



SEPTEMBER 2021 – PUBLIC MEETING AGENDA

Meeting Date: September 22, 2021
Meeting Time: 10:00 am
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 June 23, 2021 Public Meeting pages 3-8
5. Business Arising (not otherwise covered)


Educational Component:

- | | | | |
|----|--|-------------|--------|
| 6. | Fall Semester Start Up Safety Protocols (Presentation) | T. Williams | 20 min |
|----|--|-------------|--------|

Decision Items:

- | | | | |
|----|---|--------------------------|--------|
| 7. | New Programs: 7.1 Agricultural Equipment Operator and Forestry Equipment Operator Fleming College Local Board Certificates pages 9-26 | S. Dimech & T. Clerac | 10 min |
| 8. | New Policy: 8.1 Code of Conduct pages 27-33 8.2 Remote Work Policy pages 34-39 | E. Zdolec | 5 min |

Information Items:

- | | | | |
|-----|--|----------------------------|--------|
| 9. | Enrolment - material to be provided at meeting to ensure timeliness of data | R. Srdic & D. Van Parys | 20 min |
| 10. | Finance & Audit Committee Information Item: Fleming College Financial Update – Presentation | D. Gillespie & A. Lam | 15 min |
| 11. | President's Report  pages 40-45 | M. Adamson | 5 min |
| 12. | Chair's Report (verbal) | F. Clifford | 5 min |

Discussion:

- | | | | |
|-----|----------------|--|--|
| 13. | Other Business | | |
|-----|----------------|--|--|

Adjournment approximately 11:30 a.m.



PUBLIC MEETING MINUTES

Meeting Date: June 23, 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

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

Regrets:

Katherine MacIver

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
Annie Lam, Vice President, Corporate Finance
Linda Poirier, Vice President, Academic Experience (retired effective June 30, 2021)
Roni Srdic, Registrar
Drew Van Parys, Vice President, Economic and Community Development
Terry Williams, Director, Physical Resources
Esther Zdolec, Vice President, Human Resources and Organizational Effectiveness

Observing:

Stephanie Dimech, Vice President, Academic Experience (effective July 5, 2021)

Administrative Support:

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

Guests:

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

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

The Chair called the meeting to order at 1:31 p.m. and acknowledged that the Board of Governors hosted the June 23, 2021 virtual public meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

Quorum was confirmed and all in attendance were welcomed.

The Chair invited President Adamson to introduce two new members of the Senior Management Team who were present at today's Board meeting: Stephanie Dimech, Vice President, Academic Experience (effective July 5, 2021) and Annie Lam, Vice President, Corporate Finance (effective June 30, 2021). President Adamson also acknowledged that Linda Poirier, Vice President Academic Experience was attending her last Board of Governors meetings as she is retiring June 30.

2. Declaration of Conflict

None.

3. Approval of Meeting Agenda

Moved by Marg Cox and seconded by Thom Luloff that the Board of Governors of Sir Sandford Fleming College approve the agenda of the June 23, 2021 public meeting as presented.

Carried.

4. Consent Agenda

Moved by Paul Downs and seconded by Chandra Gupta that the Board of Governors of Sir Sandford Fleming College approve the consent agenda for the June 23, 2021 public meeting and, through this consent approve the minutes from the May 26, 2021 Public Meeting.

Carried.

5. Business Arising

None identified.

6. Educational Component: Mental Health Supports for Students

The Chair welcomed Sandra Dupret, Vice President, Student Experience who presented on the Mental Health Supports for Students.

Moved by Marg Cox and seconded by Nicole Grady that the Board of Governors of Sir Sandford Fleming College receive the presentation on Mental Health Supports for Student for information.

Carried.

7. New Programs:

7.1 Continuing Education:

- 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

The Chair welcomed Linda Poirier, Vice President, Academic Experience and Musabbir Chowdhury, Dean, School of Business and Information Technology who were on hand for questions. The detailed briefing note outlining the new programs was provided in the meeting materials. It was confirmed that these are general level programs that do not duplicate any of our existing programs. There was a brief discussion around Ontario Learn business model and revenue shared with the College.

Moved by Paul Downs and seconded by Tim Kennaley that the Board of Governors of Sir Sandford Fleming College approve the proposed new programs to be offered by Continuing Education as presented.

Carried.

8. New Policy: Privacy in Remote Learning, Working and Service Delivery Policy

The Chair welcomed Brett Goodwin, Vice President, Applied Research and Innovation and Erin Goodman, Privacy and Policy Officer who were on hand for any questions regarding the new Privacy in Remote Learning, Working and Service Delivery Policy and Procedure (documents included in the distributed meeting materials). President Adamson introduced the item.

Moved by Ben Currelly and seconded by Chandra Gupta 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.

Carried.

9. Policy Revision: Student Rights & Responsibilities Policy & Procedure

The Chair welcomed Sandra Dupret, Vice President, Student Experience and Erin Goodman, Privacy and Policy Officer. President Adamson introduced this item noting that revisions to this policy and procedure were as a result of the Severn Court COVID-19 outbreak in the Spring of 2020. The revised policy and procedure were included in the meeting materials.

Moved by Paul Downs and seconded by Cynthia Chan Reynolds 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.

Carried.

10. Finance & Audit Committee (Items for Approval):

The Chair welcomed and invited Don Gillespie, Chair of the Finance & Audit Committee to speak to the following Finance & Audit Committee items. Drew Van Parys, (former) Acting Vice President, Corporate Services & CFO and Angie Sims, Director, Financial Services and Controllershship were also welcomed.

10.1 Investment Performance Report for 2020-2021

The Investment Performance Report for 2020-2021 was included in the meeting materials.

Moved by Don Gillespie and seconded by Ben Currelly the Board of Governors of Sir Sandford Fleming College approve the Investment Performance Report for 2020-2021.

Carried.

10.2 Finance & Audit Committee Work Planner

The Finance & Audit Committee Work Planner for the 2021-2022 term was provided in the meeting materials.

Moved by Don Gillespie and seconded by Paul Downs that the Board of Governors of Sir Sandford Fleming College approve the Finance & Audit Committee Meeting Planner for 2021-2022.

Carried.

10.3 Draft 2021-2022 Financial Plan (Preliminary Budget)

The Draft 2021-2022 Financial Plan (Preliminary Budget) was included in the meeting materials.

Moved by Don Gillespie and seconded by Thom Luloff 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.

Carried.

11. 2020-2021 Annual Report

The Chair welcomed Sherry Gosselin, Chief Business Intelligence Officer to the meeting and President Adamson introduced the 2020-2021 Annual Report which was included in the meeting material (and also available on the College's website).

Moved by Dan Marinigh and seconded by Cathy Praamsma that the Board of Governors of Sir Sandford Fleming College approve the 2020-2021 Annual Report as presented.

Carried.

12. 2021-2022 Business Plan

The Chair welcomed Sherry Gosselin, Chief Business Intelligence Officer to the meeting and President Adamson introduced the 2021-2022 Business Plan which was included in the meeting materials (and also available on the College's website).

Moved by Chandra Gupta and seconded by Mary Lou McLean that the Board of Governors of Sir Sandford Fleming College approve the 2021-2022 Business Plan as presented.

Carried.

13. Finance & Audit Committee (Items for Information):

The Chair invited Don Gillespie, Chair of the Finance & Audit Committee to speak to the next two items.

13.1 Enterprise Risk Management

Joining for this item was Sherry Gosselin, Chief Business Intelligence Office and Drew Van Parys, who was thanked for temporarily stepping into the role of Acting Vice President, Corporate Services & CFO. The Enterprise Risk Management documents were included in the distributed meeting materials.

Moved by Don Gillespie and seconded by Mary Lou McLean that the Board of Governors of Sir Sandford Fleming College receive the Q1/21-22 Enterprise Risk Management (ERM) Report for information.

Carried.

13.2 Summary of Investment Portfolios

Joining for this item was Drew Van Parys, in the role of Acting Vice President, Corporate Services & CFO and Angie Sims, Director, Financial Services and Controllorship. A briefing note was included in the meeting materials.

Moved by Don Gillespie and seconded by Dan Marinigh that the Board of Governors of Sir Sandford Fleming College, receive the Summary of Investment Portfolios for information.

Carried.

14. Final Spring Enrolment Report & International Update

The Chair asked President Adamson to introduce the Final Spring Enrolment Report. It was noted that at the May 26, 2021 meeting, the Board received an interim enrolment report. Drew Van Parys, Vice President, Economic and Community Development and Roni Srdic, Registrar presented on this item. The presentation was included in the distributed meeting materials.

Moved by Chandra Gupta and seconded by Cathy Praamsma that the Board of Governors of Sir Sandford Fleming College, receive the Final Spring Enrolment Report & International Update for information.

Carried.

15. Board Chair Report

The Board Chair provided a verbal report acknowledging and expressing gratitude for the efforts of the departing Governors:

External Governors: Katherine MacIver, Dan Marinigh, Cathy Praamsma and Mary-Anne Hoggarth,
Internal Governors: Mary Lou McLean, Nicole Grady and Student Governor, Chandra Gupta.

