



NOVEMBER 2021 – PUBLIC MEETING AGENDA




Meeting Date: November 24, 2021
Meeting Time: 9:00 a.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 September 22, 2021 Public Meeting  pages 3-6
 - 4.2 Investment Portfolio Review & Policy Updates  pages 7-52
5. Business Arising (not otherwise covered)

Educational Component:





- | | | | |
|----|---|-----------|--------|
| 6. | Service System Manager (SSM) for Employment Service Providers | S. Dupret | 20 min |
|----|---|-----------|--------|

Decision Items:

- | | | | |
|----|--|-------------------------|--------|
| 7. | New Program: | S. Dimech | 5 min |
| | 7.1 Respiratory Therapy  pages 53-114 | | |
| 8. | Finance & Audit Committee Items: | D. Gillespie/
A. Lam | 15 min |
| | 8.1 Budget Update and Year End Budget Projections
 pages 115-139 | | |
| | 8.2 Appointment of External Auditors  page 140 | | |

- | | | | |
|----|--|-------------------------|--------|
| 9. | Governance Committee Items: | P. Downs/
M. Adamson | 10 min |
| | 9.1 Student Governor Recruitment Update  page 141 | | |
| | 9.2 Board Objectives 2021-2022  pages 142-145 | | |
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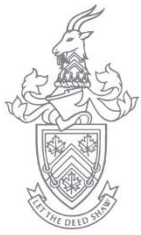
Information Items:

- | | | | |
|-----|---|--|--------|
| 10. | Finance & Audit Committee Item:
10.1 Audit Planning Report for Year ending March 31, 2022
 pages 146-170 | D. Gillespie/
A. Lam | |
| 11. | Enterprise Risk Management (ERM) Report  pages 171-181 | A. Lam with
S. Gosselin | 10 min |
| 12. | Indigenous Education & Services Update  pages 182-185 | S. Dupret,
S. Dimech with
L. Stone | 10 min |
| 13. | Board Chair Report - Verbal | F. Clifford | 5 min |
| 14. | President's Report  pages 186-192 | M. Adamson | 5 min |

Discussion:

- | | | | |
|------|----------------|--|-------|
| 15.. | Other Business | | 5 min |
|------|----------------|--|-------|

Adjournment approximately 10:30 a.m



PUBLIC MEETING MINUTES

Meeting Date: September 22, 2021
Meeting Location: Virtual Meeting via Zoom

Meeting Attendance:

Present:

Fred Clifford, Board Chair
Paul Downs, Vice Chair
Don Gillespie
Cynthia Chan Reynolds
Laura Coles
Marg Cox
Sudha Datta
Kerri Davies

Jason Fleming
Tim Kennaley
Thom Luloff
Michael Nasello
Lisa Reed
Pam Stoneham
Maureen Adamson, President

Regrets:

N/A

Senior Administration:

Christy DeMont, Chief Technology Officer
Stephanie Dimech, Vice President, Academic Experience
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
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

Administrative Support:

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

Guests:

Tania Clerac, Dean/Principal, School of Environmental & Natural Resource Sciences
Erin Goodman, Privacy & Policy Officer

Observer:

Mark Bell, Finance & Audit Committee Community Member

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

The Chair called the meeting to order at 10:05 a.m. and acknowledged that the Board of Governors hosted the September 22, 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 welcomed returning Governors:

- Paul Downs, the Board's Vice Chair
- Don Gillespie
- Tim Kennaley
- Jason Fleming
- Cynthia Chan Reynolds
- Thom Luloff
- Marg Cox

Our new External Governors:

- Kerri Davies
- Lisa Reed
- Sudha Datta
- Michael Nasello

And our new Internal Governors:

- Pam Stoneham
- Laura Coles

The Chair also welcomed Mark Bell who one of two community members on the Finance & Audit Committee.

2. Declaration of Conflict

None.

3. Approval of Meeting Agenda

Moved by Tim Kennaley and seconded by Cynthia Chan Reynolds that the Board of Governors of Sir Sandford Fleming College approve the agenda of the September 22, 2021 public meeting as presented.

Carried.

4. Consent Agenda

Moved by Pam Stoneham and seconded by Marg Cox that the Board of Governors of Sir Sandford Fleming College approve the consent agenda for the September 22, 2021 public meeting and, through this consent approve the minutes from the June 23, 2021 Public Meeting.

Carried.

5. Business Arising

President Adamson asked that the Senior Management Team introduce themselves to the Board.

6. Educational Component: Fall Semester Start Up Safety Protocols

The Chair welcomed Terry Williams, Chief Building and Facilities Office who presented on Fall Semester Start Up Safety Protocols.

Moved by Michael Nasello and seconded by Lisa Reed that the Board of Governors of Sir Sandford Fleming College receive the presentation on Fall Semester Start Up Safety Protocols for information.

Carried

7. New Programs: Agricultural and Forestry Equipment Operator Fleming College Local Board Certificates

The Chair welcomed Vice President, Academic Experience Stephanie Dimech with Tania Clerac, Principal/Dean, School of Environmental & Research Sciences to speak to the materials included in the meeting materials. President Adamson introduced the two new programs.

Moved by Thom Luloff and seconded by Sudha Datta 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*

Carried.

8. New Policies

The Chair welcomed Esther Zdolec, Vice President, Organizational Effectiveness and HR and Erin Goodman, Privacy and Policy Officer to speak to the materials included in the meeting materials. President Adamson introduced the Code of Conduct and Remote Work Policy.

8.1 Code of Conduct:

Moved by Paul Downs and seconded by Don Gillespie that the Board of Governors of Sir Sandford Fleming College approve the Code of Conduct for implementation effective October 1, 2021.

Carried.

8.2 Remote Work Policy:

Moved Michael Nasello and seconded by Kerri Davies that the Board of Governors of Sir Sandford Fleming College approve the Remote Work Policy #3-345 for implementation by January 4, 2022.

Carried.

9. Enrolment Report: Fall 2021 Day 10 Enrolment and International Update

The Chair welcomed Roni Srdic, Registrar and Drew Van Parys, Vice President, Economic & Community Development. President Adamson introduced the final Fall 2021 enrolment presentation.

Moved by Paul Downs and seconded by Laura Coles that the Board of Governors of Sir Sandford Fleming College, receive the Fall 2021 Day 10 Enrolment and International Update for information.
Carried.

10. Finance & Audit Committee - Fleming College Financial Update

The Chair welcomed Don Gillespie, Chair of the Finance & Audit Committee to speak to the College Financial Update that was presented at the recent Finance & Audit Committee meeting. Also joining for this item is Annie Lam, Vice President, Corporate Finance. President Adamson introduced the materials in the meeting package.

Moved by Don Gillespie and seconded by Lisa Reed that the Board of Governors of Sir Sandford Fleming College, receive the Fleming College Financial Update presentation for information.
Carried.

11. Board Chair Report

The Board Chair provided a verbal report which included an update on his meeting with the Board Chair from Loyalist College.

Moved by Fred Clifford and seconded by Paul Downs that the Board of Governors of Sir Sandford Fleming College receive the September 2021 verbal Board Chair for information.
Carried.

12. 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 June 2021 meeting.

Moved by Michael Nasello and seconded by Don Gillespie that the Board of Governors of Sir Sandford Fleming College receive the September 2021 President's Report for information.
Carried.

13. Other Business

At the inquiry of Academic Governor, Thom Luloff, the President's Office provided an update on the status of the Student Governor recruitment process to date.

Adjournment

The public meeting of September 22, 2021 was adjourned at 11:25 a.m.



Board of Governors

Briefing Note



FLEMING

Topic: Investment Portfolio Review & Policy Updates
Report To: Public Board Meeting Consent Agenda Item
Recommended by Finance and Audit Committee on November 10, 2021 for Board of Governors to receive for information
Meeting Date: November 24, 2021
Prepared By: Annie Lam, Vice President, Corporate Finance

Recommendation

That the Board of Governors of Sir Sandford Fleming College, receive for information, the Investment Portfolio Review Reports as at September 30, 2021 and updated policies.

Overview

A summary of the Investment Portfolio Review Reports of the Endowment Portfolios, as at September 30, 2021 has been provided to the College by RBC Dominion Securities.

The Ministry of Colleges and Universities (MCU) requires colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The latest review from Board of Governors was on March 25, 2020. An annual review of the Investment policy statements was completed by administration in October 2021 to confirm no changes to the Banking, Investment and Borrowing from Ministry's Binding Policy Directive (Revised February 26, 2020).

The below policies have been updated to ensure it remains consistent with the overall approval process and titles.

- #4-419A Comprehensive Investment Policy Statement
- #4-419B Ministry Endowed Investment Policy Statement
- #4-419C Operating Account Investment Policy Statement

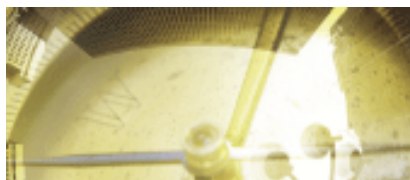
Policy #	Section Title	Description of Changes
#4-419A	Manual classification	Update Finance & Facilities to Corporate Services
#4-419B	1.0 Policy Overview 14.0 Policy Review	Update Ministry of Advanced Education and Skills Development (MAESD) to Ministry of Colleges and Universities (MCU) Add: Finance and Audit Committee for review and approval of Investment Performance Report
#4-419C	1.0 Policy Overview 11.0 Policy Review	Update Ministry of Advanced Education and Skills Development (MAESD) to Ministry of Colleges and Universities (MCU) Add: Finance and Audit Committee for review and approval of Investment Performance Report

Risks and Considerations

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

Supporting Documentation

- SSFC Comprehensive Review as at September 30, 2021
- SSFC Blended Benchmark performance as at September 30, 2021
- SSFC Ministry Endowed Funds Review as at September 30, 2021
- #4-419A Comprehensive Investment Policy Statement
- #4-419B Ministry Endowed Investment Policy Statement
- #4-419C Operating Account Investment Policy Statement



SSFC Board of Governors Comprehensive Review

As at settlement date September 30, 2021

SSFC PIM Household

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Sir Sandford Fleming College of Applied Arts & Technology

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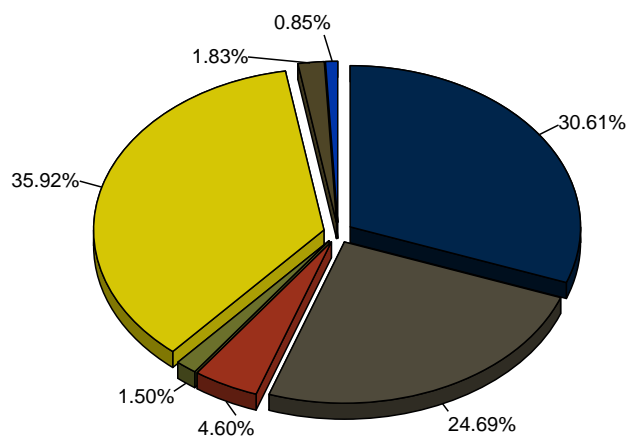
Asset Allocation

SSFC PIM Household

By Asset Class and Geography

As at September 30, 2021

Allocation by Asset Class and Geography



Geography	Market Value	%
Equity - Canada	2,769,712	30.61
Equity - United States	2,233,986	24.69
Equity - International	416,067	4.60
Equity - Global	135,585	1.50
Total Equity	5,555,350	61.40
Fixed Income - Canada	3,250,043	35.92
Total Fixed Income	3,250,043	35.92
Cash and Cash Equivalents - Canada	165,996	1.83
Cash and Cash Equivalents - United States	76,856	0.85
Total Cash and Cash Equivalents	242,852	2.68
Total Canada	6,185,751	68.36
Total US	2,310,842	25.54
Total International	416,067	4.60
Total Global	135,585	1.50
Total Portfolio	9,048,245	100.00

Accrued income included with Market Value.

Investment Policy Statement

SSFC PIM Household

Investment Policy Statement

September 30, 2021

Total Portfolio Asset Allocation

As of September 30, 2021

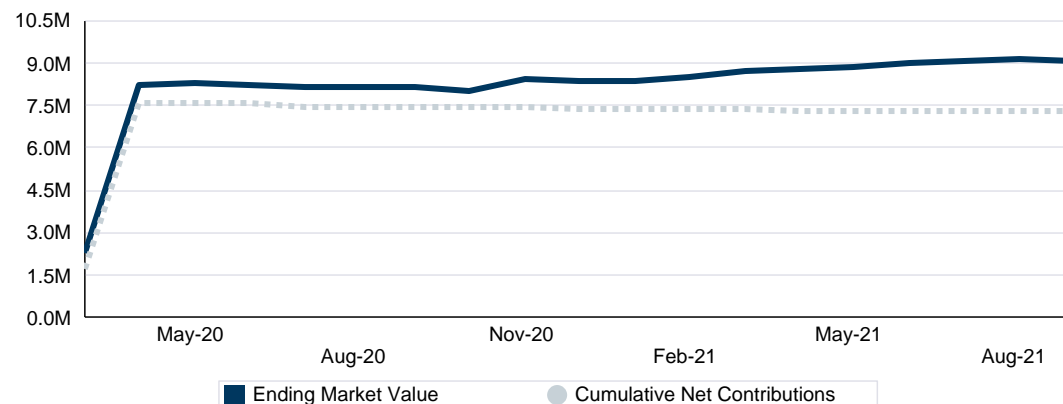
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	2.00%	0.00%	22.00%
Fixed Income	43.00%	33.00%	53.00%
Equity	55.00%	45.00%	65.00%

Market Value History

SSFC PIM Household

Sir Sandford Fleming College

April 1, 2020 to September 30, 2021



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, and any applicable withholding taxes. Conversions between currencies are also reflected. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Total Investment Return	Ending Market Value
2020	June	2,270,494.62	5,873,606.68	94,158.66	8,238,259.96
	September	8,238,259.96	(134,631.63)	67,850.91	8,171,479.24
	December	8,171,479.24	(86,282.96)	315,920.51	8,401,116.79
2021	March	8,401,116.79	26,856.82	314,235.82	8,742,209.43
	June	8,742,209.43	(63,761.64)	303,786.61	8,982,234.40
	September	8,982,234.40	(2,332.36)	68,343.27	9,048,245.31
TOTAL			5,613,454.91	1,164,295.78	

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolio is in compliance with the IPS dated April 1, 2020 in terms of the following sections:

- Asset allocation
- Investment Management Guidelines
- Eligible Investments

Portfolio Performance

SSFC PIM Household

SSFC Static Benchmark Reporting

As at September 30, 2021

% Rate of Return / Benchmark	6 Month	1 Year	Since Start Date
Time-Weighted Apr 01, 2020	4.28	12.34	9.46
zANNUAL CPD TARGET - 5.00%	2.47	5.00	5.00

- Any returns greater than 12 months are annualized.
- Rate of Return is calculated net of fees.
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Portfolio Performance

SSFC PIM Household

SSFC Index Benchmark reporting

As at September 30, 2021

% Rate of Return / Benchmark	3 Month	6 Month	1 Year	Since Start Date
Time-Weighted Apr 01, 2020	0.76	4.28	12.34	9.46
3 MONTH CANADA T-BILL	0.04	0.06	0.10	0.14
FTSE TMX UNIV BOND TR (C\$)	(0.51)	1.14	(3.35)	1.84
S&P 500 PRICE RETURN IDX (C\$)	2.43	9.24	21.77	30.96
S&P/TSX COMPOSITE IDX (C\$)	(0.47)	7.32	24.49	31.01
MSCI EAFE TR (C\$)	1.83	5.81	20.07	23.40

- Any returns greater than 12 months are annualized.
- Rate of Return is calculated net of fees.
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Market Commentary October 2021

Fixed Income

Row your own boat

As the proverbial World's Central Bank, the Federal Reserve tends to lead the way with respect to making significant policy adjustments, but based on 2022 RBC Capital Markets forecasts for the four major central banks covered, the Bank of England (BoE) is now seen as raising policy rates first, the Bank of Canada (BoC) the most aggressively, the Fed taking a patient approach, and the European Central Bank (ECB) likely bringing up the rear in terms of keeping monetary policy easy for the longest.

With respect to the Fed, the timeline for tapering, or slowing, its \$120 billion per month in asset purchases is finally coming into view with Fed Chair Jerome Powell guiding markets to a potential announcement at the November policy meeting, a December start, and a conclusion by the middle of next year. From there, the Fed will impose a much more stringent set of labor market and inflation tests before embarking on policy rate liftoff, but RBC Capital Markets expects the first interest rate hike to follow by the end of 2022.

The BoE appears set to leapfrog and take the lead in terms of withdrawing policy support, with RBC Capital Markets looking for a 0.15 percentage point rate increase at the May 2022 meeting, followed by a 0.25 percentage point hike to a policy rate of 0.50% at the November meeting. The BoE also appears set to bring its £875 billion bond purchase program to a close by November of this year.

The BoC meets this month and has been the most hawkish of the group, with an earlier start to asset purchase tapering. RBC Capital Markets sees the hawkishness continuing with two full rate hikes next year, with the first by the third quarter. However, while the BoC has been the most confident in its outlook, perhaps the hawkish tilts from other banks in September were simply a reflection of playing catch-up to the BoC.

The ECB considers things to be moving in the right direction, particularly with respect to inflation, but achievement of its goals is still well out of reach, and while its asset purchases may start to slow, rate hikes remain beyond the foreseeable future.

Though uncertainty remains elevated, central banks clearly are intent on dialing back monetary policy support. But regardless of the paths, central bank policy around the world will likely remain accommodative for years to come, and we believe officials will maintain a flexible approach to adjusting policy tools.

Canada

- Canadian fixed income markets were quiet this quarter relative to the sharper movements seen in the first half of the year. The most notable development was a decline in government bond yields, particularly for longer-dated maturities. While bond yields in general rose meaningfully in H1 2021 on the back of a vaccination-led recovery and higher inflation expectations, the proliferation of the COVID-19 delta variant and subsequent reduction in global growth expectations has given back roughly half of that initial increase.
- The decline in long-dated bond yields has also pushed real yields- which represent yields adjusted for inflation expectations-deeper into negative territory and close to their all-time low, meaning the market is anticipating government bond yields will fail to keep up with inflation for the foreseeable future.
- In the corporate space, credit spreads (which measure the additional yield compensation offered for investing in corporate bonds) remained very stable throughout the quarter, and this was particularly true for higher-rated issuers. Preferred shares also saw little change in recent months, with price gains having levelled off from their rapid ascent in the first half of the year.

- Ultimately, Canadian fixed income is subject to the side effects of very accommodative policy from the Bank of Canada and its central bank peers: low starting yields, marginal compensation for assuming credit risk, and little remaining upside. These realities have tempered our return expectations, and we prefer to remain relatively neutral in terms of duration and credit exposure in the context of an overall Underweight position in fixed income. Until compensation for taking either interest rate or credit risk improves, our bias will continue to emphasize higher-quality credit alongside a robust sleeve of liquid government bonds with modest duration.

Equities

Keep your eye on earnings

It's been a very good run. All the major stock market indexes are up mightily from their spring 2020 pandemic lows. The S&P 500 stands out-up a startling 107% at its recent high from the deeply depressed lows set 17 months earlier. Equally impressive is its 34% advance from the 10-year high-water mark set in February 2020, just before the COVID-19 rout got underway. All the other major global markets have followed similar paths, but their gains have been much less remarkable.

Looking ahead one year, we expect equities will be able to deliver positive all-in returns; however, the path from here to there is likely to be much less upwardly dynamic, and the returns much more subdued.

The economy and corporate earnings will tell the tale. Differences in the performance of equity markets relative to one another have been driven largely by the pace of reopening and GDP recovery in their respective economies. Furthermore, we think equities have delivered very strong gains over this period not because investors have succumbed to unreasonable optimism, but rather because corporate sales and earnings have done so much better than anticipated.

Work by RBC Global Asset Management Inc. Investment Strategist Eric Savoie supports this view. He notes that back in the early summer of 2020, the S&P 500 was trading at 22x next-12-month earnings, which at that time were expected to come in at \$150

per share. That was a long way above the S&P 500's long-term "equilibrium" forward price-to-earnings (P/E) multiple, which RBC Global Asset Management estimated to be 17.6x. But as it turned out, earnings grew much faster than expected over the year that followed-22% faster in fact, all the way to \$183. So, back in July of 2020 investors were only paying 17.9x the EPS that were actually achieved over the following 12 months, a multiple not far off calculated "fair value."

Fast-forward to today, and the S&P 500 is trading at 21x estimated earnings one year out. But this time, we believe it's highly unlikely that actual earnings achieved in the coming 12 months will turn out to be much higher than current expectations. Generating earnings growth close to that implied by today's consensus forward estimates while maintaining a somewhat-above-average P/E multiple will be critical to achieving worthwhile all-in returns from the S&P 500 over the coming 12 to 18 months.

P/E multiples in the other developed equity markets are much less demanding, as they all sit near their long-term averages in the mid-teens. But here, too, earnings growth will need to come through for expected returns to materialize.

We think the needed earnings growth will indeed materialize because the expectation is based on solid consensus estimates of GDP growth supported by several factors: very "easy" monetary conditions; the lagged effect of fiscal stimulus delivered by governments over the past 18 months; the pressing need to replenish inadequate inventories; the prospect that at least some of the immense "excess savings" now residing in North American household and corporate bank accounts will get spent over the next two years; and the constructive outlook for capital spending driven by high profits, low interest rates, and labour shortages.

All that said, it is very likely we have entered a period when all those expectations and assumptions will be hotly debated. The market's "worry list" is growing by the day, and now ranges from prospects for Fed tapering, the U.S. debt ceiling, and other congressional logjams, to the still-growing impact of global supply chain disruptions, and all the way to the prospect of defaults in the large Chinese property sector. A stretch of uncomfortable market volatility can't be ruled out.

What we don't see is an imminent U.S. or global recession. In our view, the investment climate favours staying with equities until such an economic downturn becomes inevitable.

Canada

- Despite a slowdown related to COVID-19 variants, we continue to expect above-trend economic growth to persist through 2022. We believe this backdrop will disproportionately benefit the traditionally cyclical sectors, which supports our constructive stance towards the Canadian market given its cyclical orientation including large benchmark weights in Financials, Energy, and Materials. Moreover, the S&P/TSX Composite continues to trade at a significant discount relative to the S&P 500. Discounts of similar magnitude have historically resulted in positive relative returns for the Canadian market.
- We maintain a positive view on the Big Six Canadian banks on the expectation that loan growth will improve and in anticipation of increased cash returns to shareholders (e.g., dividend hikes and share buybacks) once regulatory restrictions are removed.
- West Texas Intermediate crude oil prices recently traded in a range roughly consistent with RBC Capital Markets' forecast of \$68 per barrel in 2021 and \$72 in 2022. Despite fears of the delta variant and slowing Chinese demand, RBC Capital Markets points to relative firmness in physical oil markets as other buyers pick up the slack. The supportive backdrop for oil leaves us constructive on oil producers as valuations remain attractive despite impressive free cash flow generation potential.

United States

- Headwinds from the COVID-19 delta variant, much-publicized supply-chain disruptions, and the uneven labor market recovery have created uncertainties about corporate earnings growth and the market rally. The S&P 500's 103% surge from March 2020 through early September 2021 is by far the most powerful post-trough rally of all recovery periods during similar time frames going back to the 1960s. The next-best results were 61%-62% rallies in 2009, 1982, and 1974. It's no wonder the market has pulled back moderately in recent weeks when the headlines became less favorable.
- As these economic challenges have persisted, the consensus Q3 GDP growth forecast has pulled back to 5.0% from 7.0% at the start of the quarter, while the Atlanta Fed's GDPNow estimate finished the quarter even lower at 3.0%. Companies in a wide range of economically-sensitive industries- from airlines to chemicals-have already signaled tougher sledding. At the

very least, we expect more market volatility leading up to or during the Q3 earnings season. It would not be surprising if the earnings beat rate falls short of the lofty levels achieved in the five preceding quarters and is punctuated by some high-profile earnings misses.

- While the major indexes seem vulnerable to additional volatility, in our view none of this would put an end to the bull market because leading economic indicators continue to signal that recession risks are nearly nonexistent, household fundamentals remain strong, and earnings growth should persist, albeit at a slower pace. We continue to anticipate worthwhile market gains over the next 12 months.

