates (i.e. January 2021 intake: out of 1436 registrations [which also include post-secondary students], 936 were part of a certificate).

Increasing our selection of certificate offerings should also increase enrolment and will better compete with the greater number of CE certificates available at other colleges. Students are looking for credentials to fill in their resumes and also use program listings as a guide to obtain a specific skill set. Currently, 23 of 28 CE certificates are offered via OntarioLearn. All 24 Ontario colleges collaborate to offer online courses, and programs via the OntarioLearn platform.

All courses listed below are offered via *OntarioLearn* entirely online and do not require field placement. In most cases, we already make these courses available individually to our students. None require development as they are hosted at other colleges. Using these courses as part of a certificate incurs expenses only in the administration of integrating a certificate into our system, which is minimal.

We are seeking approval to launch the following seven new programs via *OntarioLearn*:

1. Business Computer Applications
2. Client/Customer Relations
3. Condominium Manager
4. Diversity and Intercultural Relations
5. Environmental Management
6. Occupational Health and Safety
7. Project Management Essentials

Additional details about these programs are provided below.

Revenue/Expense Streams for Ontario Learn Courses

Detail	Post-Sec FT student taking Hosted & Non-Hosted	Fleming PT Student taking Hosted	Fleming PT Student taking Non-Hosted	Non-Fleming Student Taking Fleming Hosted
Revenue	-No revenue to OnLearn department, FT student pays tuition for FT program	-Receive full tuition plus grant	-Receive Full tuition plus grant	-Fleming receives per student fee from registering college
Expense	-OnLearn department pays fees to host college etc. with no revenue reimbursement	-Pay all faculty and course costs	-Fleming pays host college per student fee	-Fleming pays all faculty and course costs
Summary	-runs at a loss as no revenue is transferred from school to CE for these registrations	-greatest revenue contribution on a per student basis however, we only have 15-20 hosted courses therefore overall revenue volume is not as large	-greatest revenue contribution due to volume of registrations	-runs at break-even

Program 1| Business Computer Applications

Program 1 Name   Business Computer Applications - OntarioLearn

Overview & Rationale

While most of the population is now well-versed in basic computer skills, our experience with students currently taking online courses brings to light that many do not have the necessary software skills for today's place of business. In recent years, the reliance on mobile phones for communication has further reduced the every-day usage of full-screen software.

This certificate seeks to guide participants through the main Microsoft Office Suite. The mandatory core courses represent the most highly employer-valued skills, while elective choices offer beginner as well as advanced options for any type of learner.

As some of these courses (Excel, Word, Office Technology) are part of our Office Administration Certificate, students may opt to complete a dual certificate.

Curriculum

Mandatory (5)
   Microsoft Word Core
   Microsoft Word Expert
   Microsoft Excel Core
   Microsoft Excel Expert
   Office Technology and Procedures

Elective (2)
   Introduction to Computers
   Computer Keyboarding Skills
   Microsoft Access Core
   Microsoft PowerPoint
   Presentations and Desktop Publishing
   Project Management Scheduling Software (Microsoft Project)

*Flexibility option: Students with a good basic skill set in Word or Excel may omit the Core course and choose an additional Elective

Cost / Benefit Analysis

Our past enrolment records show that among Continuing Education students, courses leading to certification are the most in demand.

We already offer all of these courses individually. They are fully developed. Other than the integration of the certificate, there is no cost involved in offering this certificate.

Labour Market Description / Student Target:

This certificate provides in-demand skills in a variety of office environments in any industry. It would be of great benefit for those returning to the workplace or changing careers as well as sponsored students (Second Career, WSIB).

Risks and Considerations

This certificate is specific to Windows users. Most participants will have the basic software (Word, Excel, Access). However, Project, PowerPoint and Publisher are not standard issue with newly purchased computers and will have to be purchased/subscribed.

Fleming College does have extended licensing for some of these products that can be made available at a cost to Continuing Education. This will require further research since post-secondary students are covered by the agreement – we do have post-secondary students taking these courses.

As with any program offered via OntarioLearn, course availability depends on the host college, who may cancel a course at any time and for any reason. However, through mutual cooperation among the member colleges, this rarely presents difficulties for participants.

Supporting Documentation

OntarioLearn Colleges with similar Certificates
    Mohawk College – Business Computer Applications
    Canadore College – Computer Applications

Program 2 | Client/Customer Relations

Program 2 Name   Client/Customer Relations - OntarioLearn

Overview & Rationale

Among highly competitive organization ranging from business to education and non-profit, success often depends on professional customer service, both internally and externally.

This certificate prepares the participant for an active front-line position which can include hectic or difficult client interactions. This training would be a standout resume item.

Curriculum

Mandatory (4)
    Customer Service – A Modern Approach
    Customer Service & Ethics
    Introduction to Intercultural Communication
    Dealing with Difficult People

Elective (2)
    CRM and Selling (Business-to-Business)
    Behaviour Management and Crisis Intervention (Fleming hosted course)
    Human Behaviour in the Workplace
    Creating a Corporate Service Culture
    Developing Client Service Teams

Cost / Benefit Analysis

Our past enrolment records show that among Continuing Education students, courses leading to certification are the most in demand.

We already offer all of these courses individually. They are fully developed. Other than the integration of the certificate, there is no cost involved in offering this certificate.

Labour Market Description / Student Target:

This certificate represents a "resume builder" skill set for job seekers in any industry that values client interaction, internal or external.

Risks and Considerations

As with any program offered via OntarioLearn, course availability depends on the host college, who may cancel a course at any time and for any reason. However, through mutual cooperation among the member colleges, this rarely presents difficulties for participants.

Supporting Documentation

OntarioLearn College with similar Certificates
    Durham College – Client and Customer Relations
    Canadore College – Client and Customer Relations
    Sault College – Client and Customer Relations

Program 3 | Condominium Manager

Program 3 Name   Condominium Manager - OntarioLearn

Overview & Rationale

The Association of Condominium Managers of Ontario (ACMO) has mandated four core courses, hosted by Mohawk College, which all current and future managers of condominium properties in Ontario must complete in order to retain their license.

Fleming College currently offers these four courses, but a certificate is granted by other colleges.
College Approved certificates include the four core courses (see below) as well as a small set of electives.

Some Colleges issue a Statement of Completion or Recognition of Achievement for completing the four core courses only.

Curriculum

Mandatory (4 for a Certificate of Completion)
    Condominium Law
    Physical Building Management
    Condominium Administration and Human Relations
    Financial Planning for Condominium Managers

Electives (2 needed to create a Board-approved certificate)
    Building & Maintaining Customer Relations
    Leading Responsibly
    Introduction to Intercultural Communication
    Dealing with Difficult People

Cost / Benefit Analysis

We already offer all of these courses individually. They are fully developed. Other than the integration of the certificate, there is no cost involved in offering this certificate.

The courses are widely available at other OntarioLearn colleges. By offering a certificate we may attract participants who value that accreditation rather than just completing the mandated courses, thus increasing enrolment. We currently have approximately 12 participants completing these courses here at Fleming.

Labour Market Description / Student Target:

This certificate is specific to current and future mangers of condominium properties.

Risks and Considerations

Although condominium living and investment is a growth industry in many urban centres, there may be a saturation point. However, ACMO has plans to add two additional courses in the future, which will also be mandatory. Thus, as with other industries such as our Well Technician program, ongoing continuing education may become the norm for this industry.

At this point, we have not heard a move to "microcredentials" for this segment.

Supporting Documentation

Ontario Learn Colleges with similar Certificates
    Humber College – Condominium Management and Administration
    Seneca College – Condominium Management
    Mohawk College – Condominium Mangement

Program 4 | Diversity and Intercultural Relations

Program 4 Name   Diversity and Intercultural Relations - OntarioLearn

Overview & Rationale

This certificate speaks directly to our commitment to contributing to an equitable, diverse, and inclusive community. It seeks to provide participants currently working or planning to work in a variety of industries that bring them into contact with a broad representation of the Canadian population.

Subject areas include a variety of cultural aspects, gender topics, and mental health impacts both within the workplace and when dealing with external clientele of all walks of life.

Curriculum

Mandatory (5)
    Social Psychology
    Introduction to Intercultural Communication
    Racism & Discrimination
    Bridging Two Worlds: Connecting with Indigenous Peoples of Canada
    Mental Health and Society

Elective (2)
    Customer Service & Ethics
    Counselling Gender and Diversity
    World Religions: Western and Eastern Traditions
    Diversity & First Nations
    Diversity and Victim Assistance
    Human Rights Law I
    Holistic Approach to Disability
    Social Psychology
    Cost / Benefit Analysis

We already offer most of these courses individually. They are fully developed and some are offered as General Education (GenEd) options to post-secondary students. Other than the integration of the certificate, there is no cost involved in offering this certificate.

Labour Market Description / Student Target:

This certificate is an excellent opportunity for participants to add a valuable skill set to their resume at a time when diversity and inclusion are topical and will appeal to employers. As a skills update, this will appeal to well-established professionals in Social Service, Counselling, Education, HR and other industries looking for a refresh on current concepts.

Risks and Considerations

As with any program offered via OntarioLearn, course availability depends on the host college, who may cancel a course at any time and for any reason. However, through mutual cooperation among the member colleges, this rarely presents difficulties for participants.

Supporting Documentation

Colleges offering similar Certificates
    Sault College – Diversity and Intercultural Communications
    Seneca College – Intercultural Communications
    Lambton College – Intercultural Communications
    Canadore College – Intercultural Communications

Program 5 | Environmental Management

Program 5 Name	Environmental Management - OntarioLearn

Overview & Rationale

The goal of the program is to produce environmental practitioners who can effectively implement and specifically, manage programs directed at limiting environmental impacts and restore degraded environments. The program provides an interdisciplinary approach to environmental management that includes management of air, land, water and waste.

This program aims at exploring both theory and practice which allows students to gain an appreciation of the complexity of designing environmental strategies in the presence of diverse and competing stakeholder interests.

Curriculum

Mandatory (5)
    Environmental Management - An Introduction
    Environmental Laws & Regulations
    Introduction to Sustainable Development
    Environmental Site Assessment and Reporting
    Environmental Management Systems & Audits

Elective (2)
    Energy Resources (Alternative Energy)
    Climate Change
    Indigenous Identity in Relation to Land
    Restoration Ecology
    Blood from a Stone: Social and Environmental Consequences
    Climate Change and Business Adaptation
    Home Flood Risk Assessment Training

Cost / Benefit Analysis

We already offer most of these courses individually. They are fully developed and some are offered at GenEd options to post-secondary students. Other than the integration of the certificate, there is no cost involved in offering this certificate.

Labour Market Description / Student Target:

This series of courses will be of interest to those working in construction, land development, farming, real estate, land management and forestry.

Risks and Considerations

As with any program offered via OntarioLearn, course availability depends on the host college, who may cancel a course at any time and for any reason. However, through mutual cooperation among the member colleges, this rarely presents difficulties for participants.

Supporting Documentation

Colleges offering similar Certificates
    Seneca College – Environmental Management
    Lambton College - Environmental Management Practices
    Mohawk College – Environmental Management

Program 6 | Occupational Health and Safety

Program 6 Name	Occupational Health and Safety - OntarioLearn

Overview & Rationale

The Occupational Health and Safety Certificate provides students with the knowledge and skills required to monitor and assess the safety of people at work and related workplace hazards. In addition to the fundamentals, students will explore the management skills required to support and lead workplace safety programs.

Note:
The OHS Program detailed below meets the Formal Education Requirement of the eligibility criteria (Pathway A) for the Canadian Registered Safety Technician (CRST) set out by the Board of Canadian Registered Safety Professionals (BCRSP). Please see About the CRST Certification on the BCRSP website for more information.

Curriculum

Mandatory (7)
    Occupational Health & Safety
    Environment Management: An Introduction
    Legislation for Health and Safety
    Management Labour Concerns in Occupational Health and Safety
    Industrial Hygiene
    Fire Protection
    Ergonomics

Cost / Benefit Analysis

We already offer most of these courses individually. They are fully developed and some are offered at GenEd options to post-secondary students. Other than the integration of the certificate, there is no cost involved in offering this certificate.

While some of these courses are popular with our students, many potential participants are looking for an accreditation in this field. As a result, we currently refer those students to other colleges.

Labour Market Description / Student Target:

This program will interest individuals with responsibility for Health and Safety (e.g. Supervisors, Safety Coordinators, Occupational Health Nurses, Joint Health and Safety Committees, etc.) that require broader legal and technical knowledge to function effectively in their occupation.

Risks and Considerations

As with any program offered via OntarioLearn, course availability depends on the host college, who may cancel a course at any time and for any reason. However, through mutual cooperation among the member colleges, this rarely presents difficulties for participants.

Supporting Documentation

Other Colleges offering this Certificate:
    Humber College – Occupational Health & Safety
    Lambton College – Occupational Health & Safety
    Seneca College – Occupational Health & Safety
    Sault College – Occupational Health & Safety

Program 7 | Project Management Essentials

Program 7 Name   Project Management Essentials - OntarioLearn

Overview & Rationale

This certificate provides students with the skills and knowledge required to deliver well-defined project solutions. Through applied learning activities, students learn skills and strategies for moving through the project life cycle phases. They develop a critical understanding of management and human resources, project risk and quality, scheduling and software, and contracting and procurement. Students work through the curriculum to develop a project management plan that can be applied to real-life scenarios.

Curriculum

Mandatory (4)
    Introduction to Project Management
    Project Cost and Risk Management
    Project Contracting, Procurement and Quality Management
    Project Management, Applications and Simulation

Elective (3)
    Project Management Scheduling Software (Microsoft Project)
    Fundamentals of Project Management - Waterfall and Agile
    Project Communications and Human Resource Management
    Project Management (Leadership Development Series)
    PMP/CAPM Project Management Exam Preparation (when available)

Cost / Benefit Analysis

We already offer most of these courses individually. They are fully developed, and some are offered at GenEd options to post-secondary students. Other than the integration of the certificate, there is no cost involved in offering this certificate.

Labour Market Description / Student Target:

This program will be of interest to anyone implementing projects of any size, either as a manager or as a member of a project team. It focuses on the application of current approaches, techniques, and systems for managing projects. As a resume item, it will demonstrate a theoretical skill set that will serve them well in a broad range of roles requiring organization, planning and time management.

Risks and Considerations

These courses are well established and offered at many OntarioLearn colleges. We also offer some of the above-listed courses at this time. Courses new to our inventory can be integrated efficiently at any time.

Supporting Documentation

Similar certifications offered at other OntarioLearn colleges
    Centennial College - Effective Project Management
    Sault College – Project Management
    Mohawk College – Project Mangement
    Algonquin College – Project Management Studies

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement

These certificates will align with Fleming's strategic direction as:
- They will be focused on the needs of students and employers in the labour market: Increasing our selection of certificate offerings should also increase enrolment. Students are looking for credentials to fill in their resumes and also use program listings as a guide to obtain a specific skill set.
- These certificates present us as true partners in our communities and at the same time promote embracing technology and digital tools: Currently, 23 of 28 CE certificates are offered via OntarioLearn. All 24 Ontario colleges collaborate to offer online courses, and programs via the OntarioLearn platform.

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:
- Included above.

Board of Governors
Briefing Note

Topic:	Privacy in Remote Learning, Working, and Service Delivery Policy
Report To:	Public Board Meeting
Meeting Date:	June 23, 201
Prepared By:	Privacy in Remote Learning and Working Group

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the proposed #2-223 Privacy in Remote Learning, Working and Service Delivery policy for implementation.

Overview

When the pandemic first began last spring, Fleming College pivoted swiftly and effectively to enable all members of the College community to continue their necessary activities. This rapid shift to remote learning, working, and service delivery depended on technologies that, while they were not new at the College, had never been relied on so extensively.

A working group was struck in the fall of 2020 to consider and address the privacy impact of the technologies that enable remote learning, working, and delivery of services. While discussions were initially focused on video conferencing, it soon became apparent that it was necessary to expand the scope of the group's work to include other technologies, such as the online proctoring software from Respondus Inc. that is employed by faculty seeking to safeguard academic integrity when delivering online assessments. The working group has developed and issued interim guidance on the use of video conferencing and online proctoring software.

The working group is collaborating on a suite of procedures that will outline guidelines for the use of specific technologies whose primary purpose is to enable remote learning, working, and service delivery. These procedures are united and informed by an overarching policy that articulates the common principles guiding the College's use of these technologies. It is this policy that the Board of Governors is being asked to review, provide input on, and ultimately endorse.

The policy was developed by a working group comprised of individuals with diverse perspectives and areas of expertise. It has benefited from this, as well as a thorough stakeholder review. Input was sought, and feedback incorporated from key stakeholders including academic and support staff union executives, Fleming's EDI Council, student representatives from Sutherland and Frost campuses, Deans and Chairs, senior leaders and their management teams, and legal counsel. As well, this policy was brought forward to the first meeting of the recently reinstated Academic Council, on June 7th.

The primary focus of the policy is privacy. Its goal is to outline principles that will be operationalized in procedures that will address privacy and security considerations related to specific technologies that enable remote learning, working, and service delivery. It is intended to inform practices regarding the collection, use, retention, disclosure, and disposal of personal information captured during the course of these activities.

The policy also seeks to encourage the effective and ethical use of technologies that enable remote learning, working, and service delivery. In developing this policy and beginning to draft accompanying procedures, the working group came to understand that, in addition to privacy, consideration must be given to issues of equity, accessibility (specifically compliance with AODA), and principles of Universal Design for Learning (UDL). At the

same time, the working group is cognizant of those College policies and procedures whose purpose is to further these imperatives and has sought to create a policy that aligns with and compliments these preexisting policy instruments.

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement

The development of this policy aligns with the College's commitment to the value of accountability, as outlined in the 2019-2024 Strategic Plan. It is also crucial to the College's key commitment to embracing technology and digital tools. The technology we approve and support must be vetted for privacy and security compliance, and we must support the entire College community in its safe and effective use. As well, by addressing equity concerns, this policy aligns with Fleming's commitment to be a welcoming place for all, "ensuring we are meeting the needs of diverse populations among our employees and students in culturally safe and inclusive ways, and providing an accessible campus."

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:
- Privacy in Remote Learning, Working, and Service Delivery Policy

Fleming College

Policy Title:	Privacy in Remote Learning, Working, and Service Delivery
Policy ID:	#2-223
Manual Classification:	Section 2 – Academic Affairs
Approved by:	Board of Governors
Revision Date(s):	N/A
Effective Date:	To be completed when approved by Board of Governors
Next Policy Review Date:	June 2024
Contacts for Policy Interpretation:	Vice President Academic Experience Chief Technology Officer Privacy and Policy Officer

1.0 - Policy Overview

This policy (the "**Policy**") will describe how Fleming College (the "**College**") will address privacy and security considerations related to remote learning, working, and delivery of services. It will also outline the responsibilities shared by every member of the College community for protecting the privacy of all participants who engage in remote learning, working, and delivery of services.

As an educational institution under the *Freedom of Information and Protection of Privacy Act* (**FIPPA**), the College is subject to privacy provisions that govern how the College collects, uses, retains, discloses, and disposes of Personal Information. Further, in the provision of health care, the College must manage Personal Health Information in accordance with the *Personal Health Information Protection Act* (**PHIPA**). The use of technology to enable remote learning, working, and delivery of services must comply with the privacy provisions of these two Acts, and College policies related to the protection of Personal Information and Personal Health Information.

2.0 - Purpose

The purpose of this Policy is to provide a framework for the use of technology to enable remote learning, working, and delivery of services that facilitates the protection of privacy for all participants. It is meant to inform practices regarding the collection, use, retention, disclosure, and disposal of Personal Information captured during the activities of remote learning, working, and delivery of services.

3.0 - Definitions and Acronyms

The following definitions and/or acronyms apply in this Policy:

College Community
Any person who studies, teaches, conducts research at or works at, or under, the auspices of the College 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.

FIPPA
Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. F.31, s. 1.

IT
Information Technology; it includes software and systems used for academic delivery and administrative purposes either hosted at College facilities or in third party premises, all of the information stored in systems, computing devices and associated peripherals, VoIP communications network and wireless infrastructure and related equipment, facsimile machines, scanners, telephones, wireless devices, digital storage media, video and other multimedia devices.

IT Services
Services that facilitate the use of technology, including but not limited to all services provided related to Internet connection, email, voice mail and printing.

IT Resources
IT facilities and equipment the College owns, operates, or sources from external parties for use by employees, students and others.

Personal Health Information
As defined under PHIPA:

4(1) "personal health information", subject to subsections (3) and (4), means identifying information about an individual in oral or recorded form, if the information:

  a) Relates to the physical or mental health of the individual, including information that consists of the health history of the individual's family,

  b) Relates to the providing of health care to the individual, including the identification of a person as a provider of health care to the individual,

  c) Is a plan of service within the meaning of the *Home Care and Community Services Act, 1994* for the individual,

d) Relates to payments or eligibility for health care, or eligibility for coverage for health care, in respect to the individual,

e) Relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part or bodily substance,

f) Is the individual's health number, or

g) Identifies an individual's substitute decision maker.

4(2) "identifying information" means information that identifies an individual or for which it is reasonably foreseeable in the circumstances that it could be utilized, either alone or with other information, to identify an individual.

Personal health information does not include records/identifying information pertaining to an individual that is not maintained primarily for the provision of health care and/or information that is not collected in the context of providing health care.

The College may handle your personal health information when you seek health care from one or more of these College services:

- Counselling Services;
- Student Health Services; and/or
- The Massage Clinic.

Personal Information

As defined under FIPPA, Personal Information means recorded information about an identifiable individual, including:

a) information relating to race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,

b) information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,

c) any identifying number, symbol or other particular assigned to the individual,

d) the address, telephone number, fingerprints or blood type of the individual,

e) the personal opinions or views of the individual except where they relate to another individual,

f) correspondence sent to the College by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,

g) the views or opinions of another individual about the individual, and

h) the individual's name where it appears with other Personal Information relating to the individual or where the disclosure of the name would reveal other Personal Information about the individual.

Personal Information does not include:

- the name, title, contact information or designation of an individual that identifies that individual in a business, professional or official capacity,
- information about an individual who has been dead for more than thirty years, and
- records of graduation that are otherwise publicly disclosed.

PHIPA

Personal Health Information Protection Act, 2004, S.O. 2004, c. 3, Sched. A.

Record

As defined under FIPPA, a record means any record of information however recorded, whether in printed form, on film, by electronic means or otherwise, and includes:
- correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy of such material; and,
- subject to FIPPA regulations, any record that is capable of being produced from a machine readable record under the control of the College by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the College.

Work(s)	Shall include but not be limited to teaching support materials, instructional by-products, curriculum support material, teaching/learning resources produced on assignment, administrative materials, College publications, applied research products, professional, technical and artistic work produced on assignment, and notes or recordkeeping in the provision of student support services.

4.0 - Scope

This Policy applies to all members of the College community who participate in remote learning, working, and delivery of services, including but not limited to:

- Staff;
- Faculty;
- Administrators;
- Students;
- Board of Governors;
- Vendors, consultants, and agents of the College; and
- Guests.

This Policy will address privacy and security considerations relating to those IT collaborative tools that are used by members of the College community primarily to enable remote learning, working, and delivery of services.

This includes, but is not limited to:

- Video/audio/web conferencing platforms, also known as collaboration services
  - Live and recorded sessions
- Remote proctoring software
- Video conferencing within the learning management system

Members of the College Community may elect to use these tools and other online services or social media in a personal capacity. This Policy will not address this use. However, other College policies may apply to the personal use of IT Services and Resources, and the use by members of the College community of online services or social media as that use impacts the College.

5.0 - General Principles

5.1 – Overview

The following guiding principles will inform this Policy and accompanying procedures related to the use of technology to enable remote learning, working, and delivery of services.

Privacy

Protecting privacy must be prioritized. Activities involving the collection, use, retention, disclosure, and destruction of Personal Information must be conducted in accordance with the privacy provisions of FIPPA and PHIPA.

Accountability

Every member of the College community has a responsibility to respect and protect the privacy of all users when participating in remote learning, working, and delivery of services.

Transparency

Expectations regarding participation in remote learning, working, and delivery of services must be disclosed to participants proactively and all participants must be provided with guidelines regarding safe use of the technology that enables these activities.

Equity and Accessibility

The use of technology to enable remote learning, working, and delivery of services must align with principles of equity, diversity and inclusion (including the College's commitments to Truth and Reconciliation). Furthermore, to support accessibility the use of technology must comply with the *Accessibility for Ontarians with Disabilities Act* (AODA) and be consistent with Universal Design for Learning (UDL) principles.

5.2 – Choosing the Right Tools for the Job

The College will ensure that IT Services and Resources that enable remote learning, working, and delivery of services are vetted for security and compliance with College privacy policies and applicable privacy legislation.

All members of the College community will ensure that:

a) Only approved and supported IT Services and Resources are used to enable remote learning, working, and delivery of services. Be aware that use of non-College provided tools creates a risk to the privacy and security of the user(s).

b) Technology is employed mindfully, ensuring use is necessary and supports teaching, learning, and business activities that advance the goals and objectives of the College, and that consideration is given to privacy impacts.

5.3 – Adopting Privacy Protective Measures

The College will ensure that:

a) System-wide settings of approved technology are configured to enhance security and privacy for all users.

b) All employees are provided with guidance and awareness regarding default settings for IT Services and Resources to enhance security and privacy for all users.

c) All users are provided with guidance regarding privacy protective conduct when employing IT Services and Resources to enable remote learning, working, and delivery of services that respects the rights of all users.

All members of the College community will ensure that:

a) They adhere to College policies and guidelines when engaged in remote learning, working, and delivery of services.

b) Privacy rights are respected when technology is employed to enable remote learning, working, and delivery of services.

5.4 – Managing Personal Information

The College will ensure that:

a) All members of the College community are provided with guidance regarding the collection, use, retention, disclosure, and disposal of Personal Information through IT Services and Resources that are used to enable remote learning, working, and delivery of services.

b) Participants are notified when their Personal Information is being collected, in accordance with the notice provisions of FIPPA and PHIPA.

c) Personal Information collected is only used or disclosed for purposes that were identified in the original notice of collection, or for purposes consistent with those originally identified, unless the individuals have expressly consented to the new use or disclosure.

d) In the event of a privacy breach involving Personal Information or Personal Health Information, the relevant College privacy breach reporting procedure (#OP 1-111C or #OP1-112C) will guide the breach response.

6.0   Related Documents

- The *Freedom of Information and Protection of Privacy Act* R.S.O. 1990 c. F. 31
- *Personal Health Information Protection Act*, 2004, S.O. 2004, c. 3, Sched. A
- *Accessibility for Ontario with Disabilities Act,* 2005, S.O. 2005, c. 11
- 1-111 Access to Information and Protection of Privacy Policy
- 1-112 Information Practices Related to Personal Health Information Policy
- 6-601 Information Technology (IT) Appropriate Use Policy
- 7-701 Access and Accommodation for Students with Disabilities Policy

History of Amendments/Reviews

NEW

Board of Governors
Briefing Note

FLEMING

Topic:	Student Rights and Responsibilities Policy and OP
Report To:	Public Board Meeting
Meeting Date:	June 23, 2021
Prepared By:	Sandra Dupret, Vice President, Student Experience
	Erin Goodman, Privacy and Policy Officer

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the revised Student Rights and Responsibilities Policy and Procedure (#5-506 and #OP 5-506 respectively) for implementation on August 23, 2021.

Overview

Review and update of policy Student Rights and Responsibilities Policy and Procedure (#5-506 and #OP 5-506 respectively).

Substantive changes include:
- Ability for College as a whole to bring a complaint forward
- Stronger language for College to respond to incidents impacting the broader community including student expectations to adhere to federal, provincial, municipal mandated regulations, orders and/or directives
- new section addressing off-campus conduct (6.7) added to policy
- -new section added to address the interplay between process under this policy and procedure and sanctions from other bodies
- College rights to involve an impartial external investigator
- Strengthening procedural fairness language
- Further clarification on Tribunal procedures and timelines
- Identifying procedures for expulsions occurring prior to convocation

Policy reviewers include:
- Sandra Dupret, VPSE
- Erin Goodman, Privacy and Policy Officer
- Grace O'Malley, In-house Counsel
- Greg Jefford, Manager, Student Experience and Athletics
- Jill Treen-Reber, Student Conduct & Accountability Specialist
- Liz Stone, Academic Chair IPD
- Rob Marsh, Manager Housing
- SAC: Alannah Kennedy/President with feedback from board of directors

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement

Welcoming place for all and student success.

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:
- Student Rights and Responsibilities Policy #5-506
- Student Rights and Responsibilities OP #5-506

Fleming College

Policy Title:	Student Rights and Responsibilities
Policy ID:	#5-506
Manual Classification:	Section 5 – Student Services
Approved by:	Board of Governors
Revision Date(s):	Original: September 2, 1992
	Revisions: May 24, 2006; June 25, 2014;
	December 14, 2016
Effective Date:	To be completed when approved by Board
	of Governors
Next Policy Review Date:	June 2024
Contacts for Policy Interpretation:	Vice President Student Experience
	Vice President Academic Experience

1.0 - Policy Overview

Admission to Fleming College carries with it certain rights and responsibilities. There is an expectation that students will conduct themselves as responsible members of the College community. The College will create a climate of understanding and mutual respect for individual dignity and worth, in which each person can develop as an individual and contribute positively to the College community, both on and off of College property.

2.0 - Purpose

The College shall publish a set of procedures regarding the rights and responsibilities of students that shall:

- promote the primary right of the student to learn and to refrain from interfering with the rights of others,
- promote respect for the integrity of the learning process,
- promote a respect for the dignity of all members of the College community,
- communicate the responsibilities to all members of the College community,
- provide a system of procedural due process to protect the rights of all concerned, and,
- provide an equitable system of enforcement.