Moved by Fred Clifford and seconded by Don Gillespie that the Board of Governors of Sir Sandford Fleming College receive the June 2021 verbal Board Chair report and acknowledgement of the departing Governors for information.

Carried.

16. President's Report

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 Mary Lou McLean and seconded by Ben Currelly that the Board of Governors of Sir Sandford Fleming College receive the June 2021 President's report for information.

Carried.

17. Other Business

None

Adjournment

The public meeting of June 23, 2021 was adjourned at 3:03 p.m.



Board of Governors

Briefing Note



Topic: Agricultural and Forestry Equipment Operator Fleming College Local Board Certificates
Report To: Public Board Meeting
Meeting Date: September 22, 2021
Prepared By: Tania Clerac, Dean SENRS

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the two new Fleming College Local Board Certificates for launch in September 2022:

- Agricultural Equipment Operator; and
- Forestry Equipment Operator.

Overview

The School of Environmental and Natural Resource Sciences is proposing two new Fleming College Local Board Certificates- Agricultural Equipment Operator and Forestry Equipment Operator. These two proposed programs are the result of received funding for increased training in each of these sectors. Graduates will be well poised to secure employment in the agricultural or forestry sectors and could also pursue additional certification in related Fleming programs.

There is demonstrated need in the industry for qualified and trained workers in these fields. The secured funding will allow for simulator training and in addition, the proposed curriculum includes field camps for integrative learning experiences for students. Graduates will therefore acquire both in-class as well as hands-on applied knowledge resulting in being skilled operators well prepared for the needs of employers in the current labour market of these industries. By meeting the needs of employers as well as students through the creation of skilled workers, the proposed programs uphold the College's direction in both their Strategic as well as Business Plans. Furthermore, through demonstrated partnerships with local industry leaders, and providing opportunities for those already in the field to upskill or reskill, Fleming will also be meeting the needs of the community as well as continue to be a welcoming place for all.

Background:

History

The School of Environmental and Natural Resource Sciences has a long successful history of offering Forestry, Agricultural and Heavy Equipment programming. Recently, the school was successful in securing Skills Development Funding through the Ministry of Labour, Training and Skills Development to offer equipment operator training for the forestry and agricultural sectors. Ontario's agriculture and forestry sectors require a skilled labour force to drive both business and economic activity throughout the Muskoka-Kawarthas Economic Region and in communities across Ontario and Canada. The funding will bring together workforce development partners to align education, training and skills development needs with the needs of the local labour market. In addition, the funding includes the procurement of simulators which will be incorporated into the new programs as an innovative training solution. Simulators enable students to operate equipment in a safe and controlled environment and are a cost and

time effective tool for training. They are also efficient tools to practise these skills on various equipment and provide faculty with individual results for skills assessment.

The School currently offers Arboriculture Co-op, Forestry Technician (Optional Co-op), Urban Forestry, Urban Forestry Technician Co-op, Sustainable Agriculture Co-op, Heavy Equipment Techniques Co-op, and Heavy Equipment Operator. Only the Heavy Equipment Operator program is offered at the Fleming College Local Board Certificate level. These two new programs will allow access to training for this student market as well as provide pathways for the Heavy Equipment Operator students to broaden their skill base. The training will also be marketed to those individuals already working in these sectors that wish to increase their skill level in equipment use.

The school has an existing base of expertise, support, space, and equipment for offering equipment operator programs in the forestry and agricultural sectors. Both programs would attract recent high school graduates as well as mature learners that are looking to find employment operating agricultural or forestry equipment. Students may have previous experience in these environments as may be looking to expand their knowledge and skills as they assume larger responsibilities in the operations aspects of these industries.

To demonstrate local industry support for both of these programs, reference groups were held and relationships with local leaders in the Agricultural and Forestry sectors were strengthened. Local businesses that participated in our meeting offered to continue collaborative efforts with Fleming College for future students and graduates of these programs offering placement opportunities, field trip facility tours as well as potential employment possibilities to graduates.

Graduates of the either of these programs may also wish to further their studies by enrolling in other complementary programs at Fleming College such as Heavy Equipment Operator, Forestry/Agricultural Equipment Operator, Heavy Equipment Technician and Sustainable Agriculture Programs. They may also consider applying to Sustainable Agriculture and Food Systems at Trent University if interested in a university degree. In addition, graduates of the Fleming College Forestry Techniques certificate and Technician diploma programs will be introduced to the Forestry Equipment Operator program and may receive direct entry with credit for the courses that cover forestry principles.

[Labour Market Information:](#)

Program 1: Agricultural Operator Certificate

Occupational & Labour Market Trends

The proposed Agriculture Equipment Operator Local Board Certificate will provide learners with necessary skills to enter the local and regional labour market, while also providing pathway opportunities to additional SENRS programming including Heavy Equipment Operator, Heavy Equipment Techniques and Sustainable Agriculture. The need for skilled labour related to transportation maintenance can be examined by looking that the forecasted demand for specific occupations classified by the National Occupation Classification (NOC) system which include the following: 7521 – Heavy equipment operators, 8431 – General farm workers, and 8432 – Nursery and greenhouse workers

Heavy equipment operators (7521)

Fields of practice for heavy equipment operators include farm and landscape equipment operation. Occupational Growth in Fleming College catchment includes a total of 1,839 jobs need by 2026, representing a 13.9% increase from 2020. Provincially, estimated growth is 8.2% or 25,513 jobs in Ontario by 2026¹. Demand for heavy equipment operators in Fleming Catchment Area, Ontario, and across Canada is balanced. In terms of automation outlook, there is a moderate to high probability that this profession will be impacted by technology change. Wage estimates

for new labour market entrants (or new graduates) is \$19.71 /hr. (10th percentile) with a median annual salary of \$58,240.

General farm workers (NOC 8431)

Fields of practice for upholsters include dairy farming, beef, pork and chicken farming, and grain, fruit, and vegetable farming. Occupational Growth in Fleming College catchment area is limited with selected demand coming from Kawartha Lakes and Peterborough. However, it should be noted that not all hiring demand for farm workers occurs online. Provincially, estimated jobs growth is negligible (-0.7%)², although actual demand is also impacted by offline hiring. The Government of Canada projects a labour market shortage for general farm workers in Fleming Catchment Area and Ontario. General farm workers are considered an essential occupation across Canada, and a key component of the agriculture and food supply chain. Wage estimates for new labour market entrants (or new graduates) is \$14.00/hr. (10th percentile) with a median annual salary of \$35,360.

Nursery and greenhouse workers (NOC 8432)

Fields of practice for nursery and greenhouse workers include cultivation, fertilization, harvesting, spraying, transportation, irrigation, and digging – all of which require equipment and machinery operation as part of occupational functions. Expected job growth is limited in Fleming's catchment area, and occupational need is expected to decline by 13.7% by 2028. Nursery jobs in Ontario are expected to remain stable at around 8,400 projected jobs by 2028³. Top regions for hiring nursery and greenhouse workers included Toronto, St. Catharine's & Niagara region, and Leamington. Federal projections by the Government of Canada indicate a shortage of workers in Fleming Catchment Area and in Ontario. Wage estimates are \$14.00/hr. for entry level positions, and the median annual salary is \$35,337.

Industry Trends & COVID-19

Technology advancements are changing the landscape of how farming machinery is used. Most equipment has moved from manual operations to digital, smart technologies with capabilities to measure and monitor soil conditions, rainfall, pests, and crop yields. Modern farm equipment is also leveraging GPS technologies to effectively manage land use and planning. Technologies are also being leveraged to improve equipment maintenance by employing predictive measures to determine maintenance and repair which optimizes scheduling to reduce machine down-time. The current global pandemic has had a negative impact on the employment situation for the agriculture sector, which includes general farm workers and related equipment operators. The agriculture sector in Ontario fell from 71,800 employed in March 2020 to 60,900 employed in the sector by March 2021 (a decrease of 15.2%)⁴. COVID recovery, as well as regular changes in seasonal job activities have seen the sector rebound to 72,900 jobs by June 2021.

Program 2: Forestry Operator Certificate

Occupational & Labour Market Trends

The proposed Forestry Equipment Operator Local Board Certificate through the School of Environmental and Natural Resource Sciences (SENRS) would provide graduates with skills needed to support Canada's Forestry sector. Forestry equipment operation falls under the following National Occupation Classification (NOC) code: 7521 – Heavy equipment operators, 8241 – Logging and machinery operators, 8421 – Chainsaw and skidder operators, 8422 – Silviculture and foresters, and 8616 – Logging and forestry labourers.

Heavy Equipment Operators (7521)

Fields of practice for heavy equipment operators include farm and landscape equipment operation. Occupational Growth in Fleming College catchment includes a total of 1,839 jobs need by 2026, representing a 13.9% increase from 2020. Provincially, estimated growth is 8.2% or 25,513 jobs in Ontario by 2026⁵. Demand for heavy equipment operators in Fleming Catchment Area, Ontario, and across Canada is balanced. In terms of automation outlook, there is a moderate to high probability that this profession will be impacted by technology change. Wage estimates

for new labour market entrants (or new graduates) is \$19.71/hr. (10th percentile) with a median annual salary of \$58,240.