Statement of Terms

SSFC PIM Household

As at September 30, 2021

Legal Disclaimers

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

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

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

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

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

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

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

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

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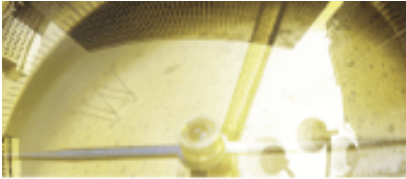
General Disclaimers

- Generated on October 19, 2021
- This portfolio is composed of the following accounts, your discretionary accounts are bolded:
THE SIR SANDFORD FLEMING COL - 3760716815000
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THE SIR SANDFORD FLEMING COL - 3761072119001
THE SIR SANDFORD FLEMING COL - 3761737919000
THE SIR SANDFORD FLEMING COL - 3761737919001

- For position not held in CAD, all values were converted using the following exchange rates:
CAD converted to USD at CAD\$1 - USD\$0.78961
USD converted to CAD at USD\$1 - CAD\$1.26645
- Accrued income is included in market values except when accrued income is displayed in a separate column.
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Section Specific Disclaimers



SSFC Board of Governors Performance Review

As at settlement date September 30, 2021

SSFC PIM Blended benchmark performance

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Sir Sandford Fleming College of Applied Arts & Technology

599 BREALEY DRIVE
PETERBOROUGH, ON, K9J 7B1
Canada

Henderson Capital Management

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

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

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RBC Wealth Management
Dominion Securities

Portfolio Performance

SSFC PIM Blended benchmark performance

SSFC

As at September 30, 2021

% Rate of Return / Benchmark		3 Month	6 Month	1 Year	Since Start Date
Time-Weighted	Apr 01, 2020	0.76	4.28	12.34	9.46
Blended Benchmark		0.71	5.31	11.44	17.66

BENCHMARK COMPOSITION

INDEX NAME	%
3 MONTH CANADA T-BILL	2.00
FTSE TMX UNIV BOND TR (C\$)	43.00
MSCI EAFE TR (C\$)	10.00
S&P 500 TOTAL RETURN (C\$)	25.00
S&P/TSX COMPOSITE IDX TR (C\$)	20.00
Total	100.00

- Any returns greater than 12 months are annualized.
- Rate of Return is calculated net of fees.
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Statement of Terms

SSFC PIM Blended benchmark performance

As at September 30, 2021

Legal Disclaimers

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

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

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

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

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General Disclaimers

- Generated on October 19, 2021
- This portfolio is composed of the following accounts, your discretionary accounts are bolded:
THE SIR SANDFORD FLEMING COL - 3760716815000
THE SIR SANDFORD FLEMING COL - 3760716815001
THE SIR SANDFORD FLEMING COL - 3760719512000
THE SIR SANDFORD FLEMING COL - 3760719512001
THE SIR SANDFORD FLEMING COL - 3761072119000

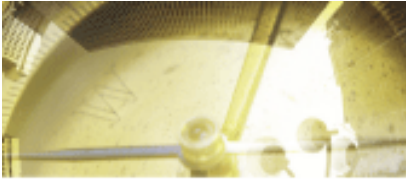
THE SIR SANDFORD FLEMING COL - 3761072119001
THE SIR SANDFORD FLEMING COL - 3761737919000
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Section Specific Disclaimers

Portfolio Performance

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SSFC Board of Governors Ministry Endowed Review

As at settlement date September 30, 2021

Sir Sandford Fleming College Bursary Ministry Funds

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Sir Sandford Fleming College of Applied Arts & Technology

Ministry Endowed Funds

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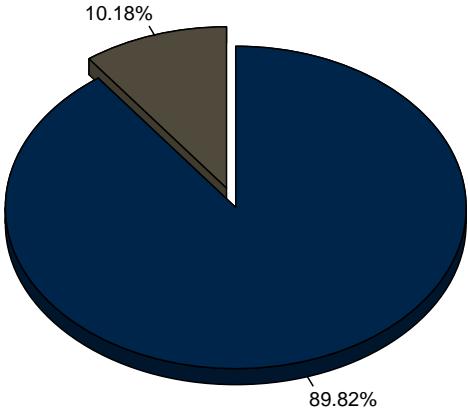
RBC Wealth Management
Dominion Securities

Asset Allocation

By Asset Class and Geography

As at September 30, 2021

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	231,666	89.82
Total Fixed Income	231,666	89.82
Cash and Cash Equivalents - Canada	26,261	10.18
Total Cash and Cash Equivalents	26,261	10.18
Total Canada	257,927	100.00
Total Portfolio	257,927	100.00

Accrued income included with Market Value.

Investment Policy Statement

Sir Sandford Fleming College Bursary Ministry Funds

Investment Policy Statement

September 30, 2021

Total Portfolio Asset Allocation

As of September 30, 2021

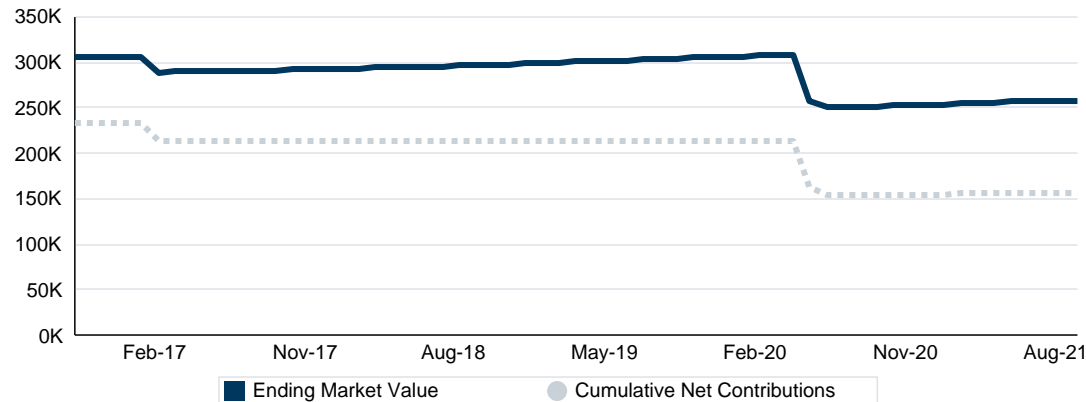
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	97.00%	90.00%	100.00%

Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

October 1, 2016 to September 30, 2021



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, and any applicable withholding taxes. Conversions between currencies are also reflected. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Total Investment Return	Ending Market Value
2018	December	296,569.51	0.00	2,133.56	298,703.07
2019	March	298,703.07	0.00	2,014.87	300,717.94
	June	300,717.94	0.00	1,804.51	302,522.45
	September	302,522.45	0.00	1,714.80	304,237.25
	December	304,237.25	0.00	1,591.97	305,829.22
2020	March	305,829.22	0.00	2,167.32	307,996.54
	June	307,996.54	(59,400.00)	1,797.51	250,394.05
	September	250,394.05	0.00	1,306.79	251,700.84
	December	251,700.84	0.00	1,278.93	252,979.77
2021	March	252,979.77	1,800.00	1,024.53	255,804.30
	June	255,804.30	0.00	1,042.60	256,846.90
	September	256,846.90	0.00	1,080.31	257,927.21
TOTAL			(57,600.00)	18,957.70	

Compliance Statement.

Sir Sandford Fleming College Bursary Ministry Funds

As at September 30, 2021

Statement of Compliance from Portfolio Manager, Steve Henderson

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

Fixed income quality

Statement of Terms

Sir Sandford Fleming College Bursary Ministry Funds

As at September 30, 2021

Legal Disclaimers

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General Disclaimers

- Generated on October 13, 2021
- This portfolio is composed of the following accounts, your discretionary accounts are bolded:
THE SIR SANDFORD FLEMING COL - 5112269419000
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Section Specific Disclaimers

Policy Title:	Comprehensive Investment Policy Statement
Policy ID:	#4-419A
Manual Classification:	Section 4 – Corporate Services
Approved by:	Board of Governors
Revision Date(s):	January 25, 2012; February 26, 2014; June 28, 2017; March 25, 2020; October 7, 2021
Effective Date:	October 7, 2021
Next Policy Review Date:	October 2022
Contacts for Policy Interpretation:	Vice President, Corporate Finance

1.0 – Policy Overview

The Ministry of Colleges and Universities (MCU) require colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

The Investment Policy Statement expresses investment objectives in a document for Sir Sandford Fleming College's Donor funds and Ministry funds received under the Ontario Student Opportunities Trust Fund Phase 1 and Phase 2 Program, the Ontario Trust for Student Support Program and the Other Endowed Fund. The Investment Policy Statement provides a framework for managing these Funds, and provides a useful process for decisions, reporting on progress and reviewing objectives.

2.0 – Purpose

To establish guidelines governing the investment of the College's endowed Donor funds and Ministry funds received under the Ontario Student Opportunities Trust Fund Phase 1 and Phase 2 Program, the Ontario Trust for Student Support Program and the Other Endowed Fund.

3.0 – Investment Objectives

The overall objective is to achieve a total investment rate of return of 5.0% per year. This reflects the target award percentage of 3.5% (at time of approving this policy) plus inflation protection of 1.5%. The annual target award percentage defined in the College

Endowment Policy (#4-421) will be reviewed annually to ensure the target award percentage is consistent with investment returns. At the time of approving this policy, the target award percentage in Policy #4-421 is equal to the Canada Revenue Agency's (CRA) disbursement quota percentage.

4.0 – Risk Tolerance

The portfolio will be managed with the objectives of generating growth of capital and income. This will be accomplished by investing in equity and fixed-income.

5.0 – Performance Objectives

The 5% target rate of return may not be achieved in each and every year; however, the portfolio is expected to generate this minimum return on investments over rolling 3 to 5-year periods.

In addition, the investments will comply with the Minister's Binding Policy Directive, and as a result, must adhere to the requirements as set out by the Trustees Act's Time Horizon.

The funds are expected to be invested permanently with only income generated withdrawn.

6.0 – Liquidity / Income

The College targets that approximately 2% of the portfolio should be held in cash or cash equivalents.

7.0 – Monitoring the Portfolio

The portfolio will be managed on a discretionary basis. On a semi-annual basis performance reports will be distributed to the Finance and Audit Committee based on the following blended benchmark:

3 Month Canada T-Bill (C\$)	Target 2%
Broad Composite Bond Index	43%

**S&P / TSX
Composite Index
Total Return (C\$)** 20%

**S&P 500 Total
Return (C\$)** 25%

**MSCI EAFE Price
Index (C\$)** 10%

Any significant under-performance of the benchmarks (defined as 3% or greater) over any 4 consecutive semi-annual periods will automatically lead to a review of the manager. The performance is reported and monitored semi-annually.

The rate of return for the overall portfolio will also be reported versus the benchmark return objective of 5%. The portfolio is expected to generate this minimum return on investments over rolling 3 to 5-year periods.

8.0 – Asset Mix Guidelines

The portfolio will be invested in money market securities, fixed income securities and equities in accordance with the following guidelines:

8.1 – Overall Asset Allocation Guidelines

Asset allocation guidelines will be managed and reported to Administration on a fund by fund basis for the OSOTF Phase 1 funds, OSOTF Phase 2 funds, OTSS funds and Other Endowed funds. Asset allocation guidelines will be reported to the Board of Governors through the Finance and Audit Committee on a combined basis.

	Minimum	Long-Term Target	Maximum
Cash & Equivalents	0%	2%	22%
Fixed Income	33%	43%	53%
Equity	45%	55%	65%

From time to time market fluctuations or timing of deposits may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the next six months.

9.0 – Implementation

This investment policy strictly prohibits the College from engaging in any investment activity that would be considered speculative according to the generally accepted principles of conservative investment management.

The investment manager will manage the portfolio on a discretionary basis diversified across multiple sectors. The investments would meet the guidelines structured in this Policy; the majority of the equity holdings will be in mid-to-large companies as measured by market capitalization.

10.0 – Other Options

The use of derivatives, purchasing on margin, and short selling of securities is expressly prohibited.

11.0 – Standard of Care

All investments and investment managers are to comply with the guidelines outlined in this Investment Policy statement and will adhere to the prudent investor guidelines.

12.0 – Investment Management Guidelines Quality

12.1 – General Guidelines

- a) Accounts will follow the following guidelines:
 - All individual debt securities will be rated BBB, R-1 for money market securities and Pfd-3H for preferred shares or better by a recognized Rating Agency when purchased.
 - If a fixed income holding is downgraded below BBB, P3H for preferred shares or R1 for money market securities by any one of the 3 rating agencies (Dominion Bond Rating Services, Standard and Poor's Credit Rating Service, and Moody's Investor Services) it will be sold within the next six months following the downgrade.

12.2 – Diversification Guidelines

- a) The maximum amount allowable per investment grade non-government fixed income issue will be the greater of 15% of the total portfolio or 20% of the fixed income portfolio. The diversification guidelines will be applied on a separate

basis for each of the OSOTF Phase 1, OSOTF Phase 2, OTSS and other Endowed Bursary.

- b) The maximum amount allowable per equity security will be the greater of 10% of the total portfolio or 15% of the equity portfolio. The diversification guidelines will be applied on a separate basis for each of the OSOTF Phase 1, OSOTF Phase 2, OTSS and other Endowed Bursary.
- c) The majority of the equity holdings will be in mid-to-large companies as measured by market capitalization diversified across a minimum of 5 equity sectors. Equity investments will not be made in any small cap companies.

From time to time market fluctuations, timing of deposits or approval may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the next six months.

12.3 – Eligible Investments

Investments may be made in:

- a) Government obligations (i.e. Treasury Bills Notes, Strip Coupons, Debentures and/or Bonds) issued directly or indirectly by the Federal government or an agency (Canadian and U.S.) or any of the provinces with an appropriate credit rating (see investment limits below).
- b) Canadian Chartered Bank Securities, being Bearer Discount Notes, Deposit Receipts, Term Notes, Certificates of Deposit, Bankers Acceptances, bonds and strip coupons with an appropriate credit rating.
- c) Securities of foreign banks or the Canadian affiliates of foreign banks provided that the obligations are guaranteed or carry separate appropriate ratings.
- d) Commercial paper, bonds, debentures, preferred shares and strip coupons issued of Canadian companies with an appropriate credit rating.
- e) Loans to investment dealers (call loan) providing that full collateral value plus applicable margin are held at a banking institution.
- f) Stapled securities.
- g) Income units being Royalty Trust Units and Real Estate Investment Trusts.
- h) Common Equity concentrated in predominantly large cap companies with some mid cap. No small cap companies will be held.

12.4 – Investment Limits

The purchase of any securities carrying a credit rating below BBB for bonds, R1 for commercial paper and Pfd-3H for preferred shares is strictly prohibited.

Ratings will be used from one or more of the following ratings agencies: Dominion Bond Rating Services, Standard and Poor's Credit Rating Service, and Moody's Investor Services.

The maximum investment in corporate fixed income is 75% of the fixed income portfolio.

13.0 – Application

This Investment Policy Statement will be implemented by the College's chosen Investment Manager and monitored by the Board of Governors through the Finance and Audit Committee.

Investments are made at the discretion of the Investment Manager subject to all guidelines established in this document.

14.0 – Reporting

14.1 – Semi-Annual Reports to Finance and Committee

Semi-annual investment reports shall be prepared for and distributed to the Finance and Audit Committee and Administration.

Semi-annual reports for the Finance and Audit Committee shall contain the following information:

- a) A summary of the asset allocation percentage at the end of the period, on a combined basis for the OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Endowed Fund;
- b) An assessment of performance versus the benchmark return objective of 5% on a consolidated basis for all accounts;
- c) An assessment of performance against the blended benchmark over the same period on a consolidated basis for all discretionary accounts; and
- d) A written statement of compliance with relevant portions of the IPS as follows:
 - Asset Mix
 - Quality and Diversification Guidelines

- Eligible Investments
- Investment Limits
- A written market commentary

14.2 – Quarterly Reports for the Administration

Quarterly reports for the Administration shall contain the following information:

- a) Asset allocation for investments by asset class and geography;
- b) Portfolio valuation; and
- c) Portfolio performance

14.3 – Semi-Annual Reports for the Administration

Semi-annual reports for the Administration shall contain the following information:

- a) Portfolio valuation including asset allocation and each security, quantity, market price, market value, fixed income summary, weighted average term to maturity, accrued interest, on a combined basis for each OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Endowed Fund;
- b) A summary of the asset allocation percentage at the end of the period, on a separate fund by fund basis for the OSOTF Phase 1, OSOTF Phase 2, the OTSS and the Other Endowed Fund;
- c) Fixed income report on a consolidated basis that includes a credit rating for each fixed income instrument by the following rating agencies: DBRS, Moody's and S&P; and
- d) A transaction report including a list of disposition and purchases on a consolidated basis for all accounts

14.4 – Annual Reports for the Administration

Annual reports for the Administration shall contain the following information:

- a) A market capitalization report for all equity holdings on a consolidated basis for all equity held in discretionary accounts. This report shall be included with the March reporting each year.

15.0 – Policy Review

This policy shall be reviewed annually by the Administration to ensure that it remains consistent with the overall objectives of the College and prudent and conservative investment practices. This policy may be reviewed and updated more frequently if necessary.

The Vice President, Corporate Finance will present, at least annually, an Investment Performance Report for the fiscal year to the Board of Governors through the Finance and Audit Committee for review and approval.

16.0 – History of Amendments/Reviews

Investment Policy Statements established, approved by BOG March 24, 2010
Regular review (consolidation of Policies 4-419B and 4-419C into 4-419A),
approved by BOG Jan 25, 2012
Regular review (Finance and Property Committee), resolution of BOG Feb 26, 2014
Regular review (Administration and RBC) March 2016, received by BOG for information
– no changes
Regular review (format updated), approved by BOG June 28, 2017
Revised, approved by BOG March 25, 2020
Regular review (format updated) October 2021

Policy Title:	Ministry Endowed Investment Policy Statement (IPS)
Policy ID:	#4-419B (formerly #4-419D)
Manual Classification:	Section 4 – Corporate Services
Approved by:	Board of Governors
Revision Date(s):	January 25, 2012; February 26, 2014; June 28, 2017, October 7, 2021
Effective Date:	October 7, 2021
Next Policy Review Date:	October 2022
Contacts for Policy Interpretation:	Vice President, Corporate Finance

1.0 – Policy Overview

The Ministry of Colleges and Universities (MCU) require colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

Statement of Objectives and Investment Policy

The Investment Policy Statement expresses investment objectives in a document for Sir Sandford Fleming College's Ministry funds received under the Other Endowed Bursary Fund. The Investment Policy Statement provides a framework for managing these Funds, and provides a useful process for decisions, reporting on progress and reviewing objectives.

2.0 – Purpose

To establish guidelines governing the College's Ministry funds received under the Other Endowed Bursary Fund.

3.0 – Investment Objectives

The overall objectives are to generate a total investment return that protects the capital component and provides an annual bursary disbursement.

The return objectives are as follows:

- Preserve capital
- Generation of 'income' to provide an annual bursary disbursement

4.0 – Performance Objectives

The portfolio is to be managed in such a way as to provide long-term consistency and stability of return, with current income accounting for the majority of the portfolio returns. Over the short-term the portfolio should be sufficiently flexible to accommodate any specific income withdrawals that may be required.

In addition, the Ministry funds investments will adhere to the requirements as set out by the Ministry. The Ministry funds may be invested in investments identified as eligible in the Minister's Binding Policy Directive – Banking, Investment and Borrowing; see Section 11 below for the list of eligible investments.

5.0 – Time Horizon

The funds are expected to be invested permanently with only income generated withdrawn.

6.0 – Liquidity / Income

The College targets that approximately 3% of the portfolio should be held in cash or cash equivalents.

7.0 – Asset Allocation Guidelines for Ministry Funds

The portfolio will be invested in money market securities and longer dated fixed income securities in accordance with the following guidelines:

ASSET ALLOCATION	LOWER	TARGET	UPPER
CASH AND EQUIVALENTS	0%	3%	10%
FIXED INCOME	90%	97%	100%

From time to time market fluctuations, timing of deposits or approval may cause the portfolio to be temporarily inconsistent with the asset allocation set out in this Investment Policy Statement. When this occurs, rebalancing shall be completed within the next six months.

8.0 – Implementation

Investments strategies will be of a long-term buy and hold nature. No investment

decisions will be made without first considering the impact upon current income generated by the portfolio within the context of the above stated objectives. Fixed income investments will be made on a staggered maturity basis so as to minimize the effects of large interest rate changes on the on-going cash flow of the portfolio. This investment policy strictly prohibits the College from engaging in any investment activity that would be considered speculative according to the generally accepted principles of conservative investment management.

9.0 – Other Options

The use of derivatives, purchasing on margin, and short selling of securities is expressly prohibited.

10.0 – Standard of Care

All investments and investment managers are to comply with the guidelines outlined in this Investment Policy Statement and will adhere to the prudent investor guidelines.

11.0 – Investment Management Guidelines Ministry Funds

Quality Guidelines

Ministry Funds are defined as College Funds in the Minister's Binding Policy Directive – Banking, Investment and Borrowing.

A college may only invest Ministry funds not immediately required to operate the college in the following securities, expressed or made payable in Canadian dollars, subject to the ratings identified in section VI:

- I. Bonds, debentures and promissory notes or other evidence of indebtedness, issued or guaranteed by:
 - a. Canada or a province or territory of Canada, or
 - b. an agency of Canada or a province or territory of Canada.
- II. Bonds, debentures, promissory notes or other evidence of indebtedness, issued or guaranteed by:
 - a. a municipality in Canada;
 - b. a university in Ontario that receives ongoing operating and capital funding from Ontario;
 - c. the board of governors of a college established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;

- d. a board of a public hospital within the meaning of the *Public Hospitals Act*;
 - e. a school board in Canada;
 - f. Ontario Infrastructure Projects Corporation; or
 - g. the Municipal Finance Authority of British Columbia.
- III. Bonds, debentures, promissory notes, deposit receipts, deposit notes, certificates of deposit or investment, acceptances, commercial paper or similar instruments, issued, guaranteed or endorsed by:
 - a. a bank listed in Schedule I or II or a branch in Canada of an authorized foreign bank under the *Bank Act* (Canada);
 - b. a loan corporation or trust corporation registered under the *Loan and Trust Corporation Act*; or
 - c. a credit union to which the *Credit Unions and Caisses Populaires Act, 1994* applies.
- IV. Bonds, debentures, promissory notes or other evidence of indebtedness, issued by a corporation that is incorporated under the laws of Canada or a province of Canada; or
- V. Promissory notes or commercial paper, other than asset-backed securities, issued by a corporation that is incorporated under the laws of Canada or a province of Canada.
- VI. A college is not to invest in a security under subsection IV or V above unless the security has a minimum rating, at the time the investment is made by the college by at least one rating agency of:
 - “R-1 (high)” or “AAA” by Dominion Bond Rating Service Limited;
 - “Prime-1” or “AAA” by Moody’s Investors Services Inc.;
 - “A-1+” or “AAA” by Standard and Poor’s; or
 - “F1+” or “AAA” by Fitch Ratings.
- VII. If an investment falls below the standard required in section VI, the college is to sell the investment within 90 days after the day the investment falls below the standard.

12.0 – Application

This investment policy will be implemented by the College’s chosen Investment Manager and monitored by the Board of Governors through the Finance and Audit Committee.

Investments in the fixed income portion of the portfolio will be recommended to one of

the Investment Transaction Signing Officers as set out in College Policy #4-417 – Signing Authority, for their approval prior to any investment being made.

The fixed income portfolio will be managed on a transaction basis.

13.0 – Reporting

Semi-annual investment reports shall be prepared for and distributed to the Board of Governors and Administration.

Semi-annual reports for the Board of Governors shall contain the following information:

- A summary of the asset allocation percentage at the end of the semi-annual period.
- A written statement of compliance indicating the Quality Guidelines identified in the Investment Management section of this Investment Policy Statement have been met.

Semi-annual reports for Administration shall contain the following information:

- Portfolio valuation including asset allocation, a fixed income summary, weighted average term to maturity and each security, quantity, market price, market value, and accrued interest
- A transaction report including a list of disposition and purchases.

14.0 – Policy Review

This policy shall be reviewed annually by Administration to ensure that it remains consistent with the overall objectives of the College and prudent and conservative investment practices. This policy may be reviewed and updated more frequently if necessary.

The Vice President, Corporate Finance will present, at least annually, an Investment Performance Report for the fiscal year to the Board of Governors through the Finance and Audit Committee for review and approval.