3.0 - Definitions and Acronyms

The following definitions and/or acronyms apply in this Policy:

College Community	Any person who studies, teaches, conducts research at or works at, or under, the auspices of the College 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.
Student	A person who is registered and/or enrolled in a Fleming College program or course, on campus or virtually.

4.0 - Scope

It is the responsibility of all members of the College community to uphold the principles of this policy. The College expects students to set for themselves the highest standard of behaviour, including behaviour that respects the health, safety, and rights of members of the College community and the larger community. The College does not condone behaviour that infringes upon the rights of any individual or that negatively impacts the College's reputation and/or its standing as a true partner in its communities.

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

1. occurring within or affecting people or property within the physical boundaries of the College and in virtual learning settings;
2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event;
5. occurring off-campus or online which are likely to have an impact on the working, living and/or learning environment at the College, or could reasonably be seen to endanger or adversely affect the health and safety of the College Community.

Incidents occurring off campus which have no or little likelihood of any impact on the environment at the College would be pursued by individuals through the regular external processes.

Any student who violates any section of the Criminal Code of Canada or any other federal, provincial, municipal statute, regulation, order or directive, College policy or regulation while on College property or at a College activity is subject to this policy. 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 sexual violence should refer to College

Policy #3-342, *Sexual Violence Prevention.*

Any student who has a complaint about their program of study or any other academic concern should refer to College Policy #2-201, *Academic Regulations.*

5.0 – Student Rights

5.1 – Overview

As with all individuals in Ontario, students at Fleming College enjoy rights Ontario's *Human Rights Code,* the *Canadian Charter of Rights and Freedoms*, and *Accessibility for Ontarians with Disabilities Act.*

Fleming College is subject to these statutes and supports the students' right to legitimately and appropriately exercise these rights and freedoms. The ability and manner in which a right or freedom is exercised is context specific and will reasonably vary in different circumstances, including within an educational institution. All students have the right to a safe environment that is free from harassment or reprisals.

At Fleming College, the student's most essential right is the right to learn. In this regard, students have several specific rights as outlined below.

5.2 – The Right to Learn

a) The right to receive reasonable accommodation for a documented physical, learning or psychological disability.
b) The right to physical conditions within the College facilities that promote learning and well-being.
c) The right to be treated with respect and dignity by College employees.
d) The right to be considered the owners of any work submitted for which the College does not provide the materials.
e) The right to own any project work when the materials are purchased by the student.
f) The right to their own submitted course work and the right to have the evaluation explained if applicable within the Academic Regulations timeframe and impartially graded.
g) The right to receive academic information as may be necessary to understand the requirements to successfully complete their course or program of instruction, including course information sheets for each course of study.

5.3 – The Right to Privacy

a) In recognition of students' rights, under the *Freedom of Information and Protection of Privacy Act of Ontario* (FIPPA), the College shall protect the privacy of student personal information and provide students with a right of access to their personal information (subject to the limited exclusions outlined in FIPPA) in accordance with the provisions of that statute and College Policy #1-111, *Access to Information and Protection of Privacy Policy*.

b) Fleming College is committed to patient privacy, and to protecting the confidentiality and security of the sensitive student personal health information that it holds, in accordance with the *Personal Health Information Protection Act* (PHIPA) and College Policy #1-112, *Information Practices Related to Personal Health Information.*

The College may handle your personal health information when you seek health care from one or more of these College services:

- Counselling Services;
- Student Health Services; and/or
- The Massage Clinic.

Under PHIPA the College is a health information custodian that operates these services and it has a legal obligation to safeguard your personal health information.

5.4 – The Right to be Informed

a) The right to access the rules and regulations of the College that affect students, including all policies, procedures and regulations, at the beginning of the academic year.

b) The right to access the College's definition of cheating and plagiarism and the consequences for such acts of academic dishonesty.

c) The right to inquire into, and be informed about, the reasons for the rules and regulations which affect students.

5.5 – The Right to be Heard

a) The right to address appropriate College administration for changes to the rules and regulations that affect students.

b) The right to have the Student Government or other student representation be present during a Student Rights and Responsibilities meeting at the request of a student complainant or respondent.

c) The right to make a complaint concerning academic or other College matters and to receive a response in a timely manner as identified in the applicable policy or procedure.

d) The right to be informed of, and be able to respond to, allegations of unacceptable behaviour or any conduct for which sanctions may be imposed.

5.6 – The Right to Appeal

a) The right to appeal, subject to this Student Rights and Responsibilities Policy, any decision/sanction taken or imposed by the College as a result of a formal process affecting his or her standing within the Fleming community. For all other College appeals refer to the relevant policy for specific procedures.

5.7 – The Right to Organize

a) The right to form, join in, or take part in a lawful group or organization for intellectual, religious, social, economic, political, cultural or recreational purposes subject to College policies.

5.8 – The Right to Use College Facilities

a) The right, as a member of a student body recognized by the College, to use facilities designated by the College as available for student use, including religious and spiritual purposes. Students will abide by any College regulations in regard to such use, including the payment of fees or expenses.

6.0 – Student Responsibilities

6.1 – Overview

Within the Fleming Community, the student's most fundamental responsibility is to actively take responsibility for their own learning, supporting and promoting an environment that is conducive to learning for all. The responsibilities listed below and the specific examples of breaches of those responsibilities are designed to educate and to ensure that a safe, equitable and respectful learning environment is maintained at Fleming College. Students who breach any of these responsibilities may receive a sanction according to the associated procedure. Students have a right to expect that all other members of the College Community will meet the standard of behaviour outlined in the following responsibilities.

6.2 – Respect for Persons

Students have the responsibility to respect the well-being, and the sense of personal worth and dignity of other students and members of the College Community on campus, in virtual learning environments and off-campus (in accordance with this policy).

Breaches of this responsibility include, but are not limited to the following:

a) Any student who commits an act of violence, as defined in College Policy #4-420, *Violence Prevention* against any person or any member of the College Community.

b) Any student who threatens, communicates or acts in an intimidating manner against any person.

c) Any student who commits an act of sexual violence, as defined in College Policy #3-343, *Sexual Violence Prevention*, against any other person or threatens another person with sexual violence. This includes, but is not limited to, sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, degrading sexual imagery, distribution of sexual images or video without consent, cyber harassment and cyber stalking (refer to College Policy #3-343, *Sexual Violence Prevention*).

d) Complaints of sexual harassment are dealt with through the Harassment and Discrimination Prevention policy established by the College (refer to College Policy #3-311, *Harassment and Discrimination Prevention*).

e) Any student who harasses another person on College property or any member of the College Community including but not limited to ancestry, place of origin, colour, ethnic origin, citizenship, sex, marital status, family status, disability, race, creed, sexual orientation, gender identification, age or economic status. Violations of Ontario's *Human Rights Code* will be dealt with through the College Policy #3-311, *Harassment and Discrimination Prevention*.

f) Any student who makes false or misleading statements, whether written or spoken, which are damaging to the reputation of another member of the College Community or the College.

g) Any student who acts in a disrespectful way to another person, including but not limited to yelling, swearing, using profanity or by using demeaning speech gesture.

h) Any student who violates a public health regulation, mandate or order.

6.3 – Respect for Property and College Facilities

Students have the responsibility to respect College Property, the property of other members of the College Community and to respect the proper use of College facilities. Acts of theft should also be reported to the police.

Breaches of this responsibility include but are not limited to the following:

a) Any student who commits an act of theft or is in possession of stolen property while on College property, or engages in an act of theft or possession of stolen property affecting the property of the College or any member of the College Community.

b) Any student who fails to return borrowed College property after the date for its return and/or demand for its return has been made.

c) Any student who intentionally or carelessly damages or defaces College property or the property of any member of the College Community.

d) Any student who litters the campus.

e) Any student who enters any part of College property where that person has no right to be or who enters College property after having been excluded from entry by a sanction or legitimate order from a College agent or employee is a trespasser.

f) Any student who violates the College Policy #6-601, *Information Technology Appropriate Use*.

g) Any student who disobeys rules and regulations concerning the use of campus buildings and other College owned or operated facilities.

h) Any student who possesses, duplicates or uses any College key without proper authorization.

6.4 – Maintain Orderly Learning and Working Environment

Students have the responsibility to contribute to an orderly learning and working environment while on campus or any other learning or work experience associated with the College.

Breaches of this responsibility include but are not limited to the following.

a) Any student who disrupts a class, laboratory, placement situation, field trip, extra-curricular activity or who is disruptive in a learning centre, whether by sounds or actions, or by failing to follow the directions of any teacher, or person in authority.

b) Any student who by sounds or actions creates a disturbance anywhere on College property, or otherwise interferes with the peaceful use of College property or a College activity by others.

c) Behaviour or use of a specific area on campus that is contrary to its intended use, including, but not limited to, Reflection Space, Tipi, Outdoor Learning Space.

d) Any student who creates a false alarm on College property by any means (ie pulling a false fire alarm.

e) Any student who is in possession of or uses a tool, knife, weapon or other device contrary to the Criminal Code of Canada, the Firearms Act, and College Policy #4-407, *Firearms and Weapons* (outside of accepted curricular activities related to weapons), for purposes not otherwise approved. Refer to College Policy #4-407, *Firearms and Weapons*

6.5 – Alcohol, Cannabis and Prohibited Substances

Students have the responsibility not to abuse alcohol, cannabis, medical or prohibited substances while on College property or at a College activity.

Breaches of this responsibility include but are not limited to the following:

a) Any student who is on College property or is involved in a College activity and is in a state of intoxication due to alcohol consumption or another substance.

b) Any student who is in possession of or sells alcohol while on College property or while involved in a College-related activity, except where such possession is licensed, authorized or permitted under the laws of the province of Ontario.

c) Any student who is in possession of any substance controlled under the *Controlled Drugs and Substances Act or the Food and Drug Act* while on College property or involved in a College activity or who offers or sells such substances. Exceptions would include a labelled prescription for the student in possession, or Naloxone

d) Any student who uses, advertises, cultivates, produces, or distributes cannabis or cannabis products inside College buildings, including residences, inside any vehicle stopped, parked or in motion on College property, on all College Property including but not limited to parking lots, trails and pathways, in contravention of College Policy #4-429, *Cannabis Possession and Use.*

6.6 – Honesty

Students have the responsibility to be honest with respect to academic matters and to be honest when dealing with other members of the College Community.

Breaches of this responsibility include but are not limited to the following:

a) Any student who breaches academic integrity. Refer to College Policy #2-201A, *Academic Integrity*.

b) Any student who misrepresents any fact to the College or fails to disclose a fact, or assists another to do so, where such misrepresentation affects admission, matters of academic standing or another College process.

c) Any student who engages in fraudulent behaviour, misconduct, coercion, or illegal gambling.

6.7 – Off-Campus Conduct

The College expects students to set for themselves the highest standard of behaviour off-campus, including behaviour that respects the health, safety, and rights of members of the College community and the larger community. The College does not condone behaviour that unreasonably infringes upon the rights of the any individual or that brings the College's good name into disrepute.

Breaches of this responsibility include but are not limited to the following:

a) Conduct that has or might reasonably been seen to have an adverse effect on interfere with, or threaten the proper functioning of the College, its mission, the rights of a fellow student or other member of the College community to use and enjoy the College's learning, working and/or living environments, or that raises concerns for the health, safety or security of any individual who is on campus or participating in a College program, event or activity; or

b) Where the conduct occurs at a program, event or activity not hosted, sanctioned, sponsored, or organized by the College that because of the nature of the program, event or activity and/or the number of students involved, might reasonably be seen to have a direct or indirect association with the College.

In determining whether or not to exercise jurisdiction over off-campus conduct, the Vice President Student Experience or their designate will consider the seriousness of the alleged conduct, the risk of harm involved, whether the victim(s) are members of the College Community and/or whether the off-campus conduct is part of a series of actions that occurred both on and off the Premises or whether the impact of the off-campus

conduct has negatively impacted the learning, working and/or living environment at the College.

7.0 – Related Documents

- *Human Rights Code,* R.S.O. 1990, c. H.19
- *Canadian Charter of Rights and Freedoms*, s 7, Part 1 of the *Constitution Act*, 1982, being Schedule B to the *Canada Act* 1982 (UK), 1982, c 11
- *Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11*
- *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31, s. 1.
- *Personal Health Information Protection Act*, 2004, S.O. 2004, c. 3, Sched. A.
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-343, *Sexual Violence Prevention*
- College Policy #4-420, *Violence Prevention*
- College Policy #2-201, *Academic Regulations*
- College Policy *#4-407, Firearms and Weapons*
- College Policy *#1-110, Honouring the Rights of Indigenous Peoples*
- College Policy #1-111, *Access to Information and Protection of Privacy*
- College Policy #1-112, *Information Practices Related to Personal Health Information*
- College Policy *#4-429, Cannabis Possession and Use Policy*
- College Policy #2-201A, *Academic Integrity*
- Administrative Operating Procedure #5-506 OP, *Student Rights and Responsibilities*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

History of Amendments/Reviews

Student Responsibilities Policy (#3-326) approved by BoG September 2, 1992
Minor revisions approved August 1999
Revised, renamed, reclassified (#5-506) and approved by BoG May 24, 2006
Reviewed, updated (extensive revisions to procedure) approved by BoG June 25, 2014
Reviewed, updated (per Bill 132) procedure separated from policy August-October 2016
Policy approved by BoG December 14, 2016

Procedure Title:	Student Rights and Responsibilities
Procedure ID:	#OP 5-506
Manual Classification:	Section 5 – Student Services
Linked to Policy:	#5-506 Student Rights and Responsibilities
Approved by Senior Management Team:	Date of SMT approval
Revision Date(s):	Original: September 2, 1992
	Revisions: May 24, 2006, June 25, 2014, September 13, 2016
Effective Date:	Must be on, or after, the date of approval
Next Review Date:	June 2024
Contacts for Procedure Interpretation:	Vice President Student Experience

1.0 – Purpose

Admission to Fleming College carries with it certain rights and responsibilities. There is an expectation that students will conduct themselves as responsible members of the College Community. The College will create a climate of understanding and mutual respect for individual dignity and worth, in which each person can develop as an individual and contribute positively to the College Community, both on and off of College property.

2.0 – Administration of Student Rights and Responsibilities Procedure

2.1 - Overview

Students attending Fleming College are expected to know and understand their rights and responsibilities. These expectations allow for each person to have the opportunity to develop as an individual and contribute positively to the College Community. From time to time, members of the College Community may feel that a student has violated their responsibilities as a student at Fleming. The College encourages the resolution of complaints informally and in a timely manner. Individual circumstances, however, may make an informal resolution impractical or inappropriate. The College recognizes mental health may be a factor influencing behaviour and where appropriate will work with a student(s) to mitigate or manage their symptoms.

When a formal report of non-academic misconduct is submitted, the Student Rights and Responsibilities Administrator (or designate) will review the allegation and may decline in writing to proceed with the Student Rights and Responsibilities process in cases where the resulting opinion is:

a) The report falls within the jurisdiction of another policy, procedure or regulation and it is more appropriate to proceed under that policy, procedure or regulation.

b) The report does not constitute a violation of, or is outside the scope of, non-academic misconduct, as defined by the Student Rights and Responsibilities Policy and Procedure.

c) The report has been adequately addressed by another process.

d) The report could more appropriately be addressed through conflict resolution coaching, mediation, or other non-disciplinary options.

e) The report is being addressed by another process and it is unreasonable to put the allegation in abeyance pending the outcome of such a process.

f) The report is deemed trivial, false, frivolous or vexatious.

2.2 – Protection from Reprisals

In order to protect individuals who make use of this policy or participate in proceedings as part of the complaint procedure, the College prohibits reprisal or threats of reprisal against these individuals and will take appropriate action against those who disregard this prohibition.

2.3 – Time Limits

A complaint may be made by an individual who is a member of the College Community at the time of the incident giving rise to the complaint. Where the College becomes aware of an incident that may contravene the Student Rights and Responsibilities Policy, in the absence of a specific complaint, the College may make a complaint where it is deemed to be necessary by the Vice President of Student Experience. A complaint must be made within 30 days of the incident(s) except in extenuating circumstances which, in the opinion of the College, would justify an extension.

Complaints on behalf of a member of the College Community by a third party will only be accepted as an informational report and an investigation cannot take place without the person directly involved participating in the complaint process.

2.4 – Violent or Potentially Violent Situations

To protect the safety of all members of the College Community, violent or potentially violent situations must be dealt with expediently. The response to a violent or potentially violent situation will involve the College's Behavioural Assessment Management Team (see Administrative Operating Procedure #4-420 OP, *Violence Prevention* Appendix B for more information) and/or proper authorities, including police and security, in a timely manner. Procedural fairness will be used to respond to complaints in a timely manner after a situation of violence or potential violence has been managed. Interim measures may be taken to ensure the safety of all participants as noted in section 3.4 below.

In the event of a violent incident or imminent danger:

- Move to a safe location
- Contact Police, dial 911
- Call College security at ext. 8000 where there is a guard service
- Contact your supervisor or any manager (for employees)
- Contact any college employee (for students)

2

3.0 – Response to Violations of Student Rights and Responsibilities Procedure

3.1 – Overview

A member or members of the College Community has the right to lodge a complaint if they feel their rights have been violated or that a student has violated their responsibilities. A person (or persons) who lodges a complaint is called "complainant" through the rest of this procedure. Where the College becomes aware of incidents or behaviours that may contravene the Student Rights and Responsibilities Policy in the absence of a specific complaint, the College will take appropriate measures, including an investigation by an internal and/or external investigator, to determine what action may be necessary. The College is specifically able to lodge the complaint where it is deemed to be necessary by the Vice President of Student Experience. The person (or persons) named in a complaint is called "respondent" throughout this procedure.

3.2 – Informal Resolution Process

Informal processes are an alternative to a formal complaint process which engages two or more parties who mutually agree to explore informal resolution options to address their conflict. It is encouraged for students and employees to begin with one of these options, as appropriate. It is recognized that informal processes will not be appropriate in all cases, and as such, formal process are also one of the options available to respond to violations under this policy. Similarly, if the issue is unresolved, or behaviour escalates beyond informal conflict resolution capacities, members of the College Community may always pursue the formal complaint process at any point.

The following options for informal resolution include:

a) **Dialogue**: If a student has a complaint about the actions of a College employee, another student, or a member of the College Community feels that a student has violated their responsibilities, they are encouraged to meet with that person in an attempt to resolve the conflict. In cases where the incident precipitating the complaint is of a serious nature (e.g. assault or threatening behaviour) the complaint will be dealt with under the formal complaint process. If the complainant does not feel comfortable speaking with the person directly, they are encouraged to speak with the manager or employee responsible for the department in question, that individual will work with the student to resolve the issue as they have the specific knowledge necessary to respond (See Conflict Coaching in 3.2.b).

b) **Conflict Coaching**: Students seek counsel and guidance from administration to engage and resolve a conflict more effectively and independently. Guidance can be sought from Student Government, Counsellors, Residence Life Staff, the Office of Student Rights and Responsibilities, or the manager/chair of the area where there is conflict.

c) **Mediation**: Through the Office of Student Rights and Responsibilities students are given a non-partial third party to coordinate a structured session aimed at resolving a conflict and/or constructing future agreements.

d) **Restorative Justice Practices**: As an informal process, or as a part of a formal process, the Office of Student Rights and Responsibilities will coordinate a space and facilitate

3

services for students taking responsibility for harmful behaviour and those who are/were affected by the behaviour. The purpose of this practice is to have both parties jointly construct an agreement on how to repair harm, or restore relationships moving forward.

3.3 – Formal Report

If a complaint cannot be resolved through one of the informal processes, the student or College Community member may initiate a formal complaint by documenting and submitting their complaint online through the College Portal.

3.4 – Interim Measures

Interim measures are measures taken to ensure the safety of all participants involved during the fact-finding process. These measures do not mean there is a finding of policy violation, but rather acknowledges the seriousness of the report and works to reduce the possible impacts of further harm to both the complainant and respondent. These measures are temporary for the duration of the fact-finding process and may be removed or replaced by sanctions based on the outcome of the investigation.

Some examples of possible interim measures may include, but are not limited to:

a) The temporary removal by a College employee of a student from a classroom, laboratory, placement situation, resource centre, or other area on campus or where a College-sponsored activity is occurring;

b) An outline and/or behavioural contract that include specific conditions, such as no contact with the Complainant;

c) A student being moved from one section of their program to another;

d) A student being moved within residence, or temporarily removed from residence;

e) A student being assigned to participate in their academics online or from home;

f) A temporary dismissal or suspension of academic or work privileges, including access to College campuses and/or residence.

3.5 – Formal Complaint Procedures

The Student Rights and Responsibilities Administrator/designate will acknowledge receipt of the complaint, except in exceptional circumstances, within 3 business days. The complaint will then be assigned to a Student Rights and Responsibilities Case Manager (or designate) who will investigateThe College may choose to use an impartial, external third-party investigator in the event of a lack of sufficient internal resources, or a complaint which, if substantiated, is likely to result in the most severe consequences for the respondent. Where the College elects to engage an external investigator, a Student Rights and Responsibilities Case Manager (or designate) will remain assigned to the complaint.

4

The Student Rights & Responsibilities Case Manager (or designate) hearing the complaint shall ensure that there is procedural fairness, taking care to see that all persons affected by the decision are given a reasonable opportunity to present their case and that the Case Manager (or designate)listens fairly to all sides and reaches a decision without bias. Culturally responsive processes/practises will be considered and utilized with agreement of all concerned parties. The Case Manager will follow up with a decision and provide a written response to the complainant and the respondent.

The Case Manager (or designate) will investigate the complaint with the stakeholders involved in one of two ways (as determined by the Case Manager) within 15 business days:

a) By conducting a fact-finding process with the stakeholders involved and providing a written decision, within 15 business days except in exceptional circumstances of receipt of the documented complaint, or

b) On rare occasions by appointing a Tribunal which will conduct a fact-finding process and render a decision, except in exceptional circumstances within 15 business days of receipt of the documented complaint. The Tribunal will strive to make decisions by consensus. Where consensus for a decision cannot be reached, majority rule will be implemented. The Tribunal may obtain an external investigator to assist with fact-finding and/or legal advice when necessary or required.

The Tribunal is comprised of the following trained individuals:

- The Case Manager hearing the complaint;
- A faculty or staff member from a different department or service area; and
- One student chosen by the Student Administrative Council/Student Association.

3.6 – Procedural Fairness

Procedural fairness, for the purposes of this policy, includes an opportunity for all parties involved to be able to provide their versions of the event(s) to an impartial Case Manager or external investigator. The complainant and respondent are given the same rights as described in section 3.7 below, including the opportunity to provide documentation and request witnesses to support their version of the event(s). Finally, the resolution process will take place in a timely manner, based on the timelines provided within this Policy, except for in extenuating circumstances. If there are extenuating circumstances, both the complainant and the respondent will be informed of the delay, and the cause of the delay.

In cases where the complaint has not been dealt with within 15 business days in the manner described in 3.5 above, the complainant can escalate their complaint to the Administrator, Student Rights and Responsibilities. This complaint must be made in writing. The Administrator of the Student Rights and Responsibilities policy will investigate the reasons for the delay and respond to the complainant in writing within 3 business days with a course of action.

Complainants and respondents are expected to respond to requests to meet with the assigned Case Manager, investigators, and where applicable, an appointed Tribunal in a timely manner. Failure to respond to a meeting request within three business days and/or attend a scheduled

5

meeting could result in a decision rendered without an opportunity to provide their version of the event(s) and respond to the complaint.

3.7 – Rights of the Complainant and the Respondent

a) Complainants and respondents may attend meetings with a (non-participating) support person. Where the College is the complainant, a staff member may be appointed to attend meetings as a representative of the College. The College considers 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 interview and expect direct answers from an individual who is being supported.

b) Present submissions and request voluntary witnesses as might be required to support an argument.

c) Present a line of questioning to the Case Manager or Tribunal as reasonably required for a full and fair disclosure of the facts.

d) Review and sign off on statement(s) provided to the Case Manager or Tribunal

e) To be notified about the outcome of any process or appeal decision.

f) The respondent has the right to be found responsible on a balance of probabilities standard of proof (which means that it is either more likely or not likely that the incident(s) occurred). This is consistent with the burden of proof required by civil law and is different from the beyond a reasonable doubt burden required by criminal law.

3.8 – Resolution

After a decision is made regarding the violation of a student's rights, the Case Manager hearing the complaint will follow up by providing a written decision to the complainant and respondent outlining the decision and what action is to be taken, if any, within 15 business days, except in exceptional circumstances.

3.9 – Record Keeping and Access to Records

All records resulting from formal Student Rights and Responsibilities complaint will be kept in a secure central registry, and are not a part of the academic record. Managing these records will be the responsibility of the Administrator of the Student Rights and Responsibilities Policy, under the direction of the Vice-President Student Experience. Access to these records will be restricted to appropriate College staff per College Policy 1-111, *Access to Information and Protection of Privacy* , or as may be required by law. All records will be kept according to College Policy #6-603, *Data Record Retention and Disposition*.

6

4.0 – Sanctions

4.1 – Overview

If a student is deemed to have violated their responsibilities, sanctions may be imposed by the Case Manager or the Tribunal hearing the complaint under the direction of Administrator of the Student Rights and Responsibilities Policy. If sanctions are imposed, they will be fitting and appropriate to the seriousness of the behavior in question, the impact of the behaviour on the College Community and whether there have been previous violations. Any sanction calling for the suspension of more than five days and/or expulsion of the student must be approved by theVice-President Student Experience. All lesser sanctions will be approved by the Administrator of the Student Rights and Responsibilities Policy.

4.2 – Written Reprimand

A written reprimand is a formal letter to the student that will remain on file for the duration of a student's time at the College.

The letter includes the following information:

a) Description of the behaviour in question;

b) Description of the consequences if the behaviour is repeated (i.e. continuation or repetition of conduct found to be in violation of Student Responsibilities may be cause for more severe disciplinary action if another violation occurs within a stated period of time);

c) Information regarding resources within the College the student may access for assistance.

4.3 – Restorative Justice Practices

The Office of Student Rights and Responsibilities will coordinate a space and facilitate services for students taking responsibility for harmful behaviour and those who are/were affected by the behaviour. The purpose of this practice is to have both parties jointly construct an agreement on how to repair harm, or restore relationships moving forward. This agreement will be documented and part of the formal sanction record.

4.4 – Community Service

Students may be assigned to perform Community Service with an organization identified by the College.

4.5 – Restitution or Fines

Fines or restitution orders may be imposed to compensate the College or College Community member(s) in the event of defacement, damage to, or misappropriation of property.

4.6 – Behavioural Contract

A behavioural contract is a written document between the College and the student which specifies certain behaviours that the student must comply with. It will normally limit campus activities and may include specific terms and conditions.

4.7 – Suspension

Suspension refers to exclusion from classes, field placement and other privileges or activities for a stated period. Suspension will include exclusion from the campus and property belonging to the College for a stated period of time unless otherwise stated. Any sanction calling for the suspension of a student for 5 days or less must be approved by the Administrator for the Student Rights and Responsibilities policy. Any sanction calling for the suspension of the student for more than 5 days must be approved by the Vice-President Student Experience.

4.8 – Expulsion

Expulsion refers to the permanent termination of a student's access to academic instruction, including access to College campuses. If a student has completed all their program requirements but is expelled before the convocation of their academic credential, their academic credential will not be conferred, and they are not eligible for readmission to the College nor admission to another program at the College indefinitely. If a student is expelled after the convocation of their academic credential due to their behaviour when they were a student at the College, they are not eligible for admission to the College indefinitely. Any sanction calling for the expulsion of a student must be approved by the Vice-President Student Experience. Re-admission may not be sought.

4.9 – Adherence to Sanctions

Failure to adhere to imposed sanctions, including the payment of restitution or a fine within the time limit prescribed, or if a behavioural contract is broken, the student will face further disciplinary action, up to and including expulsion from the College. No refunds for fees will be issued for any College related activities in accordance with College policies.

4.10 – Sanctions from External Authorities

Any student found to have violated their responsibilities under the Student Rights and Responsibilities policy is subject to the disciplinary sanctions of this procedure, regardless of the action or inaction of civil authorities.

Nothing in this procedure precludes the College from referring an individual matter to the appropriate law enforcement agency either before, during, or after disciplinary action is taken by the College under the Student Rights and Responsibilities policy. A student may be subject to criminal prosecution and/or civil proceedings notwithstanding, and in addition to, disciplinary action taken by the College against the student under the Student Rights and Responsibilities policy.

5.0 – Requesting an Appeal

5.1 – Overview

Appeals will only be considered if they meet the appropriate grounds for an appeal. Grounds are reasons that can be used to challenge the decision made by the Case Manager (or designate) or Tribunal following the summary of an investigation of a formal complaint, or the sanction.

5.2 – Grounds for an Appeal

The College will only consider an appeal based on the following grounds:

a) Personal Bias / Unfair Treatment: perceived unfair treatment based on the Case Manager not following the process as outlined in this policy. Perceived unfair treatment based on the sanction not fitting or appropriate based on the policy violation, as stated in Section 4: Possible Sanctions.

b) New information / Extenuating Circumstances: If the complainant or respondent has new information, or documentation of extenuating circumstances that was not available at the time of the original investigation.

Students must submit appropriate documents to support their request at the time they submit the request for appeal.