Logging & Machinery Operators (NOC 8241)

Fields of practice for logging and machinery operators include chipping machine operation, loader operation, slasher operation, felling operation and tree transport over forestry terrain. Occupational growth is very limited in the Fleming Catchment area, and in Ontario⁶, and Government of Canada's occupational projection system does not provide outlook information at the local region due to insufficient data. Logging and machinery operation is expected to be impacted by automation and new technological developments. Wage estimates for new labour market entrants (or new graduates) is \$15.87/hr. (10th percentile) with a median annual salary of \$48,987.

Chainsaw & Skidder Operators (NOC 8421)

Fields of practice for chainsaw and skidder and operators include log cutting and log preparation, felling, and skidder operation. Occupational growth is also very limited in the Fleming Catchment area, and in Ontario⁷, and Government of Canada's occupational projection system also does not provide outlook information at the local region due to insufficient data. This occupation is less impacted by automation and new technological developments compared with logging and machine operation. Wage estimates for new labour market entrants (or new graduates) is \$17.28/hr. (10th percentile) with a median annual salary of \$54,995.

Silviculture and Forestry Workers (NOC 8422)

Fields of practice for silviculture and forestry workers also include tree planning as well as forest thinning, fire control, tree species inventory, and forest surveying. Occupational Growth in Fleming College catchment area is limited and estimated provincial growth is 6.9% or 688 jobs in Ontario by 2026⁸. The Government of Canada also projects a labour surplus for this occupation in Ontario while data is suppressed at the local level. Wage estimates for new labour market entrants (or new graduates) is \$15.19/hr. (10th percentile) with a median annual salary of \$43,222.

Logging and Forestry Labourers (NOC 8616)

Fields of practice for logging and forestry labourers include tree planning, logging (including equipment operation), tree cutting, and log grating and scaling. Occupational Growth in Fleming College catchment area is limited and estimated provincial growth is 8.8% or 873 jobs in Ontario by 2026⁹. The Government of Canada projects a labour surplus for this occupation in Ontario – there are more workers available than there is labour market demand. There is not enough data in the Fleming catchment area to make an accurate demand forecast. Wage estimates for new labour market entrants (or new graduates) is \$14.41/hr. (10th percentile) with a median annual salary of \$39,295.

Industry Trends & COVID-19

Logging, reforestation, and surveying practices are continuously leveraging technologies to improve operational efficiencies. For logging, new advancements in digital computing and GPS have improved cutting procedures as well as machinery productivity. Investment by the Government of Canada to support COVID-19 recovery through the Investment in Forest Industry Transformation (IFIT), an \$83 million funding envelope, re-affirms Canada's commitment to the Forestry sector, and the jobs needed to

contribute to economic growth¹⁰. The current global pandemic has had less impact on the employment situation for Ontario's natural resource sector as a whole – which includes forestry. Year-over-year employment grew 2.6% from 34,900 employees in March 2020 to 35,800 employees by March 2021¹¹.

Student Demand and Competition:

There are only two postsecondary training programs that offer related agricultural programming throughout the Ontario College System – Conestoga College (Agriculture Equipment Operator) and Fanshawe College (Agriculture Equipment Technician). There are no colleges in Eastern Ontario that offer related programming. Across Canada, only Lethbridge College and Olds College offer agriculture equipment technician programming (a regulated trade in most Canadian provinces, including Ontario), which includes careers-specific courses related to agriculture equipment operation.

There are no postsecondary training programs related to forestry equipment operation in the Ontario College system. At the time of writing, there was only one private training institution in Ontario offering related programming at Workplace Safety North (Forestry Common Care).

Fleming College is poised to capture the market for postsecondary training in the forestry equipment operation field as no other college offers this training. Although there is similar training offered in agricultural equipment operation in the college system, there is no training opportunities for students located in the Eastern Region.

Curriculum:

Program 1: Agricultural Equipment Operator Certificate

On completion, students will have acquired the knowledge, skills and awareness of how to safely operate agricultural equipment. The program will cover equipment design, power systems, operating and steering systems. The program will also include content on implement attachment, equipment maintenance, guidance systems, programming as well as innovations in the Agricultural industry. Road operations and equipment transport, and field operations set up will also be a part of the program.

Additional program and course information can be found in Table 1.

Vocational Outcomes

The graduate has reliably demonstrated the ability to:

1. Distinguish the basic components, controls and adjustments of farm tractors and machinery.
2. Operate a variety of agricultural equipment and attachments according to manufacturer operating procedures, specifications, and safe practices to efficiently perform farming tasks.
3. Discuss preventative maintenance and basic repairs and their necessity to maintaining machine health and operating efficiency.
4. Identify farm equipment and attachments to effectively use in agricultural settings.
5. Articulate the processes involved with purchasing new and used equipment, trade in considerations, and basic strategies for efficient resource management.
6. Define good soil and crop management practices to enhance crop production and the importance of adapting precision agriculture practices.
7. Use information technology to monitor advancements in the agricultural industry to improve professional growth, job performance, and work relationships.

Admissions Requirements

Students applying to Agricultural Equipment Operator must meet the following requirements:

- Ontario Secondary School Diploma (OSSD), or at least 19 years old, with majority of credits at the Workplace (E) level including Gr 12 (E) English.

Table 1: Agricultural Equipment Operator Certificate Proposed Curriculum

| Course Title | Delivery Pattern | Hours |
|---|------------------|-------|
| Farm Equipment Operator Simulation | | 48 |
| Fundamentals of Tractor Operation and Design | | 120 |
| Farm and Equipment Safety | | 45 |
| Agricultural Equipment Preventative Maintenance | | 60 |
| Farm Equipment and Attachments | | 60 |
| Agricultural Machinery Management | | 48 |
| Agronomy Fundamentals | | 36 |
| Precision Agriculture and Technology | | 24 |
| Semester 1 (12 weeks) Total Hours: | | 441 |

Program 2: Forestry Equipment Operator Certificate

On completion, students will have received introductory training on the operation and maintenance of heavy equipment used in timber harvesting as well as forestry principles and safety. Students will have experience around machinery operations and learn how to conduct preventative maintenance and minor repairs. In addition, content on the basics of forestry operations, harvest methods, tree marking and forest fire preparedness will also be included.

Additional program and course information can be found in Table 2.

Vocational Outcomes

The graduate has reliably demonstrated the ability to:

1. Identify wear and maintain appropriate personal protective equipment in accordance with legislation, safety standards, and industry practices.
2. Perform safety inspections and preventative maintenance for forest harvesting machines according to legislation, industry standards, and manufacturer specifications.
3. Explain silvicultural systems, and operations in implementation of forest management operations.
4. Identify, measure, and assess trees using common forestry tools and resources for use in implementing silvicultural operations.
5. Operate forestry machinery to harvest timber safely and effectively.
6. Safely operate and maintain small equipment used in timber harvesting and processing.

Admissions Requirements

Students applying to Forestry Equipment Operator must meet the following requirements:

- Ontario Secondary School Diploma (OSSD), or at least 19 years old, with majority of credits at the Workplace (E) level including Gr 12 (E) English.

Table 2: Forestry Equipment Operator Certificate Proposed Curriculum

| Course Title | Delivery Pattern | Hours |
|--|------------------|-------|
| Harvest Safety and Site Management | | 24 |
| Introduction to Forestry and Silvics | | 32 |
| Operator Common Core Courses | | 21 |
| Forest Industry Wildland Firefighting | | 21 |
| Introduction to Milling and Scaling | | 14 |
| Forest Equipment Operator Simulators | | 96 |
| Intro to Harvest Equipment Operation, Safety and Maintenance | | 96 |
| Forest Equipment Operator Field Camp 1 | | 80 |
| Forest Equipment Operator Field Camp 2 | | 80 |
| Semester 1 (12 weeks) Total Hours: | | 464 |

Cost / Benefit Analysis

Costing summary both programs:

Combined development costs for both programs: \$111,475

Available funding (Skill Development Fund): \$210,000

Agricultural Equipment Operator Program:

| | Revenue (Tuition) | Dean and other academic staffing support (2.4%) | Development Cost | Program Delivery Cost (Expense) | Net contribution to Overhead | %CTO |
|--------|-------------------|---|------------------|---------------------------------|------------------------------|------|
| Year 1 | \$63,000 | \$1,512 | - | \$53,368 | \$8,120 | 13% |
| Year 2 | \$147,000 | \$3,528 | - | \$106,736 | \$36,736 | 26% |
| Year 3 | \$168,000 | \$4,032 | - | \$106,736 | \$57,232 | 35% |

Forestry Equipment Operator Program:

| | Revenue (Tuition) | Dean and other academic staffing support (2.4%) | Development Cost | Program Delivery Cost (Expense) | Net contribution to Overhead | %CTO |
|--------|-------------------|---|------------------|---------------------------------|------------------------------|------|
| Year 1 | \$84,000 | \$2,016 | - | \$70,083 | \$11,901 | 15% |
| Year 2 | \$168,000 | \$4,032 | - | \$140,166 | \$23,802 | 15% |
| Year 3 | \$210,000 | \$5,040 | - | \$140,166 | \$64,794 | 32% |