15.0 – History of Amendments/Reviews

Investment Policy Statements established*, approved by BOG March 24, 2010

Regular review, approved by BOG Jan 25, 2012

Regular review (Finance and Property Committee), Resolution of BOG Feb 26, 2014

Regular review (Administration and RBC) March 2016, received by BOG for information – no changes

Regular review (format updated), approved by BOG June 28, 2017
Regular review/housekeeping amendments (format updated, renumbered to #4-419B)
October 2021

*OSOTF Phase 1 and Phase 2 IPS dated February 25, 2010 – evolves into Policy #4-419A
OTSS IPS dated February 22, 2010 – evolves into Policy #4-419B
Other Endowment Funds IPS dated February 22, 2010 – evolves into Policy #4-419C
Endowment Funds (Ministry Funds) dated February 25, 2010 – evolves into Policy #4-419D

Policy Title:	Operating Account Investment Policy Statement (IPS)
Policy ID:	#4-419C (formerly #4-424)
Manual Classification:	Section 4 – Corporate Services
Approved by:	Board of Governors
Revision Date(s):	January 25, 2012; June 28, 2017, October 7, 2021
Effective Date:	October 7, 2021
Next Policy Review Date:	October 2022
Contacts for Policy Interpretation:	Vice President, Corporate Finance

1.0 – Policy Overview

The Ministry of Colleges and Universities (MCU) require colleges to have an Investment Policy Statement (IPS) approved by the Board of Governors to guide its investment activities. The IPS is prepared in the following format, which is consistent with the Investment Manager's format.

Statement of Objectives and Investment Policy

The Investment Policy Statement expresses the Sir Sandford Fleming College's Operating account investment objectives in a document that can help guide the content of its portfolio. The Investment Policy Statement provides a framework for managing the Sir Sandford Fleming College's Operating account and provides a useful process for making decisions, reporting on progress and reviewing objectives in a timely and regular manner.

2.0 – Purpose

To establish guidelines governing the College's Operating account.

3.0 – Objectives

The overall objective of the portfolio is to provide for the current operating requirements for the College.

The portfolio is to be managed in such a way as to provide capital preservation and liquidity through investment in qualified money market investments. In addition, the investments will adhere to the requirements as set out by the Ministry; the funds may be invested in investments identified in the Minister's Binding Policy

Directive – Banking, Investments and Borrowing, as amended from time to time.

4.0 – Investor Profile

The College is seeking income and preservation of capital.

5.0 – Time Horizon

The funds are expected to be required in one year or less.

6.0 – Liquidity

The College requires that the entire Operating account must be in liquid investments at all times.

7.0 – Asset Mix Guidelines

The portfolio will be invested in money market securities in accordance with the following guidelines:

	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Money Market Securities	100%	100%	100%

8.0 – Investment Guidelines for College Operating Funds

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

- I. Bonds, debentures and promissory notes or other evidence of indebtedness, issued or guaranteed by:
 - a. Canada or a province or territory of Canada, or
 - b. an agency of Canada or a province or territory of Canada.
- II. Bonds, debentures, promissory notes or other evidence of indebtedness, issued or guaranteed by:
 - a. a municipality in Canada;

- b. a university in Ontario that receives ongoing operating and capital funding from Ontario;
 - c. the board of governors of a college established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
 - d. a board of a public hospital within the meaning of the *Public Hospitals Act*;
 - e. a school board in Canada;
 - f. Ontario Infrastructure Projects Corporation; or
 - g. the Municipal Finance Authority of British Columbia.
- III. Bonds, debentures, promissory notes, deposit receipts, deposit notes, certificates of deposit or investment, acceptances, commercial paper or similar instruments, issued, guaranteed or endorsed by:
- a. a bank listed in Schedule I or II or a branch in Canada of an authorized foreign bank under the *Bank Act (Canada)*;
 - b. a loan corporation or trust corporation registered under the *Loan and Trust Corporation Act*; or
 - c. a credit union to which the *Credit Unions and Caisses Populaires Act, 1994* applies.
- IV. Bonds, debentures, promissory notes or other evidence of indebtedness, issued by a corporation that is incorporated under the laws of Canada or a province of Canada; or
- V. Promissory notes or commercial paper, other than asset-backed securities, issued by a corporation that is incorporated under the laws of Canada or a province of Canada.
- VI. A college is not to invest in a security under subsection IV or V above unless the security has a minimum rating, at the time the investment is made by the college by at least one rating agency of:
- “R-1 (high)” or “AAA” by Dominion Bond Rating Service Limited;
 - “Prime-1” or “Aaa” by Moody’s Investors Services Inc.;
 - “A-1+” or “AAA” by Standard and Poor’s; or
 - “F1+” or “AAA” by Fitch Ratings.
- VII. If an investment falls below the standard required in section VI, the college is to sell the investment within 90 days after the day the investment falls below the standard.

9.0 – Application

This investment policy will be implemented by our chosen investment advisor and monitored by the Board of Governors through the Finance and Audit Committee.

Investments will be recommended to one of the Investment Transactions Signing Officers as set out in the College Policy #4-417 – Signing Authority, for their approval prior to any investment being made.

The investments will be managed on a transaction basis.

10.0 – Reporting

Annual investment reports shall be prepared for and distributed to the Board of Governors.

These reports will contain the following information:

- Complete inventories of all portfolio investments and percentage breakdown by each kind of investment type and credit rating.
- Average term to maturity of the portfolio.
- A list of all maturities, dispositions, purchases and accrued interest.

11.0 – Policy Review

This policy shall be reviewed annually by Administration to ensure that it remains consistent with the overall objectives of the College and prudent and conservative investment practices. This policy may be reviewed and updated more frequently if necessary.

The Vice President, Corporate Finance will present, at least annually, an Investment Performance Report for the fiscal year to the Board of Governors through the Finance and Audit Committee for review and approval.

12.0 – History of Amendments/Reviews

Operating Account IPS established (evolves into policy #4-419E), approved by BOG March 24, 2010

Regular review (renumbered #4-424), approved by BOG Jan 25, 2012

Regular review (Finance and Property Committee) February 2014

Regular review (Administration and RBC) March 2016, received by BOG for information – no changes

Regular review (format updated), approved by BOG June 28, 2017

Regular review (format updated, renumbered to #4-419C) October 2021



Board of Governors

Briefing Note



Topic: Respiratory Therapy – New Program Approval
Report To: Public Board Meeting
Meeting Date: November 24, 2021
Prepared By: Molly Westland, Dean, School of Health & Wellness

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the new Respiratory Therapy Ontario College Advanced Diploma program for implementation on January 1, 2023.

Overview

The School of Health and Wellness at Fleming College's Sutherland campus is proposing an accelerated six semester Respiratory Therapy Ontario College Advanced Diploma starting in January 2023. This program will include two 420-hour field placements in semesters 5 and 6 and will be delivered in a hybrid format. This offering will increase the breadth of health-related offerings at Fleming College, as well as contribute to the richness of the School of Health and Wellness's state of the art simulations, high tech/high touch technologies, and interdisciplinary experience.

There is a projected labour shortage for respiratory therapists over the next 10 years in Ontario. Regionally, the labour market for respiratory therapists is projected to increase by 18.3% during the period 2018-2026 and Canada-wide by 23.4% during the same period. These projections were issued prior to the COVID-19 pandemic, which has further increased demand for these professionals. In consultations with local healthcare providers, the need for respiratory therapists locally was demonstrated, as well as a need to retain these skilled workers. It is anticipated that local respiratory therapy training will help to fill this labour market gap and increase retention of skilled workers locally.

In Ontario, respiratory therapy programs are highly competitive programs in which qualified applicants far exceed the number of seats available. Many students accepted into respiratory programs are university graduates with degrees in health-related fields. However, graduates of Fleming College's, as well as other college's, Pre-Health Sciences Pathway to Advanced Diplomas and Degrees, Occupational Therapist Assistant and Physiotherapist Assistant, and Practical Nursing programs may also be interested in this program. Fleming College's program offering will be the only Ontario College respiratory therapy program offered geographically in central Ontario and the Greater Toronto Area (GTA). The unique January intake and accelerated delivery pattern will also see graduates in two years instead of the customary three satisfying a demonstrated labour market need.

The proposed Respiratory Therapy Advanced Diploma program will increase the breadth of Fleming College's health related programming and position us to become the go-to postsecondary institution for respiratory therapy training in central Ontario and the GTA. The unique intake date and accelerated delivery format will be highly advantageous to graduates and employers in meeting the needs of our local labour market. Lastly, the ability for students to complete an Indigenous Perspectives Designation will allow graduates to stand out in Ontario and help to improve indigenous patient outcomes in healthcare settings.

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

This proposed program aligns with all five commitments of Fleming College's 2019-2024 Strategic Plan. There is a demonstrated and projected labour market need for respiratory therapists in our local community as well as Canada-wide. The program will also be accredited by the College of Respiratory Therapists of Ontario thereby ensuring students gain the skills required to enter the profession. The program will also contribute to our local community through partnerships and field placement opportunities. Dr. Peter McLaughlin, President & CEO of the Peterborough Regional Health Centre, states in his letter of support, "a local program would greatly benefit the recruitment and retention of RTs at PRHC and would create new opportunities for students and staff, supporting professional development and practice excellence". Program faculty and technicians will be empowered and will embrace new technological and digital tools with an up-to-date lab space, simulations, high tech/high touch technologies, and equipment required to train students in this specialized field. And lastly, the program will include the ability for graduates to complete the Indigenous Perspectives Designation increasing awareness of indigenous issues within the healthcare field and supporting our goal of being a welcoming place for all.

Risks and Considerations

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

Include any additional considerations below:

- Financial - In the first two years of this program offering, the contribution to overhead is low due to capital expenditures, equipment purchases, a new faculty hire and high lab use. In the years 3 through 5, the contribution to overhead (CTO) levels out at 46 - 48%. Despite this high CTO, the net income is predicted to be negative throughout the first 5 years of the program offering. However, it is important to note that the program will support several of the performance metrics of SMA3 as the program will be training graduates for a labour market with high wages and a predicted shortage of workers over the next 10 years. The program also includes 840 hours of experiential learning, a curriculum focused on skills and competencies, and is expected to have a high graduation rate. In addition, respiratory therapy programs are oversubscribed in Ontario thus a stable enrolment is anticipated.

The program has a sizable capital requirement. These will be included and prioritized in the annual capital request process.

- Human Resources – Risks include the inability to attract qualified respiratory therapists to teach in the program. Countermeasures will include a fulltime faculty hire and partnering with local healthcare providers to attract respiratory therapists to teach on a part time basis in the program
- Legal – To practice as a respiratory therapist (RT) in the province of Ontario, graduates must successfully complete all registration requirements as set out by the College of Respiratory Therapists of Ontario (CRTC). The CRTC regulates the practice of respiratory therapy in Ontario in accordance with the Regulated Health Professions Act, 1991, and the Respiratory Therapy Act, 1991. Risks include failure to succeed in program accreditation. The School of Health and Wellness is currently in discussions with the CRTC and will apply for accreditation once the first cohort completes 2/3 of their training. This is the minimum time period in which an application for accreditation can take place.

Supporting Documentation

Include the file names of any supporting documentation below:

- Respiratory Therapy Business Case

BUSINESS CASE

Respiratory Therapy

Date:	November 24, 2021		
Board of Governors:	<input checked="" type="checkbox"/> Decision		
Proposed By:	Molly Westland, Dean		
School of Study:	School of Health and Wellness		
Proposed Launch Date:	Winter 2023 (Accelerated)		
Offering:	<input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time		
Total Student Enrolment Target:	YEAR 1 = 60	YEAR 3 = 180	YEAR 5 = 180
New Faculty Resources:	70% PT / 30% FT; 1 FT hire		
Semesters / Hours:	6 Semesters / 2055 Hours		
Applied Learning Method(s):	<input type="checkbox"/> Applied Project <input checked="" type="checkbox"/> Co-op/Placement <input type="checkbox"/> Other		
First Graduating Class:	Class of 2025		
Credential Ontario College (OC):	<input type="checkbox"/> OC Certificate <input type="checkbox"/> OC Graduate Certificate <input type="checkbox"/> OC Diploma <input type="checkbox"/> Certificate (Local Board Approved) <input checked="" type="checkbox"/> OC Advanced Diploma		
Program Mapping:	See Appendix I: Validation Documents		
Career Opportunities:	Respiratory Therapist (RT)		
Proposed Tuition (per Semester):	\$1,290.38 (domestic)		
Program Start-up Cost:	\$254,828.87		
Incremental Costs:	YEAR 1 = \$149,431.17	YEAR 3 = \$519,184.63	YEAR 5 = \$534,717.11
Net Income:	YEAR 1 = -\$512,255.98	YEAR 3 = -\$305,704.53	YEAR 5 = -\$321,237.00
OCQAS Program Validation	<input checked="" type="checkbox"/> Approved	APS Number: FLEM01319	Validation Date: July 12, 2021
MTCU Code(s):	61615		
NOC Code(s):	NOC 3214 Respiratory Therapist, Clinical Perfusionist, Cardiopulmonary Technologist		
CIP Code(s):	51.0908		

Endorsed

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

Acknowledgements

Thank you to the members of our Respiratory Therapy development team for their dedication and excellent work in engaging the college community in consultations, research, writing, and responding to feedback. Over the course of our planning and approval process this team involved Molly Westland, Linda Poirier, Nick Stone, Angela Gammage, Charlene Kloos, Cheryl Wardell, Jason Dennison, Yvette Maxwell and Kris McBride. The development of this program also involved the following industry representatives: Shelly Nevills, RT, Lysane Burnit, RT, and Shawn Fowlds RT, Peterborough Regional Health Centre; Christy Theofylatos RT, Quinte Health; Carmen Charles, RT, Vitalaire; Kristen Des Islet, RT and Diana Jaskulski RN, Lakeridge Health Oshawa; Brittney Parks, RT, Dr. Ajda El-Zabet, MD and Dr. Steve Slobodian, MD, Northumberland Hills Hospital.

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1. Executive Summary

The School of Health and Wellness at Fleming College's Sutherland campus is proposing an accelerated six semester Respiratory Therapy Ontario College Advanced Diploma starting in January 2023. This program will include two 420-hour field placements in semesters 5 and 6 and will be delivered in a hybrid format. This offering will increase the breadth of health-related offerings at Fleming College, as well as contribute to the richness of the School of Health and Wellness's state of the art simulations, high tech/high touch technologies, and interdisciplinary experience.

Respiratory therapy is an evidence-based profession that is founded on health science related theories and research. The proposed Respiratory Therapy Ontario College Advanced Diploma program will provide students with knowledge, skills, attitudes, and clinical judgement to deliver optimal cardio-respiratory care to diverse patients/clients in a range of practice settings including acute care and community environments. The program will also give students the ability to complete the Indigenous Perspectives Designation. This unique designation will distinguish Fleming College's Respiratory Therapy program from other respiratory therapy programs in Ontario.

Respiratory therapists have career opportunities to work independently and collaboratively with a range of health professionals in a variety of practice settings, such as hospitals, long-term care, home care, family health teams, hyperbaric clinics, diagnostic and sleep clinics. Graduates may also find employment opportunities within private businesses or in independent practice requiring specific cardiorespiratory knowledge and skills. Employment earnings for respiratory therapists are high and average approximately \$78,000 per year in our regional area.

As Ontario's population continues to grow and age, a greater number of patients with chronic respiratory, cardiac, and pulmonary diseases and/or overall healthcare needs will require support from respiratory therapists. This increased need will further support employment opportunities for respiratory therapist professionals. The demand for this occupation will be maintained as the medical community continues to focus on reducing instances of these diseases and improve quality of life of those afflicted with these diseases. In addition, the occupation could see a rise in demand as the provincial government seeks to increase the capacity of long-term care homes, and leverage retirement homes and supportive housing providers to reduce hospital stays. Therefore, the skills that would be developed and acquired in this proposed program would fill these needs within our community as well as healthcare needs on a larger scale.

There is a projected labour shortage for respiratory therapists over the next 10 years in Ontario. Regionally, the labour market for respiratory therapists is projected to increase by 18.3% during the period 2018-2026 and Canada-wide by 23.4% during the same period. These projections were issued prior to the COVID-19 pandemic, which has further increased demand for these professionals.

This proposed program aligns with all five commitments of Fleming College's 2019-2024 Strategic Plan. There is a demonstrated and projected labour market need for respiratory therapists in our local community as well as Canada-wide. The program will also be accredited by the College of Respiratory Therapists of Ontario in year 3 thereby ensuring students gain the skills required to enter the profession. The program will also contribute to our local community through partnerships and field placement opportunities. Dr. Peter McLaughlin, President & CEO of the Peterborough Regional Health Centre, states in his letter of support, "a local program would greatly benefit the recruitment and retention of RTs at PRHC and would create new opportunities for students and staff, supporting professional development and practice excellence". Program faculty and technicians will be empowered and will embrace new technological and digital tools with an up-to-date lab space, simulations, high tech/high touch technologies, and equipment required to train students in this specialized field. And lastly, the program will include the ability for graduates to complete the Indigenous Perspectives Designation increasing awareness of indigenous issues within the healthcare field and supporting our goal of being a welcoming place for all.

In Ontario, respiratory therapy programs are highly competitive programs in which qualified applicants far exceed the number of seats available. Many students accepted into respiratory programs are university graduates with degrees in health-related fields. However, graduates of Fleming College's, as well as other college's, Pre-Health Sciences Pathway to Advanced Diplomas and Degrees, Occupational Therapist Assistant and Physiotherapist Assistant, and Practical Nursing programs may also be interested in this program. Fleming College's program offering will be the only respiratory therapy program offered geographically in central Ontario and the Greater Toronto Area (GTA). The unique January intake and accelerated delivery pattern will also see graduates in two years instead of the customary three.

In the first two years of this program offering, the contribution to overhead is low due to capital expenditures, equipment purchases, a new faculty hire and high lab use. In the years 3 through 5, the contribution to overhead (CTO) levels out at 46 - 48%. Despite this high CTO, the net income is predicted to be negative throughout the first 5 years of the program offering. However, it is important to note that the program will support several of the performance metrics of SMA3 as the program will be training graduates for a labour market with high wages and a predicted shortage of workers over the next 10 years. The program also includes 840 hours of experiential learning, a curriculum focused on skills and competencies, and is expected to have a high graduation rate. Thus, the program will contribute positively to many SMA3 performance metrics such as graduate employment rate in a related field, graduate employment earnings, experiential learning, skills and competencies, and graduation rate.

In closing, the proposed Respiratory Therapy Advanced Diploma program will increase the breadth of Fleming College's health related programming and position us to become the go-to postsecondary institution for respiratory therapy training in central Ontario and the GTA. The unique intake date and accelerated delivery format will be highly advantageous to graduates and employers in meeting the

needs of our local labour market. Lastly, the ability for students to complete an Indigenous Perspectives Designation will allow graduates to stand out in Ontario and help to improve indigenous patient outcomes in healthcare settings. This is especially apt as we mark the first National Day for Truth and Reconciliation.

2. Program Description

Respiratory therapy is an evidence-based profession that is founded on health science related theories and research. The proposed Respiratory Therapy Ontario College Advanced Diploma program will provide students with knowledge, skills, attitudes, and clinical judgement to deliver optimal cardio-respiratory care to diverse patients/clients in a range of practice settings including acute care and community environments. Graduates of this program will employ critical-thinking, problem-solving and decision-making strategies to assess, plan, implement and evaluate safe, therapeutic cardio-respiratory interventions with the goal of optimizing patient-centered, cardio-respiratory outcomes.

To practice as a respiratory therapist (RT) in the province of Ontario, graduates must successfully complete all registration requirements as set out by the College of Respiratory Therapists of Ontario (CRTO). The CRTO regulates the practice of respiratory therapy in Ontario in accordance with the Regulated Health Professions Act, 1991, and the Respiratory Therapy Act, 1991. As members of a self-regulatory profession, respiratory therapists practice in accordance with professional practice standards, codes of ethics, legislation, and regulations, as well as with practice setting policies and procedures. As reflective practitioners, graduates engage in ongoing professional development activities to maintain and enhance professional competence in the respiratory therapy field.

The curriculum of this proposed program will prepare students for the Canadian Board for Respiratory Care (CBRC) national certification examinations so that they may become members the College of Respiratory Therapists of Ontario (CRTO). The School of Health and Wellness is currently in discussions with the CRTO and, if the program is approved, will apply for accreditation once the first cohort completes 2/3 of their training (year 3). This is the minimum time period in which an application for accreditation can take place.

Admission requirements for the program are as follows:

- Ontario Secondary School Diploma (OSSD), or equivalent, mature student status.
- OSSD including Gr 12 C English, Grade 12 C Math, Grade 11 or 12 Physics, 2 Grade 11 or Grade 12 C Sciences, one of which must be Biology.
(Minimum final grade of 65% in each required course)
- Students from the Fleming College Pre-Health Stream will also be considered.

The proposed curriculum is shown in Table 1 below:

Table 1: Respiratory Therapy Advanced College Diploma (mapped to MTCU code #61615 - Respiratory Therapy)			
Semester	Course Code	Course Name	Hours
1	COMM 201	Communications	45
1	SCIE 157	Anatomy and Physiology I	60
1	HLTH 65	Concepts in Healthcare	15
1	NEW 1	RT General Therapeutics I	45
1	NEW 2	Applied Science for RTs	60
1	NEW 3	Medical Gas	60
Total Semester 1 Hours:			285
2	GNED 49	Introduction to Indigenous Studies	45
2	SCIE 158	Anatomy and Physiology II	60
2	NEW 4	Mechanical Ventilation I	45
2	NEW 5	Cardiorespiratory Pathophysiology I	45
2	NEW 6	RT General Therapeutics II	45
2	NEW 7	Patient Assessment and Evaluation	45
Total Semester 2 Hours:			285
3	NEW 8	Cardiorespiratory Pathophysiology II	45
3	NEW 9	Mechanical Ventilation II	45
3	NEW 10	Concepts of Airway Management	45
3	NEW 11	Blood Gas Analysis	30
3	NEW 12	Cardiopulmonary Diagnostics	45
3	NEW 13	Introduction to Research	30
3	GNED	General Elective	45
Total Semester 3 Hours:			285
4	GNED	General Elective	45
4	NEW 14	Respiratory Care for Neonates and Pediatrics	60
4	NEW 15	RT Professional Practice and Ethics	30
4	NEW 16	Health Psychosociology	45
4	NEW 17	Anesthesia	45
4	NEW 18	Respiratory Pharmacology	45
4	NEW 19	Introduction to Clinical Practice	45
Total Semester 4 Hours:			315
5	NEW 20	Clinical Placement	420
5	NEW 21	Advanced Practice and Case Studies	30
Total Semester 5 hours:			450
6	NEW 22	Clinical Placement	420
6	NEW 23	Canadian Board of Respiratory Care Exam Prep	15
Total Semester 6 Hours:			435
Total Program Hours:			2055

More detailed curriculum information may be found in Appendix I: Validation Documents and Appendix II: MCU Program Delivery Information (PDI).

It is important to note that the COVID-19 pandemic has affected the academic delivery of several post-secondary applied programs in Ontario. To allow for continuous study, Fleming College has employed remote delivery (online) models where possible. For programs that require a face-to-face

component or field placements in the community, Fleming College has put in place extensive safety procedures that follow local health unit guidelines and allow students to complete their studies in the event of a lockdown, restrictive social distancing and/or masking mandates. In addition, Fleming College requires all employees, students and visitors attending campus to be fully vaccinated by Oct. 20, 2021.

3. Fleming College Strategic Alignment

3.1. Alignment with Fleming College Strategic Plan

The proposed respiratory therapy program aligns well with all 5 commitments of the Fleming College 2019-2024 Strategic Plan.

First, the proposed program aligns with the first commitment of being “*focused on the needs of students and employers in the labour market*”. Local consultations with employers and industry partners, as well as a projected labour shortage nationally, indicate that this program will help to meet the labour market needs of employers locally as well as nationally. In Ontario, respiratory therapists are provincially regulated healthcare professionals. The proposed program curriculum will prepare students for testing and registration at the provincial level of accreditation. Competencies are included in training and will be tested prior to the start of the field placements ensuring students have the foundational knowledge necessary as they move towards the skills application portion of their program. The clinical portion of their training will also solidify knowledge and practice as students move towards graduation, provincial registration, and lastly employment. Thus, graduates will gain the skills and competencies needed to practice, be licensed, and to work in the industry. And local employers will gain locally trained professional respiratory therapists that are more likely to remain in the area thereby improving local area health centre employee retention rates.

Secondly, the program will strive to engage local healthcare providers through partnerships and field placements thereby meeting the second commitment of the strategic plan by being “*true partners in our community*”. There has been an ongoing demand for respiratory therapists in Ontario and this has been compounded with the COVID-19 pandemic. Dr. Peter McLaughlin, President & CEO of the Peterborough Regional Health Centre, states in his letter of support, “a local program would greatly benefit the recruitment and retention of RTs at PRHC and would create new opportunities for students and staff, supporting professional development and practice excellence”. Creation of job ready graduates that have been able to participate in local community clinical practice will increase the rates of employee retention locally and contribute to ongoing community partnerships with Fleming College.