5.3 – Appeal Procedure

a) The purpose of the appeal is to review whether the proper process, as outlined in this procedure was followed without unfair bias, and with all relevant information available. The purpose of the appeal is not to initiate a repetitive investigation..

b) An appeal of the above decision must be made within 10 business days of the initial decision being issued. An appeal not made within the time limit will not be heard unless there are, in the opinion of the College, exceptional circumstances.

c) Appeals dealing with a suspension of more than 5 days or expulsion will be heard by the Vice President, Academic Experience. All other appeals will be heard by the VicePresident, Student Experience.

d) The student will complete an online Appeal Request Form which will include the following information: the name of the student appealing, the decision being appealed, the ground(s) for requesting an appeal, and the resolution being sought.

e) An Appeals Request will be returned to the student requesting the appeal and reasons will br provided in writing if the appeal was denied

f) The Vice-President Student Experience / Vice President Academic Experience or designate will hear the appeal in the following way:

9

- Convening an Appeals Tribunal which will hear the appeal and provide a written decision within ten (10) business days except in exceptional circumstances of receipt of the documented appeal.

The Appeals Tribunal will consist of the following members:

- The VicePresident Student Experience/Vice President Academic Experience or designate (Committee Chair)
- One faculty or staff member, from a different department or service area
- One student chosen by the Student Administrative Council/Student Association

g) Any individual who has been involved in or has decided regarding the issue being appealed shall not be part of the appeal process.

h) The Office of Student Rights and Responsibilities or designate shall ensure procedural fairness as noted in 3.6 above , taking care to see that all persons affected by the decision of the Tribunal are given a reasonable opportunity to present their case and that the Appeals Tribunal members listen fairly to both sides and reach a decision without bias.

i) All parties to the proceedings of the Appeals Tribunal shall be given reasonable notice of the time, place and purpose of the meeting. Neither the Complainant nor the Respondent needs to attend, but will be invited to attend if they would like, or they can send a pre-arranged proxy, or write a letter to the Appeals Tribunal.

j) Other individuals may, subject to advance consultation with the Tribunal Chair, present submissions relevant to the matter in question.

k) A student involved in an appeal procedure will have the right, upon request, of access to all relevant data bearing on the decision being appealed subject to the *College Policy #1-111, Access to Information and Protection of Privacy*or other appropriate policies.

l) Within three (3) business days of the decision by the Appeals Tribunal, the VicePresident, Student Experience/Vice President, Academic Experience or designate shall notify the student of the decision in writing stating the reasons for the decision. The Case Manager will notify, in writing, the other party involved in the case to inform them of the decision.

m) The Appeal decision shall be final and binding.

6.0 – Related Documents

- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #1-111, *Access to Information and Protection of Privacy*
- College Policy #6-603, *College Data Record Retention and Disposition*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #2-201A, *Academic Integrity*
- College Policy #6-601, *Information Technology Appropriate Use*

10

- College Policy #1-110, *Honouring the Rights of Indigenous Peoples*
- College Policy #4-429, *Cannabis Possession and Use*
- Operating Procedure #3-311 *Harassment and Discrimination Prevention*
- Operating Procedure #2-201A *Academic Integrity*

7.0 – History of Amendments & Reviews

Student Responsibilities Policy (#3-326) approved by BoG September 2, 1992
Minor revisions approved August 1999
Revised, renamed, reclassified (#5-506) and approved by BoG May 24, 2006
Reviewed, updated (extensive revisions to procedure) approved by BoG June 25, 2014
Reviewed, updated (per Bill 132) procedure separated from policy August-October 2016
Policy approved by BoG December 14, 2016

Board of Governors
Briefing Note

FLEMING
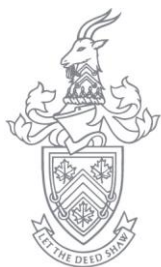
Topic: Investment Performance Report for 2020-2021
Report To: Public Board Meeting
Endorsed by Finance and Audit Committee on June 9, 2021 for final submission to the Board of Governors
Meeting Date: June 23, 2021
Prepared By: Angie Sims, Director, Financial Services and Controllership
Drew Van Parys, Acting Vice-President, Corporate Services and CFO

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Investment Performance Report for 2020-2021.

Overview

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

The attached report summarizes the investment performance for the 2020-21 fiscal year and reflects statement of compliance.

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement

Maintaining College Financial Health with appropriate resource allocation to fund strategic priorities.

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:
- 2020-2021 Investment Performance Report

To: Sir Sandford Fleming College of Applied Arts and Technology
       Board of Governors

Re: 2020/21 Investment Performance Report/Statement of Compliance

The College has three Investment Policy Statements (IPS) in which we are compliant too.

The Comprehensive IPS provides guidelines to govern the investment of endowment funds. A change in the Minister's Policy in May 2018 allowed all funds within this IPS to be deemed Externally Restricted and Endowment Funds; prior to this more than 50% were considered College funds. The college IPS was modified to reflect this change effective April 2020 and these funds will be invested consistent with the Trustee Act.

The Operating IPS and the Ministry Endowed IPS are comprised entirely of College Funds and they provide a framework for the investment of operating cash not immediately required for operations and other Ministry endowment funds, respectively.

The Comprehensive IPS ($ 8.7 million) target asset allocation was 2% Cash and Equivalents, 43% Fixed Income and 55% Equity until the end of the fiscal year, with a target return of 5.0%. The annual market return for the year ending March 31, 2021 was 9.83%.

The Ministry Endowed IPS ($ 0.3 million) target asset allocation is 3% Cash and Equivalents and 97% Fixed Income. The annual market return for the year ended March 31, 2021 was 2.09%.

The cash not immediately required for operations, which falls under the Operating IPS, was invested in guaranteed investment certificates with RBC Dominion ($ 28.6 million). These funds earned, on average, 1.57%.

_____   ___June 2, 2021_____
Drew Van Parys   Date
Acting Vice-President, Corporate Services and CFO
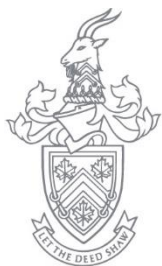
FINANCE & AUDIT COMMITTEE MEETING PLANNER 2021 – 2022

Prepared For: Finance and Audit Committee Meeting, June 9, 2021

Expected Outcome: *That the Board of Governors of Sir Sandford Fleming College approve the Finance & Audit Committee Meeting Planner for 2021-2022*

The following should be considered a "dynamic document"; adjustments may be required in accordance with provincial legislation, Ministry requirements, the College's strategic direction and the College's operational priorities. As per Section 30.8 By-law 1, the Finance & Audit Committee shall meet at least three times per year and at the call of the committee chair.

FINANCE & AUDIT COMMITTEE MEETING ITEMS
November 10, 2021

- Receive Financial Position Reports at September 30, 2021
- Receive Investment Portfolio Review Report
- Receive Reports on Contracts Awarded (as required)
- Approve Interim Budget Update and Year End Budget Projections
- Receive Small Audits Performed in 2021-2022
- Receive Audit Plan presented by Auditors
- Auditors to meet with Finance & Audit Committee in camera
- Approve Appointment of External Auditors
- Enterprise Risk Management (ERM) Report
- College Information Technology Security Audit Update
- Corporate Improvement Work Plan

FINANCE & AUDIT COMMITTEE MEETING ITEMS
January 12, 2022

- Receive Financial Position Reports at November 30, 2021
- Receive Report on Contracts Awarded (as required)

FINANCE & AUDIT COMMITTEE MEETING ITEMS
March 9, 2022

- Receive Financial Position Reports at January 31, 2022 and forecast to year-end
- Receive Report on Contracts Awarded (as required)
- Receive FSA & SAC financial statements
- Receive Status Update of 2022-2023 Preliminary Budget

FINANCE & AUDIT COMMITTEE MEETING ITEMS
May 18, 2022

- Receive Report on Contracts Awarded (as required)
- Approve Internally restricted net assets
- Approve the 2021-22 Audited Financial Statements
- Receive 2021-22 Year End Financial Position Reports
- Receive Audit results presented by Auditor
- Auditors meet with F&A Committee, in camera
- Approve Preliminary Budget 2022 – 2023

FINANCE & AUDIT COMMITTEE MEETING ITEMS
June 15, 2022

- Receive Report on Contracts Awarded (as required)
- Receive Summary of Investment Portfolio Report
- Approve Investment Performance Report
- Approve Finance & Audit Work Planner 2022-2023
- Enterprise Risk Management (ERM) Report

Board of Governors
Briefing Note

Topic:	Draft 2021-2022 Financial Plan (Preliminary Budget)
Report To:	Public Board Meeting
	Endorsed by Finance and Audit Committee on June 9, 2021 for final submission to the Board of Governors
Meeting Date:	June 23, 2021
Prepared By:	Drew Van Parys, Acting Vice-President, Corporate Services and CFO
	Angie Sims, Director, Financial Services and Controllership
	John Pacey, Manager Financial Planning and Analysis

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2021-2022 Preliminary Budget which provides for:

Revenue of $143,069,685
Expenditures of $148,751,218
Capital Expenditure of $7,696,043
Net Assets at March 31, 2022 of $33,220,239 and,

that the Preliminary Budget be submitted to the Ministry of Colleges and Universities as presented.

Overview

Fleming College Administration has developed the Draft Financial Plan for 2021-2022 (Preliminary Budget) and is recommending the Plan for approval. The Plan is projecting a $5.7 million deficit which will require that funds be utilized from College unrestricted reserves. The budget projects revenues at $143 million with expenditures of $148.7 million.

Relevant analysis and background details supporting the budget are as follows:

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

Grants are relatively stable year over year, with changes based on enrolment projections or negotiated amounts. Lower projected enrolment than planned for international students provides for an increase to grant revenue as the Ministry head tax on international students will be reduced. Changes to all operating grants have been itemized on page 6 of the attached Financial Plan.

College Administration has developed a likely enrolment projection, which will drive tuition forecasts, that is forecasting an increase in Domestic enrolment and a decline in International enrolment. Much of the decline in International enrolment is the result of low flow through rates as intakes were much smaller in the prior year due to the conditions caused by the global pandemic. In addition to changes in enrolment, the tuition is impacted this year by an additional two weeks of deferred tuition being brought into revenue as the start date to the winter semester for 2021 was delayed. Overall, tuition is anticipated to increase by 14% over the March 31, 2021 actual results.

Details of other income include a variety of revenue sources tied to student activity. Most sources of income are projected to increase relative to enrolment.

College operating revenues impacted by student enrolment are projected to increase by $8.5 million (8%), while the overall College revenues are projected to increase by 12%. The additional revenue is comprised mainly of an increase in Service System Manager funding ($3.3 million) and projects run by the Office of Applied Research ($2.2 million). Additionally, there is an expectation that ancillary operations, Residence and Parking, will see increases in revenue as pandemic restrictions are relaxed.

Details of all activity classified as College non-operating are itemized on page 7 of the attached Financial Plan.

OPERATING EXPENDITURES:
This year's budget process required significant thought and planning to determine the needs of the College as we operate during the COVID-19 pandemic with an outlook that restrictions will be eased throughout the upcoming year. While operating expenses are projected to have a significant increase of $11.2 million (11%), many of these expenses are tied to an increase in on-campus activity under relaxed pandemic restrictions. Details of operating expenditures and explanations of variances are included within the Financial Plan, pages 10-11. As the budget is volatile during the pandemic, we will continue to closely monitor expenditures and provide updates to the forecast regularly.

ONE-TIME INVESTMENTS, CAPITAL ASSETS AND NET ASSETS:
Understanding the importance of cash flow during this pandemic, the College plan for Investments and Capital Assets focused on items that are necessary from an operational perspective, with a focus on utilizing available grants wherever possible.

Acquisition of Capital Assets is planned at $7.7 M, including $5.4 M funded by grants. Further details are included in the 2021-2022 Capital Investment Plan Report attached.

The Ministry's Financial Health and Sustainably Metrics, also attached, show the College failing in a few metrics which was anticipated because of submitting a deficit budget. Many Colleges are expected to have similar metrics' results and the Ministry is aware.

QUARTERLY BUDGET AND CASH FLOW ANALYSIS
As the College continues to operate during the COVID-19 pandemic, and wants to ensure a healthy financial future, a regular analysis of cash flow has become an important analysis tool. The attached 2021-2022 Quarterly Cash Flow Projection estimates the quarterly cash position of the College based on quarterly income statement projections (see 2021-2022 Quarterly Budget Forecast attached), as well as taking into account projected changes to balance sheet accounts.

The College finished the March 31, 2021 fiscal year with $43.9 million available unrestricted cash and projections show this balance remaining fairly steady during the first half of the year. As is typical, due to the collection cycle for tuition, the last quarters of the year usually have less cash flowing into the College and we are anticipating a decline over the last two quarters that will leave the College with unrestricted available cash of $35.8 million at March 31, 2022.

BUDGET SCENARIOS
As mentioned throughout this briefing note, the COVID-19 pandemic adds volatility to the budget. The proposed 2021-2022 Preliminary Budget is the estimate that best represents what Fleming College Administration feels will be the financial results for 2021-2022.

During the process of creating the budget we built three scenarios that would show the most likely (proposed budget), worst-case and best-case.

Worst-Case Scenario
Under the worst-case scenario, the College would have a projected deficit of $8.5 million which would be a further increase in deficit of $2.8 million from the proposed budget.
The worst-case scenario forecasts lower enrolment as it predicts that COVID-19 restrictions for social distancing will remain intact for the entire year, whereas the proposed budget anticipates restrictions being eased by winter semester and allowing larger enrolment per section. The smaller enrolment under this scenario would be the key factor resulting in a decrease in Operating Revenue of $1.4 million.

Other impacts to revenue include the assumption that residence occupancy will continue to be restricted for the entire year; where the proposed budget assumes residence occupancy will be increased for the winter semester. This revenue represents a $780K decrease from the proposed budget.

On the expense side of the worst-case budget, $780K is comprised of salary and benefits. Much of this increase is driven by the section size restrictions under COVID-19. The proposed budget assumes that we will be able to increase class room occupancy for the winter semester and decrease the number of sections required to be delivered.

Non-salary expenditures actually show some cost reductions ($176K) under the worst-case scenario as we would anticipate travel restrictions to remain in effect throughout the year and a decline in International enrolment would create less insurance and agent commission expenses.

Ancillary Operations expenses would decline by $143K as less staff would be required with the lower occupancy rates.

Best-Case Scenario
The best-case scenario is projecting a deficit of $4 million, which is a $1.7 million improvement over the proposed budget.

Under the best-case scenario, we are projecting an increase of Grant revenue of $171K which takes into account best-case predictions for funding sources like Second Career.

As enrolment is never 100% predictable, we have included a nominal increase in enrolment for both Domestic and International students over the enrolment used for the proposed budget. This increase in enrolment could result in $956K of income flowing through tuition, ancillary fees and other income.

The best-case scenario also includes a reduction of salaries and benefits of $330K that is projected to occur if COVID-19 social distancing measures are relaxed for the fall semester and less sections would be required for program delivery.

Within non-salary expenses there is the possibility of some savings under academic delivery if COVID-19 restrictions allow for less sections, which we've estimated could reduce costs by $241K.

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement
Maintaining College Financial Health with appropriate resource allocation to fund strategic priorities.

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:
- Draft Fleming College 2021-2022 Financial Plan
- 2021-2022 Capital Investment Plan > $50,000 Report
- Financial Health and Sustainability Metrics
- 2021-2022 Quarterly Cash-Flow Projection
- 2021-2022 Quarterly Budget Forecast

Fleming College Financial Plan 2021-2022

DRAFT June 2021

Table of Contents

I.   Summary

The College Financial Plan for 2021-2022 anticipates a deficit of $5.68 million which will reduce College reserves/unrestricted net assets. The College is permitted to utilize prior year surpluses to cover a deficit. Only if the deficit is expected to deplete all unrestricted reserves would approval from the Ministry and a Deficit Recovery Plan be required.

Total revenues in this Financial Plan are forecasted at $143 million, an increase of $15.1 million (11.8%) from the 2020-2021 year-end actual results. Operating revenues are projected to increase by $8.5 million driven by an increase in domestic enrolment. The $6.6 million increase in non-operating revenue streams include an additional $3 million related to the Ontario Service System Manager contract, $2.2 million in special project funding and an additional $1.6 million in ancillary operations where residence and parking will see an increase in on-campus activity.

Expenditures are planned at $148.7 million, $17.4 million (13.2%) greater than the 2020-2021 year- end actual results. Operating expenses are increasing by $11.2 million as the return to on campus activities comes with additional costs under the Pandemic restrictions. The additional $6.2 million of non-operating expenses are offset by direct increases in revenue.

Capital Investment is budgeted at $7.7 million with $5.4 million projected to be funded by capital grants for a final Net Assets projection of $33.2 million of which $3.5 million is unrestricted.

Fleming College Financial Plan
Preliminary Budget 2021/2022
($ 000's)

	Preliminary Budget 2021/2022	Year End Actual 2020/2021	$ Increase (Decrease)	% Increase (Decrease)
Revenue				
Grants & Reimbursements	$ 50,225	$ 48,955	$ 1,270	2.6%
Student Tuition Fees	42,119	36,986	5,134	13.9%
Contract Training	1,031	893	138	15.5%
Other Income	11,511	9,788	1,723	17.6%
Amortization	4,763	4,478	285	6.4%
Skills, Bursaries, Ancillary & Projects	33,421	26,858	6,563	24.4%
Revenue	143,070	127,958	15,112	11.8%
Operating Expenses	105,384	94,024	11,360	12.1%
Amortization Expense	6,930	7,032	(102)	(1.5%)
Skills, Bursaries, Ancillary & Projects	36,437	30,262	6,175	20.4%
Expenses	$ 148,751	$ 131,319	17,433	13.3%
Excess of Revenue over Expenditures	$ (5,682)	$ (3,361)	(2,320)	69.0%

	Projected Balance Mar 31/22	Year End Balance Mar 31/21	$ Increase (Decrease)	% Increase (Decrease)
NET ASSETS				
Invested in Capital Assets				
As of April 1, 1997	$ 2,417	$ 2,417	$ -	
Since April 1, 1997	20,545	19,792	$ 753	
Total Invested in Capital Assets	22,962	22,209	753	3.4%
Unrestricted				
Operating (Board Reserves)	13,067	19,502	(6,435)	
Accrued vacation pay, Future Benefits and Derivative & Sick Leave & PSA *	(9,557)	(9,557)	-	
Total Unrestricted	3,510	9,945	(6,435)	(64.7%)
Internally Restricted	70	70	-	
Subtotal Net Assets	26,542	32,224	(5,682)	(17.6%)
Externally restricted	6,740	6,740	-	
Accumulated remeasurement gain	(62)	(62)		
TOTAL NET ASSETS	$ 33,220	$ 38,902	$ (5,682)	(14.6%)

II. Revenue

College revenues are forecasted at $143 million, an increase of $15.1 million (12%) from the 2020-2021 year-end actual results. The increase in revenue is tied mainly to a 22% increase in domestic enrolment and an increase in non-operating projects.

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
Preliminary Budget - 2021/2022

	Preliminary Budget 2021-2022	Prior Year Actual March 31, 2021	Change from Prior Year Actual $	Change from Prior Year Actual %
Revenue				
Grants and Reimbursements	$ 50,224,831	$ 48,955,223	$ 1,269,608	3%
Full-time Tuition	$ 39,011,796	$ 34,341,603	$ 4,670,193	14%
Part-time Tuition	$ 3,107,447	$ 2,644,123	$ 463,324	18%
Student Tuition Fees	$ 42,119,243	$ 36,985,726	$ 5,133,517	14%
Contract Training	$ 1,030,646	$ 892,532	$ 138,114	15%
Other Income	$ 7,396,227	$ 6,862,828	$ 533,399	8%
Ancillary Fees	$ 4,114,666	$ 2,924,783	$ 1,189,883	41%
Total Other Income	$ 11,510,893	$ 9,787,611	$ 1,723,282	18%
Amortization of Deferred Capital Contributions	$ 4,762,675	$ 4,478,093	$ 284,582	6%
Total Operating Revenues	$ 109,648,288	$ 101,099,185	$ 8,549,103	8%
Service System Manager	$ 16,608,189	$ 13,253,465	$ 3,354,724	25%
Skills Programs	$ 3,539,941	$ 3,284,661	$ 255,280	8%
Tuition Holdback Bursaries	$ 2,142,539	$ 1,824,436	$ 318,103	17%
Ministry Bursaries	$ 800,000	$ 1,150,888	$ (350,888)	(30%)
Special Projects	$ 6,868,685	$ 4,653,821	$ 2,214,864	48%
Facilities/Equipment Renewal and Renovation	$ 689,070	$ 1,548,119	$ (859,049)	(55%)
Ancillary Operations	$ 2,772,973	$ 1,143,048	$ 1,629,925	143%
Total Revenue	$ 143,069,685	$ 127,957,624	$ 15,112,061	12%

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

1. Grants and Reimbursements

Grants are budgeted to increase by $1.27 million from 2020-2021 as follows: ($ 000's):

	2021-2022	2020-2021	Change from prior year
Basic Operating Grant	$19,987	$23,907	
Performance Funding Grant	14,866	10,621	
College Funding Formula	**$34,853**	**$34,528**	**$ 325**
BScN Grant	4,236	4,191	45
Small Northern & Rural Grant	3,969	3,968	1
Second Career Grant	400	496	(96)
Apprentice Grants	1,802	1,077	725
Special Needs Grants	629	634	(5)
Municipal Tax Credit	295	329	(34)
Rental Grants	110	280	(170)
Medical & Clinical Grant	290	380	(90)
COVID-19 Support Fund	3,200	2,787	413
Misc. Recoveries	441	285	156
Grants and Reimbursements	**$50,225**	**$48,955**	**$1,270**

Many of the grant forecasts are influenced by enrolment projections and thus are subject to increases or decreases as enrolment changes. Significant changes include an overall grant increase under the College Funding Formula due to a reduction in amounts that are paid back to the province as a 'head tax' for international student enrolments. The College also received Support Funding to offset the increased operating costs as a result of the COVID-19 pandemic and has been approved for an increase in the available apprentice seats. Within the miscellaneous recoveries, we are seeing an increase related to funding for an accelerated Personal Support Worker program.

2. Student Tuition Fees

Tuition fee revenue is expected to be $42.1 million, an increase of $5.1 million (14%) from the 2020-2021 year-end actual results.

Full time tuition is based on a College enrolment plan that is detailed at the program level using approved tuition rates that vary by program.   Overall, the enrolment plan is projecting an increase in Domestic enrolment, and a decline in International enrolment as restrictions under COVID-19 continue to have an impact.

A delayed start to the winter 2021 semester has also resulted in an additional two weeks of tuition being deferred into 2021-2022 and recognized as revenue in the budget.

3. Contract Training

Contract training revenue is subject to annual fluctuation dependant on client groups and specific contracts acquired. Currently the College is projecting very limited training for international clients.

4. Other Income

Other income is projected to increase by $533K (8%) from the 2020-2021 year-end actual results.   Other income derives from a variety of sources, including provincially funded projects/programs, administrative fees, bookstore and food services commissions, as well as recovery from students for student supply fees, academic fees for field placements, and international student health fees.

Most sources of revenue are projected to remain constant from the prior year, with the increase in revenue stemming from an increase in academic supply fees and academic fees which are driven by an increase in on-campus learning. These costs will be offset by an increase in related expenses.

5. Non-Operating Revenues

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

The College entered into a new provincial contract in 2020-21 as the Muskoka & Kawartha region System Service Manager. The continuation of the contract for 2021-2022 will result in additional revenue of $3.3. Most of these funds are transfer payments to the employment service providers including Fleming Employment Services.

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

Tuition Holdback and Ministry Bursaries represent the standard annual bursaries that are disbursed. As tuition will be increased this year, the holdback for disbursement will also be increased.

Special Projects include newly negotiated funding agreements, primarily for projects managed through the Office of Applied Research.

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

Ancillary Operations revenues are associated with the College residence and parking operations. As on-campus activity is expected to increase, and an anticipated loosening of the COVID-19 restrictions, we expect to see revenues increase throughout the year.

III. Expenditures

College expenditures are budgeted at $148.8 million, an increase of $17.4 million (13%) from the 2020-2021 year-end actual results. Much of the anticipated increase is the result of increased on-campus activity, as well as $5.4 million increase in non-operating areas that are offset by increases in funding.

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
Preliminary Budget - 2021/2022

	Preliminary Budget 2020-2021		Prior Year Actual March 31, 2020		Change from Prior Year Actual $		Change from Prior Year Actual %
Expenditures							
Salaries and Benefits							
Salaries, Full Time	$	48,008,524	$	46,605,336	$	1,403,188	3%
Salaries, Part Time	$	17,261,025	$	13,080,936	$	4,180,089	32%
Total Salaries	**$**	**65,269,549**	**$**	**59,686,272**	**$**	**5,583,277**	**9%**
Benefits	$	14,477,760	$	13,229,278	$	1,248,482	9%
Total Salaries and Benefits	**$**	**79,747,309**	**$**	**72,915,550**	**$**	**6,831,759**	**9%**
Non-Salary Expenses							
Instructional Support Costs	$	5,337,895	$	3,398,303	$	1,939,592	57%
Staffing Development	$	660,995	$	183,537	$	477,458	260%
Business Travel, Accommodation & Hospitality	$	464,979	$	70,347	$	394,632	561%
Advertising	$	1,438,380	$	504,021	$	934,359	185%
Telephone, Audit, Legal & Insurance	$	1,367,320	$	1,353,207	$	14,113	1%
Equipment Maintenance	$	621,057	$	413,207	$	207,850	50%
Maintenance and Renovations	$	586,300	$	609,777	$	(23,477)	(4%)
Plant and Security Contracts	$	2,825,700	$	2,730,744	$	94,956	3%
Rentals and Taxes	$	604,288	$	648,554	$	(44,266)	(7%)
Utilities	$	2,681,189	$	2,379,571	$	301,618	13%
Contract Services Trent	$	2,373,408	$	2,608,290	$	(234,882)	(9%)
International Payments	$	2,999,708	$	2,866,342	$	133,365	5%
Finance and Banking	$	586,000	$	612,419	$	(26,419)	(4%)
Other Service Fees	$	2,931,636	$	2,569,605	$	362,031	14%
Long Term Debt Interest	$	158,000	$	160,656	$	(2,656)	(2%)
Amortization of Capital Assets	$	6,929,994	$	7,032,440	$	(102,446)	(1%)
Total Non-Salary Expenses	**$**	**32,566,849**	**$**	**28,141,021**	**$**	**4,425,827**	**16%**
Total Operating Expenditures	**$**	**112,314,158**	**$**	**101,056,571**	**$**	**11,257,586**	**11%**
Investments	$	1,971,379	$	1,336,510	$	634,869	48%
Service System Management	$	16,227,354	$	13,153,632	$	3,073,722	23%
Skills Programs	$	3,539,941	$	3,252,659	$	287,282	9%
Tuition Holdback Bursaries	$	2,142,539	$	1,824,436	$	318,103	17%
Ministry Bursaries	$	800,000	$	1,150,888	$	(350,888)	(30%)
Special Projects	$	6,868,685	$	4,634,126	$	2,234,560	48%
Facilities/Equipment Renewal and Renovation	$	689,070	$	901,685	$	(212,615)	(24%)
Ancillary Operations	$	4,198,092	$	3,562,843	$	635,249	18%
Net Asset Adjustment	$	-	$	445,330	$	(445,330)	(100%)
Total Expenditures	**$**	**148,751,218**	**$**	**131,318,681**	**$**	**17,432,537**	**13%**

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

1. Full Time Salaries

The increase in full time (FT) salaries was budgeted based on Faculty and Support Staff Collective Agreements. FT salaries also include approved staff sabbaticals and a provision for sick leaves. Overall FT salary expenditures are projected to increase by $1.4 million (3%) over the 2020-21 year-end actuals. Hiring plans have been limited to positions deemed critical for College Operations and, wherever possible, new hires have been delayed or postponed.

2. Part Time Salaries

Part time (PT) salaries are expected to increase by $4.1 million (32%) from the 2020-2021 year-end actuals. There is an expected increase in academic part time salaries of $2.9 million which is the result of section size limitations imposed under pandemic restrictions. Additionally, there is an increase to other part time salaries of $1.2 million. This increase is representative of the resumption of some positions that were put on hold as part of cost savings measures in 2020-2021.

3. Instructional Support Costs

Instructional support costs include a variety of costs for classroom supplies, field camps, computer software and software maintenance licenses. With an increase of in-person delivery, these costs are increasing by $1.9 million (57%). The large variance is the result of 2020-2021 costs being minimized as much as possible to offset the impact of the pandemic, as well as there being limited in-person delivery during 2020-2021.

4. Staffing Development

Staffing Development costs are anticipated to increase by $477K (260%) over the 2020-2021 actuals. While the increase is quite large, it represents a return to a regular level of professional development training for staff. In 2020-2021 there were limited opportunities for professional development as most in-person courses were cancelled due to pandemic restrictions.

5. Business Travel, Accommodation & Hospitality

Travel budgets are planned to increase by $395K (561%) as a result of an increase in face to face meetings as pandemic restrictions are eased and more face to face activity can take place, including both Domestic and International recruitment fairs.

6. Advertising

Advertising is being increased by $930K (185%) as a new branding campaign is scheduled to take place and recruitment fairs, which were cancelled in 2020-2021, are expected to be taking place this year.

7. Equipment Maintenance

Many of the scheduled maintenance activities were put on hold or delayed where possible during 2020-21. The current year budget reflects a return to regular maintenance routines and will see an increase of $208K (50%)

8. Utilities

With limited in-person activity during 2020-21 there were recognized savings on utilities. As we return to more on campus activity, as well as factor in known increases to utility rates, the impact is expected to be an increase of $301K (13%).

9. Other Services and Fees

The increase for this year's budget of $362K (14%) is based on an increase in contract services to support program delivery. Most of this increase relates to costs which are covered by academic fees where we've recorded an offsetting increase to revenue.

10. Non-Operating Expenditures

As previously described with Non-Operating Revenues, the College enters into many contractual agreements negotiated annually that can vary significantly year to year. Any changes to expenses under these contracts are offset by similar changes in revenue. Outside of these agreements, the College also provides funding for investment into assets and/or projects that are not capital asset by nature.