Tuition estimate: \$4,200

The estimate is based the following considerations:

- Costs to deliver these programs and anticipated revenue
- Target CTO of 35%
- Forestry: no competitor program in Ontario. Only competitor in BC, program length 14 weeks, tuition \$11,500
- Agriculture: only competitor Conestoga College. They received recently Ministry funding to support the development and delivery of their program to fill labour market gap. Tuition information not available as the delivery is funded and students are only charged ancillary fees (\$580)
- Tuition for our Heavy Equipment Operator Certificate program: \$11,130
- Tuition for our Blasting Techniques program (2 sem Certificate): \$4,052 per semester
- Gap of skilled workers for both sectors. Industry need to fill the shortage.
- Potential to increase tuition, if high demand

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

These programs align with four of the five Fleming strategic commitments. First, they are focused on the needs of students and employers by providing training that is not currently available to students in the College Eastern Region. There is also a demonstrated labour market need for graduates of these programs as demonstrated by the labour market analysis provided in this briefing note. These programs will be developed in partnership with industry, the City of Kawartha Lakes and is supported by funding received from the Ministry of Labour, Training and Skills Development which supports our second commitment of being true partners. These programs incorporate new state of the art simulators and an augmented reality app for skills training that will enhance our suite of equipment training thereby supporting our commitment to embrace technology and digital tools. Lastly, this program will offer training to students graduating from high school with workplace level credits and pathways for graduates of the Heavy Equipment Operator program. These students often have limited choices in postsecondary training and thus these programs will support Fleming's commitment to be a welcoming place for all.

Risks and Considerations

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

External Environment:

Low enrolment will be the greatest risk of program success. Counter measures will include robust internal and external marketing campaigns. Internally, the program can be marketed to graduates of forestry, agricultural and heavy equipment programming. Externally, collaboration with secondary schools would be of value. The following student markets will be targeted: local and regional workplace level high school graduates. Also, Specialist High Skills Major (SHSM), Agriculture and Forestry from local school boards could be included. In addition, collaboration with local industry experts would be of value. Members that participated in our Reference group may be interested in being members of the Program Advisory Committee (PAC) and could provide additional partnerships to assist in fostering student growth. Site visit tours and potential employment opportunities on graduation would serve both parties for company as well as program exposure. All of these counter measures combined would foster ongoing growth of these programs at Fleming College.

Supporting Documentation

- Cost Analysis (included below)
- Letters of Support (included below)

Costing Analysis

Agricultural Equipment Operator Program:

Projected enrollment, and anticipated revenue for years 1 – 3:

| | Program Enrollment – one intake | Program Enrollment – two intakes | Tuition |
|--------|------------------------------------|-------------------------------------|----------|
| Year 1 | 15 | | \$40,770 |
| Year 2 | | 35 | \$95,130 |
| Year 3 | | 40 | |

Development cost estimate:

Contract faculty was hired as Subject Matter Expert for the development of the program.
40 hrs total, \$1960 (based on development rate of \$49, incl. vacation/benefits): covered by funding

Calculation:

- Total program hours: 441 hrs
- Total development hours: 441 x 3 = 1,323 hrs
- Assumption: development of curriculum by contract faculty
- Course development costs (based on course development rate of \$49, incl. vacation/benefits): \$64,827
- Total development costs:
 - o Course development: \$64,827
 - o Subject Matter Expert: \$1960

Total cost: \$66,787

Available Development Funding: \$210,000

Program delivery estimate:

Based on contract faculty delivering all courses and an average hourly rate of \$105 (current average rate is \$103, accounted for potential increase: \$46,305 per intake)

Technician support:

- 8 hrs/wk for 12 weeks (semester length): 96 hrs per intake
- Current rate: \$24.50 plus 6% vacation and 9% benefit: approx. \$30
- Cost for Technician support (1 TPT): \$2,880

Program Coordinator:

- Shared with Forestry Equipment Operator
- Filled by contract faculty
- Approx hourly rate: \$42.21 (based on similar contract faculty assignment)
- Hours per week: 7, for 12 weeks: \$3,545.64
- Weekly stipend (\$110.92/wk): \$1,331.04
- Benefits: \$489.29 (13.8% of salary)
- Cost: \$5,366
- Split with Forestry Equipment Operator: \$2,683 for each program

Estimated equipment expenses:

- The programs will use simulators for some components of skills training. The cost for the procurement of these simulators is covered by the Skills Development Funding.
- Expenses for training on actual equipment:
 - o Leverage industry partnerships, no need to purchase equipment
 - o Fuel: \$300 per intake
 - o Transportation of equipment to campus: \$200 per intake
 - o Total cost: \$500 per intake

Bussing for field trips:

- 2 local trips, \$500 per bus: \$1,000

Software requirements: existing software is sufficient

Total delivery cost:

- Faculty: \$46,305
- Technician: \$2,880
- Program Coordinator: \$2,683
- Equipment: \$500
- Bussing: \$1,000

Total cost: \$53,368 per intake

Costing summary – Agricultural Equipment Operator Program:

| | Revenue (Tuition) | Dean and other academic staffing support (2.4%) | Development Cost | Program Delivery Cost (Expense) | Net contribution to Overhead | %CTO |
|--------|-------------------|---|------------------|---------------------------------|------------------------------|------|
| Year 1 | \$63,000 | \$1,512 | - | \$53,368 | \$8,120 | 13% |
| Year 2 | \$147,000 | \$3,528 | - | \$106,736 | \$36,736 | 26% |
| Year 3 | \$168,000 | \$4,032 | - | \$106,736 | \$57,232 | 35% |

Forestry Equipment Operator Program:

Projected enrollment, and anticipated revenue for years 1 – 3 per program:

| | Program Enrollment – one intake | Program Enrollment – two intakes | Tuition |
|--------|---------------------------------|----------------------------------|-----------|
| Year 1 | 20 | | \$54,360 |
| Year 2 | | 40 | \$108,720 |
| Year 3 | | 50 | |

Development cost estimate:

SENRS full-time faculty acted as subject matter expert (SME) for the program development.

Calculation:

- Total course hours: 464 hrs (includes 160 hours of field camp)
- Course development hours: 304 x 3 = 912 hrs
- Assumption: development of course curriculum by contract faculty, development of field camp by full-time faculty
- Total course development costs (based on course development rate of \$49, incl. vacation/benefits): \$44,688
- Course development: \$44,688
- Subject Matter Expert: \$0

Total cost: \$44,688

Available Development Funding: \$143,213 (210,000 - \$66,787 for development of Agricultural Equipment Operator Program)

Program delivery estimate:

Based on contract faculty delivering all courses and an average hourly rate of \$105 (current average rate is \$103, accounted for potential increase): \$48,720 per intake

Estimated equipment expenses:

- The programs will use simulators for some components of skills training. The cost for the procurement of these simulators is covered by the Skills Development Funding.
- Expenses for training on actual equipment:
 - o Training on equipment will be delivered in partnership with industry at off-site location during field camp
 - o Potential insurance cost for equipment operation off-site: \$3,000 per year
 - o Bussing and student accommodation will be covered by ancillary fees
 - o Staff accommodation: 3 staff, \$180/wk/staff, 4 weeks: \$2,160

Technician support:

- 16 hrs/wk for 12 weeks (semester length): 192 hrs per intake
- Current rate: \$24.50 plus 6% vacation and 9% benefit: approx. \$30
- Cost for Technician support (1 TPT): \$5,760

Technician support for field camp:

- 2 technicians for 160 hrs of camp: 320 hrs
- 1 technician already on contract, increase hours to full-time for duration of field camp
- Total additional technician hours: 224 hrs
- Current rate: \$24.50 plus 6% vacation and 9% benefit: approx. \$30
- Cost for Technician support (2 TPTs): \$,6,720

Total cost for technician support per intake: \$12,480

Program Coordinator:

- Shared with Agricultural Equipment Operator
- Filled by contract faculty
- Approx hourly rate: \$42.21 (based on similar contract faculty assignment)
- Hours per week: 7, for 12 weeks: \$3,545.64
- Weekly stipend (\$110.92/wk): \$1,331.04
- Benefits: \$489.29 (13.8% of salary)
- Cost: \$5,366
- Split with Agricultural Equipment Operator: \$2,683 for each program

Bussing for field trips:

- 2 local trips, \$500 per bus: \$1,000

Software requirements: existing software is sufficient

Total delivery cost:

- Faculty: \$48,760
- Technician: \$12,480
- Program Coordinator: \$2,683
- Insurance equipment operation off-site: \$3,000
- Staff accommodation field camp: \$2,160
- Bussing: \$1,000

Total cost: \$70,083 per intake

Costing summary – Forestry Equipment Operator Program:

| | Revenue (Tuition) | Dean and other academic staffing support (2.4%) | Development Cost | Program Delivery Cost (Expense) | Net contribution to Overhead | %CTO |
|--------|-------------------|---|------------------|---------------------------------|------------------------------|------|
| Year 1 | \$84,000 | \$2,016 | - | \$70,083 | \$11,901 | 15% |
| Year 2 | \$168,000 | \$4,032 | - | \$140,166 | \$23,802 | 15% |
| Year 3 | \$210,000 | \$5,040 | - | \$140,166 | \$64,794 | 32% |

Letters of Support:



July 9, 2021

I am very pleased to hear that Sir Sandford Fleming is moving forward with their Agricultural and Forestry Equipment Operator Local Board Certificates Training Program, with a proposed start date of January 2022, through their School of Environmental and Natural Resources Sciences. I strongly feel this will help our industry find employees with some back ground and experience to our industry and help offset the training expenses we currently are experiencing.