The program will also meet the strategic plan’s third commitment of “*empowering staff*” by providing an atmosphere of academic sharing of knowledge with committed staff that have a

vested interest in the development of the program. In addition, Fleming College will provide up-to-date lab space, simulations, high tech/high touch technologies and equipment that will ensure the best possible experience for both staff and students. As such, the revitalized labs housing new equipment, tools and technology for this proposed program will also support the strategic plan's fourth commitment of "*embracing technology and digital tools*".

Lastly, the proposed program will meet the fifth commitment of the strategic plan of being a "*welcoming place for all*". The ability of students to complete the Indigenous Perspective Designation will increase awareness of indigenous issues in healthcare thereby contributing to more positive outcomes for indigenous patients in healthcare settings. This will be the only respiratory therapy program in Ontario that offers an Indigenous Perspectives Designation. This option for graduates is timely as Canada moves forward with the 94 Calls to Action of the Truth and Reconciliation Commission.

3.2. Alignment with Fleming College Academic Plan

This program aligns best with four priority areas of the Fleming College Jobs First Academic Plan 2019-2024. First, the program is responding to the first priority of meeting the "*needs of the labour market*". The respiratory therapy labour market is projected to experience a shortage of workers over the next 10 years. The Covid-19 pandemic has resulted in an increased need for licensed respiratory therapists locally as Peterborough and the Kawarthas have a much older population demographic that requires more specialized healthcare regionally. Offering a training program locally will help to train and retain workers in the region.

Secondly, this program supports the second priority of "*ensuring students have the skills & experience they need*". The School of Health and Wellness is in discussion with the College of Respiratory Therapists of Ontario to facilitate accreditation. This program offering, if approved, will be accredited once the program's first cohort has completed 2/3 of their training. This time period is a CRTO minimum requirement. Program accreditation will ensure that the program prepares students for the Canadian Board for Respiratory Care (CBRC) national certification examinations. Graduates must pass these examinations to be a member of the College of Respiratory Therapists of Ontario (CRTO) and the proposed curriculum includes a Canadian Board of Respiratory Care Exam Prep course that students will complete in their final semester.

Lastly, the program also meets the third priority of "*delivering programs that are relevant*" and fifth priority of "*providing a top-quality education*". The value and relevance of front-line healthcare workers has been recently demonstrated through our shared experience navigating the COVID-19 pandemic. The need for optimally delivered care for those suffering through the pandemic has been well documented and evidence shows there will be long-standing

repercussions for those that have experienced respiratory infections. The careful design and accreditation of the program curriculum, along with the field placements forged through local partnerships, will ensure a top-quality education for students that enrol in this new School of Health & Wellness program offering.

3.3. Alignment with Fleming College Business Plan

Based on consultation with local healthcare experts, the need for local respiratory therapy skills training is clear in meeting the demands of our growing communities and aging populations. Local healthcare centres, namely Peterborough Regional Health Centre, have indicated a need for locally trained respiratory therapists. Students and the local industry will benefit from 840 hours of field placement in the community. These partnerships at the individual as well as corporate levels align with Fleming 2021-2022 Business Plan objective 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”*. By partnering with regional hospitals, such as Peterborough Regional Health Centre, Fleming College will become the go-to institution for respiratory therapy training in the central region of Ontario.

The proposed program will also include the ability for students to complete the Indigenous Perspectives Designation. This option will make the program unique in Ontario and supports the 2021-2022 Business Plan Objective 5.2 *“Strengthen our relationship with Indigenous Peoples by helping to create opportunities in postsecondary 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”*. More specifically, Objective 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)”* will be supported by the addition of this program.

3.4. Alignment with Other Fleming College Plans

This program will likely not appeal to the international student market as it is a three-year program and international students prefer 1- or 2-year programs.

4. Ministry of Colleges and Universities Funding Approval Requirements

4.1. Alignment with Strategic Mandate Agreement 3 (SMA3)

Alignment with SMA3 Skills & Job Outcomes Priority Area as well as Economic and Community Impact

The proposed respiratory therapy program aligns with several performance metrics of Fleming College's Strategic Mandate Agreement (SMA3) with the Province of Ontario.

Graduates of the proposed program would have a direct impact on the community as part of a growing local healthcare industry. Labour market analysis (see Section 4.3 Labour Market Analysis) shows a projected labour shortage for respiratory therapists over the next 10 years. Regionally, the labour market for respiratory therapists is projected to increase by 18.3% during the period 2018-2026 and Canada-wide by 23.4% during the same period. These projections were issued prior to the COVID-19 pandemic, which has further increased demand. As the population of Ontario continues to grow and age, a greater number of patients with chronic respiratory, cardiac, and pulmonary diseases and overall healthcare needs will further increase the demand for these professionals. The demand for this occupation will be maintained as the medical community continues to focus on reducing instances of these diseases and improvements to quality of life of those afflicted with these diseases. In addition, the occupation could see a rise in demand as the provincial government seeks to increase the capacity of long-term care homes and leverage retirement homes and supportive housing providers to reduce hospital stays. Therefore, it is anticipated that graduates of this program will be employed shortly after graduation thereby improving the SMA3 *"graduate employment rate in a related field"* performance metric.

The median wage earnings of Ontario respiratory therapists are \$40.00 per hour (ranging from \$25.00 to \$45.00 per hour). The local yearly wage of a respiratory therapist averages \$78,000 per year. These high earnings will assist with supporting the SMA3 *"graduate employment earnings"* performance metric.

In addition to these positive graduate employment outcomes, the retention rate is anticipated to be high and will translate into high graduate rates thereby supporting the SMA3 *"graduation rate"* performance metric. And lastly, the curriculum includes 840 hours of field placement and a focus on skills and competencies that will support the SMA3 *"experiential learning"* and *"skills and competencies"* performance metrics.

Impacts on Related Fleming Programming and Pathways

This program will not compete with existing Fleming College programs. Many students that enter respiratory therapy programs in Ontario are university graduates. Thus, this program will likely attract students that would not otherwise choose to attend Fleming College.

Fleming College students that may choose to pathway into this program are graduates of the Practical Nursing, Occupational Therapist Assistant and Physiotherapist Assistant, or Pre-Health Science Pathway to Advanced Diplomas and Degrees programs. The Pre-Health Sciences Pathway program is designed to provide students with the core skills and knowledge as well as academic success fundamentals to progress into a health sciences program at the

advanced diploma or degree level. Upon completion, students can then apply to their program of choice, in this case the Respiratory Therapy Advanced Diploma Program and discussions are taking place to possibly reserve seats for these Fleming College graduates. These graduates would be able to seamlessly continue their studies at Fleming College.

4.2. Student Demand Analysis

Respiratory therapists play an important role within the healthcare team. They have a rewarding job in that they help to save lives every day by assisting patients with their ability to breathe. Those potential students interested in this healthcare field require certain characteristics such as problem-solving skills, interpersonal skills and above all compassion. Students attracted to this program may include individuals seeking additional certifications from associated healthcare support positions (e.g., nursing), or individuals reskilling within the healthcare field.

In Ontario, respiratory therapy programs are highly competitive programs in which qualified applicants far exceed the number of seats available (please see Section 4.4 Competitor Analysis). Many students accepted into respiratory therapy programs are university graduates with degrees in a health-related field. However, graduates of Pre-Health Sciences Pathway to Advanced Diplomas and Degrees, Occupational Therapist Assistant and Physiotherapist Assistant, and Practical Nursing programs may also be interested in this program. Lastly, some local high school students may also apply directly to the program and several regional high schools offer the Health and Wellness Specialist High Skills Major: Kenner C.&V.I., Holy Trinity Catholic S.S., St. Thomas Aquinas Catholic S.S., Lindsay C.&V.I., Campbellford D.H.S., Bowmanville H.S., and Clarke H.S.

4.3. Labour Market Analysis

Overview

Respiratory therapy is a regulated profession governed by the College of Respiratory Therapists of Ontario (CRTO). Part of the CRTO activities include the evaluation and accreditation of training institutes that deliver respiratory therapy programming. This process ensures that students entering the profession have the appropriate competencies to practice safely and effectively¹.

Occupational Trends

Forecasted demand for respiratory therapists by 2028 includes 97 positions regionally, 3,715 positions provincially, and 6,255 positions across Canada². In Ontario, this equates to 397 jobs created by either by replacement demand or new job growth by 2028. Regional outlook for Muskoka-Kawartha Economic Region is not tracked by the Government of Canada due to insufficient data. Outlook for the Province of Ontario (2018-2020) is reported as 'good' since the short-to medium term potential for employment is better than average in the region, when

compared to other occupations³. Demand forecasts by the Government of Ontario also noted above average job growth (2017-2021) and a low unemployment rate (2%) for respiratory therapists⁴.

Industry Trends & COVID-19

Most respiratory therapists operate in hospital settings (59.8% of jobs in 2020), or home care settings (13.9% of jobs in 2020). However, movements to a community-based approach to respiratory care, with specific emphasis on addressing childhood asthma, could impact occupational growth outside of hospitals⁵. The Centre for Disease Control and Prevention notes that forthcoming research on the long-term effects of COVID-19 - including respiratory issues – which might impact the future direction of the respiratory therapy profession⁶. The Canadian Society for Respiratory Therapists has also highlighted the impacts that COVID-19 is having on Chronic Disease management (Asthma, COPD, Lung Disease) and the adapting role of respiratory therapists moving forward⁷.

Additional labour market information may be found in Appendix III: Labour Market Information Details and recent employment postings may be found in Appendix IV: Employment Postings.

4.4. Competitor Analysis

There are seven Ontario College postsecondary institutions that provide College of Respiratory Therapist of Ontario (CRTO) approved Ontario College Advanced Diplomas in respiratory therapy. By geography, most programming opportunities exist in the Southwestern Ontario (four schools). There is only one college in Northern Ontario (Canadore) and two colleges in Ottawa (Algonquin, La Cité) supplying Eastern Region's talent pipeline to support its 1,763,186 residents. Fleming College is well positioned to be the only college to offer this programming in the central Ontario and Greater Toronto Area (GTA).

As demonstrated in Table 2 below, there is significant student demand for this healthcare programming. Respiratory therapy programs are oversubscribed in all six Ontario Colleges offering this program as evidenced by the large number of applications for a limited number of seats available. It is also interesting to note that 2021 had the highest total applications (1596 applications) in the past four years suggesting an increase in prospective student interest in this field. This increased interest may be partly due to the increased media exposure of these professionals as nations grapple with the Covid-19 pandemic worldwide.

This unique program will graduate students off cycle and much more quickly than most other respiratory therapy programs in Ontario. The unique January intake with an accelerated delivery pattern (six semesters will run continuously) will see graduates in two years instead of the customary three. Algonquin College is the only other college in the system to offer a January intake but does not offer an accelerated delivery. Conestoga College offers an

accelerated program, but their intake occurs in the fall and includes a break in the first summer of their programming. This off cycle intake will also allow graduates to enter the health care system in January instead of May when the other schools, aside from Conestoga, are graduating. As shown in the letters of support and labour market analysis, graduates are currently needed in the local system. This unique exit point would allow students to enter the system much more quickly and at a unique time in the calendar year.

A review of these non-traditional intakes and delivery patterns shows that enrollment has been stable across all respiratory therapy programs in the province (see Appendix V: Competitor Information Details), the compressed delivery nor the January intake has impacted enrolment stability in the target schools. In addition, this unique graduation time allows for program graduates greater ability to tap into a larger labour market including our local rural communities and larger population centers. It is also important to emphasize that program enrollment is constrained by the number of placement sites available for students. This unique delivery pattern allows the program to be competitive for placement sites by having our placements begin during the spring semester when most other programs are on hiatus.

Lastly, the ability for students to complete the Indigenous Perspectives Designation will add value and uniqueness to their training at Fleming College. Graduates will stand apart from graduates of competitor programs when choosing to complete this additional designation.

Table 2: Total Applications / Registrations by College for Programs* (mapped to MTCU code # 61615 - Respiratory Therapy)				
College**	2018	2019	2020	2021
Algonquin***	282/35	252/36	270/31	329/-
Canadore	189/34	145/30	137/25	181/-
Conestoga	278/39	230/40	258/41	331/-
Fanshawe	347/61	278/57	296/66	435/-
La Cite***	106/34	98/30	106/25	109/-
St. Clair	141/26	137/25	131/19	211/-
Total	1343/235	1140/228	1198/215	1596/-

*Application and registration data pulled from OCAS Data Warehouse using RPT00411 on September 30th, 2021 – FALL term, end of cycle. Application counts are those that apply through OCAS and does not include international applications. The 2021 application cycle is in progress (ends July 2022).

**data is not available for the Michener Institute

***Colleges in the Ontario Eastern Region

Additional competitor information may be found in Appendix V: Competitor Information Details.

5. Community Collaboration

5.1. External Industry Council, Committees or Groups

Letters of support may be found in Appendix VI: Letters of Support.

Council, Committee or Group	Meeting Date	Endorsed (yes/no)
Jobs Council	-	-
Reference Group	June 15, 2021	yes
Program Advisory Committee (if applicable)	n/a	n/a
Other (Partnership organizations)	-	-

5.2. Reference Group or Program Advisory Committee Members

Member	Position	Organization
Shelley Nevills	Respiratory Therapist	Peterborough Regional Health Centre
Lysane Burnit	Respiratory Therapist	Peterborough Regional Health Centre
Christy Theofylatos	Respiratory Therapist	Quinte Health, Belleville
Shawn Fowlds	Respiratory Therapist	Peterborough Regional Health Centre
Carmen Charles	Respiratory Therapist/Sales Rep, Medical Gases and Clinical products	Vitalaire
Kristen Des Islet	Respiratory Therapist	Lakeridge Health Oshawa
Diana Jaskulski	Critical Care Nurse	Lakeridge Health Oshawa
Dr. Ajda El-Zabet	MD-Anesthetist	Northumberland Hills Hospital
Brittney Parks	Respiratory Therapist	Northumberland Hills Hospital
Dr. Steve Slobodian	MD-Anesthetist	Northumberland Hills Hospital

5.3. Fleming College Councils and Committees

Council, Committee or Group	Meeting Date	Endorsed (yes/no)
Senior Management Team	Dec. 18, 2019; Nov. 3, 2021	yes; yes
Strategic Enrolment Management	Dec. 4, 2019	yes
Academic Council	Not active 2020/2021	-
Program Implementation Committee	Jan. 29, 2020	yes

5.4. Fleming College Board of Governors

Item	Meeting Date	Endorsed (yes/no)
Concept Proposal	Jan. 22, 2020	yes
Business Case	Nov. 24, 2021	

6. Resource Requirements

6.1. Staffing

Costing assumes a ratio of 70% part time TCH to 30% fulltime TCH in the development and delivery of this proposed program. Initially, a part time or partial load coordinator will be hired until a fulltime faculty is hired. A fulltime hire is planned to start in January 2023.

6.2. Information Technology

There are no additional IT equipment and/or installations required for this program. Software for vital monitors will be purchased and will need to be installed. Lastly, there will be no BYOD requirements for this program.

6.3. Equipment

The program will share the dedicated lab space currently in use by the Practical Nursing and Personal Support Worker programs. Where possible equipment will be shared with other Health & Wellness programs, and some new equipment will need to be purchased. The following is a list of additional equipment required for the development and delivery of this new program:

- General - Gloves
- Oxygen Delivery - Oxygen
- Oxygen Delivery - Nasal Canula
- Oxygen Delivery - OxyMask
- Oxugen Delivery - Non-Rebreather
- Oxygen Delivery - Extension Tubing
- ACLS - BVM
- Intubation - Endo Tubes
- Intubation - Tube Holders
- Mechanical Ventilation - Ventilator Curcuits
- Suctioning - Tubing
- Suctioning - Connectors
- Suctioning - Yaunker
- Suctioning - Cannisters
- Suctioning - Suction Catheter
- Capnography - EtCo2 Tubing
- Capnography - CO2 Canister
- IV/IO/Art Lines - Angiocaths
- IV/IO/Art Lines - IO Needle
- Medication - Aerochamber

- Medication - Placebo Meds
- Medication - Syringes/Needles

6.4. Space

The program will share the dedicated lab space currently used by the Practical Nursing and Personal Support Worker programs. Gas, medical air and suction, and ventilators will need to be installed and housed in this dedicated lab space.

6.5. Capital

The following is a list of expected infrastructure, furniture, equipment, and task trainer capital expenditures totaling \$ 648,190.43 (quantity shown in brackets):

- Infrastructure - Piped Oxygen System, Piped Medical Air, Suction System (1)
- Infrastructure - ICU Style Headwalls (Functioning) (8)
- Infrastructure - TV Monitors (each station) (8)
- Infrastructure - Vitals Monitor (8)
- Infrastructure - Bracket for Vitals Monitor (8)
- Infrastructure - iSimulate for Vitals Monitor (1)
- Infrastructure - Curtains
- Infrastructure - Sinks in lab (2)
- Infrastructure - EMAR System (8)
- Infrastructure - Pulmonary Function Testing (1)
- Furniture - Hospital Beds/Transport Stretchers (8)
- Furniture – Shelving (5)
- Furniture - CPR Stools
- Furniture – Stools (16)
- Equipment – Ventilators (4)
- Equipment - Concentrators (Home O2) (1)
- Equipment – BiPap (4)
- Equipment – Optiflow (4)
- Equipment - Glidescope
- Equipment - Laryngoscope
- Equipment - Suction Mount (for headwall) (8)
- Equipment – Flowmeter (8)
- Equipment - Ultrasound (for art. Lines)
- Equipment - IO Equipment (4)
- Equipment – Oximetry (1)
- Equipment - Gas Blender
- Equipment - Crash cart with defib
- Task Trainer - Airway Torso (8)

- Task Trainer - Blood Gas Trainer (8)
- Task Trainer - IV Arm
- Task Trainer - Trach Trainer (8)
- Task Trainer - IO Trainer (8)
- Task Trainer - Infant airway task trainer (8)

7. Financial Analysis

7.1. Incremental Costing Summary

For more detailed information, please see Appendix VII: Incremental Costing Summary Details.

Description	Year 1 (\$)	Year 2 (\$)	Year 3 (\$)	Year 4 (\$)	Year 5 (\$)
Incremental Revenues	35,614.49	142,457.95	213,686.93	213,686.93	213,686.93
Incremental Costs	149,431.17	409,152.10	519,184.63	527,392.54	534,717.11
Net Investment	398,439.30	114,928.90	206.82	206.82	206.82
NET INCOME	- 512,255.98	- 381,623.05	- 305,704.53	- 313,912.43	- 321,237.00

7.2. SMA3 Funding Performance Metrics Alignment

This program is expected to support many of the SMA3 performance metrics as the program will be training graduates for a labour market with high wages and a projected shortage of workers over the next 10 years. In addition, the program is anticipated to have a high graduation rate, 840 hours of experiential learning, and a skills and competency based curriculum. Thus, the program will contribute positively to the following SMA3 performance metrics: *“graduate employment rate in a related field”, “graduation rate”, “graduate employment earnings”, “experiential learning”, and “skills and competencies”*.

7.3. Program Costing Assumptions

Costing assumes a yearly winter intake of 30 domestic students and a retention rate of 100% through all six semesters. Section enrolment limits will be 32 students for lecture and clinical settings, and 16 students for labs and seminars. International student enrolment is not expected in this program.

7.4. Financial Risks

The program is expected to be oversubscribed as all existing respiratory therapy programs in Ontario are currently oversubscribed. Risks include lower than expected retention rates and a lack of suitable field placement sites.

7.5. Countermeasures

To maintain a high retention rate, selection criteria for admission will be used that is predictive of student success in this field. Students will also be encouraged to use all available student supports. The School of Health and Wellness placement coordinator will ensure placement site availability, as well as support the logistics of placement arrangements. Students will be permitted to find placements in locations outside our region if this is preferred by the student. Lastly, the accelerated delivery will result in placements occurring over the spring semester when most other colleges are on hiatus. This off cycle design will alleviate the constraint of limited suitable field placement sites.

8. Quality Assurance

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

9. Conclusion / Recommendation

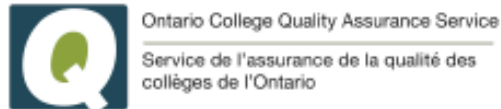
THAT the Board of Governors of Sir Sandford Fleming College approve the Respiratory Therapy Ontario College Advanced Diploma for launch in January 2023.

10. References

- ¹ College of Respiratory Therapists of Ontario. (2019). Approval of Canadian Educational Programs. Retrieved from http://www.crto.on.ca/pdf/Policies/Cdn_Prog_Approved.pdf
- ² Economic Modelling Inc. (2019). Occupational summary for respiratory therapists, clinical perfusionists and cardiopulmonary technologists. Retrieved from <https://www.economicmodeling.com/>
- ³ Government of Canada. (2019). 2018-2019 Occupational outlook methodology. Retrieved November 26, 2019 from https://www.jobbank.gc.ca/report_note.do?cid=7267
- ⁴ Government of Ontario. (2019). Ontario's Labour Market: Paramedical Occupations. Retrieved from <https://www.iaccess.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=3234>
- ⁵ Rickards, T. & Kitts, E. (2018). The roles, they are a changing: respiratory therapists as part of the multidisciplinary, community, primary health care team. Canadian Journal of Respiratory Therapy. Retrieved from <https://www.cjrt.ca/wp-content/uploads/CJRT201824.pdf>
- ⁶ Centres for Disease Control and Prevention. (2020, November 13). Long term effects of COVID-19. Retrieved from Long-Term Effects of COVID-19 | CDC
- ⁷ Canadian Society for Respiratory Therapists. (2020, November 18). COVID-19 Resource Repository. Retrieved from CSRT-COVID-19-Resource-Repository-November-18- 2020.pdf

11. Appendices

11.1. Appendix I: Validation Documents



*Suite 606 - 130 Queens Quay East,
Toronto, ON, M5A 0P6*

Program Validation Decision

We have completed our validation of your application for the Respiratory Therapy program submitted to us on July 12, 2021 and leading to the conferring of an Ontario College Advanced Diploma.

Please accept this as our validation of your proposal. As a signal of our validation decision, we have assigned the following Approved Program Sequence (APS) number to your program: FLEM01319.

A copy of this validation decision is being sent to the Ministry of Colleges and Universities (MCU) for their information and records.

However, in keeping with the MCU process for college program funding approvals, we have not sent your documents to the Ministry. Please be advised that you need to submit the documentation directly to the Ministry to complete the approval for funding request, if applicable.

The required documents for the Ministry's funding approval decision are the Board Attestation form, signed by your college president, the Program Delivery Information (PDI) form, and the completed Application for Program Validation form (CVS).

The Ministry will reply separately to your request for funding approval of your program.

Sincerely,

Sara Barnes
July 12, 2021



Ontario College Quality Assurance Service
Service de l'assurance de la qualité des
collèges de l'Ontario

Respiratory Therapy

Validated

Standard

Fleming College | APS # FLEM01319 | MTCU # 61615
Ontario College Advanced Diploma | Full-time funding requested

Purpose

The Respiratory Therapy program provides students with knowledge, skills, attitudes and clinical judgement to provide optimal cardio-respiratory care to diverse patients/clients in a range of practice settings including acute care and community environments.

To practice as a respiratory therapist in the province of Ontario, graduates must successfully complete all registration requirements, as set out by the College of Respiratory Therapists of Ontario (Cрто). The Cрто regulates the practice of respiratory therapy in Ontario in accordance with the Regulated Health Professions Act, 1991 and the Respiratory Therapy Act, 1991.

As members of a self-regulatory profession, respiratory therapists practice in accordance with professional practice standards, codes of ethics, legislation and regulations, as well as with practice setting policies and procedures. As reflective practitioners, graduates engage in ongoing professional development activities to maintain and enhance professional competence in the respiratory therapy field.

Respiratory therapy is an evidence-based profession that is founded on health science related theories and research. Graduates establish and maintain therapeutic relationships and communicate in a culturally sensitive manner with patients/clients across the lifespan and with their families, to support cardio-respiratory health. Graduates employ critical-thinking, problem-solving and decision-making strategies to assess, plan, implement and evaluate safe, therapeutic cardio-respiratory interventions with the goal of optimizing patient-centered, cardio-respiratory outcomes. Graduates apply teaching and learning principles to support patient/client goals of independence and self-management and to support learners in cardio-respiratory health care.

As independent practitioners, in collaboration with patients/clients, families and as members of health care teams, graduates demonstrate leadership, communication, group and interpersonal skills.

Admission Requirements

Ontario Secondary School Diploma (OSSD) or equivalent, mature student status. OSSD including Gr 12 C English, Grade 12 C Math, Gr 11 or 12 Physics, 2 Gr 11 or 12 C Sciences, one of which must be Biology. Minimum final grade of 65% in each required course. Students from the Fleming College Pre-Health Stream will also be considered.