The 2021-2022 planned investments of $1.9 million includes $400K for upgrades to staff and student computers, $379K for an update to the Evolve ERP system, $240K for classroom audio visual updates, $218K for improvements required to operate a new Plumbing Apprenticeship Program and $192K for Apprenticeship enhancements. The remaining balance includes software updates, investment in equipment to support academic programs and repairs to buildings and roadways.

IV. Capital

Capital spending in 2021-2022 is budgeted at $7.7 million of which $5.4 million is funded from various grant sources. The balance of $2.3 million is capital funded from the College for assets deemed critical for ongoing operations.

Capital budgeted for 2021-2022 is summarized below:

	College Funded	Grant Funded	Total Capital
Building Construction/Renovation	$661,278	$1,235,254	$1,896,532
Network/IT Systems	$400,302	n/a	$400,302
Academic Equipment	$228,978	$527,441	$756,419
Applied Research	$612,267	$3,660,523	$4,272,790
Residence	$370,000	n/a	$370,000
Total	$2,272,825	$5,423,218	$7,696,043

2021-2022 Capital Investment Plan > $50,000 Report

PROJECT NAME	BUSINESS NEED	College Base Capital	Enhanced College Capital Grants
Building Construction/Renovations			
Br-AODA Compliance for Elevators	Update all owned Elevators to AODA compliance at both Sutherland and Frost Campuses. This will consist of visual and audible signals relating to the floor requested and arrived at.	206,820	
Haliburton Residence - Application and Land Transfer	Continued work on planning and construction of Residence at the Haliburton Campus	125,000	
C-Wing Architect	C-wing Architect engaged to develop plans to modernize the college C-Wing as one of the remaining spaces not upgraded.	283,333	
Fr-Exterior Glazing	Replace existing windows that are reaching the end of their serviceable life with new thermally efficient windows.		100,000
Roof Replacements	Annual Cycle of Roof replacements		1,135,254
	Subtotal Projects > $50, 000	615,153	1,235,254
	Subtotal Projects < $50, 000	46,125	-
Total Building Construction/Renovations		$ 661,278	$ 1,235,254
Network/IT Systems			
Fire Suppression - Brealey Data Centre	Fire Suppression system required in order to safeguard hardware on Brealey campus.	129,263	
Frost Classroom Update	Audiovisual equipment installation to upgrade classrooms with technology to support program delivery.	56,876	

Servers	Purchase of 4 new servers to support performance improvements across the College.	82,728	
Storage Array Refresh	Storage upgrade required. Part of a 5 year plan to ensure data storage needs are met.	101,342	
	Subtotal Projects > $50, 000	370,209	
	Subtotal Projects < $50, 000	30,093	
Total Network/IT Systems		$ 400,302	

Academic Equipment			
TT02-Multiprocess Welder	The multi process welding machines serves many College programs including the Carpenter Apprentice (AGB), Carpentry and Renovation Technician (CPT), Carpentry and Renovation Techniques (CNS), Heating, Refrigeration and Air Conditioning (HVT), Mechanical Techniques (PLM), Trades Fundamentals (TTF), Welding and Fabrication Technician (WFT), Welding Techniques (WTQ), Heavy Equipment Operator (HEO) as well as Continuing Education and Dual Credit programs is nearing the end of its life.	99,274	
SOBIT01-GPUServer	GPU Server is essential to provide delivery of the Artificial Intelligence program.	58,343	
SENRS04-Trucks	Several programs at SENRS require a truck to go out on field trips. They are used for equipment transport or as an available emergency vehicle (when working deep in a wooded area). Two of our trucks are in need of replacement due to age and mileage. The new trucks will be available for many programs to use and the old ones will be used by programs who do not travel (e.g.: HEO field use, SAG field use).	144,744	
TT03-Plumbing Apprentice	All assets are required to be used for the learning outcomes and curriculum for the Plumbing Apprenticeship standards.	96,415	

Amatrol Trainers	To be used as part of the Skills Advance Ontario programming, the training system focuses on the safe application of basic hand tools used in assembly. The Mechanical Fabrication training system includes real-world hand tools and associated components such as screwdrivers, wrenches, and sockets for hands-on skill-building.		88,930	
	Subtotal Projects > $50, 000		88,930	398,776
	Subtotal Projects < $50, 000		140,048	128,665
Total Academic Equipment		$	**228,978** $	**527,441**
Applied Research				
CFI - Aquaculture	CFI funding will allow Fleming College to build and equip a dedicated research hatchery. The space and equipment will allow faculty and techs to work with industry partners to evaluate potential improvements in fish husbandry, productive, and technologies in the growing aquaculture industry both provincially and nationally.	$	428,804 $	1,843,215
CFI - IIoT	CFI funding will allow Fleming College to create and equip an Industrial Internet of Things (IIoT) deployment lab by retrofitting existing space to create a clean room and a lab dedicated to sensors and IIoT applied research. The renovated space will allow Fleming College to work with industry partners to develop innovative communication and sensor technologies with multiple industrial applications.	$	144,696 $	1,817,308
	Subtotal Projects > $50, 000	$	573,500 $	3,660,523
	Subtotal Projects < $50, 000		38,767	-
Total Applied Research		$	**612,267** $	**3,660,523**
Residence Operations				
Residence Wireless Upgrade Project	Enhancements to wireless availability and reliability on campus. More laptop use will also put a higher demand on wireless access		370,000	
	Total Residence	$	**370,000**	
	Total 2021-2022 Capital Investment Plan	$	**2,272,825** $	**5,423,218**

Fleming College Financial Plan
Preliminary Budget 2021-2022
Financial Sustainability Metrics (Indicators)

Ratios	Benchmarks	Projected Balance March 31/22	Actual Balance March 31/21	Change
Annual Surplus/(Deficit) (in millions of $)	> $ 0	$ (6)	$ (3)	$ (2)
Accumulated Surplus/(Deficit) (in millions of $)	> $ 0	$ 27	$ 32	-$ 6
		Pass	**Pass**	
Quick Ratio	> 1:1	1.8	2.1	(0.3)
		Pass	**Pass**	
Debt to Assets Ratio	< 35.0 %	26.2%	25.7%	0.4%
		Pass	**Pass**	
Debt Servicing Ratio	< 3.0%	1.2%	1.3%	-0.1%
		Pass	**Pass**	
Net Assets to Expense Ratio	> 60.0%	73.2%	89.5%	(16.3%)
		Pass	**Pass**	
Net Income to Revenue Ratio	> 1.5%	(4.0%)	(2.6%)	(1.3%)
		Fail	**Fail**	

SIR SANDFORD FLEMING COLLEGE

Cash Flow Forecast

21/22 Projections
draft anticipated budget

	as at 31-Mar-21	Q1	Q2	Q3	Q4	Forecast 31-Mar-22
Revenue		35,625,718	38,568,515	36,668,370	32,207,082	143,069,686
Expenditures		29,373,519	35,477,497	39,018,003	44,882,198	148,751,218
Net		6,252,199	3,091,018	-2,349,633	-12,675,116	-5,681,532

Cash Flow

Opening Cash		55,891,883	56,217,666	54,173,126	47,414,343	55,891,883
Change as per Income Statement						
Operating funds - Net Income		6,252,199	3,091,018	-2,349,633	-12,675,116	-5,681,533
Non Cash: Amortization in Net Income		1,902,499	1,902,499	1,902,499	1,902,499	7,609,994
Deferred contribution		-1,190,669	-1,190,669	-1,190,669	-1,190,669	-4,762,675
Balance Sheet	opening					
LTD principle payments		-24,000	-639,525	-25,000	-639,525	-1,328,049
Capital Purchases		-1,924,010	-1,924,010	-1,924,010	-1,924,010	-7,696,041
capital grants in		1,355,804	1,355,804	1,355,804	1,355,804	5,423,218
AP		-8,922,332	1,277,561	-4,169,072	11,137,019	-676,824
AR		7,937,507	-1,085,845	464,459	-4,669,119	2,647,002
Defered fees		-5,061,215	-4,831,372	-823,162	7,090,587	-3,625,162
Cash Balance		56,217,666	54,173,126	47,414,343	47,801,814	47,801,814
Cash on Hand	27,453,527	27,779,310	25,734,770	18,975,987	19,363,458	19,363,458
unrestricted GIC	28,438,356	28,438,356	28,438,356	28,438,356	28,438,356	28,438,356
	55,891,883	56,217,666	54,173,126	47,414,343	47,801,814	47,801,814
Funds not available for Fleming operating						
FSA SAC (within A/P)	-9,912,495	-9,912,495	-9,912,495	-9,912,495	-9,912,495	-9,912,495
Restricted cash	-2,025,369	-2,025,369	-2,025,369	-2,025,369	-2,025,369	-2,025,369
Total Cash Available	**43,954,019**	**44,279,802**	**42,235,263**	**35,476,479**	**35,863,950**	**35,863,950**

SIR SANDFORD FLEMING COLLEGE
2021-2022 Quarterly Budget Forecast

	Quarter 1 Projection	Quarter 2 Projection	Quarter 3 Projection	Quarter 4 Projection	Prelim Budget 31-Mar-22
Revenue					
Grants and Reimbursements	13,513,197	10,649,826	10,350,630	15,711,177 $	50,224,831
Tuition FT Spring	2,806,081	0	0	0	2,806,081
Tuition FT Fall	0	6,358,534	267,728	66,932	6,693,194
Tuition FT Winter	1,897,670	0	3,527,641	1,511,846	6,937,158
Domestic Full-time Tuition	4,703,751	6,358,534	3,795,369	1,578,778	16,436,432
Tuition International FT Spring	4,397,750	0	0	0	4,397,750
Tuition International FT Fall	0	7,461,232	392,696	0	7,853,929
Tuition International FT Winter	2,305,162	0	8,018,524	0	10,323,686
International Full-time Tuition	6,702,912	7,461,232	8,411,221	0	22,575,365
Full-time Tuition	11,406,662	13,819,766	12,206,590	1,578,778	39,011,796
					-
Part-time and Other Tuition	956,310	612,157	667,515	871,465	3,107,447
Student Tuition Fees	12,362,972	14,431,923	12,874,104	2,450,243	42,119,243
Contract Training	0	103,065	463,791	463,791	1,030,646
College Ancillary Operations	33,330	70,700	176,641	169,566	450,237
Fee for Service	825,000	60,000	60,000	1,002,742	1,947,742
Fundraising			13,500		13,500
Other Income	383,661	383,661	383,661	783,661	1,934,645
Student Fees	991,283	2,949,569	2,860,496	363,421	7,164,769
Total Other Income	2,233,274	3,463,930	3,494,299	2,319,390	11,510,893
Amortization of Deferred Capital Contributions	1,190,669	1,190,669	1,190,669	1,190,669	4,762,675
Total Operating Revenues	29,300,112	29,839,414	28,373,493	22,135,269	109,648,288
Investments					0
Service System Management	4,034,255	5,392,185	3,767,316	3,414,433	16,608,189
Skills Programs	575,294	722,601	872,780	1,369,266	3,539,941
Tuition Holdback Bursaries	164,100	650,673	538,697	789,069	2,142,539
Ministry Bursaries	471,697	20,296	166,371	141,636	800,000
Special Projects	800,487	932,270	1,686,667	3,449,260	6,868,685
Facilities Renewal and Renovation Projects	137,814	0	275,628	275,628	689,070
Ancillary Operations	141,958	1,011,077	987,417	632,521	2,772,973
Total Revenue	$ 35,625,718 $	38,568,515 $	36,668,370 $	32,207,082 $	143,069,685

SIR SANDFORD FLEMING COLLEGE
2021-2022 Quarterly Budget Forecast

	Quarter 1 Projection	Quarter 2 Projection	Quarter 3 Projection	Quarter 4 Projection	Prelim Budget 31-Mar-22
Expenditures					
Salaries and Benefits					
Academic, Full Time	5,223,540	6,382,725	5,600,818	6,946,845 $	24,153,928
Administration, Full Time	2,159,754	2,782,589	2,805,457	2,558,432	10,306,232
Support, Full Time	2,852,388	3,640,705	3,634,561	3,420,710	13,548,364
Salaries, Full Time	**10,235,682**	**12,806,019**	**12,040,836**	**12,925,987**	**48,008,524**
Academic, Part Time	2,609,583	2,681,578	5,052,391	4,693,992	15,037,545
Other, Part Time	380,472	429,506	729,420	684,081	2,223,480
Salaries, Part Time	**2,990,055**	**3,111,085**	**5,781,811**	**5,378,074**	**17,261,025**
Benefits	3,452,781	3,300,292	3,308,974	4,415,712	14,477,760
Total Salaries and Benefits	**16,678,519**	**19,217,395**	**21,131,622**	**22,719,773**	**79,747,309**
Non-Salary Expenses					
Academic Delivery	398,027	250,275	750,824	1,013,160	2,412,286
Academic Supports	482,725	303,532	910,596	1,228,756	2,925,609
Staffing Development	73,757	73,757	295,030	295,030	737,574
Business Travel, Accommodation & Hospitality	19,420	38,840	116,520	213,620	388,400
Advertising	215,757	359,595	575,352	287,676	1,438,380
Telephone, Audit, Legal & Insurance	172,976	645,175	152,820	396,349	1,367,320
Equipment Maintenance	155,264	155,264	155,264	155,264	621,057
Plant and Security	716,520	648,280	1,023,600	1,023,600	3,412,000
Rentals and Taxes	72,558	464,761	15,418	51,552	604,288
Utilities	297,594	608,117	688,785	1,086,692	2,681,189
Contract Services Trent	0	0	0	2,373,408	2,373,408
Finance and Banking	50,000	50,000	10,000	-1,148,465	(1,038,465)
International Payments	86,346	556,696	1,341,613	1,015,052	2,999,708
Service Fees	526,682	772,260	1,143,337	2,113,821	4,556,101
Long Term Debt Interest	36,005	39,306	32,617	50,072	158,000
Amortization of Capital Assets	1,732,499	1,732,499	1,732,499	1,732,499	6,929,994
Total Non-Salary Expenses	**5,036,131**	**6,698,357**	**8,944,276**	**11,888,086**	**32,566,849**
Total Operating Expenditures	**21,714,650**	**25,915,752**	**30,075,897**	**34,607,859**	**112,314,158**
Investments	680,650	827,796	359,523	103,410	1,971,379
Service System Management	3,971,664	5,308,526	3,708,867	3,238,297	16,227,354
Skills Programs	575,294	722,601	872,780	1,369,266	3,539,941
Tuition Holdback Bursaries	164,100	650,673	941,775	385,991	2,142,539
Ministry Bursaries	471,697	20,296	166,371	141,636	800,000
Special Projects	800,487	932,270	1,686,667	3,449,260	6,868,685
Facilities Renewal and Renovation Projects	81,023	357,728	250,319		689,070
Ancillary Operations	913,953	741,856	955,803	1,586,480	4,198,092
Net Asset Adjustment	0	0	0	0	0
Total Expenditures	$ 29,373,519 $	35,477,497 $	39,018,003 $	44,882,198 $	148,751,218
Net	$ 6,252,199 $	3,091,018 $	(2,349,633) $	(12,675,116) $	(5,681,532)

Annual Report
2020-2021

FLEMING

MISSION

To empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world.

VISION

Creating prosperity and transforming communities through education and innovation.

VALUES

We will achieve our vision and mission by adhering to our values:

- Responsiveness,
- Innovation,
- Collaboration,
- Inclusiveness, and
- Accountability

Table of Contents

A Message from the Chair

On behalf of the Board of Governors of Sir Sandford Fleming College, it is my pleasure to present our 2020-2021 Annual Report. The Board is grateful to President Maureen Adamson, and the team of Fleming employees for their dedication and commitment to student success.

Fleming's Board of Governors has continued to meet virtually to review the administrative response to COVID-19. We have witnessed the College deliver on the Strategic Plan and employ it as a roadmap in every decision along the way. I am pleased to report that we have exceeded many milestones, irrespective of the challenges that we have navigated through in 2020-2021.

Our Board has been engaged and supportive of the management team at the College and I want to extend my appreciation to the governors who have led the charge to date with a special thanks to those who will be completing their term this coming August.

On behalf of Fleming's Board of Governors, I want to thank the Province of Ontario for its ongoing commitment to supporting postsecondary education and funding. Our local MPPs have been champions of Fleming College and always open to new ideas in postsecondary education.

Finally, it is my pleasure and honour to serve as Board Chair. As a Fleming graduate myself, this is a role that I humbly assume with great pride.

Fred Clifford, Chair
Sir Sandford Fleming Board of Governors

A Message from the President

With the support of Board Chair Fred Clifford and the Board of Governors of Fleming College, I am pleased to submit this year's Annual Report on the 2020-2021 progress made towards achieving our Strategic Plan.

This past year, we have continued to navigate through the challenges that COVID-19 presented, pivoting and adapting on a pin to keep our students, staff and community safe. Despite the challenges, we have made impressive progress towards achieving our goals set out in our Strategic Plan. As we look to our future with optimism, we must remain vigilant and refuse to let our guard down.

As I reflect on the progress we have made this past year, I am inspired by not only our accomplishments but our productive future. Our Strategic Plan has been our roadmap that guides and influences every decision we make as a College. We have embraced technology in new and innovative ways to ensure that our operations continue, and students experience as little interruption to their learning outcomes as possible.

Perhaps most important, Fleming has remained a welcoming place for all, on our campuses, in our virtual classrooms, and in the communities that we serve. We are a public asset and with that comes the responsibility to ensure that all members of our community feel welcome and safe.

We are working on a robust recovery plan that will allow us to transition back to 'normal' operations when it is safe to do so, guided by public health guidelines.

Finally, I would like to take a moment to acknowledge all the hard work and dedication of our Board, our faculty and staff, our communities, and our partners. Together, we continue to put students first.
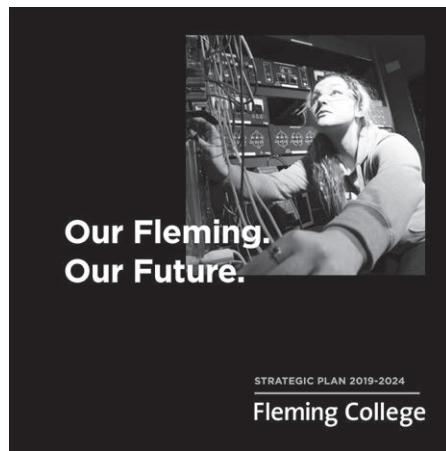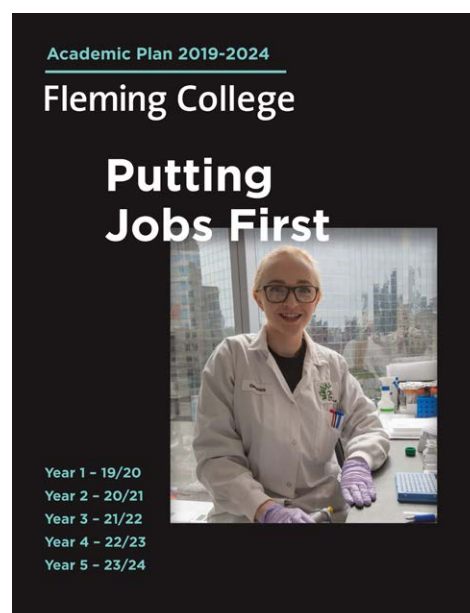
Maureen Adamson,
President

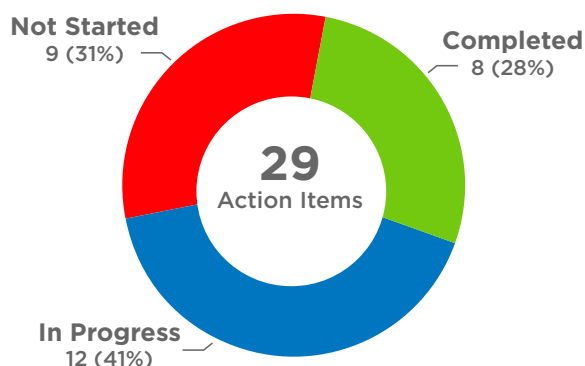# Progress on the 2019-2024 Strategic Plan

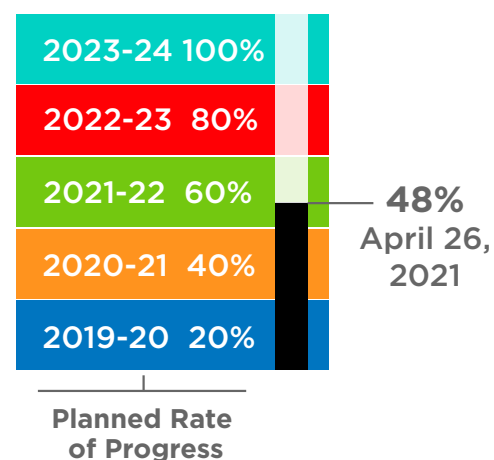**129 Action Items** to achieve **20 Goals** related to **5 Commitments** over **5 Years**

Our Fleming.
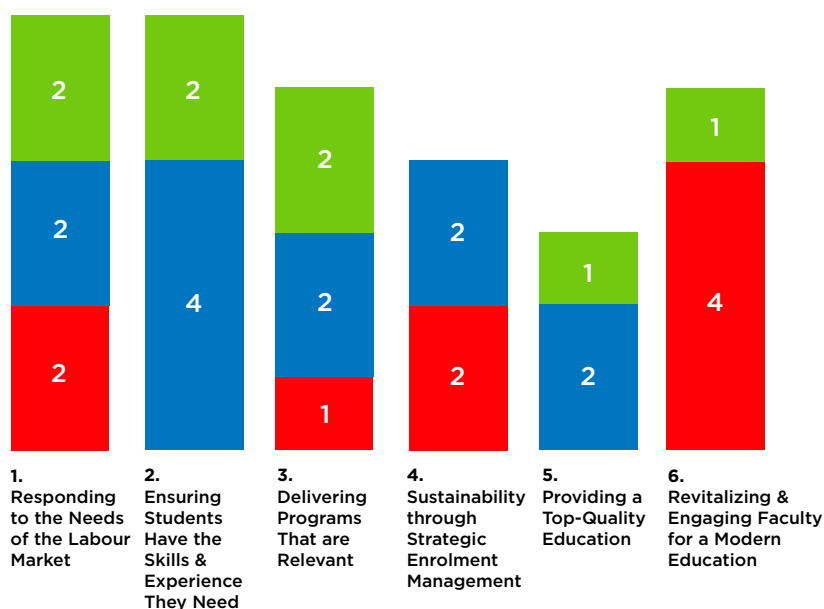Our Future.

STRATEGIC PLAN 2019-2024
Fleming College

Not Started
34 (26%)

Completed
49 (38%)

129
Action Items

In Progress
46 (36%)

■ Not Started ■ In Progress ■ Completed

	30	30	17	22	30
Completed	9	9	8	9	14
In Progress	9	16	4	5	12
Not Started	12	5	5	8	4

1. We will be focused on the needs of students & employees
2. We will be true partners in our communities
3. We will empower our staff
4. We will embrace technology & digital tools
5. We will be a welcoming place for all

2023-24 100%
2022-23 80%
2021-22 60%
2020-21 40%
2019-20 20%

56% May 2021

41% June 2020

Planned Rate of Progress

Progress on the 2019-2024 Academic Plan

29 Action Items to achieve 6 Priorities over 5 Years

Not Started
9 (31%)

Completed
8 (28%)

29
Action Items

In Progress
12 (41%)

Academic Plan 2019-2024
Fleming College

Putting Jobs First

Year 1 – 19/20
Year 2 – 20/21
Year 3 – 21/22
Year 4 – 22/23
Year 5 – 23/24

■ Not Started   ■ In Progress   ■ Completed

1. Responding to the Needs of the Labour Market

- 2 (Completed)
- 2 (In Progress)
- 2 (Not Started)

2. Ensuring Students Have the Skills & Experience They Need

- 2 (Completed)
- 4 (In Progress)

3. Delivering Programs That are Relevant

- 2 (Completed)
- 2 (In Progress)
- 1 (Not Started)

4. Sustainability through Strategic Enrolment Management

- 2 (In Progress)
- 2 (Not Started)

5. Providing a Top-Quality Education

- 1 (Completed)
- 2 (In Progress)

6. Revitalizing & Engaging Faculty for a Modern Education

- 1 (Completed)
- 4 (Not Started)

2023-24 100%
2022-23 80%
2021-22 60%
2020-21 40%
2019-20 20%

48% April 26, 2021

Planned Rate of Progress

2020-2021 Business Plan Review

54 Objectives to achieve **20 Goals** related to **5 Commitments** in the **2nd Year** of the **Strategic Plan Implementation**

Fleming College

Business Plan 2020-2021

Overall Performance Evaluation

■ Not Met Target ■ Partially Met Target ■ Met Target
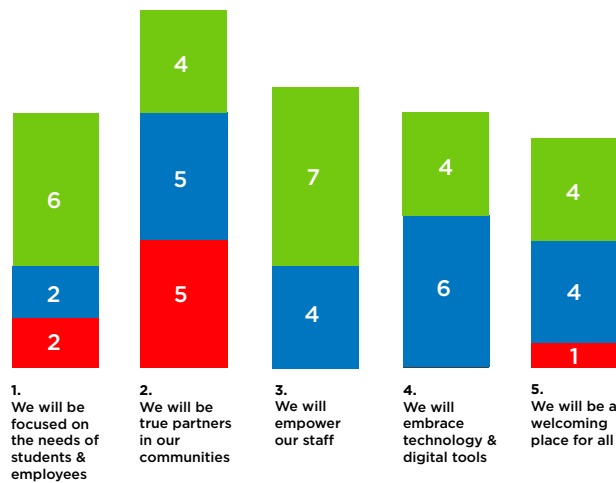
1. We will be focused on the needs of students & employees

2. We will be true partners in our communities

3. We will empower our staff

4. We will embrace technology & digital tools

5. We will be a welcoming place for all

Overall Performance Evaluation

Not Met Target 8 (15%)

Met Target 25 (46%)

Partially Met Target 21 (39%)
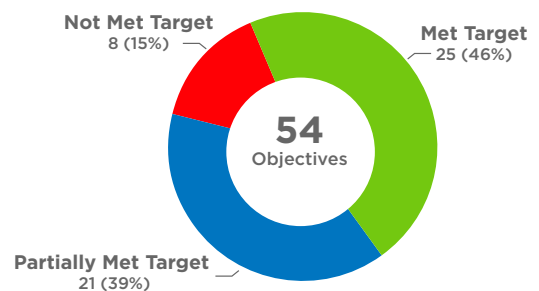
54 Objectives

1. We will be focused on the needs of students and employers in the labour market.

Objectives	Achievement of Objectives
1.1 Create a dynamic new Jobs-First Five-Year Academic Plan that builds on our strengths and has a laser-focus on quality programs, skills development and flexible delivery models that will meet the needs of the job market of today and the future.	
1.1.1 Use the revised Program Efficacy Review tool and the new Labour Market Analytics Model to evaluate the demand and viability of existing programs and the overall college program mix, including new programs.	**Met Target**
1.1.2 Develop and implement a Strategic Enrolment Management Plan that maintains our commitment to access to education and ensures the College enhances student recruitment, retention and creates a welcoming environment for all. This plan will diversify our enrolment base to ensure sustainability in order to make an impact on the economic and social vitality of our communities. This plan will be designed to enrol a mix of students who will benefit from our programs, focus on quality and achievement and benefit from an enhanced student experience.	**Met Target**
1.1.3 Reorganize the Academic Council so that it has great opportunity for critical discussion and influence on academic recommendations.	**Met Target**
1.3 Establish a new Student-Employers Partnerships Network that will increase the availability of hands-on experience through co-ops, internships, placements, apprenticeships and other types of experiential learning that are so essential to ensuring our graduates are job ready, or ready to create their own jobs.	
1.3.1 SSM: 1) Submit a transition plan to the Ministry with a new employment services model. 2) Launch a new website to support job seekers and employers. 3) Create a centralized system for employer engagement, communications, and access to programs. 4) Transition network to new delivery model, performance management framework, and digital tools. 5) Establish forums for ongoing stakeholder engagement (employers, community and county-level economic development agents and organizations, the region's 13 Chambers of Commerce, and the 27 municipalities in Muskoka-Kawarthas to further understand local needs.	**Met Target**

1.3.2	As the new SSM, develop an Employment Services System that enhances collaboration between Career and Employment Services, research and external expertise. through the Program Advisory Committees. This will expand Experiential Learning opportunities, combine data, and increase employment rate	**Not Met Target**
1.3.3	By launching and integrating the new Orbis Module for experiential learning within the Academic Division, meet SMA3 target floor in Experiential Learning opportunities for students.	**Not Met Target**

1.5	**Develop a Student Success Strategy that will increase retention and graduation rates as well as employment by working together to develop individual success plans to help people identify and meet their goals at all stages of their life. The strategy will touch high school students, first-time post-secondary students, those returning to college or work after a gap, graduates looking for their first jobs and those looking for the kind of life-long learning that will allow them to progress in and change careers.**	

1.5.1	Develop a new student success advisory program to assist struggling students and increase retention rates.	**Met Target**
1.5.2	Using the new predictive analytics capabilities, develop intervention programs to support identified at-risk students.	**Met Target**
1.5.3	Using current studies and data on why students drop-out or fail, create a retention plan to meet students needs and SMA3 targets for graduation rates.	**Partially Met Target**
1.5.4	Develop a new Continuing Education Plan that is responsive to changing labour market needs and better serves the needs of Fleming grads and those seeking upskilling and lifelong learning.	**Partially Met Target**