I also hope the program will give students the ability to foresee a healthy career within the Forestry industry and see a good career that can be satisfying and financially sound. Students should be made aware that hours are long and there is a very early start to their day.

If Tom Fisher Logging Inc. can be of assistance in either operational tours or possible placement for graduating student's we would very much be eager to participate.

Thank you for this opportunity.

Respectfully,

A handwritten signature in cursive script that reads 'Tom Fisher'.

Tom Fisher
Tom Fisher Logging Inc.



July 12, 2021

Tania Cleric

Dean, School of Environmental and Natural Resource Sciences

Sir Sandford Fleming College

Please accept this letter as confirmation of support for the Agricultural and Forestry Equipment Operator Local Board Certificates. I have reviewed the proposed course content and discussed with instructors the relevance of content to the agriculture industry.

As a producer of agricultural commodities, it is critical for staff and operators to understand the importance of the processes and the reasons for them. As currently seen in the industry, finding operators with knowledge and experience directly related to production practices is usually found by hiring retired farmers or training new staff directly on farm. Both have large training and time costs associated with them. A program that can provide up to date training with current technology and provide some fundamentals about the how, when, and why of these practices will be a large benefit to potential employers.

The agriculture sector is changing quickly and competing with other industries for talent. Any program that can attract students towards agricultural programs will help build the workforce needed going forward.

This proposed program will be very beneficial to those who do not have experience in agriculture, to be exposed to some of the fundamentals of agricultural practices today. This program will create a practical base of knowledge for its participants, that will, if desired, allow for further education and interest in agricultural programs.

Regards

A handwritten signature in black ink, appearing to read 'Matt Glenn', with a long, sweeping underline.

Matt Glenn-President

Glen Isle Agri-Services Inc,

15 McCallum Place, Keene, ON

2197 Little Britain Rd
Lindsay, ON K9V 4S5
Phone: (705) 324-2221

551 Grand Rd
Campbellford, ON K0L 1L0
Phone: (705) 653-3700

**BOB
MARK
NEW HOLLAND SALES LIMITED**

42 Centre St
Sunderland, ON L0C 1H0
Phone: (705) 357-3121

1138 County Rd 41
Napanee, ON K7R 3L2
Phone: (613) 354-9244

July 27, 2021

Re: Agricultural and Forestry Equipment Operator Local Board Certificates

School of Environmental and Natural Resource Sciences

Proposed start date: January 2022

Sir Sandford Fleming College

It is with great pleasure I write this letter in support of the Agricultural and Forestry Equipment Operator Local Board Certificate Programs proposed for Sir Sandford Fleming College in January of 2022. These programs tie directly to our industry as a Farm & Construction Equipment Dealer in which we are continually looking for new people to join the industry as operators/owners/service technicians/parts specialists/sales consultants, and most importantly stewards of our land. We need more people to join our industry and there is great demand for people to fill qualified roles with that demand being strong for the last 15 years and we only see continuing. We currently have openings to fill within our organization for 4-6 individuals and the experience gained specifically from these programs would be very suitable to the experience we are looking for in individuals.

As a local dealer in proximity to Sir Sandford Fleming College we would be more than happy to support these programs in any way we can, including validation of curriculum, case studies, guest lectures, and opportunities for site visits. We would also seriously consider supporting the program and its students with awards/bursaries.

Successfully,



Darryl Buttar

Owner/Director



LAVERN HEIDEMAN & SONS
LIMITED

22 June, 2021

Tania Clerac
Dean, School of Environmental and Natural Resource Sciences
Sir Sandford Fleming College
200 Albert St. S.
Lyndsay, ON
K9V 5E6

RE: Forestry Equipment Operator Local Board Certificates

Dear Tania:

On behalf of Lavern Heideman & Sons Limited I would like to offer support for the approving of the new program (Forestry Equipment Operator Local Board Certificate).

One of the key challenges for the Forest Industry today is maintaining a stable work force, we see this opportunity in both our sawmills and woodlands. People applying for positions with our company would have a distinct advantage with a good working knowledge of our process and already have certificates such as first aid and WHMIS.

This new program for successful candidates with equipment experience such as wood processing, forwarding and even sawmill operator roles is in demand.

Sincerely,

W M Johns

Mike Johns
Wood Procurement Manager
Lavern Heideman & Sons Limited



ACFOR
120 Cocagne Cross
Cocagne, New Brunswick
E4R 2J2

RE: Letter of Support for Forestry Equipment Operator Local Board Certificates

Tania Clerac
Dean, School of Environmental and Natural Resource Sciences
Sir Sandford Fleming College
200 Albert St. S.
Lindsay, ON
K9V 5E6

Tania Clerac,

I would like to communicate my sincere support for the continued development of a forestry operator training program. As an established forest management company who operates across Canada, we see a major gap in education in training for forestry operators. Forestry equipment has become extremely sophisticated and can produce astounding results so long as there are trained and supported operators.

Based on the scope presented thus far, it appears that the program development team are on the right track to build a curriculum which will produce entry level operators who will undoubtedly be desirable to the vast forestry sector in Ontario and beyond.

I would like to offer ACFOR's continued support as an advisor, mentor or potentially future employer of grads of the forestry operators' program.

Sincerely,

Shawn McGrath
Operations Manager
778-870-7862
shawn.mcgrath@acfor.ca
www.acfor.ca



Board of Governors

Briefing Note



Topic: Code of Conduct
Report To: Public Board Meeting
Meeting Date: September 22, 2021
Prepared By: Esther Zdolec, Vice-President, Organizational Effectiveness and Human Resources

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Code of Conduct for implementation October 1, 2021.

Overview

The Code of Conduct is intended to translate Fleming College's values – Responsiveness, Innovation, Collaboration, Inclusiveness, and Accountability – into the behaviours expected of all members of the Fleming College community.

The Code provides a framework for employee accountability, enabling leaders to integrate behavioural feedback in performance management processes.

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

The Code of Conduct operationalizes the Fleming Values.

Risks and Considerations

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

Supporting Documentation

- Code of Conduct

Fleming College | Code of Conduct

Overview

The Fleming College Code of Conduct (Code), is a shared statement of our commitment to upholding the ethical, professional and legal standards we use as the basis for our daily and long-term decisions and actions.

The Expected Behaviours mentioned in the Code cannot cover every possible situation we might encounter in our work. The Code outlines principles that should guide the behaviour of employees, and employees are expected to seek clarification and support as required.

Employees are expected to:

- Carry out their duties in a professional manner;
- Demonstrate a commitment to providing a safe and supportive environment for learning, research, working and living;
- Pursue excellence in performance; and
- Display a general concern for the well-being of students, staff, the College, and the broader community.

Protecting the health and safety of the College community by providing safe workplaces is of paramount importance. The College will provide information and training about health and safety hazards, and safeguards. Every employee has a responsibility to adhere to good health and safety practices and comply with all environmental health and safety laws and regulations

All employees of the College must be cognizant of, and comply with, the relevant policies, standards, laws and regulations that guide our work. As individuals, each of us is accountable for our own actions. As members of the College community, we are collectively accountable for compliance with the laws, directives, and policies that govern our work at the College.

Some professions and disciplines represented at the College are governed by standards and codes specific to their vocation. Employees that belong to such organizations are expected to adhere to College policies and this Code, in addition to any relevant professional standards. If an employee believes that there is a conflict between a professional standard and College policy, they should discuss the concern with their supervisor.

Scope

This Code applies to all individuals employed by the College whether full-time, part-time, or temporary. The Code also applies to members of the Board of Governors, volunteers, and third-party contractor personnel. Students are expressly excluded from the application of this Code.

Code of Conduct – Aspirations and Expectations

In accordance with its purpose, the Code prescribes standards of conduct that align with the values that guide the vision and mission of the College, as outlined in the 2019-2024 Strategic Plan; **responsiveness, innovation, collaboration, inclusiveness, and accountability.**

Responsiveness ► *We respond to calls for action and value the opportunity to get “it” right.*

Expectations

- We take initiative and offer solutions to problems when presented.
- We acknowledge and embrace mistakes.
- We strive to rectify mistakes while also embracing the opportunity they provide us to learn and grow.
- We recognize that constructive feedback is a catalyst for continuous improvement.
- We understand that exceptional customer service begins internally.
- We are committed to providing exceptional service to our colleagues which enables us to provide exceptional service to our clients.
- We respond accurately, professionally and in a timely manner to inquiries and issues raised by our colleagues, our students, and our community.