Occupational Areas

Respiratory therapists (NOC 3214) have career opportunities to work independently and collaboratively with a range of health professionals in a variety of practice settings, such as hospitals, long-term care, home care, family health teams, hyperbaric clinics, diagnostic and sleep clinics. Graduates may find employment opportunities within private businesses or in independent practice requiring specific cardio-respiratory knowledge and skills. In addition to the projected labour shortage in the next 10 years, the job outlook for respiratory therapists working in Ontario is good over the next 3 years. This outlook is applicable to all respiratory therapists, clinical perfusionists and cardiopulmonary technologists (NOC 3214). Regionally, the labour market for Respiratory Therapists is projected to increase by 18.3% during the period 2018-2026 and Canada-wide by 23.4% during the same period. These numbers were issued prior to the COVID-19 pandemic, which has further increased demand. As Ontario's population continues to grow and age, a greater number of patients with chronic respiratory, cardiac, and pulmonary diseases and overall health-care needs will further support opportunities for these professionals. The incidence of such diseases tends to increase with age and demand for this occupation will be maintained as the medical community continues to focus on reducing instances of these diseases and improve quality of life of those afflicted by these diseases. In addition, the occupation could see a rise in demand as the provincial government seeks to increase the capacity of long-term care homes and leverage retirement homes and supportive housing providers to reduce hospital stays. Respiratory complications and disease directly related to greater air pollution will also play a factor.

Laddering Opportunities

Laddering in: Students may choose to enter from the Pre-Health Pathways program at Fleming College. Laddering out: There may be opportunities for graduates to pursue further educational and professional qualifications through articulation agreements between the colleges, universities or professional organizations. Graduates will also have the required education to apply into post-diploma programs

such as Anesthesia Assistant or Perfusionist.

Program VLOs

1. Provide cardio-respiratory care in compliance with relevant legislation, professional standards, codes of ethics and practice setting policies and procedures.
2. Use preventive measures that contribute to a culture of patient and employee health and safety within a range of practice settings.
3. Establish and maintain therapeutic relationships and communicate in a culturally sensitive manner with diverse patients/clients and their families to support cardio-respiratory health.
4. Collaborate with patients/clients and members of the inter-professional health care team to optimize cardio-respiratory health and well-being.
5. Assess and interpret relevant diagnostic and patient information when treating patients/clients who are experiencing a range of cardio-respiratory conditions.
6. Develop patient's/client's plan of care in collaboration with patients/clients and health care team members by identifying priorities, establishing goals and determining interventions to support optimal cardio-respiratory outcomes.
7. Select, implement, evaluate and modify therapeutic cardio-respiratory interventions to provide evidence-based, patient-centered care in a range of practice settings.
8. Develop, implement and evaluate cardio-respiratory related learning plans in collaboration with patients/clients, families and health care team members to support client independence and self-management.
9. Complete written and electronic documentation of patient/client care to meet legal, organizational and professional requirements.
10. Read, interpret and participate in research and use relevant evidence-based findings to inform and guide respiratory therapy practice.
11. Engage in reflective practice and ongoing professional development activities to maintain and enhance competence in the field of respiratory therapy.

Curriculum

- **COMM201 - Communications**
 > Semester 1 | 45 hours

Communications I is an introductory course that provides a foundation in college-level communications by teaching students to read critically, write appropriately for a variety of audiences, conduct, and cite research, and revise for clarity and correctness. In seminars and labs, students will engage in both independent and collaborative activities, including the development of a digital portfolio designed to help them become more effective communicators in academic and professional environments.

- **SCIE157 - Anatomy and Physiology I**

- > Semester 1 | 60 hours

- This course is designed to provide the student with an understanding of the anatomy and physiology of the human body. It will begin with an introduction to the organization and the cellular/tissue basis of the human body. The systems that will be focused on in this course are integumentary, skeletal, muscular, nervous, and special senses.

- **HLTH65 - Concepts in Healthcare**

- > Semester 1 | 15 hours

- This functional course will provide an overview of the Ontario Healthcare System. Students will examine the interdisciplinary role of healthcare professionals. Based on examination, students will dialogue about current issues and trends that impact the Ontario healthcare system, within the context of sustainability.

- **NEW1 - RT General Therapeutics I**

- > Semester 1 | 45 hours

- This course introduces students to basic concepts of respiratory care related equipment and procedures. Topics include infection prevention and control, suction therapy, oxygen and high flow therapy, basic non-invasive airway management, manual ventilation, and intubation.

- **NEW2 - Applied Science for RTs**

- > Semester 1 | 60 hours

- Principles of Science and Math are applied to the practice of respiratory therapy. Principles of biology, chemistry and physics are applied to human physiology especially how they relate to the respiratory system.

- **NEW3 - Medical Gas**

- > Semester 1 | 60 hours

- An introduction to gases, equipment and principles of respiratory therapy associated with medical gases. Includes safety/storage of gases, delivery systems, special considerations – will also include WHMIS training.

- **GNED49 - Introduction to Indigenous Studies**

- > Semester 2 | 45 hours | *General Education*

- This course is an introduction to the study of Indigenous (First Nations, Metis, and Inuit) peoples in Canada. Students will explore the complex historical and contemporary relationships between Indigenous and non-Indigenous peoples. The course will also guide students to begin to understand the diversity and depth of Indigenous societies, worldviews, and knowledge through a

multi-disciplinary lens.

- **SCIE158 - Anatomy and Physiology II**

- > Semester 2 | 60 hours

- This course is designed to provide the student with an understanding of human anatomy and physiology as they pertain to the following systems: Cardiovascular, Lymphatic, Endocrine, Immune, Respiratory, Urinary, Fluids & Electrolytes/Acid-Base and Reproductive.

- **NEW4 - Mechanical Ventilation I**

- > Semester 2 | 45 hours

- This course will introduce the student to the concepts of non-invasive and invasive mechanical ventilation. Ventilation modes, alarm systems, and basic principles of mechanical ventilation and how they interact with the patient are discussed. Theory of modes of ventilation will be taught as well as hands on learning in a clinical lab setting.

- **NEW 5 - Cardiorespiratory Pathophysiology I**

- > Semester 2 | 45 hours

- This course will review the abnormal physiological disorders related to the pulmonary and cardiac systems, including diagnosis, assessment, and treatment.

- **NEW6 - RT General Therapeutics II**

- > Semester 2 | 45 hours

- This course will provide theoretical and practical learning of respiratory equipment and procedures such as suctioning, oxygen and high flow therapy, and other modalities related to pulmonary care.

- **NEW7 - Patient Assessment and Evaluation**

- > Semester 2 | 45 hours

- This course will introduce the student to the concepts of patient assessment as it relates to the practice of Respiratory Therapy. Topics will include vital signs, patient monitoring, chest assessment and other clinical assessment parameters.

- **NEW8 - Cardiorespiratory Pathophysiology II**

- > Semester 3 | 45 hours

- This course is designed to provide the student with an understanding of abnormal physiological disorders related to the pulmonary and cardiac systems, including diagnosis, assessment, and treatment with an extended focus on management of both acute and chronic respiratory diseases.

- **NEW9 - Mechanical Ventilation II**

- > Semester 3 | 45 hours

- This course will be a more thorough and extensive review of ventilators, modes, how each mode interacts with specific diseases and conditions and management of the ventilated patient.

- **NEW10 - Concepts of Airway Management**

- > Semester 3 | 45 hours

- This course will provide the knowledge and skills required to provide basic airway management. Will include equipment including various artificial airways, laryngoscopes and video laryngoscopy,



as well as other airway adjuncts. Basic airway management techniques (intubation, extubation, care of tubes) and advanced techniques for the management of a difficult airway will be learned.

- **NEW11 - Blood Gas Analysis**

- > Semester 3 | 30 hours

- This course will focus on blood gas analysis and interpretation relative to patient physiology and pathophysiology. The concepts of acid-base balance and fluid electrolyte balance are covered, will include clinical and case management. Students will learn how to perform arterial punctures, learn about arterial lines, interpret the blood result, and choose appropriate therapy, all in a simulated setting.

- **NEW12 - Cardiopulmonary Diagnostics**

- > Semester 3 | 45 hours

- Students learn the basic principles and techniques used in various pulmonary function tests, stress tests and ECG. This will include operation of equipment and devices, troubleshooting and assessment of validity and interpretation of results.

- **NEW13 - Introduction to Research**

- > Semester 3 | 30 hours

- This course will guide the student through the introductory principles of research, learning how to effectively understand how to read, utilize and evaluate research. The student will work toward an independent research assignment, including a presentation of their work

- **GNED - GNED**

- > Semester 3 | 45 hours | *Elective | General Education*

- GNED course of student's choosing. Students have the option to take GNED128 if pursuing Fleming Indigenous Perspectives Designation.

- **GNED - GNED**

- > Semester 4 | 45 hours | *Elective | General Education*

- GNED course of student's choosing. Students have the option to take GNED128 if pursuing Fleming Indigenous Perspectives Designation.

- **NEW14 - Respiratory Care for Neonates and Pediatrics**

- > Semester 4 | 60 hours

- The principles of neonatal and pediatric respiratory care will be introduced. Topics include fetal lung development, fetal circulation, Labour and delivery. Comparison of caring for neonates and pediatric populations compared to adults will be reviewed. Etiology, clinical and laboratory findings, and treatment are some of the topics that will be covered in this course.

- **NEW15 - RT Professional Practice and Ethics**

- > Semester 4 | 30 hours

- This course will provide the student with an understanding of the regulatory body for Respiratory Therapists, learning about scope of practice, orders and delegated acts. Topics will also include other professional organizations related to respiratory care. The conversation about ethics in the



healthcare setting will be introduced.

- **NEW16 - Health Psychosociology**

- > Semester 4 | 45 hours

- Psychology for physical, emotional, and mental health of the healthcare worker and patient. Also, will include lessons about death and dying, stress and crisis management, having difficult conversations, emotional care of chronic patients and interacting with patient/families as well as diversity and cultural sensitivity.

- **NEW17 - Anesthesia**

- > Semester 4 | 45 hours

- This course will cover topics to support the Respiratory Therapist's role in the Operating Room. Topics will include the use of, maintenance and safe patient application of anesthetic equipment, pre-operative and pre-induction procedures, types of anesthesia, monitoring an anesthetized patient, emergence from anesthesia, complications of anesthesia, as well as emergency and post-operative care.

- **NEW18 - Respiratory Pharmacology**

- > Semester 4 | 45 hours

- This course explores pharmacological interventions in the practice of respiratory therapy, primary focus will be on medications used in the cardiopulmonary management of patients. Topics will include indications/contraindications, mode of action, dosage and administration route, onset and duration of action, therapeutic effects, and side effects.

- **NEW19 - Introduction to Clinical Practice**

- > Semester 4 | 45 hours

- This course includes theory and didactic topics to support entry into the clinical setting. Short clinical rotations in various settings (including outpatient clinic with CRE) will allow for the student to experience how the skills and knowledge learned to date will support their practice (homecare included in this course as well as the RT role in discharge planning).

- **NEW20 - Clinical Placement**

- > Semester 5 | 420 hours

- This course will give the student the opportunity to observe and practice some of the skills learned in semesters 1-4. Clinical areas will be visited to allow the student to integrate knowledge from theory and lab skills. Possible sites include: Pulmonary Function Lab, Homecare, Sleep Clinic, General placement in hospital departments (Emergency Department, Intensive Care Unit, Operating Room, Medical Wards, Pulmonary Rehab).

- **NEW21 - Advanced Practice and Case Studies**

- > Semester 5 | 30 hours

- This course will pull together all the clinical knowledge and skills gained over the first 4 semesters of the program. Case studies will be utilized to enhance the knowledge and practice of the student in a sim lab setting.

- **NEW22 - Clinical Placement**
 > Semester 6 | 420 hours
 Intensive clinical placement – full time including opportunity to work with various patient populations including Neonates/Pediatrics, additional placement in OR setting (intubations/arterial lines).
- **NEW23 - Canadian Board of Respiratory Care Exam Prep**
 > Semester 6 | 15 hours
 This course will focus on preparation for the CBRC exam and entry to practice competencies for Respiratory Therapists.

VLO Mapping

	VLO 1	VLO 2	VLO 3	VLO 4	VLO 5	VLO 6	VLO 7	VLO 8	VLO 9	VLO 10	VLO 11
COMM201			X	X					X	X	
SCIE157					X					X	
HLTH65	X	X		X							
NEW1		X		X	X	X	X	X			
NEW2					X		X				
NEW3		X					X				
GNED49											
SCIE158					X					X	
NEW4					X	X	X		X		
NEW 5					X			X	X		
NEW6				X	X	X	X	X			
NEW7		X	X	X	X	X	X	X	X		

	VLO 1	VLO 2	VLO 3	VLO 4	VLO 5	VLO 6	VLO 7	VLO 8	VLO 9	VLO 10	VLO 11
NEW8					X			X			
NEW9					X	X	X		X		
NEW10					X	X	X				
NEW11					X		X				
NEW12				X	X	X	X	X	X		
NEW13	X	X		X			X	X		X	
GNED											
GNED											
NEW14			X		X	X	X	X			
NEW15	X	X	X	X		X			X	X	X
NEW16	X	X	X	X				X			X
NEW17					X		X				
NEW18			X				X	X			
NEW19	X	X	X	X	X	X		X	X		
NEW20	X		X	X	X	X	X		X		
NEW21	X		X	X	X	X	X		X	X	X
NEW22	X		X	X	X	X	X		X		
NEW23							X				X

EES

1. Communication: a) Reading, b) Writing, c) Speaking, d) Listening, e) Presenting, f) Visual literacy. 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Communication: a) Reading, b) Writing, c) Speaking, d) Listening, e) Presenting, f) Visual literacy. 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Numeracy: a) Understanding and applying mathematical concepts and reasoning, b) Analyzing and using numerical data, s) Conceptualizing 3. Execute mathematical operations accurately.
4. Critical thinking & problem solving: a) Analysis, b) Synthesising, c) Evaluating, d) Decision making, e) Creative and innovative thinking 4. Apply a systematic approach to solve problems.
5. Critical thinking & problem solving: a) Analysis, b) Synthesising, c) Evaluating, d) Decision making, e) Creative and innovative thinking 5. Use a variety of thinking skills to anticipate and solve problems.
6. Information management: a) Gathering and managing information, b) Selecting and using appropriate tools and technology for a task or a project, c) Computer literacy, d) Internet skills 6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Information management: a) Gathering and managing information, b) Selecting and using appropriate tools and technology for a task or a project, c) Computer literacy, d) Internet skills 7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Interpersonal: a) Team work, b) Relationship management, c) Conflict resolution, d) Leadership, e) Networking. 8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interpersonal: a) Team work, b) Relationship management, c) Conflict resolution, d) Leadership, e) Networking. 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Personal: a) Managing self, b) Managing change and being flexible and adaptable, c) Engaging in reflective practice, d) Demonstrating personal responsibility. 10. Manage the use of time and other resources to complete projects.
11. Personal: a) Managing self, b) Managing change and being flexible and adaptable, c) Engaging in reflective practice, d) Demonstrating personal responsibility. 11. Take responsibility for one's own actions, decisions, and consequences
12. Communication (FR).
13. Interpersonal (FR).

EES Mapping

	EES 1	EES 2	EES 3	EES 4	EES 5	EES 6	EES 7	EES 8	EES 9	EES 10	EES 11	EES 12	EES 13
COMM201	X	X				X			X				
SCIE157				X	X			X					
HLTH65		X							X				
NEW1				X	X		X	X			X		
NEW2			X	X	X			X					
NEW3			X			X							
GNED49													
SCIE158				X	X	X		X					
NEW4			X	X	X		X				X		
NEW 5				X									
NEW6		X			X		X						
NEW7	X	X		X	X	X	X	X		X	X		
NEW8				X			X						
NEW9			X		X								
NEW10					X								
NEW11			X	X			X	X		X			
NEW12	X	X	X		X	X	X	X					
NEW13	X	X		X			X	X					

	EES1	EES2	EES3	EES4	EES5	EES6	EES7	EES8	EES9	EES10	EES11	EES12	EES13
GNED													
GNED													
NEW14					X	X					X		
NEW15	X	X							X				
NEW16		X		X							X		
NEW17					X	X							
NEW18			X	X			X		X				
NEW19	X	X		X		X	X		X	X	X		
NEW20	X	X		X		X	X		X	X	X		
NEW21	X	X		X		X	X		X				
NEW22	X	X		X		X	X		X	X	X		
NEW23			X	X						X	X		

Certification/Accreditation

Certification type

Mandatory recognition of a regulatory authority exists and is being sought.

Mandatory Regulatory Requirements

Name of regulatory authority: College of Respiratory Therapists of Ontario

Status

- The college is working toward accreditation with the regulatory authority/ designated third party.
Current status of application: Fleming has been in communication with the designated third party, EQual, and submitted the New Accreditation Client Information Form (attached under Documentation). We have been told the first cohort of students would have to complete 2/3 of the program before accreditation could be granted.
Expected date of recognition: 2024

Contact Information

Charlene Kloos, Curriculum Development Consultant
T: n/a | E: charlene.kloos@flemingcollege.ca

11.2. Appendix II: MCU Program Delivery Information (PDI)

	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	165	165	135	225	30	15	735
Laboratory/workshop/fieldwork	120	120	150	60			450
Independent (self-paced)							0
One-on-one instruction							0
Clinical placement							0
Field placement/work placement				30	420	420	870
Small group tutorial							0
Total	285	285	285	315	450	435	2055
	Semester						
Non-Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory							0
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total	0	0	0	0	0	0	0
Total	1	2	3	4	5	6	Total
Grand Total	285	285	285	315	450	435	2055

11.3. Appendix III: Labour Market Information Details

OVERVIEW OF THE PROFESSION

NOC 3214: RESPIRATORY THERAPISTS, CLINICAL PERFUSIONISTS AND CARDIOPULMONARY TECHNOLOGISTS

Source: [National Occupational Classification](#)

SUMMARY OF MAIN DUTIES FOR RESPIRATORY THERAPISTS

- | | |
|---|--|
| <ul style="list-style-type: none">• Perform diagnostic tests, such as arterial blood gas analysis and cardiopulmonary functions tests• Operate and monitor respiratory equipment to administer treatments such as oxygen, oxygen-air mixtures, humidified air or medications• Operate, monitor, maintain and test a variety of diagnostic and therapeutic equipment• Assess patients and perform or assist with interventions such as airway | <ul style="list-style-type: none">• maintenance, line insertions, inductions and intubations• Perform artificial respiration and external cardiac massage• Assist with transport of high-risk patients• Supervise and train students and other respiratory therapists• Participate in home care programs for chronic respiratory patients and provide patient and family education• Participate in research related to cardiac and pulmonary disorders. |
|---|--|

**Respiratory therapists may specialize in areas such as anesthesia, critical care, pediatrics, cardiopulmonary diagnostics and respiratory home care*

INDUSTRIES EMPLOYING RESPIRATORY THERAPISTS

Source: EMSI 2020.3

Most Jobs are Found in the General medical and surgical hospitals Industry Sector

...



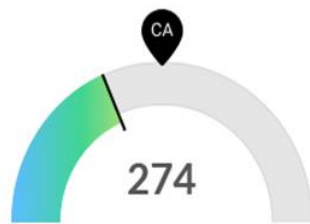
Industry	% of Occupation in Industry (2020)
General medical and surgical hospitals	59.8%
Home health care services	13.9%
Out-patient care centres	6.5%
Offices of other health practitioners	5.4%
Offices of physicians	3.9%
Psychiatric and substance abuse hospitals	3.4%
Other	7.3%

LABOUR MARKET

Source: EMSI 2020.3

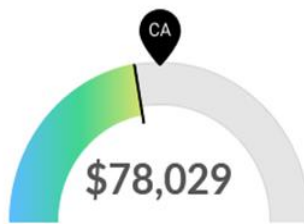
Average Job Posting Demand Over a Thin Supply of Regional Jobs

...



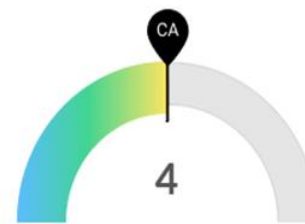
Jobs (2020)

Your area is not a hotspot for this kind of job. The national average for an area this size is 409* employees, while there are 274 here.



Compensation

Earnings are about average in your area. The national median salary for Respiratory therapists, clinical perfusionists and cardiopulmonary technologists is \$79,510, compared to \$78,029 here.



Job Posting Demand

Job posting activity is about average in your area. The national average for an area this size is 4* job postings/mo, while there are 4 here.

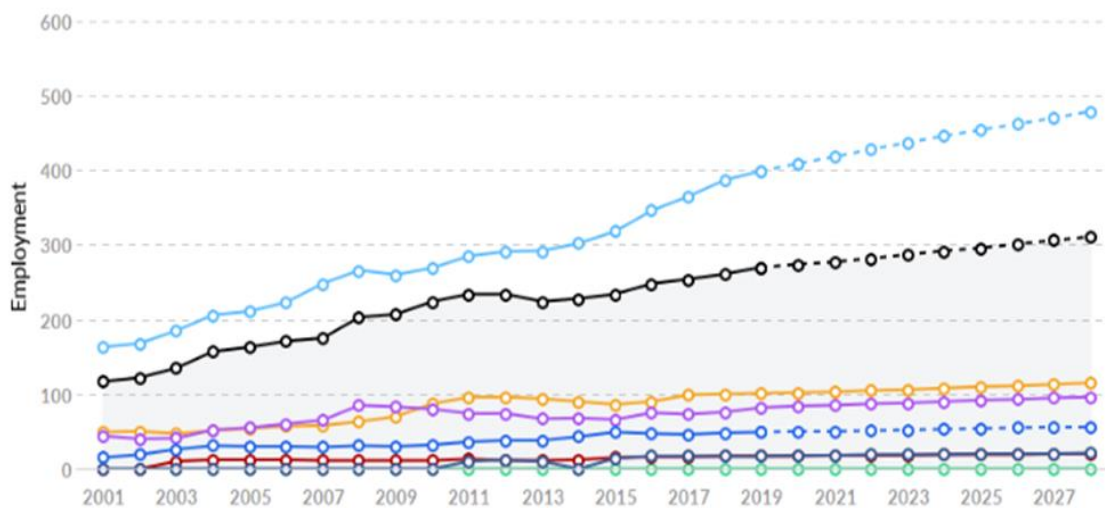
*National average values are derived by taking the national value for Respiratory therapists, clinical perfusionists and cardiopulmonary technologists and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

REGIONAL TRENDS

Jobs per Region

Regional Employment Is Lower Than the National Average

An average area of this size typically has 409* jobs, while there are 274 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2020 Jobs	2028 Jobs	Change	% Change
● 6 Ontario Census Divisions	274	311	37	13.6%
● National Average	409	479	70	17.0%
● Peterborough (in Ontario)	50	56	7	13.5%
● Northumberland (in Ontario)	18	21	3	17.4%
● Kawartha Lakes (in Ontario)	17	20	3	14.4%
● Durham (in Ontario)	84	96	13	14.9%
● Simcoe (in Ontario)	102	115	12	12.1%
● Haliburton (in Ontario)	<10	<10	Insf. Data	Insf. Data

PROJECTED GROWTH FOR RESPIRATORY THERAPISTS

Source: EMSI 2020.3

Occupation Metrics

	Canada	Ontario	Simcoe	Durham	Peterborough	Kawartha Lakes	Northumberland	Haliburton
<i>Respiratory therapists, clinical perfusionists & cardiopulmonary technologists</i>								
Historical Jobs (2014)	10,235	2,846	90	68	43	<10	12	<10
Historical Job Change % (2014 - 2019)	30%	15%	12%	20%	13%	Insf. Data	40%	Insf. Data
Job Change %	17%	12%	12%	15%	13%	17%	15%	Insf. Data
Jobs (2020)	13,668	3,318	102	84	50	18	17	<10
Jobs (2028)	16,008	3,715	115	96	56	21	20	<10
Projected Jobs (2024)	14,901	3,504	108	90	53	19	19	<10
Projected Job Change % (2019 - 2024)	12%	7%	7%	10%	8%	11%	9%	Insf. Data

EMPLOYMENT POTENTIAL

	Local	Ontario	Canada
Respiratory Therapists, Clinical Perfusionists, and Cardiopulmonary Technologists (3214)	Undetermined (2019-2021)	Good (2019-2021)	Shortage (2019-2028)

LOCAL/REGIONAL OUTLOOK

Source: [Job Bank](#)

An employment outlook has not been assigned to this occupation in this region due to low levels of employment.

PROVINCIAL OUTLOOK

NATIONAL OUTLOOK: 10 YEAR PROJECTION

Source: [Canadian Occupational Projection System](#) (COPS)

Note: Information below was completed in 2019, well before the 2020 COVID-19 outbreak resulted in exceptional and abrupt economic and labour market disruptions in Canada and abroad.