2. We will be true partners in our communities.

Objectives	Achievement of Objectives
2.1. **Be the go-to institution for quality and future-oriented education for our community, Ontario and beyond. We will seek out opportunities to partner with industry and governments at all levels to develop new programs that support the economy and provide lifelong learning as employees and entrepreneurs adapt to the evolving workplace.**	
2.1.1 Graduate Innovation and Entrepreneurship – Conduct baseline research of graduates who participated in the Innovation Cluster, created new Business Startups, and/or attained Certificates of Specialization.	**Not Met Target**
2.1.2 Create a Partner Business Development Strategy in conjunction with community partners including those in economic Development to ensure we are meeting training and professional development needs of firs and services in Ontario, Canada and beyond.	**Not Met Target**
2.2 **Diversify our streams of funding so that we will remain a sustainable public institution on which our students and communities rely, both as an employer and a contributor to our local economies, even as governments grapple with ways to tackle their deficits and the greater competition for the school-age population.**	
2.2.1 Explore private career college opportunities to create a greater presence beyond current state.	**Met Target**
2.2.2 As part of the Strategic Enrolment Management Plan, embed international students for year-over-year growth once pandemic impact has been fully realized.	**Met Target**
2.3 **Create an Applied Research Development Strategy to expand research activities into all Fleming programs so that we are stretching and contributing to innovation in Canada across all fields, while also finding solutions to issues with which our own municipalities and regions are grappling.**	
2.3.1 Applied Research Strategy to be developed and tied to Academic Plan by Dec 2020.	**Partially Met Target**
2.3.2 Continue to establish school-specific applied research program plans for each school such that all schools have a plan. Research programs will include a mix of applied research activities that best suit the programs and community/industry partners, such as curriculum integration, capstone projects, applied projects, or externally-funded industry research.	**Partially Met Target**

2.3.3	Develop a system to track community-based research projects for partners involving Fleming students. Projects will be mapped to program and that data used to establish new project targets for 2021-22.	**Partially Met Target**
2.3.4	Establish the recently NSERC/CFI funded Centers for Innovation in Aquaculture Production and Industrial Innovation of Things. This will include hiring key positions to move the associated research forward and make progress on facility building and renovation.	**Met Target**

2.4 **Enhance pathways for students between Fleming College and Trent University and other post-secondary institutions so that students, regardless of where they start their post-secondary education, can receive the customized education they need to thrive and adapt in the workplace.**

2.4.1	Enhance pathways and transition support for students transferring from post-secondary institutions, and across programs within the College, as they seek to customize their education and gain the right mix of academic and real-life experience required to meet their employment goals. This will include pathways for Indigenous students.	**Met Target**
2.4.2	Explore opportunities to deliver degree programs with the Binding Directive parameters.	**Partially Met Target**

2.5 **Expand our partnerships to boost community innovation, by partnering with such organizations as Peterborough & the Kawarthas Economic Development and initiatives like the Innovation Cluster-Peterborough and the Kawarthas. This will leverage the many talents of our alumni to support small business and entrepreneurs, who are playing an increasing role in the economy of the future.**

2.5.1	Take stock of current inventory of incubators/accelerators, and set a target for growth, partnering where possible to fulfil the 5-year vision	**Not Met Target**
2.5.2	Identify opportunities for Fleming in regions beyond the Greater Peterborough Area	**Not Met Target**
2.5.3	Work with the Dean of Business to develop strategies for increased incubators and greater student engagement in incubator opportunities.	**Not Met Target**
2.5.4	Explore residence development in Haliburton and downtown Peterborough.	**Partially Met Target**

3. We will empower our staff.

Objectives		Achievement of Objectives
3.1	**Support an Employee-Management Engagement Strategy to work toward a positive and energized workplace culture that respects and values the opinions and ideas of all employees. This will provide the tools required and remove obstacles so that together we can provide the best education, leadership and research practices needed to fulfil our mission.**	
3.1.1	Launch an on-line Leader "starter toolkit" to empower leaders by making their job easier with process maps, templates, work instructions, and other useful tools for 3 or more key management processes.	**Met Target**
3.1.2	Launch an on-line employee "HRpedia" to enable employees to easily access information on 3 or more areas that are key sources of questions or confusion.	**Met Target**
3.1.3	Introduce an OEHR employee on-line newsletter in place and running regularly to keep employees apprised of what's new, what's coming, and where to direct questions.	**Met Target**
3.2	**Be recognized for the first time as one of Canada's top employers because of our new focus on a shared culture of quality, respect, transparency, accountability, collaboration, accessibility and inclusion.**	
3.2.1	Have an approved Diversity/Equity/Inclusion Strategy & Plan in place and underway with diversity targets provided to each SMT members.	**Partially Met Target**
3.2.2	Relaunch the new employee reward and recognition program (previously deferred by COVID) in a manner consistent with Public Health guidelines.	**Met Target**
3.3	**Invest in our people by creating an Employee Success Strategy that will identify and provide dedicated professional development opportunities, high skills training and the equipment and technology needed to provide the best possible experience for students and staff.**	
3.3.1	Initiate a needs assessment to identify college-wide, group, and individual learning & development needs.	**Met Target**
3.3.2	Develop a leader labour relations education program to empower leaders with skills, knowledge, and confidence.	**Met Target**
3.3.3	Achieve workplan milestones for Corporate Improvement Plans based on key areas identified from third-party reviews.	**Partially Met Target**
3.3.4	Define requirements and develop a plan for major technology enhancements to operational systems for HR, Registrar's Office and Finance – begin implementation.	**Partially Met Target**
3.3.5	Conduct process mapping of select procurement processes to identify efficiencies while ensuring compliance with BPS Procurement Directives.	**Partially Met Target**
3.3.6	Revise and evolve Fleming's Enterprise Risk Management program and system based on ISO 31000 best practice and standards resulting in more accurate, timely and enhanced dashboard reporting.	**Met Target**

4. We will embrace technology and digital tools.

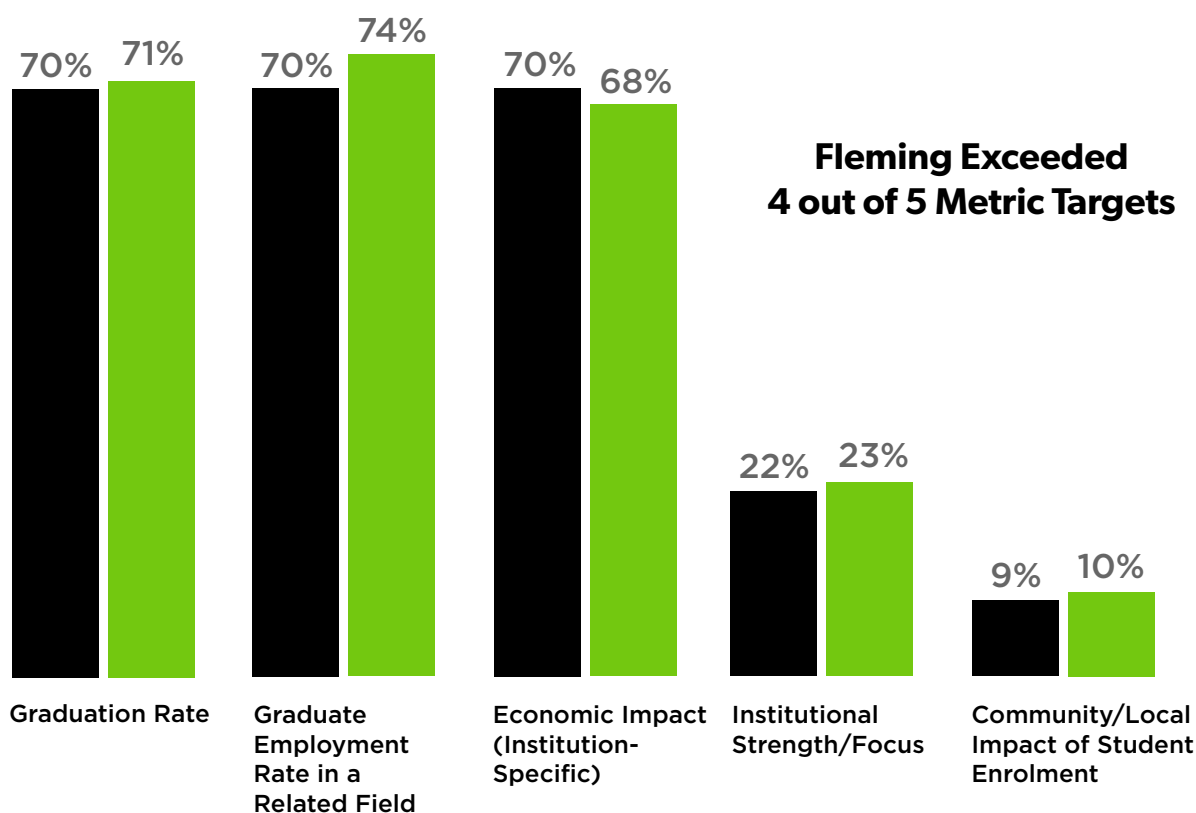| Objectives		Achievement of Objectives
4.1	**Create a Tech Development Centre to conduct an inventory of the technology and digital tools that currently exist at Fleming, and consult with industry to guide the expansion of technology for faculty and students so that both are using the most appropriate technology to meet the expectations of modern workplaces.**	
4.1.1	Conduct a technology inventory across all Fleming campuses and conduct higher education technology industry research.	**Partially Met Target**
4.1.2	To identify gaps and support a new Tech Development Plan, survey students, faculty and staff regarding how they use current technology, what is working well, and what needs improvement.	**Partially Met Target**
4.1.3	Develop and implement a full digital transformation plan. The plan will include: engaging online learning; adaption of digital experiential learning access to technology for students and faculty; prominent and alternative delivery methods using new and emerging platforms; and professional/skills development to support faculty and staff.	**Partially Met Target**
4.1.4	Develop evaluation framework and conduct pilot assessments of academic tools to establish a suite of technology solutions that support academic delivery.	**Partially Met Target**
4.3	**Implement a Digital and Communications Transformation Strategy (DCTS) to review our website, our digital and marketing channels, and our use of automation so that we can improve business processes, improve digitization and engage with our audiences through effective communications and marketing. We will connect staff and students at all of our campuses through a common branding and visual identity.**	
4.3.1	Finalize a cross-campus DCTS that formalizes actions and timelines.	**Partially Met Target**
4.3.2	Launch a comprehensive new brand strategy across all campuses that includes the rollout of branded collateral material such as letterhead and signage.	**Met Target**
4.3.3	Launch a new website driven by the new brand strategy that includes new navigation, content and engagement tools.	**Met Target**
4.3.4	A thorough review of digitization processes and to inform a strategy for service improvement and efficiencies.	**Partially Met Target**
4.3.5	A focus on community outreach, with streamlined events and increased fundraising activity aligned with the Fundraising Plan.	**Met Target**
4.3.6	Complete a comprehensive security audit.	**Met Target**

5. We will be a welcoming place for all.

	Objectives	Achievement of Objectives
5.1	**Establish a Student Experience Strategy to ensure an outstanding experience and success for students upon graduation. We will improve career and support services, renew our facilities and a focus on student life and well-being on campus and in our communities.**	
5.1.1	Continue to develop a Student Experience space plan.	**Met Target**
5.2	**Strengthen our relationship with Indigenous Peoples by helping to create opportunities in post-secondary education, and actively participating in the process of reconciliation by ensuring all students and staff gain a deeper understanding and appreciation of Indigenous Peoples, their ways of knowing and histories.**	
5.2.1	Increase the number of programs with Indigenous Perspectives Designation by 5 programs each year	**Met Target**
5.2.2	Work with Schools and Community to increase the number of academic partnerships in Indigenous knowledge.	**Met Target**
5.2.3	Work with Marketing to develop a campaign that will increase self-identified Indigenous students to more than 500 in 2020-2021.	**Partially Met Target**
5.2.4	As an initiative to increase employment rates among Indigenous student populations, include appropriate representation on Program Advisory Committees.	**Not Met Target**
5.2.5	Establish relationships with community partners seeking to hire: 1) Indigenous students and 2) non-indigenous students with the Indigenous Perspectives Designation.	**Partially Met Target**
5.3	**While growing our domestic enrolment, crease an Internationalization Strategy that includes expanded spaces for international students, creates study abroad opportunities for domestic students, attracts talented faculty from overseas and builds on supports to create an environment where students from other nations can succeed and feel welcomed. Domestic and international students gain valuable knowledge by learning from each other's culture and political, social and economic perspectives.**	
5.3.1	The development of a comprehensive three-year Internationalization Strategy to include strategies for all commitments in the Strategic Plan including educational partnerships, more MOUs, growth in international enrolment, diversification of countries of origin, and strategies to improve student success rates. The Plan to included targets for growth in international students with percentage increase to be established year-over-year to the end of five-year Strat Plan.	**Met Target**
5.4	**Ensure we are meeting the needs of diverse populations among our staff and students in culturally safe and inclusive ways and providing an accessible campus and accessible learning services supports for under-represented groups and for those experiencing mental health challenges.**	
5.4.1	Launch online Sexual Awareness training modules in Orientation 20-021 that include content on consent.	**Partially Met Target**
5.4.2	Targets for all hiring beginning calendar year 2021.	**Partially Met Target**

2020-2021 SMA3 Evaluation Report

As with all public provincial colleges, Fleming College entered into a 2020-2025 Strategic Mandate Agreement (SMA3) with the Ontario Government. 2020-21 was the first year of the agreement and five of the ten metrics were activated using 2019-2020 data for evaluation. Fleming exceeded four out of the five metric targets.

The COVID-19 pandemic played a significant role in Fleming not achieving the Economic Impact metric.

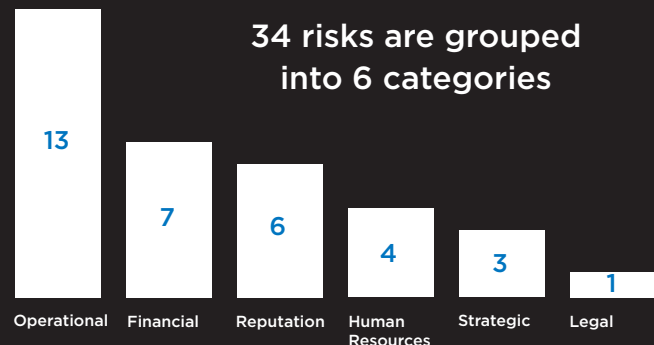■ **2020-21 Metric Target**   ■ **2020-21 Actual**

| | 70% | 71% | 70% | 74% | 70% | 68% | | 22% | 23% | | 9% | 10% |

**Fleming Exceeded
4 out of 5 Metric Targets**

Graduation Rate

Graduate Employment Rate in a Related Field

Economic Impact (Institution-Specific)

Institutional Strength/Focus

Community/Local Impact of Student Enrolment

Enterprise Risk Management Report – Q4 Highlights

34
Total Risks

18 Non COVID-Related Risks
16 COVID-Related Risks

34 risks are grouped into 6 categories

Operational	Financial	Reputation	Human Resources	Strategic	Legal
13	7	6	4	3	1

Impact					
5	5	10	15	20	25
4	4	8	12	16	20
3	3	6	9	12	15
2	2	4	6	8	10
1	1	2	3	4	5
	1	2	3	4	5

Likelihood

Using the risk matrix, identified risks are analyzed to determine the likelihood that the risk will occur and the impact it will have on the organization if it does occur. The risk analysis results in a risk score between 1 and 25.

Of the 34 risks in the Risk Register for the Q4 report, the average risk score was 11. The Board of Governors has adopted a risk appetite of 15. This appetite level, allows the college to pursue opportunities that will benefit the college while managing the risks associated with those opportunities.

Six risks exceeded the risk appetite in Q4/20-21 and were reviewed by the Board of Governors.

Focusing on Jobs & Workforce Development

Fleming's communities have experienced a profound disruption to employment during the COVID pandemic.

Fleming responded to this challenge and
- remained engaged in local workforce development activities,
- continued to deliver employment and training programming to its communities, and
- equipped itself with the key tools needed to better understand the changing nature of jobs and employment needed to strengthen the local workforce.

Fleming undertook several important workforce and labour market development initiatives in 2020-2021 – key measures that we look to support and build upon in the future.

- **Launch of the Service System Manager (SSM)**
- **Employment and Training Services Highlights**
- **Workforce and Economic COVID-19 Recovery**
- **Labour Market Analytics Research & Development**
- **Investing in Indigenous Labour Market Research**

Launch of the Service System Manager

On February 14, 2020 the Ontario Ministry of Labour, Training and Skills Development announced that Fleming was the successful applicant in leading the Service System Manager pilot project for the the Muskoka-Kawarthas Region. This multi-year, multi-million-dollar contract will oversee the transformation of employment and training systems. Beginning January 1, 2021, the SSM entered its operational phase.

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Manager pilot project for the the Muskoka-Kawarthas Region. This multi-year, multi-million-dollar contract will oversee the transformation of employment and training systems. Beginning January 1, 2021, the SSM entered its operational phase.

The SSM oversees 17 service providers across the region: in Peterborough, City of Kawartha Lakes, Haliburton, Northumberland, and Muskoka. These service providers have contracts to deliver employment services to over 9600 job seekers annually.

A key component of employment service transformation is the transition of clients from Social Services to Employment Services. Clients in receipt of Ontario Works (OW) historically have accessed employment supports through the Municipalities in our region. Going forward, those clients will be referred to the SSM's network of Service Providers for employment. This network has received over 1200 referrals from Social Services so far and expect another 2000-3000 before June 2021. The SSM continues to work closely with each of the four Municipalities to ensure a smooth client transition.

The SSM is committed to localized solutions and leverages the knowledge communities have about their labour markets. To this end, Service Providers have designed specialized programs to meet the needs of local demographics. These include programs for youth, older workers, women, newcomers, people with disabilities, and many more.

The SSM has entered into new consultative contracts with the Canadian Mental Health Association, Canadian Hearing Society, and Vision Loss Rehabilitation Canada to increase the capacity of Service Provider staff to support clients with these barriers. This new model will facilitate wrap-around support for clients on a much broader scale than previously experienced.

The SSM's Indigenous Consultant has met with Service Providers both on and off reserve to begin learning about trends in Indigenous Services that mainstream providers should be aware of,

- The level of communication between mainstream and Indigenous providers and how it can be improved,
- how mainstream providers can better meet client needs, and
- how Fleming SSM can aid in referral processes for this client group.

Virtual services are available via our website through live agents and access to a job matching platform is provided in partnership with Magnet. This platform allows a job seeker or an employer to login to one spot and access all job boards in our catchment area along with a wide array of resources. A partnership with the Workforce Development Board has ensured that their local Job Hubs aggregator can also be found within the platform. These technology innovations will allow us to access robust labour market intelligence about demand and supply in the region.

Finally, the SSM has established a regional Jobs Council to provide a forum to share information from employers about labour needs in the region and identify skills gaps so that programs and services can be designed and adjusted in a responsive way. This council is made up of representatives from Chambers of Commerce, Economic Development Organizations, and Industry Associations. The SSM has centralized employer engagement and developed a funding determination matrix that positively rewards employers who provide decent work environments and pay a living wage.

Fleming SSM is committed to managing a system that
- is responsive to the needs of both job seekers and employers,
- focuses on interventions that improve retention and reduce reliance on income assistance, and
- creates sustainable employment and prosperous communities.

Employment and Training Services Highlights

Fleming CREW Employment Services, Academic Upgrading (AU), and Literacy and Basic Skills (LBS) delivered services virtually in 2020-21 with limited in-person service provisioned in Fall-Winter. Despite these challenges, we were able to deliver services to 303 Fleming CREW clients. AU consistently served approximately 150 active students throughout the year. Having updated its assessment tools and processes in the spring, AU continued to provide testing support for prospective students seeking direct entry into Fleming postsecondary programs.

In 2020-21, Fleming and its industry partners offered a blend of unique skills training opportunities through the Skills Advance Ontario (SAO) program offered by the Ministry of Labour, Training and Skills Development. SAO funds partnerships that connect employers with sector-specific training opportunities that can be used to further develop the skills of incumbent workers as well as new job seekers looking to refine their skills.

The following SAO projects included:

- **Altitude Aircraft Interior Program** – a full-time, 20-week program that trains incumbents and job seekers on skills need for careers in aircraft interior manufacturing. It begins with in-class instruction in employability and essential skills, progresses to technical training in cabin fundamentals, and concludes with a two-week paid work placement.

- **Steel and Aluminum** – a Manufacturing Fundamentals course that teaches incumbents and job seekers about health and safety, quality and measurements, trade calculations, blueprints and mechanical drawings, and essential career exploration and job-search knowledge.

- **SAO Kawartha Lakes** – provides skills training to support local workforce development opportunities in manufacturing and agriculture sectors.

Although COVID-19 produced similar challenges to in-person learning, Fleming was able to adapt to online delivery with enhanced COVID-19 safety protocols and continue with instruction to clients across the three SAOs.

Workforce & Economic COVID-19 Recovery

In 2020-2021, Fleming supported local COVID-19 recovery efforts through participation in various committees and working groups.

COVID-19 Recovery Officer – Tables

- Peterborough and the Kawarthas Economic Development COVID Recovery Task Force
- Mayor and Warden's Economic Recovery Task Force, Peterborough and its Student Working Group
- Economic Recovery Task Force – City of Kawartha Lakes and its Innovation Working Group
- Eastern Ontario Regional Network – contributing to the successful Cell Gap application for $300m and the Gig Project's $1.6b funding application.
- Housing in Peterborough post-COVID-19 for Hon. Maryam Monsef, MP
- Ontario Ministry of Agriculture, Food, and Rural Affairs – participating in a 'Teeny Tiny Webinar' and three OMAFRA regional boards re: economic transformation during and after COVID-19.
- YMCA Central East Ontario re: economic transformation during and after COVID-19
- Peterborough Petes – assessing the organization's economic impact and
- factors to consider post-COVID-19.

Eastern Ontario Leadership Council (EOLC) – member of EOLC's Commuter Strategy Project steering committee. Provided oversight and expertise on COVID-19's impacts on workforce commuter patterns, work-from-home changes. Recommended $75,000 in funding to support three commuter pilot projects in Eastern Ontario, including one project in Northumberland County.

Ontario East Economic Development Commission (OEEDC) – steering committee member supporting OEEDC workforce development initiatives during COVID 19, including the Ontario East Talent Identification Support Project, a strategic initiative that promotes Eastern Ontario as a place to live, work and study through marketing and promotion of the region's business attraction activities, its colleges and universities, and regional employment & training initiatives, including Skills Advance Ontario (SAO) initiatives.
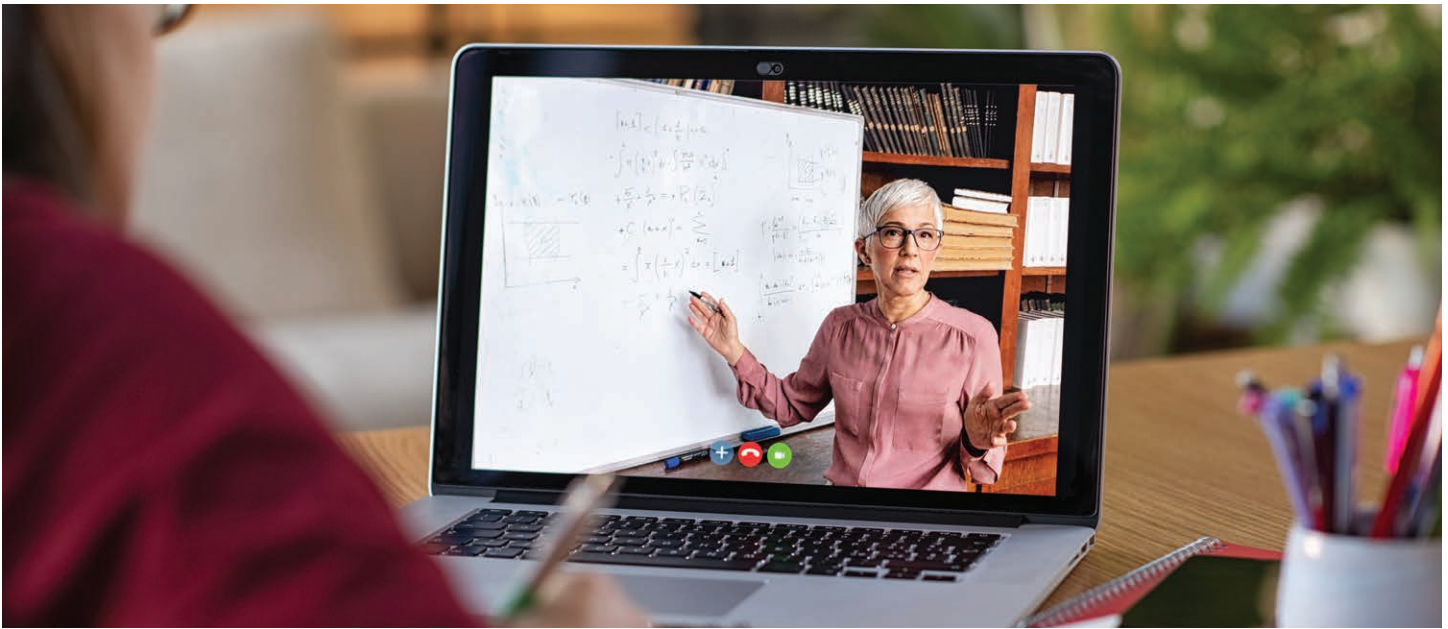
Labour Market Analytics Research & Development

COVID-19 greatly accelerated the adoption of technologies needed to prepare faculty and students for online learning and to assist Fleming staff in transitioning to remote-based work. The global pandemic also created the opportunity for innovative ideas to be developed and tested across the Fleming network.

Fleming leveraged its research expertise and available technologies to create the Labour Market Analytics Model (LMAM), a business intelligence tool that uses a mix of available labour market data inputs to provide end users with relevant and timely labour market information to inform decision-making within the College and beyond. Key LMAM data elements include:

- Occupational outlook
- Wage information
- Population projections
- Program skills mapping
- Occupational resiliency measures
- Industry concentration
- Job automation

The LMAM has already been used by the College to support program idea creation and assessment and will serve as a key business intelligence tool used to support future program mix analysis (i.e., certificates, diplomas, apprenticeships, continuing education), and new funding opportunities.

Investing in Indigenous Labour Market Research

Fleming remains committed to Indigenous education through the establishment of Indigenous education protocols, and in providing its students with Indigenous Perspectives training embedded in many of our academic programs. However, COVID-19 has significantly altered the landscape for students, graduates, and the economic situation of all communities – including the Indigenous communities and students that we serve.

To date, there is no specific tool available to capture Indigenous labour market information, which makes it difficult to determine COVID-19's impacts to Indigenous jobs, business, industries, and communities, and how Fleming and its education and employment and training partners can respond to these needs. The full extent of these impacts is unknown and the need to better understand and respond to these challenges is a priority.

In May 2020, the Future Skills Centre (FSC) launched *Shock-Proofing the Future of Work: Skills Innovation Challenge* call for proposals to support projects that explore and demonstrate new and innovative approaches to support resiliency and new paths forward

in the face of unprecedented change. Of the 469 projects that were submitted to the FSC call proposals, Fleming was one of the few organizations across Canada who were successful.

Our Project, ***Capturing Change in Indigenous Labour Markets: Local Approach, Pan-Canadian Impact***, leverages our collective expertise to develop and test a solution to document real-time changes in Indigenous labour markets.

Fleming and its project partners will:
- engage with Indigenous communities to better understand labour market needs,
- develop and test a novel Indigenous labour market system that helps to identify trends and inform programming, and
- share best practices and learnings with the college sector and labour market experts to help move the Indigenous labour market agenda forward on a national scale.

This project illustrates Fleming's ongoing commitment to fortifying relationships with Indigenous communities while ensuring that graduates are equipped with Indigenous knowledge that prepares them for successful labour market participation.