Innovation ► *We embrace change and foster creativity.*

Expectations

- We cultivate curiosity, encouraging innovation through exploration.
- When we believe that change is necessary, we make that change.
- We are agile in learning new technologies and supportive of each other’s learning process.
- We actively seek out emerging trends and technologies, and welcome opportunities to share them amongst the College community.
- We embrace technological change and understand that adapting to an ever-changing environment is essential for the long-term success of the College.
- We seek ways to innovate and improve productivity.
- We appreciate that wisdom is connected to innovation.
- We consult with our peers to map the path forward.

Collaboration ► *We win together and share what we have learned along the way.*

Expectations

- We empower one another through supportive communication and active listening.
- We foster innovation through collaboration; we encourage information sharing across departments, classrooms, languages and identities.
- We champion College collaboration locally, provincially, federally and abroad.
- We embrace cross-departmental collaboration.
- We respect thoughtful inquiry, and professional and collegial discussion.

- We exercise freedom of expression and freedom of inquiry responsibly, in ways that recognize and respect the dignity of others, having regard for the dynamics of different relationships within the College environment.
- We foster meaningful, collaborative working relationships through mutual respect, integrity and transparency.
- We resolve conflicts in a way that is civil and respectful.
- We engage in respectful dialogue with our colleagues and hold them accountable for their actions.

Inclusiveness ► *We are a welcoming place for all.*

Expectations

- We foster a respectful environment in which the dignity of each individual is honoured, and the diverse perspectives, ideas and experiences of all members of the community are valued.
- We act as champions for one another – giving our time, energy and efforts to make space and opportunity for everyone to prosper.
- We are committed to integrating Indigenous knowledge and ways of knowing throughout the work that we do.
- We continue to evaluate and build on earlier inclusion initiatives.
- We are part of a learning and workplace culture that is free of harassment, intimidation, bias, and discrimination.
- We exceed obligations and baseline expectations to foster an inclusive environment.
- We create a community that actively aims for equity and justice for everyone.
- We are committed to removing barriers, both structural and sociocultural.

Accountability ► *We hold each other up by holding each other accountable.*

Expectations

- We create and maintain a positive and productive learning, working and living environment; an environment in which there is: a) respect for the dignity of all; b) fair treatment of individuals; and c) respect for College Resources and the property of individuals.
- We perform duties and make decisions impartially, honestly, fairly and in good faith, with decisions made, whenever possible, based on evidence and transparent criteria.
- We act with care and diligence.
- We maintain a reputation for integrity by being honest, invested and consistent in our actions at Fleming.
- We demonstrate respect for the rights and freedoms of others and respect for the College's resources.
- We shall identify and familiarize ourselves with the laws and regulations of Ontario and Canada, as well as with all contractual, fiduciary, and other legal obligations, that are applicable to our employment duties.
- We comply with relevant standards, contractual commitments, laws and regulations that guide our work and the College's internal policies and procedures.

- We protect and safeguard the confidential, regulated, proprietary and private information we manage in our capacity as College employees. We shall maintain the confidentiality of confidential information entrusted to us by the College or its stakeholders, except when disclosure is authorized or required by laws, regulations or legal proceedings.
- We report violations of applicable laws, regulations, and College policies and procedures.
- We commit to the highest standards of ethical and professional conduct in every facet of our lives at the College.
- We shall put forth honest efforts and shall act honestly, impartially, and in good faith with a view to the best interests of the College and exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
- We engage in respectful dialogue with our colleagues.
- We accept constructive feedback regarding our own actions.
- We seek clarification and support as required.

Opportunities for Constructive Feedback

Leaders must consider the principles and Expected Behaviours of this Code when providing employees with appreciative and constructive feedback on an ongoing basis and, where applicable, as part of a performance review.

All members of the College Community are encouraged to provide appreciative and constructive feedback and reflection to one another in support of individual and team growth and development. Feedback must be delivered in a respectful manner and be intended to help the other individual.

Breach of Code of Conduct Expectations

Ultimately breaches of expectations as described in the Fleming College Employee Code of Conduct are intended to be handled in a manner that is corrective, not punitive. In most cases breaches can be appropriately resolved through discussion. The purpose of corrective measures is to motivate employees to accept the rules and standards of conduct that are desirable or necessary to achieve the goals and objectives of the College.

Where a breach of the Expectations in this Code entails a breach of any related laws, policies or procedures, then the breach may lead to administrative or disciplinary measures being taken, up to and including termination of employment. Alleged breaches of internal College policies will be addressed in accordance with the corresponding policy and/or operating procedure.

Employees will report alleged breaches of laws or external regulations to their manager or to Human Resources and will not experience reprisal for doing so in good faith. Any threat, act of intimidation or retribution, or other disciplinary, punitive or coercive action made against a

reporting employee by an individual in response to the report of a breach constitutes a serious breach of the Code. Any act of reprisal may lead to administrative or disciplinary measures being taken, up to and including termination of employment.

The College respects the collective agreements for unionized employees and nothing in this Code of Conduct replaces or abrogates rights, responsibilities or processes under collective agreements.

Affiliated College Policies and Procedures

- **College Policies** (<https://department.flemingcollege.ca/policies-procedures/college-policies/>):
 - Free Speech (1-109)
 - Honouring the Rights of Indigenous Peoples (1-110)
 - Access to Information and Protection of Privacy (1-111)
- **Academic Affairs** (<https://department.flemingcollege.ca/policies-procedures/academic-affairs/>):
 - Academic Integrity (2-201A)
 - Class Absence (2-205)
 - Academic Appeal (2-219)
 - [Guidelines for Professional Practice](#)
- **Human Resources** (<https://department.flemingcollege.ca/policies-procedures/human-resources/>):
 - Harassment and Discrimination Prevention and Response (3-311)
 - Conflict of Interest (3-344)
 - Accessibility for Persons with Disabilities (3-341)
 - Sexual Violence Prevention (3-343)
- **Finance and Facilities** (<https://department.flemingcollege.ca/policies-procedures/finance-and-facilities/>):
 - Community Use of College Facilities (4-402)
 - Purchasing (4-411)
 - Violence Prevention (4-420)
 - Campus Security (4-423)
 - Whistleblower (4-428)
- **Student Services / Registrar** (<https://department.flemingcollege.ca/policies-procedures/student-services-registrar/>):
 - Sexual Violence Prevention (3-343)
 - Maintenance of and Access to Student Records (5-503)
 - Review of an Admission Decision (5-505)
 - Student Rights and Responsibilities (5-506)
 - Access and Accommodation for Students with Disabilities (7-701)

- **Information Technology Services** (<https://department.flemingcollege.ca/policies-procedures/information-technology-services/>):
 - Information and Communication Technology Appropriate Use Policy (6-601)
 - College Data Record Retention and Disposition (6-603)



Board of Governors

Briefing Note



Topic: Remote Work Policy #3-345
Report To: Public Board Meeting
Meeting Date: September 22, 2021
Prepared By: Esther Zdolec, Vice-President, Organizational Effectiveness and Human Resources

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Remote Work Policy #3-345 for implementation by January 4, 2022.

Overview

The Remote Work Policy is intended to provide a framework for a broader re-opening of the College as it impacts employees, and particularly Administrators and Support Staff, who have largely been working remotely since March 2020.

While the expectation is that all staff will return to campus no later than January 2022, the Policy provides for the identification of positions that can be performed entirely remotely and the opportunity for employees in these designated positions to apply for approval to work remotely. The Policy outlines the guiding principles and criteria to be used in making decisions relative to remote work and remote workers, in order to manage expectations and ensure an orderly transition process which mitigates risk to student experience and to the College.

The intent is to review the Policy within 12 months of implementation with a view to implementing lessons learned in sustaining, expanding, or reducing remote work opportunities based on outcomes.

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

The College's approach to transitioning from remote work back to on-campus for most employees aligns to our strategic priorities of focusing on the needs of student and empowering our people. Creating a re-energized on-campus experience for as many staff and students as possible will re-engage those who have found the pandemic-driven remote work and study requirements challenging. Providing an opportunity for those whose jobs can be done as, or more, effectively remotely a process for applying for remote work will ensure continued engagement for that segment of our employee population.

Risks and Considerations

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

Supporting Documentation

-
- Remote Work Policy #3-345

| | |
|--|--|
| Policy Title: | Remote Work |
| Policy ID: | 3-345 |
| Manual Classification: | Section 3 – Human Resources |
| Approved by: | Board of Governors |
| Revision Date(s): | Original |
| Effective Date: | October 1, 2021 |
| Next Policy Review Date: | October 2022 |
| Contacts for Policy Interpretation: | Vice President, Organizational Effectiveness and Human Resources |

1.0 - Policy Overview

As Fleming College (the “**College**”) prepares to welcome our workforce back to our campuses as it becomes safe to do so, we recognize there may be opportunities for some work to be performed entirely remotely. This Policy describes how the College will manage remote work opportunities, optimizing operational effectiveness, while taking employee preferences into account where possible. The College is committed to operationalizing this policy in a fair and equitable manner that complies with legislation, regulations, and contractual obligations including collective agreements.