Occupations in this Group:

- Respiratory therapists, clinical perfusionists and cardiopulmonary technologists (3214)
- Medical radiation technologists (3215)
- Medical sonographers (3216)

Skill Type: Health occupations

Skill Level: Occupations usually require college or vocational education or apprenticeship training.

Employment in 2018: 45,300

Median Age of workers in 2018: 39.7

Estimated Median Age of Retirement in 2018: 62

Over the period 2019-2028, the number of job openings (arising from expansion demand and replacement demand) for **Respiratory therapists, clinical perfusionists and cardiopulmonary technologists; Medical radiation technologists & Medical sonographers** are expected to total **19,200**, while the number of job seekers (arising from school leavers, immigration and mobility) is expected to total **18,700**.

Over the 2016-2018 period, employment in this occupational group increased at a somewhat faster rate than the average for all occupations.

- Unemployment rate remained extremely low at 1.7% in 2018, well below the national average of 5.8%; The low unemployment rate kept the number of unemployed workers per job vacancy consistently well below the average of all occupations, suggesting that employment growth was limited in this occupation by a lack of available workers.
- The number of usual hours of work increased over the past years, a characteristic that is opposite from the downward trend observed for the overall Canadian labour market.
- The analysis of key labour market indicators suggests that the number of job seekers was insufficient to fill all job openings in this occupational group.

As job openings and job seekers are projected to be relatively similar over the 2019-2028 period, the labour shortage conditions seen in recent years are expected to continue over the projection period

- Job openings are projected to result mostly from expansion demand.
- Similar to most health occupations, employment growth in this occupation is expected to be stronger than the average for all occupations.
- This strong growth is mostly due to the aging population.
- The growing number of seniors is anticipated to lead to an increase in the demand for diagnostic services related to respiratory and cardiovascular health conditions.
- The arrival of new medical technologies and techniques, as well as the introduction of more advanced equipment, will increase the demand for technologists.
- More than 35% of the job openings will result from retirements, although the retirement rate is expected to be lower than to the national average.
- Workers in this occupational group are generally younger and tend to retire at an earlier age than in other occupations.
- With regard to labour supply, school leavers will account for the majority of job seekers, which is not surprising given the specific skills that are needed to work in this occupation.
- A marginal number of seekers is also expected to come from new immigrants.

WAGE ESTIMATES

Source: [Job Bank](#)

	Wages (\$/hour)		
	Low	Median	High
Canada	25.00	36.00	47.30
Ontario	25.00	40.00	45.00
Hamilton--Niagara Peninsula Region	25.00	40.00	45.00
Kingston - Pembroke Region	25.00	40.00	45.00
Kitchener--Waterloo--Barrie Region	25.00	40.00	45.00

London Region	25.00	40.00	45.00
Muskoka-Kawartha Region	N/A	N/A	N/A
Northeast Region	25.00	40.00	45.00
Northwest Region	N/A	N/A	N/A
Ottawa Region	25.00	40.00	45.00
Stratford-Bruce Peninsula Region	N/A	N/A	N/A
Toronto Region	25.00	40.00	45.00
Windsor-Sarnia Region	25.00	40.00	45.00

INDUSTRY TRENDS

Felstein, C. (Jan 6, 2021). *First Ontario COVID-19 field hospital opens for patients this week*. DH News Toronto. <https://dailyhive.com/toronto/ontario-covid-19-field-hospital-opens>

- The Joseph Brank Hospital's Pandemic Response Unit (PRU), Ontario's first COVID-19 field hospital will open this week in Burlington to alleviate pressure on hospital capacity across the Hamilton, Niagara, Haldimand, Norfolk, Brant and Burlington region.
- The PRU will care for patients whose conditions have stabilized but require monitoring and support that cannot be provided at home, such as oxygen therapy and medication
- Teams working in this PRU will comprise of physicians, nurses, patient care assistants, **respiratory therapists**, physiotherapists, home and community care coordinators and more
-

Canadian Society of Respiratory Therapists. (n.d.). *Attention respiratory therapists looking to return to practice*. <https://www.csrt.com/csrt-novel-coronavirus-resources/>

- Call out for retired RT's, not actively participating RT's, or those practicing outside the public health sector to return.
- Lists provincial organizations that are matching health care worker to the need.

ASSOCIATION PAPERS

Respiratory Therapy Society of Ontario. (n.d.). Registered Respiratory Therapy (RRT) integrated role profile in Ontario: hospital, primary, home, long-term, palliative, and complex care, private clinic and industry practice settings. <https://www.rtsso.ca/registered-respiratory-therapist-role-profile-across-multiple-practice-setting-in-ontario/>

- Detailed document outlining the broad, inclusive role description for registered respiratory therapists (RRTs) working in a variety of practice settings across the continuum of care.
- Goal is to maximize quality, safety, health, and health care utilization across these settings

PROFESSIONAL ASSOCIATIONS

[College of Respiratory Therapists](#) of Ontario (CRTO)

[Canadian Society of Respiratory Therapists](#) (CSRT)

Canadian Board for [Respiratory Care](#) (CBRC)

[Respiratory Therapy Society](#) of Ontario (RTSO)

The National Alliance of [Respiratory Therapy Regulatory Bodies](#) (NARTRB)

PROFESSIONAL CERTIFICATION AND LICENSING

Source: [Job Bank](#)

Respiratory Therapist is Regulated (compulsory) in Ontario by the [College of Respiratory Therapists of Ontario](#)

11.4. Appendix IV: Employment Postings

SAMPLE POSTING 1

Source: Wowjobs.ca

Respiratory Therapist - General Duty/PFT

Southlake Regional Health Centre - Newmarket, ON

Company Bio

Building healthy communities through outstanding care, innovative partnerships, and amazing people.

Join our team and together we will make progress on our Strategic Goals:

Forge a new path to meet the changing needs of our growing communities
Champion a culture of exemplary care and deliver clinical excellence
Create an environment where the best experiences happen
Own our role to improve the system

Through new partnerships, a relentless focus on quality and sustainability, and a dedication to the best patient and provider experience, Southlake will improve the health of our communities and shape the future of healthcare.

Job Summary

We are seeking an experienced registered Respiratory Therapist with superb organization and communication skills to work in a fast paced team environment. The successful candidate will be expected to work in all practice areas including PFT, ED, Wards, ICU, and Cardiac ICU's and to work 8, 10 or 12 hour shifts. Candidates must be available for weekdays and weekend days, evenings and nights.

Qualifications

- RRT registered with the College of Respiratory Therapists in the General Class
- Practice according to the standards and guidelines set out by the College
- BCLS and NRP required
- Experience with asthma and COPD patient education preferred
- Knowledge of adult education principles an asset
- ACLS preferred

- Experience working with paediatrics and neonates preferred
- Participates in the CRTO's Quality Assurance Program
- Demonstrates excellence in communication, both written and verbal
- Demonstrates willingness to work in an inter-professional environment
- Commitment to inter-professional teaching and learning
- Analysis / problem assessment
- Innovative and willing to learn
- Commitment to customer service and teamwork
- Demonstrates individual leadership skills

Closing Statement

At Southlake Regional Health Centre, we are committed to fostering an inclusive and accessible environment. We are dedicated to building a workforce that reflects the diversity of the community in which we live and serve, including those with disabilities. Southlake Regional Health Centre is committed to providing accommodations in all parts of the hiring process. If you require an accommodation, we will work with you to meet your needs.

It is the responsibility of all Southlake Regional Health Centre employees to work in a safe manner and promote health and safety in the workplace.

Skills

Reference 40851

SAMPLE POSTING 2

Source: [Wowjobs.ca](https://www.wowjobs.ca)

Regulated Health Professional - Respiratory Therapist
ProResp, Inc. - Orillia, ON

ProResp Inc. is the largest Ontario-owned provider of home respiratory services. We are a member of the Trudell Medical Group, a Canadian healthcare organization established in 1922, which develops, manufactures and delivers health care products and services worldwide.

Regulated Health Professional – Respiratory Therapist
Royal ProResp (Orillia, Ontario)

Full-time Permanent Position (Monday – Friday 9:00am-5:00pm)

As a Regulated Health Professional with ProResp you assume a primary role in providing clinical respiratory services to community patients in an assigned geographic area. Your clinical experience and first-rate assessment skills enable you to offer excellent client care. As a team member, you will play an integral part in continuing the success of community respiratory care including PAP, Oxygen, and Complex care practices.

Applicants are asked to submit resumes/apply online. No phone calls or resume drop-offs please.

Why Choose ProResp?

Because you can make a meaningful and lasting impact on an individual's quality of life. Every ProResp employee is considered a caregiver and an important part of our mission - helping people breathe easier. Working for ProResp - means that you become part of a team that provides compassionate, innovative, high quality health care and exceptional customer service.

Our Culture

We take pride in creating a work environment that allows you to grow, both professionally and personally. We strive to make ProResp a positive environment where you are happy to come to work and motivated to provide outstanding client care.

Our People

Our reputation as the leader in respiratory care in Ontario is the result of our experienced, dedicated and passionate employees. We choose people who are aligned with our mission and values and strive to maintain the highest quality care and service for clients and partners.

What We Offer

In addition to fair and competitive compensation and the joy of working for an ethical, reputable, positive company we offer:

- Challenging careers that impact patient care and the opportunity to learn constantly
- Clear, consistent and demonstrated values
- Socially responsible environment
- Steady business growth
- An environment that is supportive of promotions and transfers
- Professional Development
- A voice in Employee Surveys
- Regular 2-way communication with leadership
- Regular performance reviews
- Regular Salary Reviews

Comprehensive Group Family Benefits including:
Health and Dental Benefits
Pension Plan

Life Insurance
Employee Assistance Program
Out of Country Insurance Coverage
Disability Insurance
Paid sick days
Annual floater day
3 weeks paid vacation to start
Paid Overtime
Paid On-Call Hours
Paid On-Call Stand-By Hours
Company-paid licensing fees for designated positions
Company Car and Smart phone
Jeans Friday

Educational Requirements: Graduate of a recognized Respiratory Therapy Program

Preferred Skills and Abilities:

Health care experience with demonstrated clinical skills
Enthusiasm for providing exceptional patient care, customer service
Be able to work independently, have strong organizational and excellent communication skills
Have the desire to be part of a team environment
Have excellent multi-tasking capabilities; ability to handle multiple priorities and deadlines

Hours of work: 37hrs a week Monday to Friday, 9:00am-5:00pm with a 30minute unpaid lunch.
Some flexibility in hours will be required to meet business needs. On-call hours are in addition to your regular weekly hours. It is a requirement of this role to participate in the shared rotational on-call schedule.

Essential Duties

Candidates must have a valid certificate with the College of Respiratory Therapists of Ontario.
Visual and audio acuity; excellent English communication skills, including oral and written; ability to present in groups of varying sizes and backgrounds
Problem solving focus with high situational awareness and emotional intelligence
Defined as physically medium; occasional walking and standing and climbing of stairs; computer work; neck flexion; frequent push – pull for vehicle doors; occasional lifting up to 31 lbs, rare to 58 lbs.
Able to drive on a frequent basis holding a valid full G Driver's License (for 3 years or longer) with satisfactory driving record. Must maintain satisfactory standing with ongoing background checks
Must be clean shaven where a respirator seals to the skin of the face or neck when the use of a N95 respirator is required during the course of duties for: Worker Protection and Fit Testing (orientation and bi-annual testing at minimum)

Applicants are asked to submit resumes/apply online. No phone calls or resume drop-offs please.

This is an opportunity with a growing, highly reputable organization. To learn more about our company visit our website at www.proresp.com.

Accommodations are available for applicants with disabilities throughout the recruitment process. If you require accommodations for interviews or other meetings, please contact Human Resources at hr@proresp.com.

Powered by JazzHR

97k9MrRTE7

SAMPLE POSTING 3

Source: [Wowjobs.ca](https://www.wowjobs.ca)

Registered Respiratory Therapist

Lakeridge Health - Oshawa, ON

OPSEU
LAKERIDGE HEALTH

REGISTERED RESPIRATORY THERAPIST
RESPIRATORY SERVICES
CRITICAL CARE PROGRAM
TEMPORARY PART-TIME
DAYS/NIGHTS;WEEKENDS SCHEDULE; 12 & 8 HOUR SHIFTS (Subject to change)
LAKERIDGE HEALTH OSHAWA & AJAX/PICKERING (Primary site LHO)
SALARY: \$32.43 - 44.78 per hour

OPSEU 2000002601

We are currently looking for enthusiastic and experienced Registered Respiratory Therapist to join our team. In this position you will have the opportunity to use your extensive knowledge and expertise to help us develop, implement and maintain innovative Respiratory Department practices that will meet the current and future needs of Lakeridge Health.

DUTIES AND RESPONSIBILITIES:

Under the direction of the Manager, Critical Care/Respiratory Services, the Registered Respiratory Therapist (RRT) will be responsible for: providing respiratory care; documenting all aspects of care; performing diagnostic testing; maintaining equipment; participating in quality assurance activities; and ensuring continuing education; maintaining competence and professionalism relevant to current practice as a member of an interdisciplinary team; and other duties as assigned.

QUALIFICATIONS:

- Diploma in Respiratory Therapy;
- Current registration with the College of Respiratory Therapy of Ontario;
- Current B.C.L.S., Ontario Heart Foundation Standards;
- Demonstrated to be an extremely motivated individual, with the ability to work independently and in a team environment;
- Proven problem solving and teaching skills;
- Demonstrated organizational skills with the ability to prioritize workload and meet workload requirements;
- Proven effective communication and interpersonal skills;
- Proven sound judgement and good observation skills;
- Previous clinical experience, an asset;
- Advanced educational preparation, an asset;
- PALS and ACLS, preferred;
- Must have satisfactory performance record;
- Demonstrated commitment to our core values of Inclusion, Compassion, Innovation, Teamwork and Joy;
- Demonstrated understanding of and commitment to Lakeridge Health's comprehensive safety programs and practices including staff, patient and environmental safety and participation in regular in-service in this area; and
- Proven good attendance record with capability of maintaining this same standard.

CONDITIONS OF EMPLOYMENT:

The terms and conditions of employment are in accordance with the Collective Agreement between the Hospital and OPSEU Local 348.

Accommodation will be provided in all parts of the recruitment and assessment process in accordance with the Accessibility for Ontarians with Disabilities Act (AODA) . Applicants need to make their needs known in advance.

At Lakeridge Health we value inclusion and diversity. We are committed to fostering a culture that is respectful, inclusive and accessible and to employing a workforce that is representative of the diverse community we provide services to. As an equal opportunity employer we welcome applications from all qualified applicants.

11.5. Appendix V: Competitor Information Details

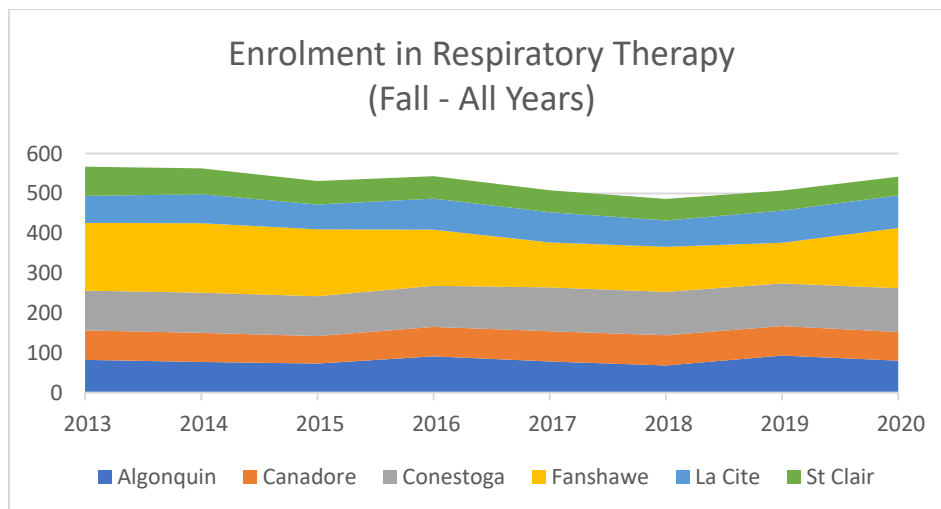
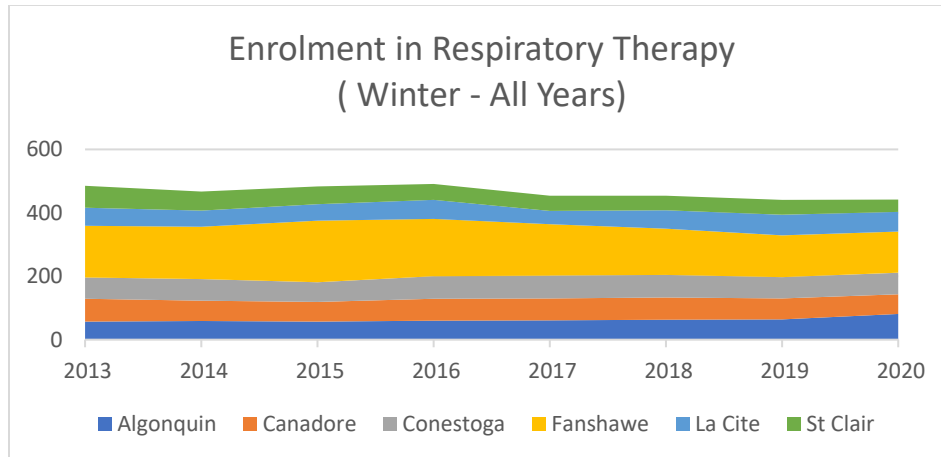
EDUCATIONAL COMPETITORS

COMMUNITY COLLEGE/INSTITUTE INFORMATION

College	Program Title	Length, Type (diploma, cert., post)	Delivery method(s)	Other (Unique to the program)
Algonquin	Respiratory Therapy	Advanced Diploma 3 years	Clinical Placement: 1,200 hours Job Shadowing	State of the art equipment, simulation techniques and clinical placements, students gain the hands-on skills necessary for employment
Canadore	Respiratory Therapy	Advanced Diploma 3 years	Clinical Placement: 2 during Sem 5	
Conestoga	Respiratory Therapy	Advanced Diploma 3 years	Clinical Placement : 2 (960 hours & 240 hours)	Highly competitive program, applicants must meet minimum 80% academic requirements, and submit a digital portfolio
Fanshawe	Respiratory Therapy	Advanced diploma 100 weeks	Clinical Practicum: 3	Applicants must complete the Health Occupations Aptitude Examination (HOAE)
La Cite	Thérapie Respiratoire	Advanced diploma 3 years /7 sems		
St. Clair	Respiratory Therapy	Advanced Diploma 3 years	Clinical Practicum: 2 (Sems 5 & 6)	This is an oversubscribed program; students must complete a Health Occupations Aptitude Exam
Michener	Respiratory Therapy Program	Advanced Diploma 3 years (7 semesters)	Clinical Education: 31 weeks	Curriculum

Enrolment in Respiratory Therapy

Enrolment in Respiratory Therapy programs across the Ontario college system from 2013 to 2020 has been very stable for both Fall and Winter Semesters (all years of study).



Algonquin College is the only institution in the Ontario College System that currently offers a Winter Intake for new students. Average total enrolment between 2013-2020 for Fall Semester is 80.3 students; 62.8 students for Winter Semester. Conestoga College is the only institution in the Ontario College System that currently offers compressed delivery. Average total enrolment between 2013-2020 for Fall Semester is 105.0 students; 68.3 students for Winter Semester. Both Algonquin College and Conestoga college show stable program enrolment

Regional Demographics

Eastern Ontario has three colleges that offer Respiratory Therapy Program, but the markets they serve are very distinct. Both La Cite and Algonquin serve Ottawa Metropolitan area, a large urban centre of over 991,000 people in Ontario, as well as Ottawa-Gatineau, which serves over 332,000 individuals.

Fleming College Catchment Area is also serves as a rural healthcare hub for over 270,000 residents, but it also has a unique advantage of tapping into the Greater Toronto Area (GTA), and its vast healthcare networks and population base. Fleming would be first college in the GTA to offer a Respiratory Therapy Program.

11.6. Appendix VI: Letters of Support



August 3, 2021

Molly Westland
Dean, School of Health and Wellness
Sir Sanford Fleming College
599 Brealey Drive
Peterborough, ON K9J 7B1


Dear Molly Westland,

Please accept this letter on behalf of Peterborough Regional Health Centre (PRHC), in support of a future Respiratory Therapy Program at Sir Sanford Fleming College, School of Health & Wellness.

Respiratory Therapists (RTs) make unique contributions to integrated patient care across the health care system by providing specialized cardiorespiratory expertise in the context of evidence-based care plans from emergency visits to admission and discharge including all transitions in care to the community and primary care settings. The COVID-19 pandemic highlights the importance of the RT role in caring for the respiratory care needs of patients across the continuum with both preventive counselling to high risk patients, critical care of acutely ill COVID-19 patients, and care for those affected by the disease.

PRHC has a strong history of providing an outstanding learning experience for RT students, where full scope of practice can be learned in a highly supportive setting. Historically PRHC relies on a partnership with The Michener Institute for the recruitment of new graduate Respiratory Therapists. A local program would greatly benefit the recruitment and retention of RTs at PRHC and would create new opportunities for students and staff, supporting professional development and practice excellence.

This letter confirms support from PRHC for the development of a Respiratory Therapy program at Sir Sanford Fleming College.



Sincerely,

Dr. Peter McLaughlin
President & CEO
Peterborough Regional Health Centre

To: Molly Westland
Dean, School of Health and Wellness
Sir Sandford Fleming College
599 Brealey Drive
Peterborough, ON
K9J 7B1



Dear Molly Westland,

My name is Shawn Fowlds and I have been working as a Registered Respiratory Therapist at the Peterborough Regional Health Centre for the past three years. I have reviewed the draft program overview, and from what I can tell it appears to cover all the necessities, in an effective order. There are a number of reasons why I support the development of a Respiratory Therapy program at Sir Sandford Fleming College. As you can probably imagine, we have seen a dramatic increase in the demand for RT's in the last couple years, and well as an increasing scope of practice around the hospital. This demand is system-wide, meaning that now RT's seem to be in shorter supply lately relative to what the few college programs in the area can supply. I have noticed that over the past couple years, that there are increasingly more postings that have been going unfilled at PRHC, likely as there are increased positions around the GTA hospitals. Since the current closest RT schools are placed in Toronto, Kitchener, London, and Ottawa, there can be difficulties retaining RT's to stick in the area after completing the program, most want to remain working closer to home, or to the city. I believe having a local Respiratory Therapy program, would greatly benefit the growing community of Peterborough, as this would be an schooling option that would be located between the Toronto and Ottawa schools, which may lead to increased retention of local RT graduates. In addition to this, I believe that we will continue to experience significant population growth to the area in the next 5-10 years, coupled with the current increase in the senior population in the area with a high prominence to respiratory diseases. From my experience working in the pulmonary function lab and talking with patients here, a fair number of these disease cases are related to smoking and past environmental/job conditions from working in the older factories, will likely call for continued increase in demand for RT's in the area and surrounding hospitals for years to come; which again could be very beneficial to have a local RT program to match the increasing demand.

Each year we usually take a student or two from The Michener Institute, and they are usually offered a position of some sort, even if temporary to start, which I found really helped the bridge from student to graduate RT. I can speak for certain, as I am not familiar with the logistics/managerial side of things, but I would think we could have the capacity to potentially accommodate a couple more students here as a base site, and potentially others could also accommodate others rotating through the specialty areas such as OR and Pulmonary Function. We do currently have an RT employed here in the role of a clinical practice lead as well to help facilitate student learning/competencies. Simulated learning environments, and clinical day visits prior to the actual clinical year and are some other potential benefits to enhance the learning of the students, and things that I would be happy to help facilitate as required. I worked in the Sim lab during RT school and I found simulated learning environments to be very effective for myself, and the years below me, in helping to build confidence in decision making skills, while in that transition from the classroom to the clinical environment. That all being said, I would be happy to assist with program development, case studies/ simulated learning, guest lectures, and research projects – either online, in the classroom setting, hospital setting, or all of the above if the opportunity arises.

Sincerely,



Shawn Fowlds, RRT

August 20, 2021

Sir Sandford Fleming College
599 Brealey Drive
Peterborough, ON
K9J 7B1

Attn: Molly Westland
Dean, School of Health and Wellness

I am writing today in support of the Respiratory Therapy Program at Sir Sandford Fleming (Fleming). As a Patient Care Manager for Critical Care and Respiratory Therapy at Northumberland Hills Hospital (NHH) we recognize how important Respiratory Therapists are to the health care team.