A Record-Breaking Year in Applied Research
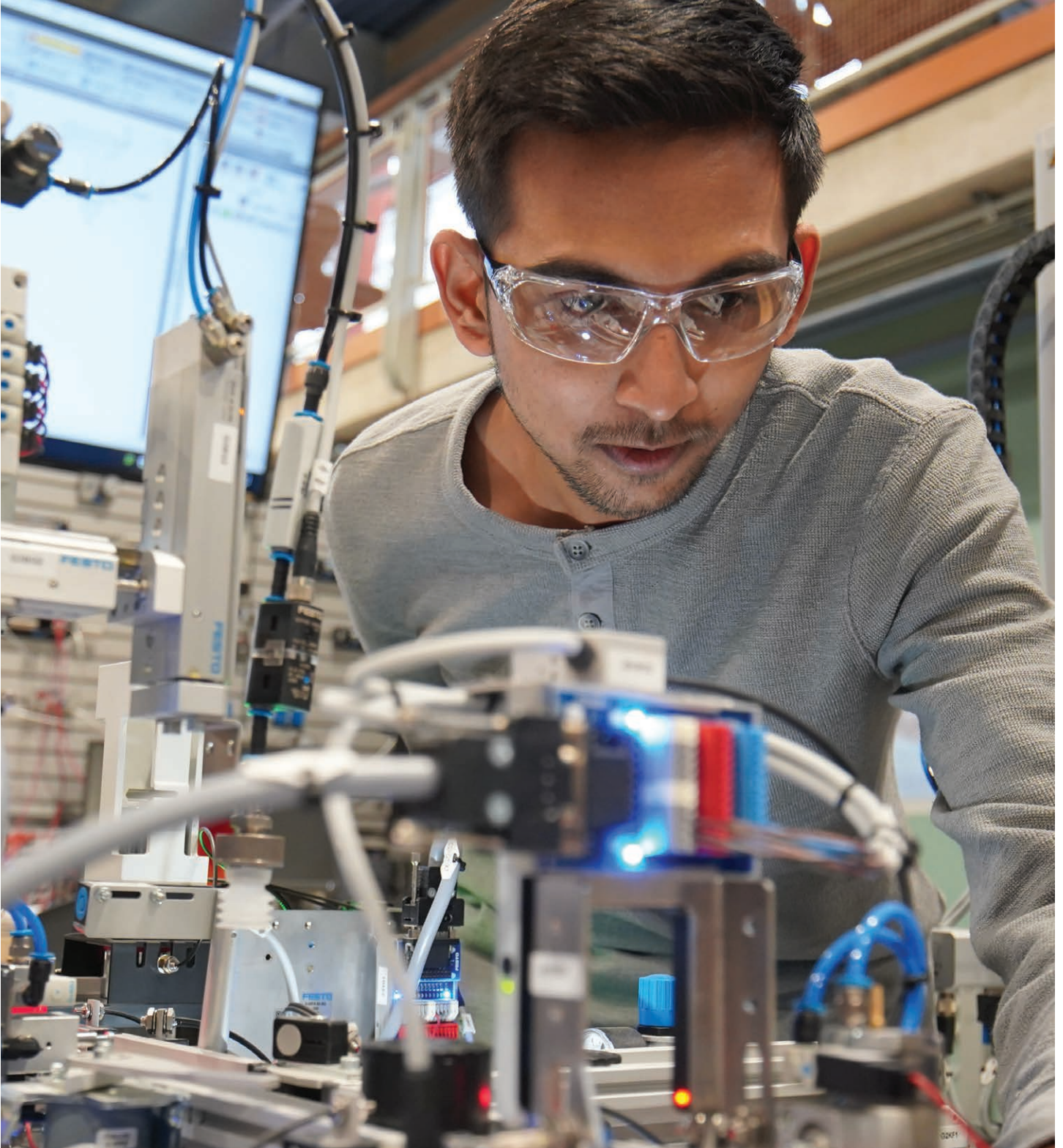
Faculty Involved in Applied Research

7
2016-2017

4
2017-2018

11
2018-2019

12
2019-2020

26
2020-2021
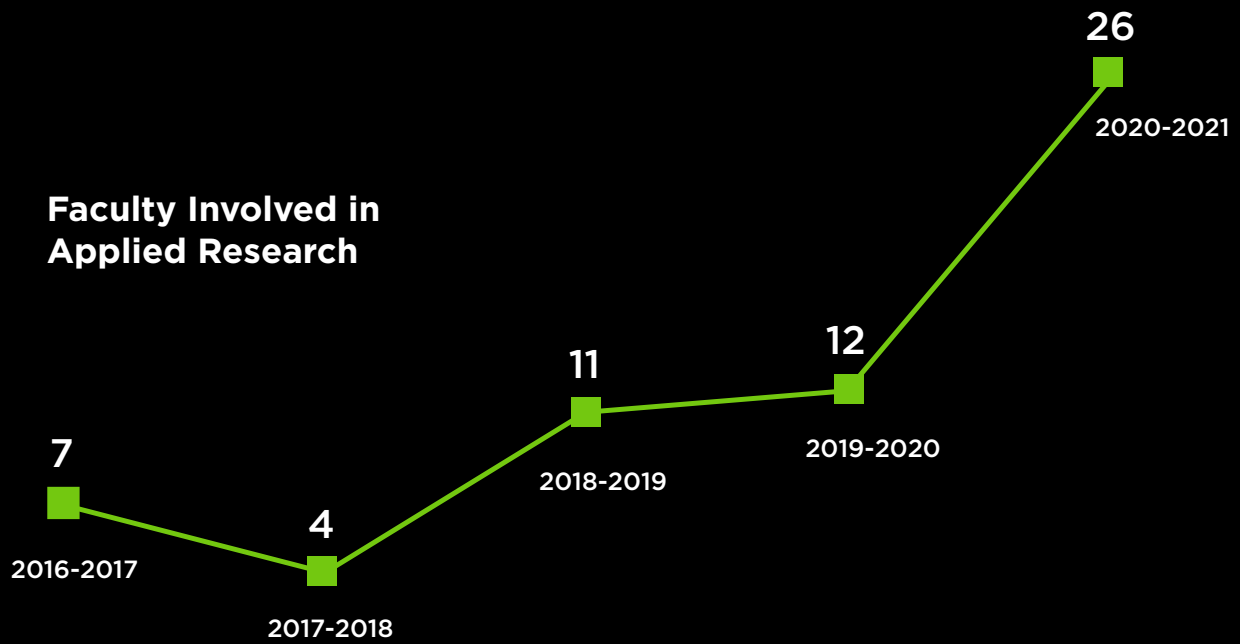
In 2019 Fleming made a commitment to expand applied research activities across the College and make a greater contribution to innovation. One year later, in the 2020 Canada's Top 50 Research Colleges List published by Research Infosource Inc., Fleming achieved its highest ranking ever, placing 23rd overall amongst all colleges in Canada in research income.

While research income is a decent metric by which to measure applied research success, the true value that Fleming's applied research brings to its communities is inestimable. With a new mandate to expand applied research activity in 2019, Fleming's Office of Applied Research and Innovation (OARI) has been working hard to support the expansion of research activities into several new areas, forging new partnerships, and supporting faculty and student contributions to innovation.

The Centre for Water & Wastewater Technologies

Traditionally, the majority of the applied research at Fleming has occurred at its primary research facility, the Centre for Advancement in Water and Wastewater Technologies (CAWT) at the Frost Campus in Lindsay.

The CAWT is a renowned, accredited research centre that has been providing applied research and technology development services to the private sector, to government and non-governmental agencies, and to universities, for over 15 years. In 2020-2021 the CAWT worked on 38 projects with over 40 partner companies and 15 public sector and non-profit groups. Often working at full capacity, in 2020 the CAWT built not one, but two additional research facilities to house research equipment and projects. Funded in part by the Canada Foundation for Innovation (CFI) and the Ontario Research Fund (ORF), the CAWT's recently completed additional on-campus research facility has more equipment and lab space to allow CAWT scientists, faculty researchers, engineers, technologists and students to continue their innovative work. For instance, this year the CAWT secured $75,000 in funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) to help a small Canadian company with their development of an intelligent wastewater sensing solution to predict COVID-19 outbreaks when monitoring wastewater. The CAWT's new off-campus research facility in Minden is the only one of its kind in Ontario. There the CAWT's expert research team is helping companies develop, test and certify their advanced onsite wastewater technologies for Canada's northern climate.

The Centre for Innovative Aquaculture & the Centre for Advancement in Mechatronics & Industrial Internet of Things

Building on recent success in applied research related to both the Aquaculture and Mechatronics academic programs, and thanks to nearly $9M in funding from NSERC, CFI, and ORF, in 2020 Fleming established two new applied research centres:
- the Centre for Innovative Aquaculture Production (CIAP) and
- the Centre for Advancement in Mechatronics and Industrial Internet of Things (CAMIIT)

The CIAP, located at the Frost campus in Lindsay, will be a unique custom-designed, land-based aquaculture research facility. The labs and research hatchery will enable the completion of research projects exploring innovative techniques, technologies, and approaches to growing and producing fish for food consumption. Responding to the research needs of the local and regional aquaculture industry, CIAP researchers are already working with industry partners on applied research projects related to rainbow trout, arctic char, and fish-rearing environments.

The CAMIIT research labs, located at the Sutherland Campus in Peterborough, feature the state-of-the-art equipment needed to complete research in the field of mechatronics, wireless communications, and the Industrial Internet of Things. CAMIIT's expert researchers are already working with innovative Canadian companies such as the award-winning communications tech company BehrTech and local high-tech aerospace company, Horizon Aircraft. For Horizon Aircraft, Fleming is helping the Lindsay-based company solve design and production challenges related to complex parts for an innovative made-in-Canada aircraft.
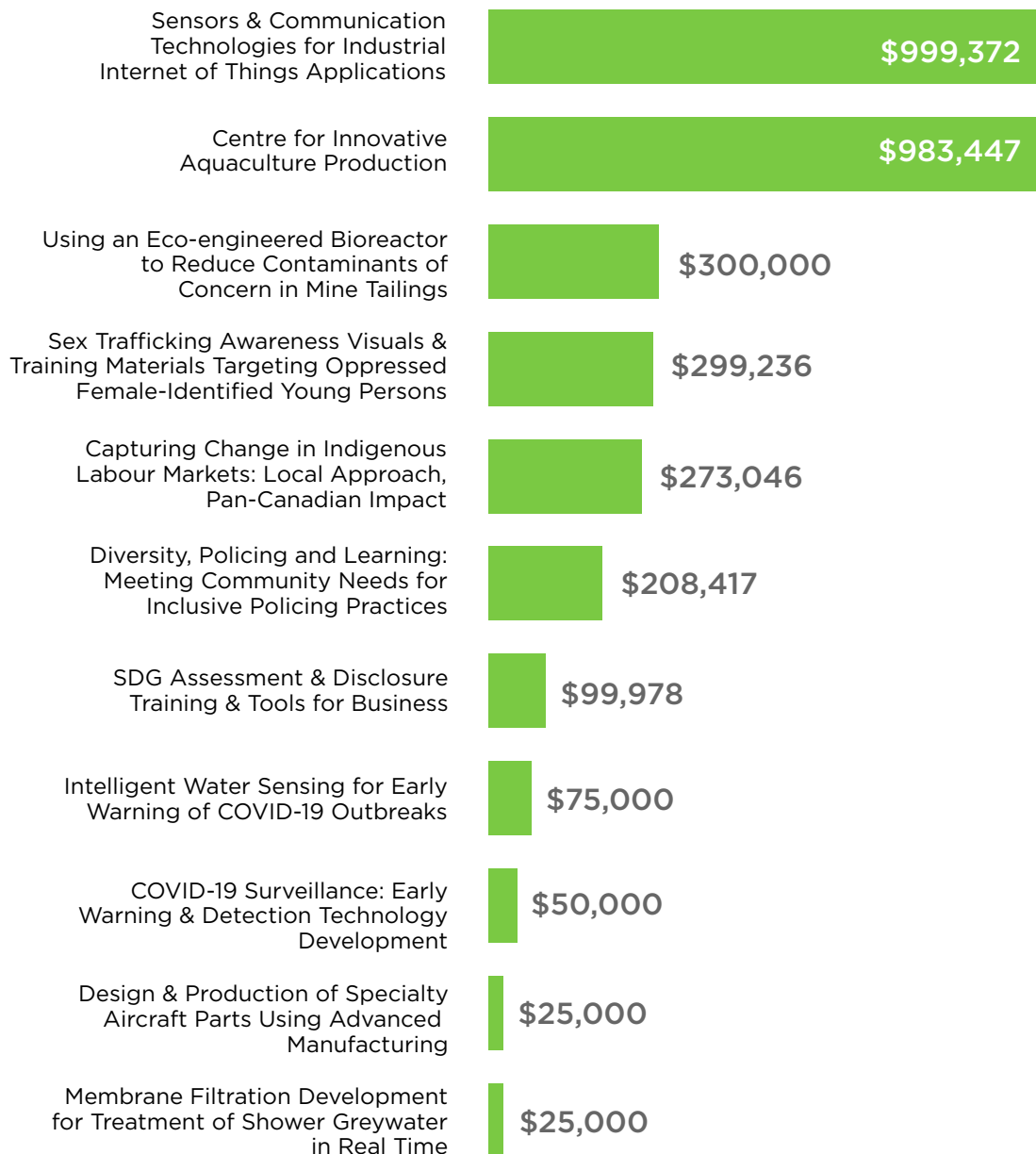
As evidenced by the ongoing success of the CAWT and the industry support leading to the creation of the CIAP and CAMIIT, Fleming has excelled at environmental and technology-based innovation. As the College pushes to expand its applied research into new areas, faculty are taking up the charge and proving that Fleming can also excel at social innovation.

School of Justice & Community Development

Leading by example is the School of Justice and Community Development. In early 2020, Professor Todd Hataley, Ph.D. and his research team began their project funded by the NSERC College and Community Social Innovation Fund, titled "Diversity, policing and learning: Meeting community needs for inclusive policing practices." Working closely with the Peterborough Police Service, the research team is developing and delivering a comprehensive diversity, equity, and inclusion training program tailored specifically to the needs of the police and the diverse Peterborough community.

In early 2021, Child and Youth Care program Professor and Program Coordinator Heather Sago and her research team began their pilot project designed to combat sex trafficking in the Eastern Ontario region. Funded by Public Safety Canada's Contribution Program to Combat Serious and Organized Crime, the project will use images and content co-created with survivors, along with data from focus groups and in-depth interviews, to create education and awareness materials. The materials produced will help empower and humanize survivors while also sharing the signs of trafficking and luring tactics, as well as information on how to seek support or report suspected cases.

Sensors & Communication Technologies for Industrial Internet of Things Applications — **$999,372**

Centre for Innovative Aquaculture Production — **$983,447**

Using an Eco-engineered Bioreactor to Reduce Contaminants of Concern in Mine Tailings — **$300,000**

Sex Trafficking Awareness Visuals & Training Materials Targeting Oppressed Female-Identified Young Persons — **$299,236**

Capturing Change in Indigenous Labour Markets: Local Approach, Pan-Canadian Impact — **$273,046**

Diversity, Policing and Learning: Meeting Community Needs for Inclusive Policing Practices — **$208,417**

SDG Assessment & Disclosure Training & Tools for Business — **$99,978**

Intelligent Water Sensing for Early Warning of COVID-19 Outbreaks — **$75,000**

COVID-19 Surveillance: Early Warning & Detection Technology Development — **$50,000**

Design & Production of Specialty Aircraft Parts Using Advanced Manufacturing — **$25,000**

Membrane Filtration Development for Treatment of Shower Greywater in Real Time — **$25,000**

In Conclusion

Among the faculty, staff, and students of Fleming there is a strong desire to contribute to solutions for societal change and to the advancement of knowledge and understanding about individuals, groups and societies. Despite the COVID-19 pandemic and the challenges it brought to operations, in the 2020 to 2021 year the College applied to more social and community innovation research funding opportunities than it had in its history. In February 2021, for example, OARI submitted the maximum number of proposals allowed (five per institution) to the NSERC College and Community Social Innovation Fund call for proposals. The most the College had previously submitted to a call for proposals was two. For this round, the five proposed faculty-led projects ranged in subject areas that include nursing in remote areas, developing a project-based learning collaborative community model, and assisting new Canadians with gaining financial literacy skills through computer simulations.

The future is bright for applied research at Fleming. The CAWT, CIAP and CAMIIT research centres are building their capacity to engage in first-class environmental and technological applied research. At the same time, faculty and students are galvanized and motivated to make a strong contribution to social and community innovation. As conditions begin to return to normal and COVID-related restrictions ease, you can expect to see much more applied research success from Fleming.

Appendices

APPENDIX A
Fleming College Council

Minister's Binding Policy Directive, Governance and Accountability Framework (revised Sept 2010)

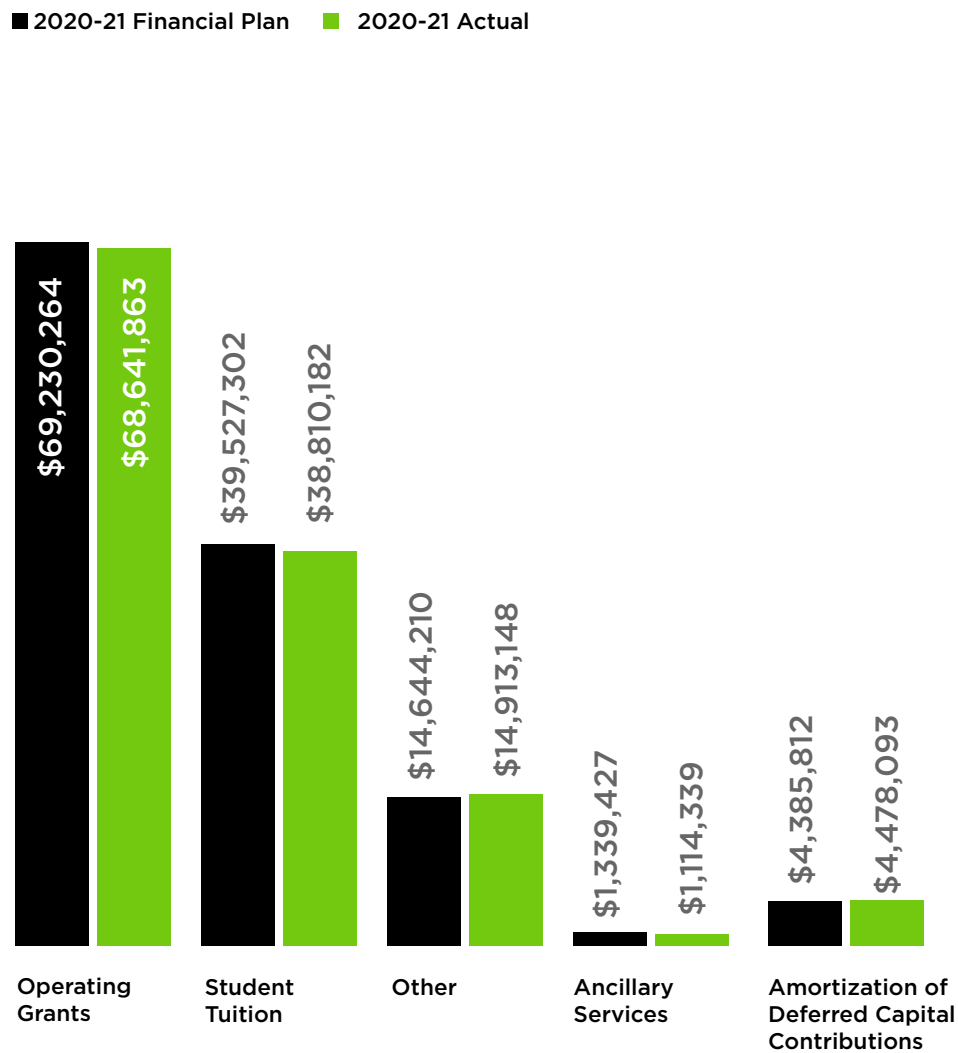|	
Background • Purpose of this report/request • History • Other relevant information	In accordance with the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive regarding Governance and Accountability, the Board of Governors is to ensure that an advisory college council is established. The purpose of council is to provide a means for the College community to provide advice to the President on matters of importance to students and staff.
Action Required • for Information • for Discussion	The Board of Governors is to ensure that the structure, composition, terms of reference and procedures for the Council is established in by-law. Previously Fleming College had a "President's Advisory Council" and affiliated terms of reference, however, a by-law had not been established. The Office of the President conducted comprehensive research of councils at other Ontario Colleges and used best practices to guide the creation of By-Law 2, Fleming College Council which received Board approval in January 2020. The Binding Policy Directive also states that a report from this advisory college council shall be included in each college's annual report.
Considerations, Impacts and Options	By-law 2 was drafted with stakeholder consultation and in accordance with the Ministry directive and approved by the Board of Governors in January 2020. After the January 2020 Board of Governors meeting, both the Academic and Support Staff Union Executives requested additional revisions including increasing the number of Academic representatives, how Academic and Support Staff representatives are selected, as well as a revision to wording in 6.3 (iii). Revisions were approved by the Governance Committee in May 2021. Full implementation of the revised By-law has been severely delayed due to the COVID-19 pandemic. It is expected that after Board approval of the by-law revisions in May 2021, the Fleming College Council will hold its inaugural meeting in June 2021 and continue throughout the following academic year.
• risk	The capacity for communication between the president, students and staff could be lessened if Council did not exist.
• summary	The Fleming College Council is a body that is mandated by the Ontario government.
Financial Implications	Participation on the Fleming College Council is on a voluntary basis and has a very modest budget to cover inter-campus travel and hospitality expenses for its members. However, meetings will be held virtually until further notice.
Prepared by	Manager of Operations, President's Office

APPENDIX B
Analysis of Fleming's Financial Performance

COMPARISON OF REVENUES & EXPENSES

	2020-2021 Financial Plan	2020-2021 Actual	2019-2020 Actual
REVENUE			
Operating Grants	$69,230,264	$68,641,863	$50,257,592
Student Tuition	39,527,302	38,810,182	57,766,447
Other	14,644,210	14,913,148	21,064,293
Ancillary Operations	1,339,427	1,114,339	5,639,281
Amortization of Deferred Capital Contributions	4,385,812	4,478,093	4,498,764
	129,127,015	127,957,624	139,301,140
EXPENDITURES			
Salary, Wages and Benefits	$80,481,458	$80,310,544	$87,069,974
Service and Supplies	25,354,454	19,014,765	28,297,606
Utilities, Maintenance and Taxes	8,739,619	9,292,755	10,729,327
Other Expense	17,487,066	15,037,964	3,449,551
Amortization of Capital Assets	8,076,329	7,662,653	7,573,732
	140,138,926	131,318,681	137,120,190
Excess of revenue over expenditure	$(11,011,911.00)	$(3,361,056.89)	$2,180,950.00

ANALYSIS OF COLLEGE'S FINANCIAL PERFORMANCE

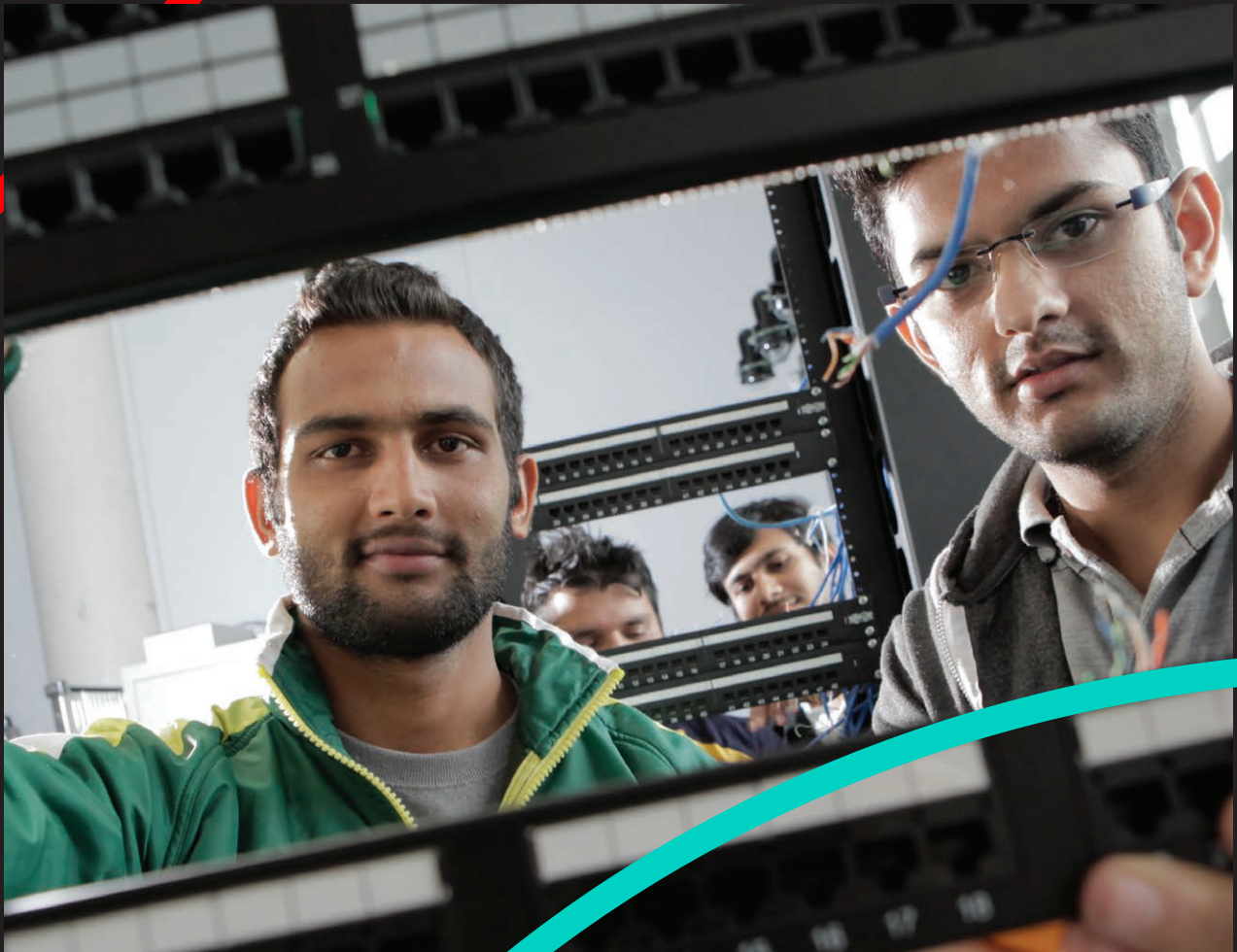Comparison of Revenues — 2020-2021 Budget to Actual

■ 2020-21 Financial Plan   ■ 2020-21 Actual

	Operating Grants	Student Tuition	Other	Ancillary Services	Amortization of Deferred Capital Contributions
2020-21 Financial Plan	$69,230,264	$39,527,302	$14,644,210	$1,339,427	$4,385,812
2020-21 Actual	$68,641,863	$38,810,182	$14,913,148	$1,114,339	$4,478,093

ANALYSIS OF COLLEGE'S FINANCIAL PERFORMANCE

Comparison of Expenses— 2020-2021 Budget to Actual

■ 2020-21 Financial Plan   ■ 2020-21 Actual

Bar chart comparing 2020-21 Financial Plan and 2020-21 Actual expenses:

Category	2020-21 Financial Plan	2020-21 Actual
Salaries, Wages & Benefits	$80,481,458	$80,310,544
Service & Supplies	$25,354,454	$19,014,765
Utilities, Maintenance & Taxes	$8,739,619	$9,292,755
Other Expense	$17,487,066	$15,037,964
Amortization of Capital Assets	$8,076,329	$7,662,653
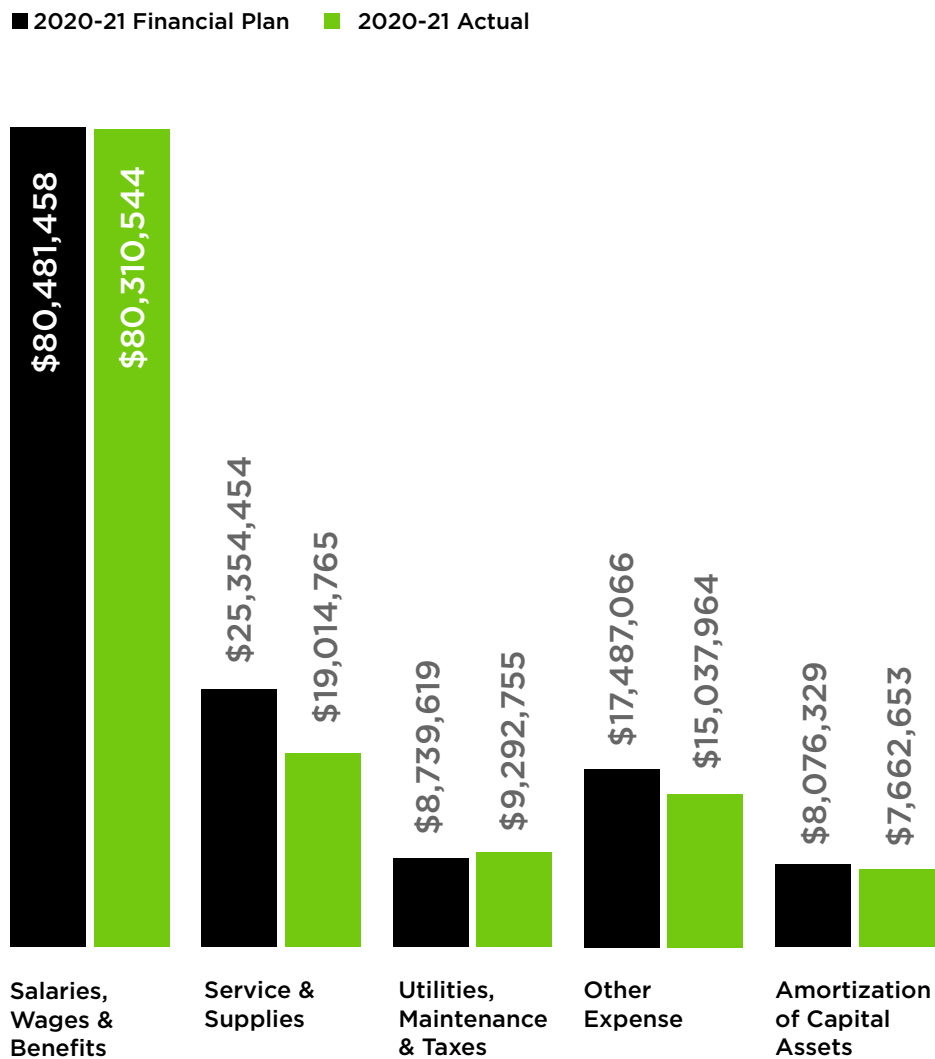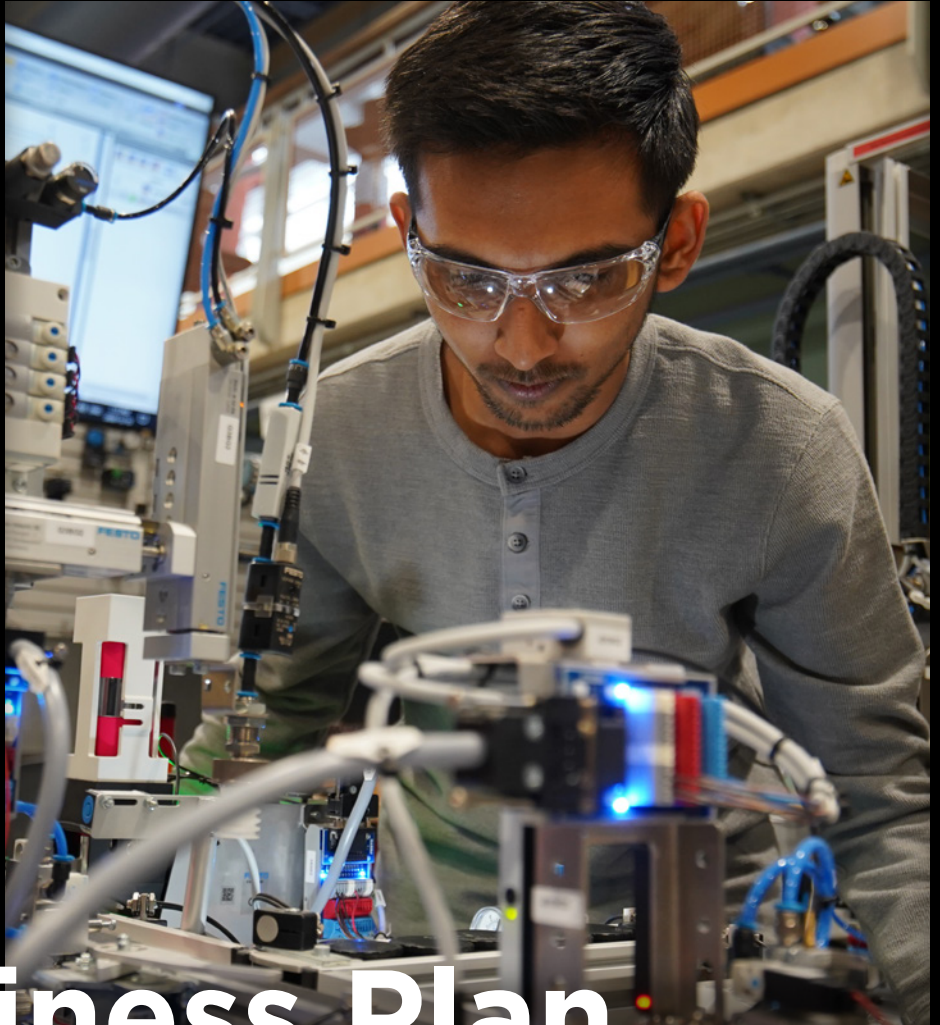
FLEMING

Business Plan 2021-2022

Introduction

Without doubt, the past year and the one ahead will be unlike any other in the history of Fleming College. The COVID-19 pandemic has re-shaped the landscape for post-secondary education and accelerated the pace of change and innovation at Fleming.