The College recognizes that there is a significant workforce interest in hybrid work arrangements (partially on-site and partially remote) and will consider hybrid work as part of the next scheduled review of this Policy.

The College reserves the right to amend or revoke this Policy at any time.

2.0 – Purpose

The purpose of this Policy is to:

- Outline the guiding principles the College is committed to when considering remote work arrangements
- Provide a framework for identifying positions eligible for remote work arrangements
- Provide employee eligibility considerations to aid leaders in reviewing requests in a fair and equitable manner
- Outline the approval process

3.0 - Definitions and Acronyms

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

Designated Remote Position A position which the College has identified can be effectively performed entirely off-campus.

Remote Work An approved arrangement for an employee in a Designated Remote Position to carry out defined duties, typically from the employee's home-based worksite, during the agreed hours for a specified period of time, the terms of which are set out in a 'Remote Working Agreement' entered into between the College and the employee. For unionized employees, the Collective Agreement continues to apply. For non-unionized employees, all existing terms and conditions of their employment continue to apply.

4.0 – Scope

This policy is applicable to all College employees at all campuses, except insofar as teaching faculty are governed by Article 11.01 G 1 of the Academic Collective Agreement.

5.0 - General Principles

5.1– Guiding Principles

- a) Above all, the College remains committed to protecting the health and safety of the College community, including our students, employees, contractors, and visitors, as well as our local communities. All decisions made under this Policy will comply with applicable public health guidelines, directives, legislation, and policies, including the College's COVID-19 Vaccination Requirement Policy #1-113.
- b) The College is committed to providing students with an outstanding academic and community experience.
- c) The College will make fiscally responsible decisions and effectively manage our resources as stewards of the organization.
- d) The College will mitigate risk and liability to the extent possible.
- e) The College will continue advancing our strategic priorities aligned to our Vision, Mission, and Values.
- f) The College will take an objective, fact-based approach to identifying positions which can be performed remotely and to considering requests for Remote Work arrangements from employee incumbents of Designated Remote Positions.
- g) A Remote Work arrangement does not change the terms and conditions of employment for an employee, including collective agreement compliance and the requirement to comply with all College policies, including but not limited to the Harassment and Discrimination Prevention and Response Policy #3-311.
- h) A Remote Work arrangement is not intended to confer any benefit or drawback to the employee (for example, enhanced opportunity for flexibility in working hours or lessened opportunity for learning and development or career growth).
- i) Employees on approved Remote Work arrangements will remain linked to their home campus; a remote work location will not be designated as the primary work location for purposes of charging mileage to attend home campus for meetings or as otherwise required.

- j) Remote work can only be performed within the Province of Ontario. An approved Remote Work Arrangement will not authorize work being performed outside of Ontario or Canada.

5.2 – Criteria for Identifying Designated Remote Positions

When identifying Designated Remote Positions, the College will ensure to the extent possible that there is:

- a) No negative impact on College operations or service to students if the work is performed remotely.
- b) No loss of productivity or transfer of job responsibilities to another position to enable remote work.
- c) No incremental or new expenditure is required for equipment, furniture, or supplies required to perform the position which are available to the employee on campus. Employees on approved Remote Work arrangements will be provided with a standardized set of equipment including a computer, up to two monitors, and an ergonomic office chair, on loan from the College.
- d) No specialized equipment, information, security, or confidentiality requirements are needed to perform the position duties that would be compromised by remote work.
- e) No adverse impact on team cohesion and consideration of opportunities for both on campus and remote designations where there are multiple positions/incumbents involved.

5.3 – Criteria for Considering Employee Applications for Remote Work

- a) The employee's position must be a Designated Remote Position.
- b) The employee must have demonstrated or be able to demonstrate their ability to perform effectively under remote work conditions. Applications from employees with performance concerns may be declined or granted on a short-term, trial basis.
- c) The employee must attest to being able to provide a safe / ergonomic workplace with a reliable internet connection and the ability to meet appropriate security and confidentiality protocols, including the ability to protect the College's Intellectual Property and the ability to comply with the College's contractual obligations. These responsibilities continue throughout the life of the Remote Work arrangement.
- d) The employee agrees to take fully responsibility for any costs they incur as a direct or indirect result of Remote Work, including but not limited to internet services sufficient to support effective performance of job requirements.
- e) The employee takes fully responsibility for maintaining employee-supplied work equipment. Where work equipment is on loan from the College, the employee is responsible for a normal standard of care and the College is responsible for any required maintenance or repairs.
- f) The employee agrees to being fully responsible to determine any income tax implications of maintaining a home/remote office. The College will not provide tax guidance, nor will it assume any additional tax liabilities. Where remote working is approved, the College will issue tax forms in accordance with its legislated responsibility and guidance from the Canada Revenue Agency

5.4 – Additional Considerations

- a) Teaching positions are subject to the arrangements in place for program and course delivery at any given time. Only teaching positions for courses being delivered entirely on-line may be Designated Remote Positions and that designation may change from semester to semester and/or as conditions change. In any case, teachers are subject to the provisions of Article 11.01 G 1 of the Academic Collective Agreement.
- b) This policy is not intended to replace formal Human Rights accommodation procedures and Human Rights accommodations are available to employees on Remote Work arrangements.
- c) A remote work arrangement is not guaranteed and may be altered or terminated by the College with two weeks' notice.
- d) Remote work arrangements are reviewed quarterly in the first year and may be reviewed, altered, or cancelled by the College with two weeks' notice at any time.
- e) Employees with approved remote work arrangements may apply to cancel the arrangement at any time and the College will endeavour to provide on-campus work space as soon as is reasonably possible. Employees returning from a remote work arrangement are not entitled to their pre-remote work workspace and may be assigned an alternative on campus work station as the College redevelops space.
- f) Leaders are expected to provide the same level of supervision, coaching, performance management, and other support to employees on a remote work arrangement they would on campus
- g) Employees on approved remote work arrangements will be required to attend campus regularly or from time to time as outlined in their remote work agreement and/or directed by Administration on an exception basis (for example, to attend a specific meeting in person).
- h) Employees approved for Remote Work are expected to perform their work with the same diligence and focus as they would on campus. Employees experiencing challenges relating to childcare, personal or family illness or injury, and other similar circumstances are expected to request support through the relevant procedures that would apply if they were working on campus.
- i) Any instance of time theft or other fraudulent activity is subject to the same disciplinary measures as in the case of employees working on campus.

5.5 – Exceptions

- a) Exceptions to this policy include:
 - Accommodation arrangements, including Return to Work/Medical Accommodations, on *Ontario Human Rights Code* protected grounds, particularly but not exclusively disability (medical);
 - Employment agreements providing for hybrid work arrangements;
 - Occasional or as-needed remote work arrangements not intended to be ongoing;
 - Critical situations with unexpected, unknown, and evolving circumstances, including exceptional situations requiring the College to impose remote work arrangements

5.6 – Process

- a) Leaders will review all positions in their area of responsibility and submit initial recommendations for Designated Remote Positions to their Senior Management Team (SMT) member.
- b) Senior Management Team will review and approve the list of Designated Remote Positions.

- c) Employees employed in Designated Remote Positions will be given the opportunity to apply to work remotely.

6.0 - Related Documents

- COVID-19 Vaccination Requirement Policy #1-113
- Operating Procedure – pending
- Academic Employees Collective Agreement
- Support Staff Collective Agreement
- Part-Time Support Staff Collective Agreement
- *Ontario Human Rights Code*

History of Amendments/Reviews

Not applicable / New



PRESIDENT'S REPORT **September 2021 - Public Board Meeting**

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

College System Update

All colleges have implemented a mandatory vaccination policy along with universities. As mandated by the provincial government, colleges are administering antigen tests for those students and staff that are only partially vaccinated. Fleming will not be administering any tests beyond the October deadline to be fully vaccinated.

Colleges are advocating the Ontario government for credential reform that will essentially permit colleges to offer more degrees. Micro-credentials continue to be an important part of the government's demands of colleges. Fleming is participating in this initiative but the priority for Fleming is to offer degree programs; Fleming has not offered degrees in its history, to date.

Government Relations

The Ontario government held a training session for all college and university presidents regarding mandatory vaccinations and the value of the approach. Dr. Kieran Moore, the Medical Officer of Health for the province was present and very supportive of mandatory vaccination policies. He also noted that the efficacy of antigen testing is not ideal and that any positive tests should proceed to the complete testing, as outlined by Public Health.

Fleming Strategy

Fleming continues to move toward achieving all of the goals outlined by the strategic plan. Progress continues on several key strategic initiatives including: Haliburton residence development; re-imagining of Sutherland campus; educational partnerships with credible firms; and other components of our Fleming recovery plan. Specificity regarding progress will be provided during the meeting.

Fleming Operations

All administrative staff are required to be on-campus for a minimum of two days per week. Other staff have been asked to return based on the scope of their role with a particular focus on student service and support.

Several faculty have been placed on unpaid leave consistent with the policy framework regarding vaccination. All faculty and staff must be vaccinated by October 20, 2021. Staff have been advised to not expect that they will be able to continue to work at home indefinitely. The senior team is working on a policy and plan to consider remote working for specific roles, in the future.