As an organization, we continue to actively recruit new members to our Respiratory Therapy team, which has been challenged with limited applicants following the pandemic. Fleming would provide skilled and proficient new graduates within our catchment region.

With our growing community we have identified an increased need for Respiratory Therapy support within our organization. Even more so now, we have seen the increasing need for Respiratory Therapy support during the COVID-19 pandemic. This group has been critical in caring for our community through a respiratory pandemic. As we recover, and settle into our “new normal”, these skilled therapists will be essential.

Thank-you,

Emily Hartmann RN, MN
Patient Care Manager Critical Care and Respiratory Therapy
Northumberland Hills Hospital
Cobourg, ON
K9A 5W6
Tel: 905 372 6811 ext. 3016

Brittney Parks

Respiratory Therapist

brittneyparks@live.com

August 3, 2021

Molly Westland

Dean, School of Health and Wellness
Sir Sanford Fleming College
599 Brealey Drive
Peterborough, ON K9J 7B1

Dear Molly,

It's my understanding that Fleming College is in the beginning stages of starting a Respiratory Therapy program. This is a great thing for hospitals in our area (i.e. NHH, PRHC) as I have found there is a lack of RRT's available for hire. It's become much more apparent during the pandemic that we need more RRT's in our area. I believe having the program available in Peterborough would increase our chances at having RRT's that want to work in hospitals in our area.

I'm originally from Cobourg and when I was planning to go to school the closest college that had a respiratory therapy program was 2 hours away. It was discouraging that colleges closest to me didn't offer the program. Respiratory therapy is a great career and most people don't even know it exists. I believe having the program at Fleming College will drive more people from the area to consider going to school for respiratory therapy and then in turn hopefully stay within the area to work.

Sincerely,

Brittney Parks

11.7. Appendix VII: Incremental Costing Summary Details

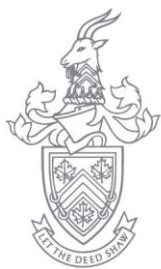
Program Costing						
Program Name	Respiratory Therapy		Date/Version		10/28/2021	
Credential	ntario College Advanced Diploma		School Dean		Molly Westland	
Gross Domestic Tuition (per semester)	\$ 1,290.38		Net Domestic Tuition (less financial aid 8%)		\$ 1,187.15	
Gross International Tuition (per semester)			Net International Tuition		-\$ 1,800.00	
WFU (WtxFu)	6.24		Base Operating Grant (BOG) Allocation per WFU (@ corridor mid point)		\$ 4,150.00	
WFU per semester	1.04		Small Northern Rural (SNR) Grant Enhancement		\$ 272.00	
Domestic Enrolment Projections						
Description	FY01	FY02	FY03	FY04	FY05	
Sem1	30	30	30	30	30	
Sem 2	0	30	30	30	30	
Sem 3	0	30	30	30	30	
Sem 4		30	30	30	30	
Sem 5		0	30	30	30	
Sem 6		0	30	30	30	
Total enrolment	30	120	180	180	180	
Co-op if applicable	0	0	0	0	0	
International Enrolment Projections						
Description	FY01	FY02	FY03	FY04	FY05	
Sem1	0	0	0	0	0	
Sem 2	0	0	0	0	0	
Sem 3	0	0	0	0	0	
Sem 4		0	0	0	0	
Sem 5		0	0	0	0	
Sem 6		0	0	0	0	
Total enrolment	0	0	0	0	0	
Co-op if applicable	0	0	0	0	0	

Incremental Costing						
Revenues/Source of Funding						
Description	FY01	FY02	FY03	FY04	FY05	Total
Domestic Tuition	35,614.49	142,457.95	213,686.93	213,686.93	213,686.93	\$ 819,133.22
International Tuition	-	-	-	-	-	\$ -
MTCU International clawback	-	-	-	-	-	\$ -
Other (list)						
Co-op funding	-	-	-	-	-	\$ -
	\$ 35,614.49	\$ 142,457.95	\$ 213,686.93	\$ 213,686.93	\$ 213,686.93	\$ 819,133.22

Program Delivery Costing						
Description	FY01	FY02	FY03	FY04	FY05	Total
Salaries & Benefits						\$ -
FT Faculty	47,438.93	172,447.15	175,420.93	178,439.31	181,502.97	\$ 755,249.28
PT Faculty	37,352.00	137,268.60	243,823.35	249,164.24	252,901.71	\$ 920,509.90
Program Co-ordinator	6,451.17	25,804.68	25,804.68	25,804.68	25,804.68	\$ 109,669.90
FT Technician	-	-	-	-	-	-
PT Technician	5,927.77	6,016.69	6,106.94	6,198.54	6,291.52	\$ 30,541.45
other direct staffing	-	-	-	-	-	-
						\$ -
Course Supplies/Instructional Cost	20,281.95	20,687.59	21,101.34	21,523.37	21,953.83	\$ 105,548.07
Computer Software & Maintenance	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00	\$ 14,000.00
Faculty Travel	-	-	-	-	-	\$ -
Equipment Rental and/or Maintenance	24,000.00	24,000.00	24,000.00	24,000.00	24,000.00	\$ 120,000.00
Other-Office Supplies, Hospitality,Duplicating, etc	200.00	200.00	200.00	200.00	200.00	\$ 1,000.00
add rows above this line as needed						
Program Delivery Costing	\$ 144,451.82	\$ 389,224.70	\$ 499,257.23	\$ 508,130.14	\$ 515,454.71	\$ 2,056,518.61

Incremental Academic Overhead - program supports not directly related to delivery						
Description	FY01	FY02	FY03	FY04	FY05	Total
Faculty support costs						\$ -
Travel and Professional Development	500.00	500.00	500.00	500.00	500.00	\$ 2,500.00
Circulum Quality supports - Review/Renewal	695.35	16,127.40	16,127.40	16,127.40	16,127.40	\$ 65,204.95
Other (list and add rows as needed)	-	-	-	-	-	\$ -
Membership						\$ -
Accreditation fees	3,784.00	3,300.00	3,300.00	2,635.00	2,635.00	\$ 15,654.00
	\$ 4,979.35	\$ 19,927.40	\$ 19,927.40	\$ 19,262.40	\$ 19,262.40	\$ 83,358.95

Program Development/Investment						
Description	FY00	FY01	FY02	FY03	FY04	FY05
Development	43,467.10	62,356.80	13,769.10	-	-	-
Equipment	-	-	-	-	-	-
Consulting costs	-	-	-	-	-	-
Capital expenditures	211,361.77	336,082.50	101,159.80	206.82	206.82	206.82
Other (list)	-	-	-	-	-	-
add rows above this line as needed						
Total program development	\$ 254,828.87	\$ 398,439.30	\$ 114,928.90	\$ 206.82	\$ 206.82	\$ 206.82
Incremental Costing Summary						
	FY00	FY01	FY02	FY03	FY04	FY05
Incremental Revenues		\$ 35,614.49	\$ 142,457.95	\$ 213,686.93	\$ 213,686.93	\$ 213,686.93
Incremental Costs		\$ 149,431.17	\$ 409,152.10	\$ 519,184.63	\$ 527,392.54	\$ 534,717.11
Net Investment	\$ 254,828.87	\$ 398,439.30	\$ 114,928.90	\$ 206.82	\$ 206.82	\$ 206.82
NET INCOME/CASH	-\$ 254,828.87	-\$ 512,255.98	-\$ 381,623.05	-\$ 305,704.53	-\$ 313,912.43	-\$ 321,237.00
Contribution to Overhead						
Non-Incremental Program Distributions						
Description	FY01	FY02	FY03	FY04	FY05	Total
MTCU Grant	129,480.00	517,920.00	776,880.00	776,880.00	776,880.00	\$ 2,978,040.00
Dean & Other academic staffing supports	854.75	3,418.99	5,128.49	5,128.49	5,128.49	\$ 19,659.20
program revenue	165,094.49	660,377.95	990,566.93	990,566.93	990,566.93	3,797,173.22
program expense	547,870.47	524,081.00	519,391.45	527,599.36	534,923.93	2,653,866.22
Net Contribution to Overhead	-\$ 382,775.98	\$ 136,296.95	\$ 471,175.47	\$ 462,967.57	\$ 455,643.00	\$ 1,143,307.01
% CTO	-232%	21%	48%	47%	46%	
College Overhead Target	54,481.18	217,924.72	326,887.09	326,887.09	326,887.09	270,313.96



Board of Governors

Briefing Note



FLEMING

Topic: Budget Update and Year End Projections
Report To: Public Board Meeting
Recommended by Finance and Audit Committee on November 10, 2021 for approval by the Board of Governors
Meeting Date: November 24, 2021
Prepared By: Annie Lam, Vice President, Corporate Finance
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Recommendation

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

Revenue of \$151,544,438
Expenditures of \$154,286,387
Capital Expenditure of \$10,832,980
Net Assets at March 31, 2022 of \$36,159,823.

Overview

The current proposed budget, as reflected in the Statement of Revenue and Expenditures document (**Attachment 1**), projects an increase in overall revenue of \$8.5M and expenses of \$5.5M from the Prior Budget (as approved June 2021). This updated budget results in a net deficit at March 31, 2022 of \$2.7M.

Highlights of the Updated Budget:

Revenue changes include:

- Student Tuition Fees increased by \$1.6M. Tuition forecast reflects increased International enrollment for fall and winter terms, resulting in an increase in tuition revenue of \$3M. This is offset by declining Domestic enrollment which is projected to see a decline from preliminary budget in full-time tuition of (\$1.1M) and part-time tuition of (\$0.3M)
- Decrease in Contract Training revenue of (\$0.4M) tied to government Skills Advancement contracts
- Service System Management and Skills Programs saw decreases in revenue totaling (\$0.7M). Revenue is flow through in nature and offset by similar decreases in expenses.
- Increase in Special Project revenue of \$6.3M, driven mostly by Skills Advance Ontario (SAO) projects. These revenues are flow through in nature and offset by expenses.
- Increase in Ancillary Operations of \$1.6M due to decreasing pandemic restrictions and as such, increased residence capacity and on-campus activity for parking operations.

Expenditure savings include:

- Decrease in Salaries and Benefits of (\$1.2M). Full-time staffing has seen savings as a result of delayed hiring and unanticipated departures. A decline in Part-Time staffing costs is being driven mainly by the relaxation of COVID protocols which is allowing for larger class sizes and less sections for in person delivery.

- Decrease in Academic Delivery and Academic Supports of (\$0.1M). Decrease corresponds with lower enrollment than projected during Q1 update.
- Decrease of (\$0.2M) in Business Travel, Accommodation and Hospitality expenses due to continuing international travel restrictions and minimal local travel.
- In non-operating, the Skills Programs expenses have been reduced by (\$0.4M), which coincides with reduced revenue.

Additional expenditures include:

- Increase in International Payments of \$1.3M. International agent commissions and insurance are budgeted to increase with the increase in International enrollment for fall and winter terms.
- Increase in Ancillary Operations of \$0.2M, resulting from increased operations as on campus activities resume throughout the year.

Supporting the proposed budget revisions, the College Statement of Revenue and Expenditures, as at September 30, 2021, with prior year comparators and quarterly forecast (**Attachment 2** - Board Report Detailed – September 30, 2021) shows the following trends:

Operating Revenues

Overall operating revenues are trending on budget, showing only a small unfavorable trend with a variance of 0.6% (49.3% of revenue activity yet to occur versus 48.7% in the prior year).

Within other income, College ancillary fees (food service and bookstore commissions) are ahead of trend with 69.0% to be collected vs 82.6% in the prior year. Budgets have been increased from the prior year based on additional rental activity expected in the last two quarters of this fiscal year.

Other income is showing as unfavorable with 63.1% yet to be collected versus 56.0% in the prior year. This is led by a loss of student application fees during the summer and fall that, even though accounted for in the budget, has skewed the variance and resulted in a higher percentage of revenue planned to be collected in the final quarter. In addition, dual credit revenues were lower than anticipated in the spring.

Within student fees, where the trend is showing an unfavorable variance of (10.6%), the discrepancy is in line with the later inflow of winter tuition revenue, as fees are collected along with tuition.

Operating Expenditures

Overall operating expenditures at September 30, 2021 are trending with a favorable variance of 2.6% which includes a number of variances within individual line items.

Salaries and Benefits accounts have been re-examined and are expected to be on budget.

Within non-salary, the budget for Academic Delivery costs is trending unfavorably with a variance of (11.5%). Spending was virtually nil for the first half of the prior year, which has skewed the results. The Academic Supports expenses are trending favorably with an 18% variance. Many of the expenses are expected to be incurred in the fall and winter semesters as on campus activity increases.

Travel, Accommodation and Hospitality is trending with a favorable ratio of 30.2% as International travel has been primarily shut down and travel between campuses is minimal. The spending of this budget will largely depend on whether travel resumes, otherwise there is potential for some savings in this area.

Equipment Maintenance is trending with a favorable variance of 10.7%. This is mainly the result of limited in person delivery resulting in less use and required maintenance of equipment. Expenditures are expected to be

expended in the last 6 months of the year as on campus activities increase.

Rental and Taxes have been underspent to date, showing a favorable variance of 29.9%, as a result of changes in rental agreements. Spending is anticipated to hit budget targets during the last 6 months of the year.

Finance and banking budget shows as a credit as it represents corporate overhead contributions against expenditures from the College non-operating program revenues. It appears unfavorable in trending as overhead contributions are mostly recognized at year end upon final reconciliation of the grant programs.

Non-Operating

Revenues for non-operating programs (Service System Management, Skills Programs, Bursaries and Special Projects) are under funding agreements where revenue is recognized to match expenditures. Timing will fluctuate annually depending on individual agreements. Variances shown in the month end report have no impact to the overall year end net income.

Non-Operating Ancillary Operations including Residence and Parking is trending ahead on revenues with more in person activity having occurred in the current year, while expenditures are trending with a favorable balance of 10.3% reflecting cost saving initiatives put in place during COVID.

Capital Investment

There was a need to increase the capital asset budget by \$3.1M to show spending which is offset by grant funding that has become available since the preliminary budget was established. The capital investment plan is detailed in the 2021-22 Capital Investment Plan (**Attachment 4**).

The College financial health indicators (**Attachment 5**) will not change significantly with the proposed adjusted budget, failing only in the net income ratios due to the current year deficit. The College, however, is not expecting an accumulated deficit and therefore is not required to develop a deficit recovery plan for the Ministry.

Cash Forecast

The College will be entering 2021-22 with unrestricted cash available of \$43.9M. With a projected deficit of \$2.7M and changes in non-cash balance sheet items highlighted on the projected cash flow (**Attachment 3**), we anticipate finishing the year with unrestricted cash available of \$42.9 Million.

Potential Strike Impact

The 2021-22 Budget has not recognized any impact that could occur as the result of a potential Faculty strike occurring during this fiscal year. It's our belief that while there would be additional costs incurred as a result of a strike, that any costs would be more than offset by the payroll savings that would take place while employees are on strike.

The final draft and further details of the College Plan can be seen through the 2021-2022 Financial Plan (**Attachment 6**).

[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

- Attachment 1 - Statement of Revenue and Expenditures
- Attachment 2 - Board Report Detailed – September 30, 2021
- Attachment 3 – Projected Balance Sheet and Cash Flow
- Attachment 4 - 2021-22 Capital Investment Plan
- Attachment 5 - Health Indicators
- Attachment 6 – 2021 2022 Financial Plan

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
Budget Update

	Current Year			
	Current Proposed Budget	Prior Budget	Budget \$ Change	Budget % Change
Revenue				
Grants and Reimbursements	\$ 49,884,845	\$ 50,224,831	\$ (339,986)	(0.7%)
Tuition FT Spring	2,404,023	2,806,081	(402,058)	(14.3%)
Tuition FT Fall	5,735,922	6,693,194	(957,272)	(14.3%)
Tuition FT Winter	7,208,552	6,937,156	271,396	3.9%
Domestic Full-time Tuition	15,348,497	16,436,431	(1,087,934)	(6.6%)
Tuition International FT Spring	3,549,547	4,397,750	(848,203)	(19.3%)
Tuition International FT Fall	8,871,423	7,853,929	1,017,494	13.0%
Tuition International FT Winter	13,138,548	10,323,686	2,814,862	27.3%
International Full-time Tuition	25,559,518	22,575,365	2,984,153	13.2%
Full-time Tuition	40,908,015	39,011,796	1,896,219	4.9%
Part-time and Other Tuition	2,828,693	3,107,447	(278,754)	(9.0%)
Student Tuition Fees	43,736,708	42,119,243	1,617,465	3.8%
Contract Training	624,423	1,030,646	(406,223)	(39.4%)
College Ancillary Operations	317,000	450,237	(133,237)	(29.6%)
Fee for Service	2,046,788	1,947,742	99,046	5.1%
Fundraising	13,500	13,500	-	0.0%
Other Income	2,072,203	1,934,645	137,558	7.1%
Student Fees	7,106,423	7,164,769	(58,346)	(0.8%)
Non-Operating Revenue - Ancillary Income	-	-	-	
Non-Operating Revenue - Other Bursary Income	-	-	-	
Total Other Income	11,555,914	11,510,893	45,021	0.4%
Amortization of Deferred Capital Contributions	4,744,341	4,762,675	(18,334)	(0.4%)
Total Operating Revenues	110,546,231	109,648,288	897,943	0.8%
Investments	-	-	-	
Service System Management	16,385,309	16,608,189	(222,880)	(1.3%)
Skills Programs	3,106,655	3,539,941	(433,286)	(12.2%)
Tuition Holdback Bursaries	2,142,539	2,142,539	-	0.0%
Ministry Bursaries	800,000	800,000	-	0.0%
Special Projects	13,180,252	6,868,685	6,311,567	91.9%
Facilities Renewal and Renovation Projects	996,837	689,070	307,767	44.7%
Ancillary Operations	4,386,615	2,772,973	1,613,642	58.2%
Total Revenue	\$ 151,544,438	\$ 143,069,685	\$ 8,474,753	5.9%

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
Budget Update

	Current Year			
	Current Proposed Budget	Prior Budget	Budget \$ Change	Budget % Change
Expenditures				
Salaries and Benefits				
Academic, Full Time	\$ 23,806,725	\$ 24,153,928	\$ (347,203)	(1.4%)
Administration, Full Time	9,974,988	10,306,232	(331,244)	(3.2%)
Support, Full Time	13,818,276	13,548,364	269,912	2.0%
Salaries, Full Time	47,599,989	48,008,524	(408,535)	(0.9%)
Academic, Part Time	14,545,705	15,037,545	(491,840)	(3.3%)
Other, Part Time	2,083,094	2,223,480	(140,386)	(6.3%)
Salaries, Part Time	16,628,799	17,261,025	(632,226)	(3.7%)
Benefits	14,312,484	14,477,760	(165,276)	(1.1%)
Total Salaries and Benefits	78,541,272	79,747,309	(1,206,037)	(1.5%)
Non-Salary Expenses				
Academic Delivery	2,270,026	2,412,286	(142,260)	(5.9%)
Academic Supports	2,950,778	2,925,609	25,169	0.9%
Staffing Development	667,937	737,574	(69,637)	(9.4%)
Business Travel, Accommodation & Hospitality	205,905	388,400	(182,495)	(47.0%)
Advertising	1,238,900	1,438,380	(199,480)	(13.9%)
Telephone, Audit, Legal & Insurance	1,467,626	1,367,320	100,306	7.3%
Equipment Maintenance	684,349	621,057	63,292	10.2%
Plant and Security	3,396,900	3,412,000	(15,100)	(0.4%)
Rentals and Taxes	608,364	604,288	4,076	0.7%
Utilities	2,681,189	2,681,189	-	0.0%
Contract Services Trent	2,400,360	2,373,408	26,952	1.1%
Finance and Banking	(1,699,660)	(1,038,465)	(661,195)	63.7%
International Payments	4,325,478	2,999,708	1,325,770	44.2%
Service Fees	4,660,152	4,556,101	104,051	2.3%
Long Term Debt Interest	158,000	158,000	-	0.0%
Amortization of Capital Assets	7,022,666	6,929,994	92,672	1.3%
Total Non-Salary Expenses	33,038,970	32,566,849	472,121	1.4%
Total Operating Expenditures	111,580,242	112,314,158	(733,916)	(0.7%)
Investments	1,924,539	2,060,488	(135,949)	(6.6%)
Service System Management	16,277,793	16,227,354	50,439	0.3%
Skills Programs	3,106,655	3,539,941	(433,286)	(12.2%)
Tuition Holdback Bursaries	2,142,539	2,142,539	-	0.0%
Ministry Bursaries	800,000	800,000	-	0.0%
Special Projects	13,180,252	6,868,685	6,311,567	91.9%
Facilities Renewal and Renovation Projects	907,728	599,961	307,767	51.3%
Ancillary Operations	4,366,639	4,198,092	168,547	4.0%
Net Asset Adjustment	-	-	-	
Total Expenditures	\$ 154,286,387	\$ 148,751,218	\$ 5,535,169	3.7%
Net	\$ (2,741,949)	\$ (5,681,533)	\$ 2,939,584	(51.7%)

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures - with prior year comparatives
For the 6 months ending September 30, 2021

	Current Year				Prior Year				Change Over Prior YTD	
	Actual To 30-Sep-21	Budget 31-Mar-22	Budget \$ Remaining	Budget % Remaining	Actual To 30-Sep-20	Actual 31-Mar-21	Prior YTD \$ Remaining	Prior YTD % Remaining	\$	%
Revenue										
Grants and Reimbursements	\$ 23,673,311	\$ 49,884,845	\$ 26,211,534	52.5%	\$ 21,574,402	\$ 48,955,223	\$ 27,380,821	55.9%	\$ 1,169,287	(3.4%)
Tuition FT Spring	2,109,355	2,404,023	294,668	12.3%	801,514	807,084	5,570	0.7%	(289,098)	11.6%
Tuition FT Fall	5,577,591	5,735,922	158,331	2.8%	5,675,146	6,013,733	338,587	5.6%	180,256	(2.9%)
Tuition FT Winter	1,741,763	7,208,552	5,466,789	75.8%	927,067	4,844,778	3,917,711	80.9%	(1,549,078)	(5.0%)
Domestic Full-time Tuition	9,428,710	15,348,497	5,919,787	38.6%	7,403,728	11,665,595	4,261,867	36.5%	(1,657,920)	2.0%
Tuition International FT Spring	3,527,269	3,549,547	22,278	0.6%	4,132,674	4,150,257	17,583	0.4%	(4,696)	0.2%
Tuition International FT Fall	8,719,202	8,871,423	152,221	1.7%	8,983,259	9,087,319	104,060	1.1%	(48,160)	0.6%
Tuition International FT Winter	2,130,462	13,138,548	11,008,086	83.8%	1,772,312	9,438,432	7,666,121	81.2%	(3,341,966)	2.6%
International Full-time Tuition	14,376,933	25,559,518	11,182,585	43.8%	14,888,245	22,676,009	7,787,764	34.3%	(3,394,822)	9.4%
Full-time Tuition	23,805,643	40,908,015	17,102,372	41.8%	22,291,973	34,341,603	12,049,630	35.1%	(5,052,742)	6.7%
Part-time and Other Tuition	1,972,040	2,828,693	856,653	30.3%	1,443,254	2,644,123	1,200,869	45.4%	344,216	(15.1%)
Student Tuition Fees	25,777,683	43,736,708	17,959,025	41.1%	23,735,227	36,985,726	13,250,499	35.8%	(4,708,526)	5.2%
Contract Training	60,298	624,423	564,125	90.3%	83,474	892,532	809,057	90.6%	244,932	(0.3%)
College Ancillary Operations	98,279	317,000	218,721	69.0%	49,700	285,179	235,479	82.6%	16,757	(13.6%)
Fee for Service	256,959	2,046,788	1,789,829	87.4%	584,295	1,958,804	1,374,509	70.2%	(415,321)	17.3%
Fundraising	12,000	13,500	1,500	11.1%	-	-	-		(1,500)	
Other Income	560,358	2,072,203	1,511,845	73.0%	683,232	2,348,773	1,665,541	70.9%	153,696	2.0%
Student Fees	3,335,534	7,106,423	3,770,889	53.1%	2,991,159	5,194,855	2,203,696	42.4%	(1,567,192)	10.6%
Non-Operating Revenue - Ancillary Income	-	-	-		(16,799)	-	16,799		16,799	
Non-Operating Revenue - Other Bursary Income	-	-	-		17,292	-	(17,292)		(17,292)	
Total Other Income	4,263,130	11,555,914	7,292,784	63.1%	4,308,879	9,787,611	5,478,731	56.0%	(1,814,053)	7.1%
Amortization of Deferred Capital Contributions	2,225,798	4,744,341	2,518,543	53.1%	2,168,574	4,478,093	2,309,519	51.6%	(209,023)	1.5%
Total Operating Revenues	56,000,221	110,546,231	54,546,010	49.3%	51,870,557	101,099,185	49,228,628	48.7%	(5,317,383)	0.6%
Investments	-	-	-		-	646,434	646,434	100.0%	646,434	
Service System Management	7,955,816	16,385,309	8,429,493	51.4%	7,791,567	13,253,465	5,461,898	41.2%	(2,967,595)	10.2%
Skills Programs	1,293,845	3,106,655	1,812,810	58.4%	1,008,473	3,284,661	2,276,188	69.3%	463,378	(10.9%)
Tuition Holdback Bursaries	1,357,464	2,142,539	785,075	36.6%	1,290,957	1,824,436	533,480	29.2%	(251,595)	7.4%
Ministry Bursaries	688,967	800,000	111,033	13.9%	521,423	1,150,888	629,465	54.7%	518,432	(40.8%)
Special Projects	6,265,705	13,180,252	6,914,547	52.5%	2,727,610	4,653,821	1,926,211	41.4%	(4,988,336)	11.1%
Facilities Renewal and Renovation Projects	43,032	996,837	953,805	95.7%	8,000	901,685	893,685	99.1%	(60,120)	(3.4%)
Ancillary Operations	1,669,004	4,386,615	2,717,611	62.0%	422,531	1,143,048	720,518	63.0%	(1,997,094)	(1.1%)
Total Revenue	\$ 75,274,053	\$ 151,544,438	\$ 76,270,385	50.3%	\$ 65,641,117	\$ 127,957,624	\$ 62,316,507	48.7%	\$ (13,953,878)	1.6%