Through swift action at the outset of the crisis, the college has embraced the challenge as an opportunity to be a leader in assuring safety for our students, employees and communities and at the same time swiftly adapting its academic and support operations to the new context of primarily online delivery of curriculum.

While a new path lies ahead, we remain resolute in our commitment to the priorities in our 2019-2024 Strategic Plan and aligning our work with the new Strategic Mandate Agreement (SMA3) recently negotiated with our Ministry.

The 2021-2022 Business Plan is aggressive and it remains focused on student learning, labour market success for students and employers as well as priorities that will serve to shape economic development for our communities.

Our success will come from the talent and commitment of our employees and the mutual efforts of the college and our community partners. Despite the uncertainty and challenge of our current context, we look forward to the work ahead and to the future success for our students and communities.

Mission

To empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world.

Vision

Creating prosperity and transforming communities through education and innovation.

Values

We will achieve our vision and mission by adhering to our values, which are:

- Responsiveness
- Innovation
- Collaboration
- Inclusiveness, and
- Accountability

Goals of the Business Plan

The 2021-2022 Business Plan highlights objectives related to the Strategic Plan, Academic Plan and our Strategic Mandate Agreement.

This is the third implementation year of the Strategic Plan and Academic Plan. The College will continue to work towards achieving the commitments of the Strategic Plan. These Commitments are:

1. We will be focused on the needs of students and employers in the labour market.
2. We will be true partners in our communities.
3. We will empower our staff and faculty.
4. We will embrace technology and digitization.
5. We will be a welcoming place for all.

2020-2025 Strategic Mandate Agreement (SMA3)

The 21-22 academic year is the second year of the SMA3 with the Ministry of Colleges and Universities (MCU). Due to the COVID-19 pandemic, MCU granted a two-year Operating Grant funding freeze that started last year at this time, to provide funding stability within the post-secondary education sector. The funding freeze is scheduled to expire in the 22-23 year and the objectives within this Business Plan will affect the SMA3 metrics evaluation in the Fall of 2022.

The 21-22 Business Plan Objectives were developed to meet the Strategic Plan and Academic Plan goals but they are also aligned with the SMA3 metrics and targets below.

SMA3 Performance-Based Metrics and Targets

Metric	20-21 Targets	20-21 Actuals	21-22 Targets
Graduate Employment Rate in a related field	70.32%	74.03%	72.50%
Institutional Strength/ Focus	21.96%	22.87%	19.84%
Graduation Rate	70.70%	71.09%	70.97%
Community/Local Impact of Student Enrolment	9.28%	10.46%	9.70%
Economic Impact (Institution-specific)	70.21%	67.89%	68.88%
Graduate Employment Earnings	Inactive	Inactive	$33,468
Experiential Learning	Inactive	Inactive	76.25%
Revenue Attracted from Private Sector Sources	Inactive	Inactive	$894,783
Institution-Specific (Apprenticeship-related)	Inactive	Inactive	Inactive
Skills and Competencies	Inactive	Inactive	Inactive

21-22 Business Plan Objectives by Strategic Plan Goal

We will be focused on the needs of students and employers in the labour market.

1.1 Establish a Fleming Jobs Council that will include external program advisors who can share current job market trends, Establish a Fleming Jobs Council that will include external program advisors who can share current job market trends, develop labour market data and provide a regular feedback loop between Fleming, employers and students. This will ensure Fleming graduates are sought after and that programing evolves as the job market changes. Industry has a voice and we intend to listen.

1.1.1   Establish a Fleming Jobs Council that integrates with the SSM Jobs Council to collect labour market data from the regions we serve. The Jobs Council will revitalize our Program Advisory Committees (PACs) - integrate with 1.1.5, 1.2.2 & 4.2.1.

1.1.2   Implement the Strategic Enrolment Management long-term plan to enhancing student recruitment, converion, retention, timetabling and the student experience

1.1.3   Engage with major employers, Jobs Council and new PACs that result in a Fleming summit to include research, business and technology showcase; working towards optimizing our Employer/Graduate satisfaction rate - integrate with 2.2.3.

1.1.4   Understand the Job Market for Indigenous communities to increase participation of Indigenous Peoples in the workforce.

1.1.5   Reinvigorate new Workforce Program Advisory Committees (WPACs) to be more interactive with students and faculty and to better understand how industries and employer expectations are evolving - integrate with 1.1.1.

1.1.6   Create a Culture of Innovation, Entrepreneurship & Intrapreneurship that encourages students to be innovative employees and/or consider business start-up options upon graduation.

1.2 Establish a new Student-Employers Partnerships Network that will increase the availability of hands-on experience through co-ops, internships, placements, apprenticeships and other types of experiential learning that are so essential to ensuring our graduates are job ready, or ready to create their own jobs.

1.2.1   Create a Student-Employers Partnerships Network to boost student experiential learning opportunities.

1.2.2   Restructure and expand Employment Services System; bring together Career and Employment Services, research and external expertise through the new Jobs Council to expand student experiential learning, blend data, and increase employment rates - integrate with 1.1.1. Realignment of Career Services.

We will be focused on the needs of students and employers in the labour market.

1.3 Create an Advanced Skills Training Program modeled after those in Europe and the example of other global leaders in this area that will see students divide their time between the classroom and apprenticeship-style training in the workplace. This will better prepare students for jobs, while at the same time creating a ready-made workforce for employers.

1.3.1   Prepare students for jobs through Advanced Skills Training. Pilot project roll out and testing completed in the 21-22 academic year.

1.3.2   Exceed proportional growth in programs strength/focus as identified in SMA3 metric target.

1.4 Develop a Student Success Strategy that will increase retention and graduation rates as well as employment by working together to develop individual success plans to help people identify and meet their goals at all stages of their life. The strategy will touch high school students, first-time post-secondary students, those returning to college or work after a gap, graduates looking for their first jobs and those looking for the kind of life-long learning that will allow them to progress in and change careers.

1.4.1   Student Success Coaches in place to assist struggling students and increase the likelihood of student success.

1.4.2   Applying data analytics research through the BIRS Department to amass a better understanding of student need and inform a student success strategy, including: 1) why students withdraw early or fail to find employment upon graduation; 2) developing a review of qualitative data to gain insights from the Early Leaver' survey, applying predictive analytics to improve retention.

1.4.3   Define and shape Continuing Education priorities to better serve the needs of Fleming graduates and those seeking upskilling and lifelong learning. Develop a plan for implementing first phase, delivery methods, focusing on offerings aligned with the future labour market.

1.4.4   Develop new ways to receive a quality education with strategies for micro-credentialing, flexible delivery and Contract Training leading to certificates, diplomas and graduate certificates.

1.4.5   Establish targets for incremental student retention and graduation with projected increases each year – integrate with SMA3 graduation rate metric targets. Further tracking graduates success through alumni on LinkedIn among other tools.

We will be true partners in our communities.

2.1. Be the go-to institution for quality and future-oriented education for our community, Ontario and beyond. We will seek out opportunities to partner with industry and governments at all levels to develop new programs that support the economy, and provide lifelong learning as employees and entrepreneurs adapt to the evolving workplace.

2.1.1   Increase the number of partnerships with industry where Fleming is the sole supplier, and in partnerships with other PSE institutions. Review the data on conversion of employees for employers who partner with Fleming.

We will be true partners in our communities.

2.2 Diversify our streams of funding so that we will remain a sustainable public institution on which our students and communities rely, both as an employer and a contributor to our local economies, even as governments grapple with ways to tackle their deficits and the greater competition for the school-age population.

2.2.1 Create an integrated fundraising plan and an amended alumni outreach strategy to meet emerging captial, program and student support projects with implementation in Q3 of fiscal year.

2.2.2 Amend and implement and Internationalization plan to drive post-COVID recovery (enrolment plans, source markets, student support and international partnerships); including potential overseas contract training and research opportunities.

2.3 Create an Applied Research Development Strategy to expand research activities into all Fleming programs so that we are stretching and contributing to innovation in Canada across all fields, while also finding solutions to issues with which our own municipalities and regions are grappling.

2.3.1 Create an Applied Research strategy, linked to the Academic Plan, completed and approved by SMT by Dec. 2021.

2.3.2 Continue to establish school-specific applied research program plans for each school with mature plans developed for each school by the end of the 21-22 academic year. Plans will include measurable research activity targets specific to that school. Research programs will include a mix of applied research activities that best suit the school, such as curriculum integration, capstone projects, applied projects, community-based research or externally-funded research. These efforts will include expanding student involvement in Applied Research.

2.3.3 Celebrate and promote the hard work of students, faculty and staff involved in applied research and their contributions to innovative work and solving important issues in the community. Develop an applied research showcase, include research items in appropriate college and school events, and develop a media strategy to showcase research at Fleming - integrate with 1.1.3.

2.3.4 Improve tools and resources for faculty and staff looking to carry out applied research, ensuring the information is relevant and useful. Create a Fleming Researcher Guide; update and improve the Office of Applied Research & Innovation department website to include new resources; and begin to provide professional development opportunities for faculty and staff interested in research.

2.3.5 Finish launching the NSERC/CFI funded Centers for Innovation in Aquaculture Production (CIAP) and Industrial Innovation of Things (CAMIIT). This will include key positions being hired and facility building and renovation completed.

We will be true partners in our communities.

2.4 Enhance pathways for students between Fleming College and Trent University and other post-secondary institutions so that students, regardless of where they start their post-secondary education, can receive the customized education they need to thrive and adapt in the workplace.

2.4.1 Enhance transfers from Trent to Fleming with a goal of increasing the number of student transferring in both directions (college to university and university to college.

We will empower our staff.

3.1 Support an Employee-Management Engagement Strategy to work toward a positive and energized workplace culture that respects and values the opinions and ideas of all employees. This will provide the tools required and remove obstacles so that together we can provide the best education, leadership and research practices needed to fulfil our mission.

3.1.1 Evaluate 2 or more measures of employee engagement and implement a 90-day improvement plan for each.

3.2 Be recognized for the first time as one of Canada's top employers because of our new focus on a shared culture of quality, respect, transparency, accountability, collaboration, accessibility and inclusion.

3.2.1 Application completed for the 2022 Top 100 Employers program.

3.2.2 An Equity, Diversity, and Inclusion framework in place and underway.

3.3 Invest in our people by creating an Employee Success Strategy that will identify and provide dedicated professional development opportunities, high skills training and the equipment and technology needed to provide the best possible experience for students and staff.

3.3.1 Create and implement an employee learning and development framework.

3.3.2 Develop an inventory of equipment and technology currently in use for corporate operations and develop budget priorities for upgrades. Where necessary consult with employers and external advisors on best practices used in the workplace.

3.3.3 Develop and implement an effective Administrative performance management process and form(s) incorporating learning and development needs and career planning discussions.

3.3.4 In collaboration with Communications, develop and implement an internal communication framework to support employee engagement and enablement.

3.3.5 Develop and publish guides, job aids, and frequently asked questions documents to employer leaders and employees with relevant, easily accessible information and guidance.

3.3.6 Empower our faculty by providing continuous learning opportunities and access to the latest teaching and learning techniques through Common Block Professional Development.

We will empower our staff.

3.3.7   Complete workplan milestones for Corporate Improvement Plans based on key areas identified from third-party reviews. Key component includes further digitization of financial processes including expense reporting.

3.3.8   Conduct process mapping of select procurement processes to further leverage technologies and identify efficiencies while ensuring compliance with BPS Procurement Directives.

We will embrace technology and digital tools.

4.1 Create a Tech Development Centre to conduct an inventory of the technology and digital tools that currently exist at Fleming, and consult with industry to guide the expansion of technology for faculty and students so that both are using the most appropriate technology to meet the expectations of modern workplaces.

4.1.1   Conduct a technology inventory across all Fleming Campuses and conduct higher eduction technology industry research.

4.1.2   Identify gaps in support of a new Tech Development Plan. Survey students, faculty and staff regarding their use of current technology; what is working well, and what needs improvement. Forecast five-year technology budget requirements for the plan.

4.1.3   Expand digital learning and complete a Digital Transformation Plan to ensure more students locally and in remote and rural areas including indigenous communities, or those who prefer to learn online and on their own schedule have access to quality education through a renewed approach to digital learning.

4.1.4   Advance the integration of modern learning technologies into all learning environments and experiences, whether in-person, online or through a hybrid delivery model, leveraging the Technology Development Centre.

4.2 Use the latest data-driven technology to create a Job Market Analytics program to improve our use of data and analytics to better understand the job market and outcomes for graduates so that program development will be informed by research.

4.2.1   Through the Jobs Council launch a new method of inviting program suggestions from the public - integrate with 1.1.1.

4.3 Implement a Digital and Communications Transformation Strategy to review our website, our digital and marketing channels, and our use of automation so that we can improve business processes, improve digitization and engage with our audiences through effective communications and marketing. We will connect staff and students at all of our campuses through a common branding and visual identity.

4.3.1   Implement the comprehensive new brand strategy developed and approved in 2020/2021. Phased implementation will begin in June 2021 and continue through the fiscal year. The rebranding includes all campuses with a primary component being a new website design incorporating the new brand.

We will be a welcoming place for all.

5.1 Establish a Student Experience Strategy to ensure an outstanding experience and success for students upon graduation. We will improve career and support services, renew our facilities and a focus on student life and well-being on campus and in our communities.

5.1.1 Student Experience division further reorganized to group similar goals and activities. Measures of success would include efficiencies and streamlined services with improved and measurable outcomes for students.

5.1.2 External expertise in facilities use to improve and enhance College space for students, including C-Wing revitalization and a new residence in Haliburton; development plan in place and funding sources identified.

5.2 Strengthen our relationship with Indigenous Peoples by helping to create opportunities in post-secondary education, and actively participating in the process of reconciliation by ensuring all students and staff gain a deeper understanding and appreciation of Indigenous Peoples, their ways of knowing and histories.

5.2.1 By Year 5 (2024-2025), Graduate Certificates to have at a minimum incorporated an introductory level of Indigenous culture training, course or measurable competency for all students.

5.2.2 1,300 students to be enrolled in Indigenous Perspectives designated qualifying courses. Twelve programs to have the designation, and an additional 12 will be added by Year 3 (2021-2022)

5.2.3 Increase self-identified Indigenous students from to more than 500 and 700 by year 2024-2025.

5.2.4 Increase the number of academic partnerships in Indigenous knowledge.

5.2.5 Establish relationships with community partners seeking to hire: 1) Indigenous students and 2) non-indigenous students with the Indigenous Perspectives Designation.

5.2.6 Deliver dual credit programs on First Nations.

5.2.7 Monitor and implement best practices from other institutions to ensure appropriate implementation of TRC recommendations, with consideration also of other Commissions' work such as RCAP or UNDRIP or other international best practise such as NAISA or WIPCE.

We will be a welcoming place for all.

5.3 While growing our domestic enrolment, crease an Internationalization Strategy that includes expanded spaces for international students, creates study abroad opportunities for domestic students, attracts talented faculty from overseas and builds on supports to create an environment where students from other nations can succeed and feel welcomed. Domestic and international students gain valuable knowledge by learning from each other's culture and political, social and economic perspectives.

5.3.1 Implement strategies to increase enrolment as the college-age demographic of domestic students continues to decline by attracting student from diverse groups, regions and international countries. The College will seek to welcome all students by creating programs and supports relevant to students in our region, elsewhere in Canada, Indigenous learners an students overseas.

5.3.2 Working with the Chief Business Intelligence Officer, develop stronger insights into factors affecting international student success (retention, completion etc.) and established benchmarks and targets for improvement rolled over the last three years of the plan.

5.4 Ensure we are meeting the needs of diverse populations among our staff and students in culturally safe and inclusive ways, and providing an accessible campus and accessible learning services supports for under-represented groups and for those experiencing mental health challenges.

5.4.1 Address accessibility services and academic supports for students through Accessibility Plan, collaboration with the academic division, and enhanced support services that will include consideration of sexual violence, EDI, Indigenous students and International students

5.4.2 Build on a culture of engagement with Students to ensure they are supported through interaction with staff to support teaching and learning and foster close relationships and mentoring through applied research, development of soft skills, and job-seeking preparation.

5.4.3 Online Sexual Violence Prevention training modules developed by McGill will be customized for Fleming; videos on consent will be developed and be mandatory for all students during the 2021-2022 academic year.

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Board of Governors
Briefing Note

FLEMING

Topic: Enterprise Risk Management (ERM) Report (Q1/21-22)
Report To: Public Board Meeting
Meeting Date: June 23, 2021
Prepared By: Sherry Gosselin, Chief Business Intelligence Officer
                Drew Van Parys, Acting VP Corporate Services and CFO

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive the Q1/21-22 Enterprise Risk Management (ERM) Report for information.

Overview

The June 2021 ERM Report presents the Risk Register analysis and a comparison with the Q4 20-21 analysis. The report also reviews the COVID pandemic impact on risks within the college.

A Risk Matrix plots each of the 34 risks in the risk register according to risk score, which is based on likelihood of the risk occurring and the impact to the college if it does occur.

Risks are categorized into 6 groups and future risks scores are projected to anticipate the effect of mitigation plans on the risks scores.

Risks have been analyzed in comparison to acceptable appetite and tolerance levels. Then further compared to risks above those thresholds in the last Q4/ 20-21 report.

Alignment with Fleming College's Strategic Direction and the Strategic Mandate Agreement

The purpose of an Enterprise Risk Management system is to identify, assess and respond to risks that create uncertainty and threaten the achievement of strategic goals and objectives in the 2019-2024 Strategic Plan, Academic Plan and the 2020-2025 Strategic Mandate Agreement.

Risks and Considerations

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

Supporting Documentation

Include the file names of any supporting documentation below:

- ERM Report (June 2021)

ERM Report
June 2021

Presentation for the Board of Governors

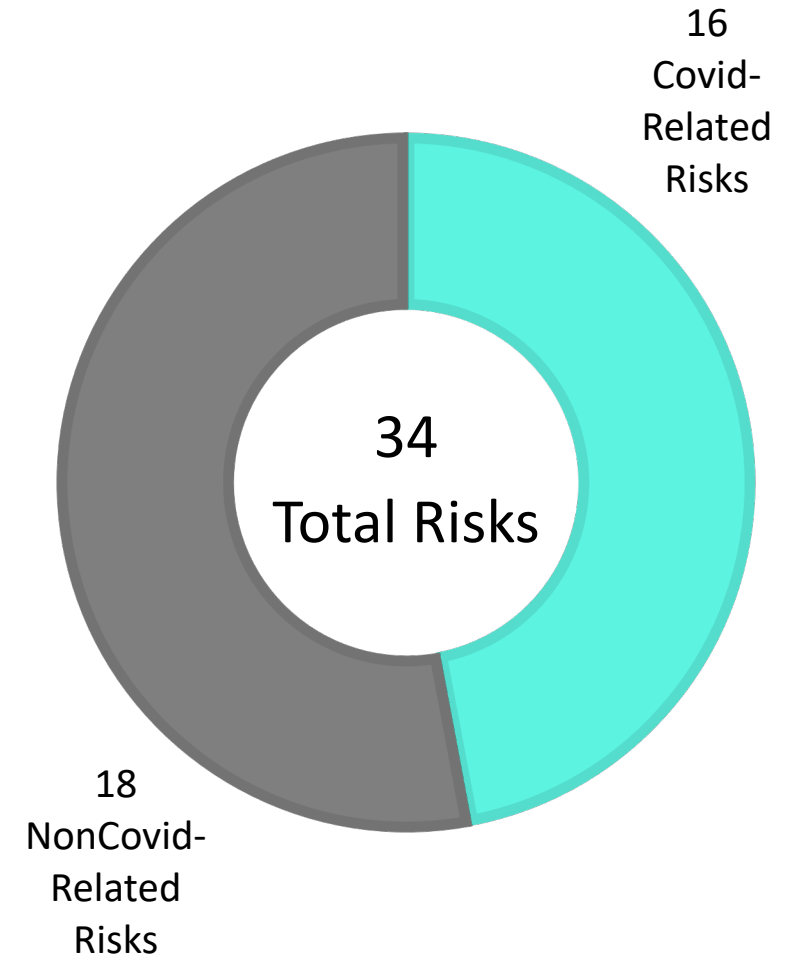*Drew Van Parys, Acting VP Corporate Services and CFO*

Sherry Gosselin, Chief Business Intelligence Officer
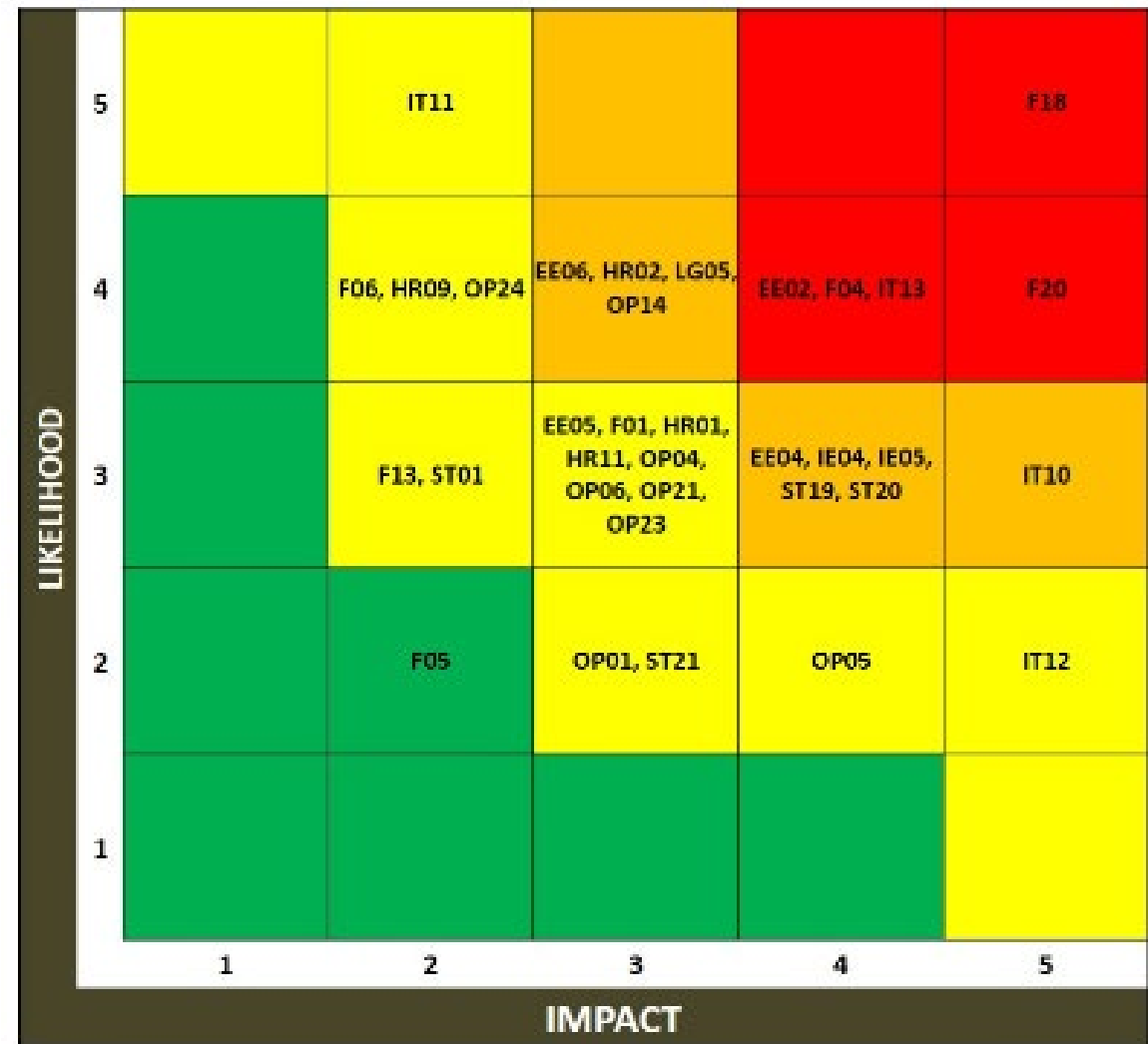
Fleming College

ERM
Risk Register
Analysis

1. **COVID Impact on Risks**

2. **Risk Matrix**

3. **Risk Categories**

4. **Mitigation Plans' Impact on Risk Score**

5. **Risks Above Risk Appetite**

6. **Risks Above Risk Tolerance**

Fleming College

Risk Register Analysis June 2021

16
Covid-Related Risks

34
Total Risks

18
NonCovid-Related Risks

COVID-Related = *Risks that are amplified by or caused by the COVID pandemic*

ERM
Risk Matrix

10
Average Risk Score

Fleming College
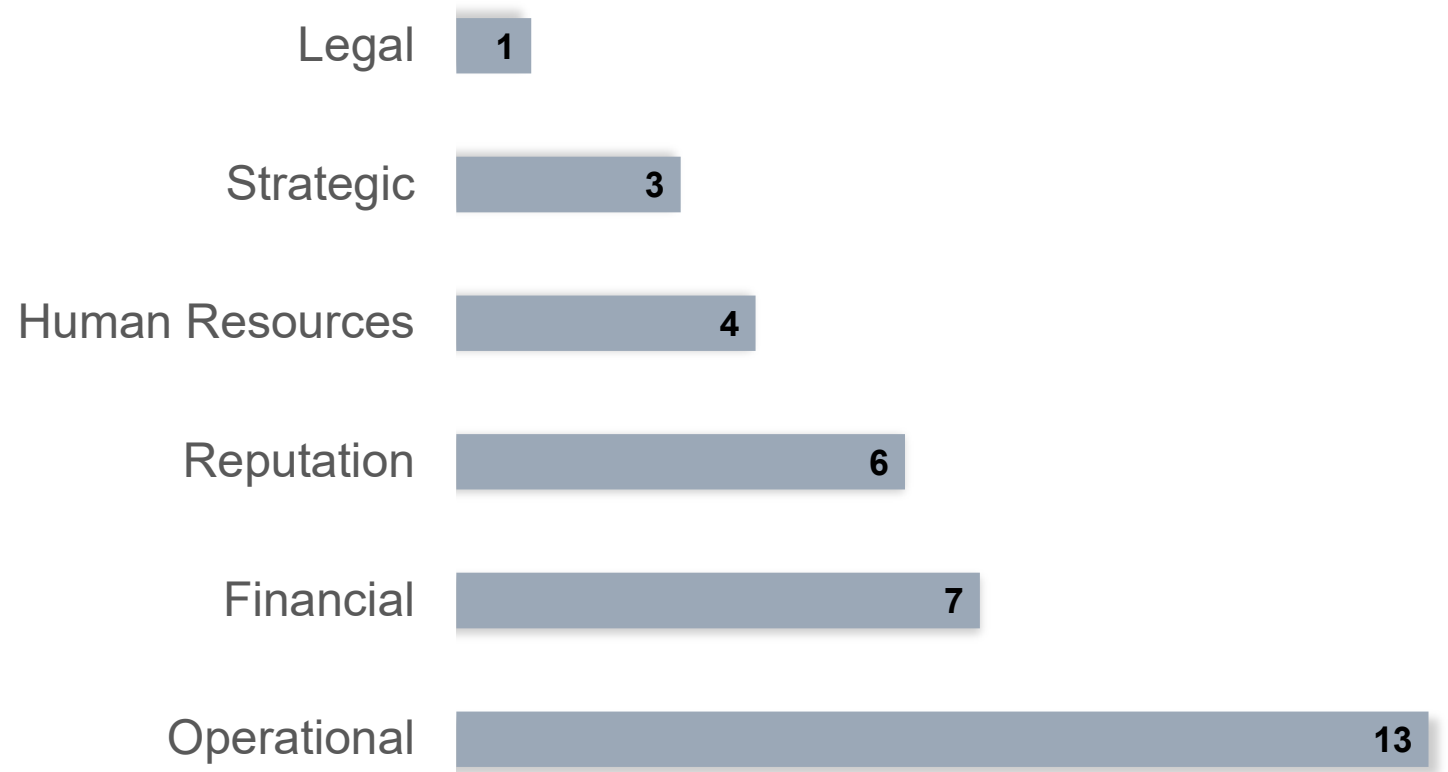
Impact of Mitigation Plans