In Our Community

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

Events (in-person and virtual):

Guest speaker at Rotary Club of Peterborough – June 14, 2021

- Invited to speak at the Rotary Club of Peterborough's June meeting. President Adamson and Drew Van Parys provided updates on Fleming's Strategic Plan, plans for the upcoming year and general overviews of the College.

Personal Support Worker Virtual Drop-in Event with Minister Fullerton – June 15, 2021

- Students in Fleming's Personal Support Worker (PSW) program were invited to join Minister Fullerton, Ministry of Long-Term Care on June 15 for a virtual meet and greet.
- The Minister thanked Fleming students for taking the PSW program and invited students to ask questions about the PSW pay increase, retention, regulatory pieces approved by the Ministry and working conditions.

Virtual Town Hall for Staff – June 17, 2021

- President Adamson and members of Fleming's Senior Management Team (SMT) hosted a virtual Town Hall for all staff to unveil Fleming's new brand. Having successfully overcome the unpredictability and challenges of the 2020/2021 academic year, Fleming was ready to turn the page and begin a fresh chapter.

Indigenous Perspectives Designation, special graduating ceremony – July 9, 2021

- Fleming and members of the Indigenous community hosted a special event on July 9 to recognize the achievements of graduates who completed an Indigenous Perspectives Designation (IPD).
- Programs offering IPD capture and reflect history, including oral history, as understood by Indigenous peoples, and recognize that Indigenous knowledge can benefit all learners.

Virtual Town Hall - September 2, 2021

- President Adamson and members of Fleming's Senior Management Team (SMT) hosted a virtual Town Hall for all staff to prepare for the Fall semester and new academic year. Staff were invited to ask live questions.
- Topics SMT provided included Fall updates, student services and supports, building access, and required vaccine protocol, and success in applied research.

The Hon. Minister Dunlop and MPP David Smith tour Sutherland Campus – September 13, 2021

- The Ministry of Colleges and Universities contacted Fleming College about the Honourable Minister Dunlop visiting Sutherland Campus on Monday, Sept. 13, 2021. MPP David Smith, Peterborough-Kawartha joined the tour.
- The Ministry requested a 1-hour visit, which included a campus tour and a 30-minute meeting with Fleming's Senior Management Team (SMT).
- The campus tour included the Kawartha Trades and Technology Centre, Museum Conservation Lab and International Student ESL space.
- Following the tour, SMT presented to the Minister an overview of Fleming College, including topics such as upcoming projects, details on the Service System Manager and Applied Research.

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>
- It was a pleasure to join Minister Fullerton and @FlemingCollege's PSW students yesterday. Thank you for inspiring students and promoting the importance of long term care in Ontario. @DaveSmithPtbo @DavidPiccini @LaurieScottPC
- Thank you for taking the time to visit our students and answer their questions. We are very grateful to @ONlongtermcare @LaurieScottPC @DaveSmithPtbo and @DavidPiccini for your ongoing support.
- We can't wait to celebrate our graduates at this year's virtual Convocation. The Registrar's Office has been busy preparing grad packages, keep an eye out for yours. We will see you Thursday! #FlemingGrad
- The Fleming community mourns the loss of an amazing leader, Mario Bombino. Mario was the Head Coach of our Women's Soccer team and actively committed to our community and student athletes. We offer our deepest condolences to Mario's family, friends and all who knew him.
- We're thrilled to have our new banners up on campus, representing a fresh outlook and the bright future to come, working together, as one. Learn more about our new brand here: <https://flemingcollege.ca/one-brand> @FlemingCollege
- Honoured to have celebrated our 2021 Indigenous Perspectives Designation graduates last Friday. What an inspiring and eager group of students who are committed to Truth and Reconciliation. Learn more about our ceremony here: <https://flemingcollege.ca/news/fleming-celebrates-indigenous-perspectives-designation-graduates-at-special-ceremony/> @FlemingCollege
- Flags at @FlemingCollege's Sutherland Campus are lowered as we acknowledge the passing of former Premier of Ontario, Bill Davis. His leadership was instrumental in the growth of the Ontario college system. We offer condolences to the family & all who witnessed his legacy.
- Fleming College is doing our part to keep our community safe: <https://flemingcollege.ca/news/?p=7040> #FlemingSafe
- Welcome back to our new and returning @FlemingCollege students! Whether in-person or virtual, we wish you well in your studies.
- Lights, camera, action at Sutherland Campus. Our fabulous digital signs are on and we are ready for Week 2 at @FlemingCollege.
- Today we had the pleasure of welcoming Minister of Colleges & Universities @ONtrainandstudy, @JillDunlop1 and MPP @DaveSmithPtbo to our Sutherland Campus. Thank you for your leadership and commitment to postsecondary education. @flemingcollege

Fleming in the News

PSW event with Minister Fullerton

Peterborough Examiner | June 16

[Long-Term Care Minister Merrilee Fullerton praises efforts of Ontario's personal support workers](#)

Fleming's new brand launch

PtboCanada | June 21

[Fleming College Begins New Era With Brand Transformation](#)

Education News Canada | June 22

[Fleming College - College begins new era with a brand transformation](#)

Academica | June 23

[Fleming announces new brand focused on community](#)

Canada Day: A day of reflection

Education News Canada | June 22

[Fleming encourages July 1 to be approached as a Day of Reflection and Acknowledgement](#)

Peterborough Examiner | June 22

[Peterborough's Fleming College calls off Canada Day celebrations](#)

Global News | June 23

[Global News Peterborough Update 1: June 23, 2021](#)

Academica | July 5

[Postsecondary institutions hold events, voice support for Indigenous communities](#)

Convocation

Education News Canada | June 23

[Fleming College - Fleming celebrates the achievements of Class of 2021 at summer Convocation](#)

Vaccination policy for students in residence

Peterborough Examiner | June 25

[One new COVID-19 case Friday in Peterborough area](#)

Global News | June 25

[COVID-19: Fleming College students to require first vaccine dose for on-campus residence living](#)

PtboCanada | June 28

[Fleming College Requires Student COVID-19 Vaccinations For Residence Living In Fall](#)

Toronto Star | June 28

[Fleming College to require students in College residences to have at least one vaccination dose](#)

MyKawartha | June 28

[Fleming College to require students in College residences to have at least one vaccination dose](#)

TVO | June 29

[COVID-19: What you need to know for June 29](#)

Indigenous Perspectives Designation event

PtboCanada | July 13

[Fleming Congratulates Students That Completed their Indigenous Perspectives Designation](#)

Education News Canada | July 14

[Fleming College - Fleming celebrates Indigenous Perspectives Designation graduates at special ceremony](#)

NSERC funding for new research centres CAMIIT and CIAP

PtboCanada | July 21

[Fleming Establishes Two New Research Centres With Provincial and Federal Funding](#)

MyKawartha | July 22

[Fleming establishes two new research centres courtesy of provincial and federal funding](#)

Peterborough Examiner | July 23

[Fleming establishes two new research centres courtesy of provincial and federal funding](#)

Toronto Star | July 23

[Fleming establishes two new research centres courtesy of provincial and federal funding](#)

Academica | July 23

[Fleming to establish CAMIIT, CIAP research centres](#)

The Fish Site | July 30

[Ontario to establish new aquaculture innovation centre](#)

Education News Canada | August 3

[Fleming College - Fleming establishes two new research centres with provincial and federal funding](#)

Peterborough Examiner | August 15

[Fleming College's new research centre in Peterborough to propel digital tech innovation](#)

Fall semester plans

PTBO Today | July 22

[Fleming aiming for gradual return to campus in September, hoping for full capacity by December](#)

Global News | July 27

[Trent University plans for mostly in-person learning in fall, Fleming College takes gradual approach](#)

Peterborough Examiner | July 27

[Mixture of online, in-class learning for fall at Fleming College in Peterborough](#)

Campus-wide vaccination policy

Toronto.com | August 12

[Ontario colleges and universities are unveiling their COVID-19 vaccine policies, but few are asking for proof](#)

Peterborough Examiner | August 13

[Fleming College in Peterborough requiring proof of vaccination for all students, staff, visitors on campus](#)

Northumberland News | August 13

[Fleming College to require proof of COVID-19 vaccinations for all students, staff for fall semester](#)

Global News | August 13

[Fleming College to require COVID-19 vaccination to be on campus, Trent University faculty ask for same](#)

kawarthaNOW | August 13

[Fleming College will require proof of vaccination at all its campuses this fall](#)

Education News Canada | August 16

[Fleming College requiring proof of vaccination for all students and employees on campus](#)

MyKawartha | August 16

[Fleming College implements mandatory full vaccination policy for fall semester](#)

Academica | August 18

[AB, ON postsecondary institutions announce mandatory COVID-19 vaccines](#)

PTBO Today | August 23

[Fleming president stands behind vaccination policy](#)

New programs: part-time GIS and Aquaculture Foundations

NationTalk | September 3

[Fleming launches part-time Geographic Information Systems and new Aquaculture Foundations programs](#)

Academica | September 7

[SPU, Fleming, UWindsor announce new programs for Fall semester](#)