Fleming College
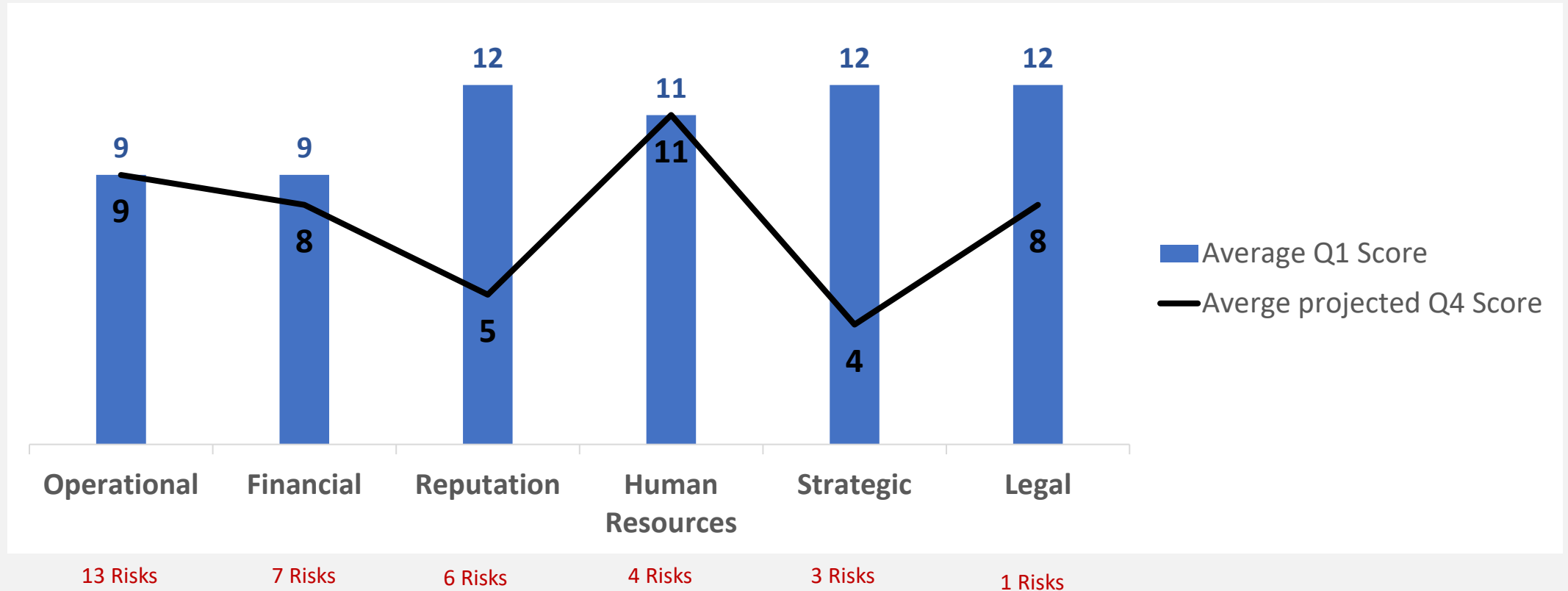
Risks with Scores ≥15

Risk ID	Risk Statement	20-21 Q4	Mitigation Completed ▼	21-22 Q1
F18	Risk that declining domestic markets and volatile international market will result in decline in overall college enrolments creating a reduction in revenues with impact on overall financial health of the college. Both domestic and international markets contain risk, however with international travel restirction in place, the uncertainty of international enrolment for fall 2021 is very high.	25	68%	25
F20	Risk of operating under the minimum occupancy level will result in Residence running a deficit budget.	20	0%	20
EE02	A risk that we can not obtain enough placement sites for students to accomplish the experiential portion of their program of study results in lower graduation rate, enrolment capacity and reduced graduation quality of student experience;	16	67%	16
F04	The unknowns presented by COVID have increased the uncertainty of financial forecasting.	16	87%	16
HR09	OPSEU and the Council will be negotiating a new collective agreement in 2021 with the possibility of a work stoppage.	8	0%	16
IT13	A risk of malicious intrusion to college systems or other data loss, resulting in a loss of critical college information and inability to operate effectively	16	0%	16
IT10	The risk that out of date technology & skills results in loss of efficiency, reliability and does not meet the needs of the College.	15	0%	15

Fleming College

Risks Above Tolerance

Risk ID	Risk Statement	Tolerance	20-21 Q4	Mitigation Completed ▼	21-22 Q1
F18	Risk that declining domestic markets and volatile international market will result in decline in overall college enrolments creating a reduction in revenues with impact on overall financial health of the college. Both domestic and international markets contain risk, however with international travel restircitions in place, the uncertainty of international enrolment for fall 2021 is very high.	15	25	68%	25
OP01	Risk of Human Rights complaints escalation to the OHRC from students - Tribunal resulting in impact to reputation, legal/regulatory, financial and operational	4	6	44%	6
LG05	A risk of a violation in research ethic compliance could result in harm to research particpants, potential loss of standing with the tri-council impacting research funding, fines, and potential reputational risk if reported in the media.	9	12	5%	12
IT12	Lack of system and data governance procedures and policies used to manage systems and report data results in poor data quality/loss of data, ineffcient use of resources and poor student/employee experience and poor business intelligence.	8	10	4%	10
F01	The risk of the College having to pay a retroactive tariff payment and ongoing licensing fees may lead to an unbudgeted expense to be paid in-year and on an ongoing basis.	8	9	0%	9
HR09	OPSEU and the Council will be negotiating a new collective agreement in 2021 with the possibility of a work stoppage.	9	8	0%	16
IT10	The risk that out of date technology & skills results in loss of efficiency, reliability and does not meet the needs of the College.	10	15	0%	15
IT11	A risk that College-wide service delivery (all areas) is materially impacted by a prolonged IT service outage.	5	10	0%	10
IT13	A risk of malicious intrusion to college systems or other data loss, resulting in a loss of critical college information and inability to operate effectively	6	16	0%	16
OP04	The risk that a Master Emergency Management plan does not exist for a major fire, floods, extended power failure, etc, which will in the event of a major emergency result in increased damage to the facilities and the recovery time will be extended due to the lack of a planned recovery response procedure.	4	9	0%	9
OP05	The lack of adherence to formal contract management processes leaves the College open to a variety of risks. Lack of adequate vetting of contracts, lack of understanding around insurance, confidentiality, privacy etc., and the lack of standard provisions.	4	8	0%	8
OP23	The risk of personal information being inappropriately collected, used, disclosed, retained, or destroyed resulting in a privacy breach, potentional sanctions from the IPC and damage to the College's reputation.	6	9	0%	9
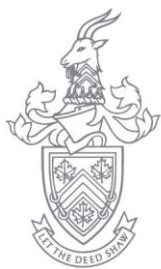
Board of Governors
Briefing Note

FLEMING

Topic: Summary of Investment Portfolios
Report To: Public Board Meeting
Reviewed by Finance and Audit Committee on June 9, 2021 for final submission to the Board of Governors
Meeting Date: June 23, 2021
Prepared By: Angie Sims, Director, Financial Services and Controllership
Drew Van Parys, Acting Vice-President, Corporate Services and CFO

Recommendation

That the Board of Governors of Sir Sandford Fleming College, receive the Summary of Investment Portfolios for information.

Overview

A summary of the investment performance of the Portfolios for the period ended March 31, 2021, were provided to the College by RBC Dominion Securities and reviewed at the June 9, 2021 Finance and Audit Committee meeting. The College has three Investment Policy Statements (IPS) that require reporting to the Board of Governors.

The Comprehensive Investment Policy Statement (IPS), College Policy #4-419A, requires semi-annual reporting to the Board of Governors, including the asset allocation, performance vs the benchmarks, a written statement of compliance with relevant sections of the IPS and a market commentary. A revised Comprehensive IPS, approved by the Board of Governors in March 2020, was implemented in fiscal 2020/21. It increased the target equity holding to 55% from 30% and expanded the eligible investments to include international holdings.

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

The overall investment performance of the Comprehensive portfolio is measured against an annual target benchmark return of 5.0%. The portfolio return for the year was 9.83%.

The Ministry Endowed IPS, College Policy #4-419D also requires semi-annual reporting to the Board of Governors which includes the asset allocation and a written statement of compliance with the Quality Guidelines. The report complies with asset mix and fixed income quality targets.

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

Risks and Considerations

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

Enrolment Report – June 2021
Day 10 Enrolment

June 23, 2021

Presentation for the Board of Governors of Fleming College

By: Roni Srdic, Registrar, and Drew Van Parys, Vice President Economic &   Community Development, Marketing

Enrolment Overview

- All results reflect Day 10 (May 31, 2021) enrolment

- Spring 2021 enrolment numbers showing signs of recovery from impact of COVID-19 in 2020 (see slide # 6)

- Overall enrolment increased by 60% over 2020

- Overall international enrolment still down 25%, as a result of impact of decline in International student enrolment in Fall 2020 and Winter 2021, resulting in fewer returning (flow-through) students

Spring 2021 Enrolment Summary

	2020 Actuals	2021 Revised Target	2021 Actuals (to date)
New Students			
Domestic	68	357	**265**
International	44	97	**138**
Returning Students			
Domestic	451	1153	**1064**
International	559	391	**328**
Total Enrolment	**1122**	**1998**	**1795**

- Little change in full time enrolment from Day 5 to Day 10 – net 8 more students
- Overall enrolment is up 60 % compared to Spring 2020
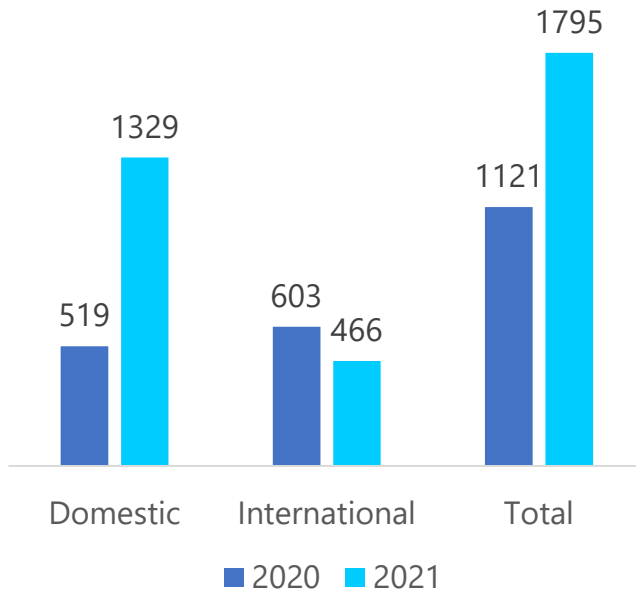
Spring Term 2021 Semester One Enrolment
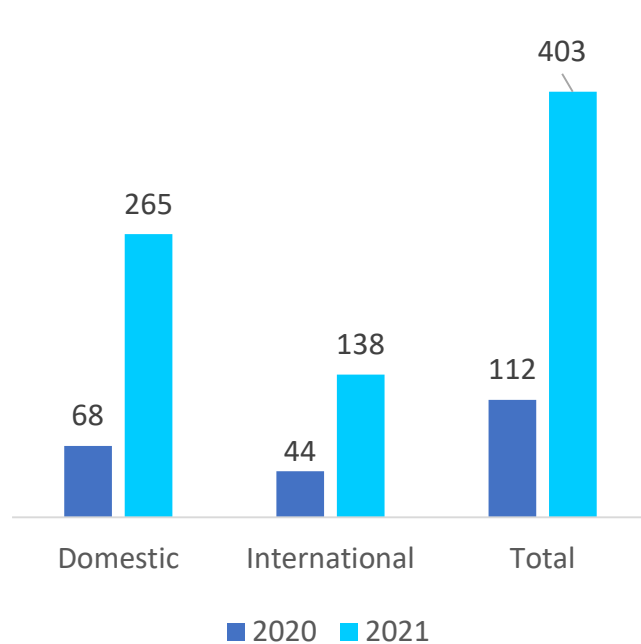
Semester 1 overall enrolment increased by 291 students over Spring 2020
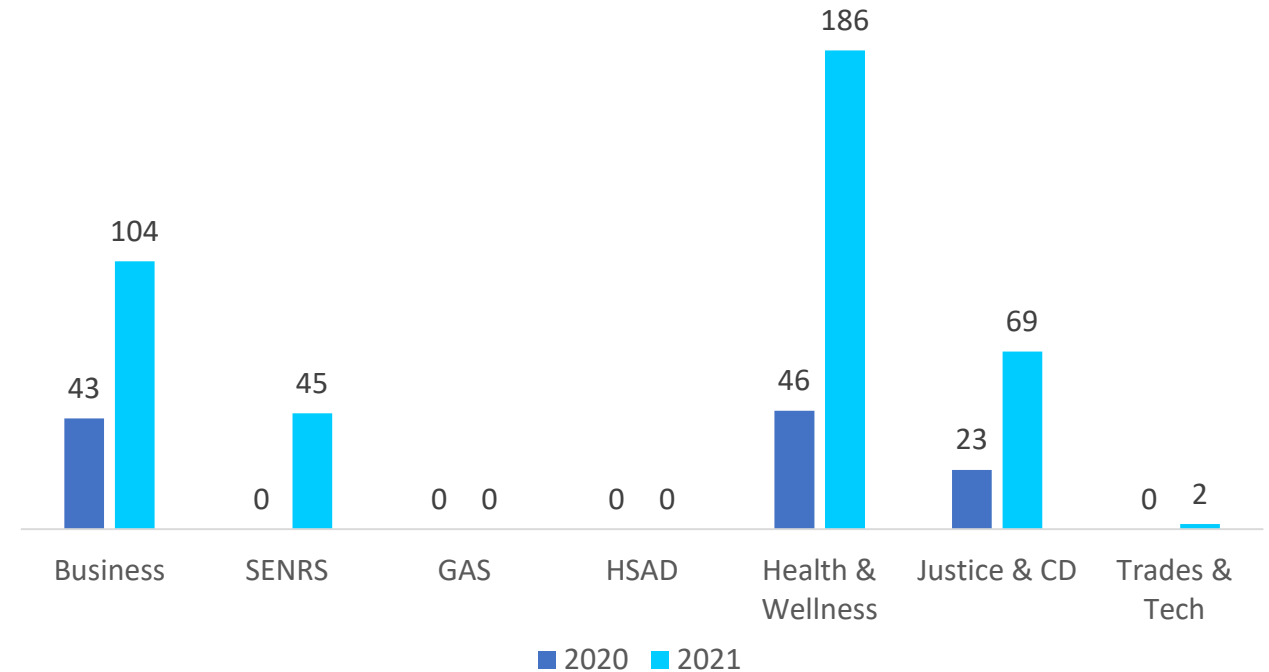
- Increase in Business represents increase in enrolment of the Wireless Information Networking (WIN) and the Project Management(PMG) Programs
- Personal Support Worker Accelerated students included in Health & Wellness count (30 for May 10 start and 50 for June 14)

In Fall 2020 Wireless Information Networking (WIN) and Computer Security and Investigations (CSI) moved from Trades and Technology to School of Business
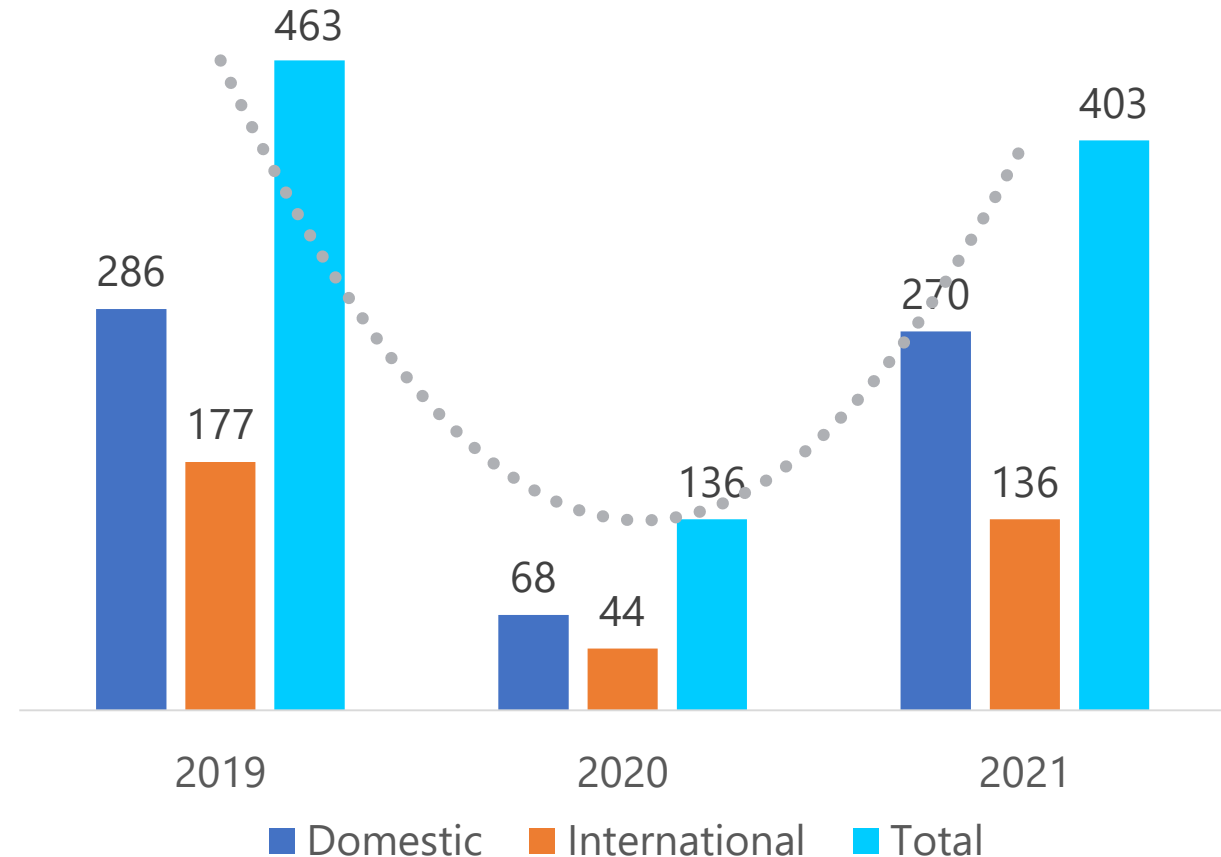
Spring Term 2021 Enrolment – All Semesters

Increase in Spring 2021 Enrolment represents the move to remote/online teaching
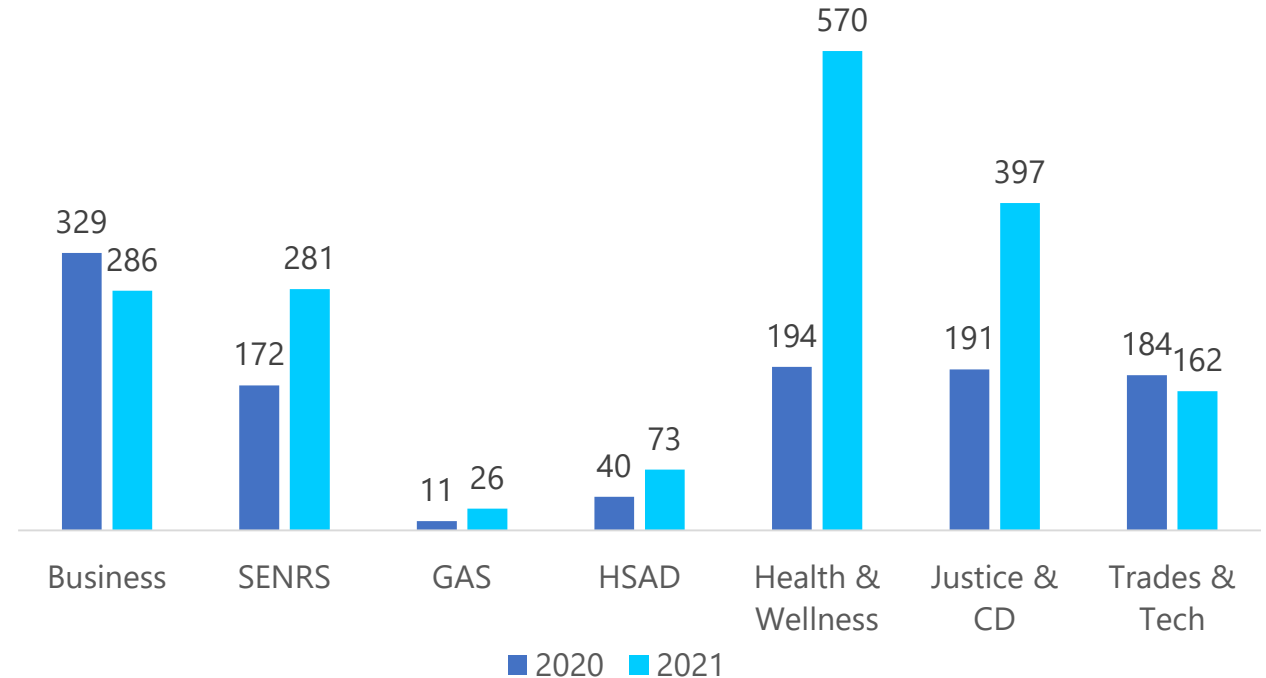
Business still feeling the affects of reduced international student enrolment; Trades and Technology enrolment lower due to the move of the WIN and CSI programs to Business.

Fall 2020 Wireless Information Networking (WIN) and Computer Security and Investigations (CSI) moved from Trades and Technology to School of Business

U-Shaped Recovery Emerging

Spring Semester enrolment has recovered to close to pre-pandemic levels (87%), even after the effects of flow-through from low intake levels in 2020.

2019 — Domestic 286, International 177, Total 463
2020 — Domestic 68, International 44, Total 136
2021 — Domestic 270, International 136, Total 403

Domestic ■ International ■ Total

FLEMING

International

- 138 new students enrolled in Spring semester versus target of 97

- Returning student actuals are approximately down 20% from revised targets

- MCU Reported Arrivals: 71 in April, 73 in March, 50 in February and 71 in January

- Responded to competitive pressures by dropping application fee and implementing 5-day offer turnaround promise

- Significant pent-up demand for Fall and Winter

- Applications (double over Fall 2020 applications) and Offers Issued will be sufficient to meet Fall target (523) – **contingent on Visa approvals and safe arrivals**

Next Steps

- Continue to track results versus budget – no changes to financial projections at this time

- Safety remains our first priority in all planning

- Improving technology and reporting – service metrics, tracking and communication

- Continuing to build new approach to Strategic Enrolment Management

PRESIDENT'S REPORT
June 2021 - Public Board Meeting

The following is a summary of key updates of the President to the Board of Governors since the May 2021 Board meeting.

College System Update

Colleges Ontario continues to work with the provincial government to better understand how micro-credentials will be funded as well as how associated OSAP will be addressed. Nursing allocations are also under discussion with the province and there are several outstanding issues to be addressed including continuity in funding.

Finally, Colleges Ontario is advocating on behalf of all colleges in Ontario to be granted the authority to offer three year degrees. Currently there are 6 colleges in Ontario that can offer up to 15% of their programming in degrees while the remaining colleges are limited to 5% of programming. Fleming College has not considered degree granting programs in the past and this is now under development.

Government Relations

Fleming participated in a meeting with the Minister of Long-term Care and local MPP's, along with a group of Personal Support Worker students. This meeting was to acknowledge the accelerated program that Fleming has participated in successfully and it includes free tuition for the students. The program is intended to supply an additional 8,200 PSW's to the healthcare market in Ontario.

Fleming Strategy

Fleming continues to achieve the goals in the five year stratiegic plan. The recovery plan is well underway with: the plan for re-imagination of Sutherland campus, an approved MOU with the Municiaplity of Dysart et al for a residence with an associated business case and rendering, and now seeking Board approval to submit the provincial partnership contract to the Ministy of Colleges and Universities for endorsement to proceed.

Budget planning for 2021/22 includes a modest deficit with plans to progress toward a balanced budget throughout the fiscal year.

Fleming Operations

Sadly, we say goodbye to our Vice-President of Academic Experience at the end of June as she retires to her home in Italy part-time. Stephanie Dimech will assume this role on July 5, 2021. This was announced earlier this year.

Our new Vice-President of Corporate Finance will assume her new role beginning June 21, 2021. Drew Van Parys will return to his former role as Vice President of Community Development and Marketing and will also assume some additional responsibilities related to our strategic enrolment plan.

A townhall was held on June 17th to launch our new branding strategy within our internal community. An external launch will be initiated throughout the summer.

Drew accompanied the President to provide a Fleming update to the local Rotary club that was very well received.

In Our Community

Many of these events are highlighted on [social media](#) (my Twitter feed is @Fleming_Pres) but highlights include:

Virtual Events:
Support Staff Town Hall – Tuesday, May 25
- Hosted a virtual Support Staff Town Hall, where participants could interact and ask live questions of our Senior Management Team.

Virtual Learning Strategy - Thursday, May 27
- Joined Hon. Laurie Scott, MPP Dave Smith and Trent University in a virtual event to announce that the Ontario government is providing more than $2M to Trent and Fleming to support virtual learning projects.

Spotlight Awards – Thursday, June 3
- Launched the inaugural Spotlight Awards virtually, to celebrate the achievements and contributions of our Fleming community.

Skills Advance Ontario (SAO) Project Virtual Announcement – Monday, June 7
- Joined Hon. John Yakabuski and Algonquin College in a virtual event to announce that the provincial government is investing in $5M in a training partnership with Algonquin and Fleming through the Ministry of Labour, Training and Skills Development through the SAO project.

Rotary Club of Peterborough – Monday, June 14
- Invited as a guest speaker at the virtual Rotary Club of Peterborough's June meeting. Assisted by Drew Van Parys, we presented how the College has coped during the pandemic, what the plans are going forward for the College and any long-term plans.

Ontario Ministry of Long-Term Care PSW class drop-in – Tuesday, June 15
- Joined Dr. Merrilee Fullerton, MPP Dave Smith, MPP David Piccini and Hon. Laurie Scott to connect Minister Fullerton with PSW students, deliver remarks and participate in a Q+A.

Social Media Highlights:
- @FlemingCollege has a long track record of producing fully-trained & sought-after grads & the delivery of this training is a natural extension of existing programming, infrastructure & expertise. Thanks to the @ONgov for their support. @AlgonquinCollege https://bit.ly/3w1Pj3S
- Fleming College has lowered its flags to half-staff in remembrance of the 215 Indigenous children who were found at the former Kamloops Residential School. Our hearts are heavy and our thoughts are with the Tk'emlúps te Secwépemc community and beyond.
- Thank you @LaurieScottPC and @DaveSmithPTBO for your continued support of student success. This investment will help @FlemingCollege dedicate more resources towards virtual learning, providing more options for our students.

Fleming in the News

Fleming students receive certification to administer Covid vaccine
PtboCanada | May 17
[Fleming Students Receive Certification to Give COVID-19 Vaccines](#)

Altitude Aircraft Interior Program
Ptbo Canada | May 11
[Fleming College Soars With Free Aircraft Interior Program](#)

Education News Canada | May 20
[Fleming College - New intake for Fleming's free Altitude Aircraft Interior program](#)

Ontario invests in Virtual Learning Strategy and tuition-free PSW program
Global News | May 27
[Ontario provides $2M for Fleming College, Trent University virtual learning projects](#)

MSN News | May 27
[Fleming College offers tuition-free personal support worker training program](#)

Peterborough Examiner | May 27
[Trent University, Fleming College get funding for virtual learning projects](#)

MyKawartha | May 27
[Province announces tuition-free PSW program at Fleming College](#)

PTBO Today | May 28
[Provincial funding announced for Trent and Fleming](#)

Trent U to require and Fleming considering vaccine for students in residence
Global News | June 1
[COVID-19: First vaccination dose required for Trent University students in residence; Fleming College explores options](#)

Academica | June 3
[Postsecondary institutions discuss, consider mandatory vaccine policies](#)

Skills Advance Ontario forestry funding for Fleming and Algonquin
My Bancroft Now | June 7
[Province to invest millions into forestry industry training through Fleming College](#)

My Barry's Bay Now | June 7
[Province to invest millions into forestry industry training for Renfrew County - My Barry's Bay Now](#)

Peterborough Examiner | June 8
[Fleming College to share $5 million in provincial funding for forest industry jobs](#)

My Kawartha | June 8
[Fleming College to share $5 million in provincial funding for forest industry jobs](#)

Toronto Star | June 8
[Fleming College to share $5 million in provincial funding for forest industry jobs](#)

Scrap Monster | June 8
[Ontario to Launch Innovative Skills Development Program in Forest Sector](#)

Academica | June 9
[Fleming, Algonquin to lead Forestry and Wood Product Manufacturing/Producing program](#)

Spotlight Awards
Education News Canada | June 8
[Fleming College - College introduces Spotlight Awards to recognize employee excellence](#)

PTBO Today | June 10
[Fleming College presents inaugural Spotlight Awards for staff excellence](#)