SIR SANDFORD FLEMING COLLEGE**Statement of Revenue and Expenditures - with prior year comparatives****For the 6 months ending September 30, 2021**

	Current Year				Prior Year				Change Over Prior YTD	
	Actual To	Budget	Budget \$	Budget %	Actual To	Actual	Prior YTD \$	Prior YTD %	\$	%
	30-Sep-21	31-Mar-22	Remaining	Remaining	30-Sep-20	31-Mar-21	Remaining	Remaining		
Expenditures										
Salaries and Benefits										
Academic, Full Time	\$ 11,366,685	\$ 23,806,725	\$ 12,440,040	52.3%	\$ 11,132,153	\$ 22,893,146	11,760,993	51.4%	(679,047)	0.9%
Administration, Full Time	4,933,860	9,974,988	5,041,128	50.5%	4,513,833	10,056,509	5,542,675	55.1%	501,548	(4.6%)
Support, Full Time	6,672,174	13,818,276	7,146,102	51.7%	7,093,163	13,655,681	6,562,518	48.1%	(583,584)	3.7%
Salaries, Full Time	22,972,720	47,599,989	24,627,269	51.7%	22,739,149	46,605,336	23,866,186	51.2%	(761,083)	0.5%
Academic, Part Time	5,501,684	14,545,705	9,044,021	62.2%	3,769,650	12,104,978	8,335,327	68.9%	(708,694)	(6.7%)
Other, Part Time	503,775	2,083,094	1,579,319	75.8%	321,524	975,959	654,435	67.1%	(924,884)	8.8%
Salaries, Part Time	6,005,459	16,628,799	10,623,340	63.9%	4,091,174	13,080,936	8,989,762	68.7%	(1,633,578)	(4.8%)
Benefits	6,791,093	14,312,484	7,521,391	52.6%	6,195,084	13,229,278	7,034,194	53.2%	(487,196)	(0.6%)
Total Salaries and Benefits	35,769,272	78,541,272	42,772,000	54.5%	33,025,407	72,915,550	39,890,143	54.7%	(2,881,857)	(0.2%)
Non-Salary Expenses										
Academic Delivery	401,146	2,270,026	1,868,880	82.3%	53,346	859,744	806,398	93.8%	(1,062,482)	(11.5%)
Academic Supports	2,562,227	2,950,778	388,551	13.2%	2,660,988	2,538,559	(122,428)	(4.8%)	(510,979)	18.0%
Staffing Development	87,347	667,937	580,590	86.9%	29,042	208,129	179,088	86.0%	(401,502)	0.9%
Business Travel, Accommodation & Hospitality	(5,844)	205,905	211,749	102.8%	12,509	45,754	33,245	72.7%	(178,504)	30.2%
Advertising	198,693	1,238,900	1,040,207	84.0%	120,043	504,021	383,978	76.2%	(656,229)	7.8%
Telephone, Audit, Legal & Insurance	757,361	1,467,626	710,265	48.4%	806,187	1,353,207	547,020	40.4%	(163,245)	8.0%
Equipment Maintenance	233,800	684,349	450,549	65.8%	185,319	413,207	227,888	55.2%	(222,661)	10.7%
Plant and Security	301,883	3,396,900	3,095,017	91.1%	566,321	3,340,521	2,774,200	83.0%	(320,817)	8.1%
Rentals and Taxes	359,238	608,364	249,126	41.0%	576,679	648,554	71,876	11.1%	(177,250)	29.9%
Utilities	730,824	2,681,189	1,950,365	72.7%	792,834	2,379,571	1,586,737	66.7%	(363,628)	6.1%
Contract Services Trent	0	2,400,360	2,400,360	100.0%	0	2,608,290	2,608,290	100.0%	207,930	0.0%
Finance and Banking	(205,579)	(1,699,660)	(1,494,081)	87.9%	169,872	(865,584)	(1,035,457)	119.6%	458,625	(31.7%)
International Payments	532,122	4,325,478	3,793,356	87.7%	636,972	2,866,342	2,229,370	77.8%	(1,563,985)	9.9%
Service Fees	1,107,289	4,660,152	3,552,863	76.2%	1,222,526	4,047,609	2,825,082	69.8%	(727,781)	6.4%
Long Term Debt Interest	66,638	158,000	91,362	57.8%	76,577	160,656	84,079	52.3%	(7,282)	5.5%
Amortization of Capital Assets	3,265,048	7,022,666	3,757,618	53.5%	3,451,559	7,032,440	3,580,881	50.9%	(176,738)	2.6%
Total Non-Salary Expenses	10,392,194	33,038,970	22,646,776	68.5%	11,360,774	28,141,021	16,780,248	59.6%	(5,866,529)	8.9%
Total Operating Expenditures	46,161,466	111,580,242	65,418,776	58.6%	44,386,181	101,056,571	56,670,391	56.1%	(8,748,386)	2.6%
Investments										
Service System Management	791,001	1,924,539	1,133,538	58.9%	466,529	1,336,510	869,981	65.1%	(263,557)	(6.2%)
Skills Programs	8,791,649	16,277,793	7,486,144	46.0%	7,522,373	13,153,632	5,631,259	42.8%	(1,854,885)	3.2%
Tuition Holdback Bursaries	1,552,920	3,106,655	1,553,735	50.0%	1,192,565	3,252,659	2,060,094	63.3%	506,359	(13.3%)
Ministry Bursaries	871,291	2,142,539	1,271,248	59.3%	693,804	1,824,436	1,130,633	62.0%	(140,615)	(2.6%)
Special Projects	144,672	800,000	655,328	81.9%	707,787	1,150,888	443,101	38.5%	(212,227)	43.4%
Facilities Renewal and Renovation Projects	2,988,328	13,180,252	10,191,924	77.3%	1,169,047	4,634,126	3,465,079	74.8%	(6,726,845)	2.6%
Ancillary Operations	21,784	907,728	885,944	97.6%	1,557	901,685	900,129	99.8%	14,185	(2.2%)
Net Asset Adjustment	1,273,660	4,366,639	3,092,979	70.8%	1,405,255	3,562,843	2,157,589	60.6%	(935,390)	10.3%
	-	-	-		-	445,330	445,330	100.0%	445,330	
Total Expenditures	\$ 62,596,771	\$ 154,286,387	\$ 91,689,616	59.4%	\$ 57,545,096	\$ 131,318,681	\$ 73,773,585	56.2%	\$ (17,916,031)	3.2%
Net	\$ 12,677,282	\$ (2,741,949)	\$ (15,419,231)	562.3%	\$ 8,096,021	\$ (3,361,057)	\$ (11,457,078)	340.9%	\$ 3,962,153	221.5%

SIR SANDFORD FLEMING COLLEGE**Statement of Cash Flows****Budget Update**

	Actual as at 31-Mar-21	Projected 31-Mar-22
Revenue	\$	151,544,438
Expenditures		154,286,387
Net		(2,741,949)
Cash Flow		
Opening Cash	\$	55,891,883
Change as per Income Statement		
Net Income (Loss)		(2,741,949)
Non Cash: Amortization Expense (in Operating Expenses)		7,022,666
Non Cash: Amortization Expense (in Non Operating Expenses)		666,847
Non Cash: Amortization of Deferred Capital Contributions		(4,744,341)
Change as per Balance Sheet		
LTD Principal Repayments		(1,328,049)
Capital Purchases		(10,832,980)
Capital Grants Received		8,605,748
AP		(306)
AR and Prepaids		2,653,896
Deferred fees		(319,315)
Ending Cash	\$	54,874,100
Cash on Hand	27,453,527	26,953,602
unrestricted GIC	28,438,356	27,920,498
	\$ 55,891,883	\$ 54,874,100
Funds not available for Fleming operating		
FSA SAC (within A/P)	(9,912,495)	(9,912,495)
Restricted cash	(2,025,369)	(2,025,369)
Total Cash Available	\$ 43,954,019	\$ 42,936,236

SIR SANDFORD FLEMING COLLEGE OF
Balance Sheet
Budget Update

Attachment 3 - Projected Balance Sheet and Cash Flow

	Projected 31-Mar-22	Actual as at 31-Mar-21
Assets		
Current assets:		
Petty Cash		
Bank		
Cash	26,953,602	27,453,527
Short-term investments	37,293,165	37,811,023
Grants and reimbursements receivable	4,800,000	7,632,735
Accounts receivable	4,500,000	4,314,267
Inventory		
Prepaid		
Other	2,423,900	2,430,794
Notes receivable		
Total Current assets	75,970,667	79,642,346
Notes receivable		
Capital assets	119,529,147	116,385,680
Total Assets	\$ 195,499,813	\$ 196,028,026
Liabilities, Deferred Contributions and Net Assets		
Current liabilities:		
Accounts Payable		
Funds held in Trust		
Accounts payable and accrued liabilities	20,537,500	20,537,744
Accrued payroll and employee benefits	11,600,900	11,601,021
Grants received in excess of entitlements	688,100	688,058
Deferred revenue	19,338,978	19,658,293
Friends Foundation	6,100	6,083
Friends Accounts		
Fleming College Foundation	6,100	6,083
Current portion of long-term debt	1,371,905	1,328,049
Total Current liabilities	53,543,484	53,819,249
Long-term debt	9,971,353	11,343,258
Employee future benefits	3,750,000	3,750,000
Deferred contributions:		
Expense of future periods	2,874,992	2,874,992
Deferred capital contributions	89,200,161	85,338,755
	92,075,153	88,213,747
Net assets:		
Invested in capital assets	22,818,887	22,208,778
Internally restricted	70,000	70,000
Unrestricted net assets:		
Operating:		
Opening balance	18,891,592	22,862,757
Excess of revenue over expenditures	(2,741,949)	(3,361,057)
Employee future benefits	(3,750,000)	(3,750,000)
Vacation pay accrual	(5,807,000)	(5,807,000)
Sick leave gratuity		
Derivative accrual		
Restricted for endowment	6,740,293	6,740,293
Accumulated remeasurement gain	(62,000)	(62,000)
	36,159,823	38,901,772
Commitments and contingencies		
Total Liabilities, Deferred Contributions and Net Assets	\$ 195,499,813	\$ 196,028,026

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		1,410,254
Replacement of AHU 16 & 19	Replacement of two rooftop HVAC units that are reaching end of life and becoming increasingly unreliable. New units will provide efficiency benefits compared to the existing units.		1,200,000
B Wing Recladding	Replace the existing stacked stone siding on the Desbien Wing with a more contemporary cementitious panel so it matches the exterior finish of A Wing. The work will mitigate the H&S risk of the existing siding.		200,000
Subtotal Projects > \$50, 000		615,153	2,910,254
Subtotal Projects < \$50, 000		46,125	-
Total Building Construction/Renovations		\$ 661,278	\$ 2,910,254
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	
Subtotal Projects > \$50, 000		268,867	
Subtotal Projects < \$50, 000		50,093	
Total Network/IT Systems		\$ 318,960	

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-GPU Server	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).	144,774	
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	
Fest LabVolt Equipment	These purchases are part of the AEF Competitive grant. The purchases are for new equipment for an electromechanical training lab.		99,272
Forestry Equipment	These purchases are required for delivering on grant related programing and include apecialized PPE for grant participants, chainsaws, and other hard goods. This amount will be reimbursed by the SAO grant at no cost to the College.		245,000
Simulators	These purchases are required for delivering grant related programming and include the purchase of training simulators for grant participants. This amount will be reimbursed by the SDF Grant at no cost to the College.		1,716,606
Subtotal Projects > \$50, 000		330,119	2,218,495
Subtotal Projects < \$50, 000		73,375	278,629
Total Academic Equipment		\$ 403,494	\$ 2,497,124

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	\$ 1,828,583
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	\$ 1,312,117
	Subtotal Projects > \$50, 000	\$ 573,500	\$ 3,140,700
	Subtotal Projects < \$50, 000	0	57,670
Total Applied Research		\$ 573,500	\$ 3,198,370
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	270,000	
Total Residence		\$ 270,000	
Total 2021-2022 Capital Investment Plan		\$ 2,227,232	\$ 8,605,748

SIR SANDFORD FLEMING COLLEGE
Financial Sustainability Metrics (Indicators)
Budget Update

		Projected Balance March 31/22	Actual Balance March 31/21	Change
Ratios	Benchmarks			
Annual Surplus/(Deficit) (in millions of \$)	> \$ 0	\$ (3)	\$ (3)	\$ -
Accumulated Surplus/(Deficit) (in millions of \$)	> \$ 0	\$ 36	\$ 39	\$ (3)
		Pass	Pass	
Quick Ratio	> 1:1	2.0	2.1	\$ (0.1)
		Pass	Pass	
Debt to Assets Ratio	< 35.0 %	25.0%	25.7%	-0.7%
		Pass	Pass	
Debt Servicing Ratio	< 3.0%	1.3%	1.3%	0.0%
		Pass	Pass	
Net Assets to Expense Ratio	> 60.0%	76.9%	89.5%	-12.6%
		Pass	Pass	
Net Income to Revenue Ratio	> 1.5%	(1.8%)	(2.6%)	0.8%
		Fail	Fail	



FLEMING

Fleming College

Financial Plan
Update
2021-2022

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I. Summary

The College Financial Plan for 2021-2022 anticipates a deficit of \$2.74 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 \$151.5 million, an increase of \$23.5 million (18.4%) from the 2020-2021 year-end actual results. Operating revenues are projected to increase by \$9.4 million driven by an increase in both domestic and international enrolment. The \$14.2 million increase in non-operating revenue streams includes an additional \$3.1 million related to the Ontario Service System Manager contract, \$8.5 million in special project funding and an additional \$3.2 million in ancillary operations where residence and parking will see an increase in on-campus activity.

Expenditures are planned at \$154.3 million, \$23.0 million (17.5%) greater than the 2020-2021 year-end actual results. Operating expenses are increasing by \$10.5 million as the return to on campus activities comes with additional costs under the Pandemic restrictions. The additional \$12.5 million of non-operating expenses are offset by direct increases in revenue.

Capital Investment is budgeted at \$10.8 million with \$8.6 million projected to be funded by capital grants for a final net assets projection of \$36.2 million of which \$16.1 million is unrestricted.

**Fleming College Financial Plan
Update Budget 2021/2022**

(\$ 000's)

	Update Budget 2021/2022	Year End Actual 2020/2021	\$ Increase (Decrease)	% Increase (Decrease)
Revenue				
Grants & Reimbursements	\$ 49,885	\$ 48,955	\$ 930	1.9%
Student Tuition Fees	43,737	36,986	6,751	18.3%
Contract Training	624	893	(269)	(30.1%)
Other Income	11,556	9,788	1,768	18.1%
Amortization	4,744	4,478	266	5.9%
Skills, Bursaries, Ancillary & Projects Revenue	40,998	26,858	14,140	52.6%
	151,544	127,958	23,586	18.4%
Operating Expenses	104,557	94,024	10,533	11.2%
Amortization Expense	7,023	7,032	(9)	(0.1%)
Skills, Bursaries, Ancillary & Projects Expenses	42,706	30,262	12,444	41.1%
	\$ 154,286	\$ 131,319	22,967	17.5%
Excess of Revenue over Expenditures	\$ (2,742)	\$ (3,361)	\$ 619	(18.4%)
	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	20,402	19,792	610	
Total Invested in Capital Assets	22,819	22,209	610	2.7%
Unrestricted				
Operating (Board Reserves)	16,150	19,502	(3,352)	
Accrued vacation pay, Future Benefits and Derivative & Sick Leave & PSA *	(9,557)	(9,557)	-	
Total Unrestricted	6,593	9,945	(3,352)	(33.7%)
Internally Restricted	70	70	-	
Subtotal Net Assets	29,482	32,224	(2,742)	(8.5%)
Externally restricted	6,740	6,740	-	
Accumulated remeasurement gain	(62)	(62)	-	
TOTAL NET ASSETS	\$ 36,160	\$ 38,902	\$ (2,742)	(7.0%)

II. Revenue

College revenues are forecasted at \$151 million, an increase of \$23.6 million (18%) from the 2020-2021 year-end actual results. The increase in revenue is tied mainly to a 32% increase in domestic tuition revenue, a 13% increase in international tuition revenue, and an increase in non-operating projects.

SIR SANDFORD FLEMING COLLEGE

Statement of Revenue

Update Budget - 2021/2022

(\$ 000's)

	Update Budget 2021-2022	Prior Year Actual March 31, 2021	Change from Prior Year Actual \$	Change from Prior Year Actual %
Revenue				
Grants and Reimbursements	\$49,885	\$48,955	\$930	1.9%
Full-time Tuition	40,908	34,342	6,566	19.1%
Part-time Tuition	2,829	2,644	185	7.0%
Student Tuition Fees	43,737	36,986	6,751	18.3%
Contract Training	624	893	-268	(30.0%)
Other Income	11,556	9,788	1,768	18.1%
Amortization of Deferred Capital Contributions	4,744	4,478	266	5.9%
Total Operating Revenues	110,546	101,099	9,447	9.3%
Service System Manager	16,385	13,253	3,132	23.6%
Skills Programs	3,107	3,285	-178	(5.4%)
Tuition Holdback Bursaries	2,143	1,824	318	17.4%
Ministry Bursaries	800	1,151	-351	(30.5%)
Special Projects	13,180	4,654	8,526	183.2%
Facilities/Equipment Renewal and Renovation	997	1,548	-551	(35.6%)
Ancillary Operations	4,387	1,143	3,244	283.8%
Total Revenue	\$151,544	\$127,958	\$23,587	18.4%

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

1. Grants and Reimbursements

Grants are budgeted to increase by \$0.93 million from 2020-2021 as follows:

Grant Revenue					
(\$ 000's)					
	Update Budget 2021-2022	Prior Year Actual March 31, 2021	Change from Prior Year Actual \$	Change from Prior Year Actual %	
Basic Operating Grant	\$ 19,639	\$ 23,907	\$ (4,268)	(17.9%)	
Performance Funding Grant	14,866	10,621	4,245	40.0%	
College Funding Grant	\$ 34,505	\$ 34,528	(23)	(0.1%)	
BScN Grant	4,236	4,191	45	1.1%	
Small Northern & Rural Grant	3,969	3,968	1	0.0%	
Second Career Grant	400	496	(96)	(19.4%)	
Apprentice Grants	1,692	1,077	615	57.1%	
Special Needs Grants	639	634	5	0.8%	
Municipal Tax Credit	311	329	(18)	(5.5%)	
Rental Grants	97	280	(183)	(65.4%)	
Medical & Clinical Grant	350	380	(30)	(7.9%)	
COVID 19 Support Fund	3,200	2,787	413	14.8%	
Misc. Recoveries	486	285	201	70.5%	
Grants and Reimbursements	\$ 49,885	\$ 48,955	\$ 930	1.9%	

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 apprentice grants resulting from approval received for an increase in the available apprentice seats. Additionally an increase in Support Funding was received to offset the increased operating costs as a result of the COVID 19 pandemic, and the Ministry introduced a funded accelerated Personal Support Worker program for which we are receiving funding.

2. Student Tuition Fees

Tuition fee revenue is expected to be \$43.7 million, an increase of \$6.8 million (18%) 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 and International enrolment, particularly as COVID-19 restrictions ease throughout the year.

A delayed start to the winter 2021 semester resulted in an additional two weeks of tuition being deferred into 2021-2022 and recognized as revenue in this 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 \$1.8 million (18%) 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 \$3.1 million. 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 \$154.3 million, an increase of \$23.0 million (17%) from the 2020-2021 year-end actual results. Much of the anticipated increase is the result of increased on-campus activity, as well as \$12.5 million increase in non-operating areas that are offset by increases in funding.

SIR SANDFORD FLEMING COLLEGE

Statement of Expenditures

Update Budget - 2021/2022

(\$ 000's)

	Update Budget 2021-2022	Prior Year Actual March 31, 2021	Change from Prior Year Actual \$	Change from Prior Year Actual %
Expenditures				
Salaries and Benefits				
Salaries, Full Time	\$47,600	\$46,605	\$995	2.1%
Salaries, Part Time	16,629	13,081	3,548	27.1%
Total Salaries	64,229	59,686	4,543	7.6%
Benefits	14,312	13,229	1,083	8.2%
Total Salaries and Benefits	78,541	72,916	5,626	7.7%
Non-Salary Expenses				
Instructional Support Costs	5,221	3,398	1,823	53.6%
Staffing Development	606	184	423	230.3%
Business Travel, Accommodation & Hospitality	268	70	197	280.5%
Advertising	1,239	504	735	145.8%
Telephone, Audit, Legal & Insurance	1,468	1,353	114	8.5%
Equipment Maintenance	684	413	271	65.6%
Maintenance and Renovations	727	610	117	19.2%
Plant and Security Contracts	2,670	2,731	-61	-2.2%
Rentals and Taxes	608	649	-40	-6.2%
Utilities	2,681	2,380	302	12.7%
Contract Services Trent	2,400	2,608	-208	-8.0%
International Payments	4,325	2,866	1,459	50.9%
Finance and Banking	571	612	-41	-6.8%
Other Service Fees	2,389	2,570	-180	-7.0%
Long Term Debt Interest	158	161	-3	-1.7%
Amortization of Capital Assets	7,023	7,032	-10	-0.1%
Total Non-Salary Expenses	33,039	28,141	4,898	17.4%
Total Operating Expenditures	111,580	101,057	10,524	10.4%
Investments	1,925	1,337	588	44.0%
Service System Management	16,278	13,154	3,124	23.8%
Skills Programs	3,107	3,253	-146	-4.5%
Tuition Holdback Bursaries	2,143	1,824	318	17.4%
Ministry Bursaries	800	1,151	-351	-30.5%
Special Projects	13,180	4,634	8,546	184.4%
Facilities/Equipment Renewal and Renovation	908	902	6	0.7%
Ancillary Operations	4,367	3,563	804	22.6%
Net Asset Adjustment	-	445	-445	-100.0%
Total Expenditures	\$154,286	\$131,319	\$22,968	17.5%

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 \$1.0 million (2%) 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 \$3.5 million (27%) from the 2020-2021 year-end actuals. There is an expected increase in academic part time salaries of \$2.4 million which is the result of section size limitations imposed under pandemic restrictions. Additionally, there is an increase to other part time salaries of \$1.1 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 including 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 \$1.8 million (54%). The large variance is the result of 2020-2021 seeing minimal in person delivery and costs being minimized as much as possible to offset the impact of the pandemic.

4. Staffing Development

Staffing Development costs are anticipated to increase by \$0.4 million (230%) 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 \$0.2 million (230%) 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 recruitment fairs.

6. Advertising

Advertising is being increased by \$0.7 million (146%) as a new branding campaign is scheduled to take place and other recruitment activities, which were cancelled in 2020-2021, are expected to resume 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 \$0.3 million (66%)

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 utilities rates, the impact is expected to be an increase of \$0.3 million (13%).

9. International Payments

Funding required for international student health insurance and payment to recruiting agents are planned with a significant increase of \$1.46 million (51%) based on increased international enrolment.

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, \$279K 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 \$10.8 million of which \$8.6 million is funded from various grant sources. The balance of \$2.2 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	\$2,910,254	\$3,571,532
Network/IT Systems	\$318,960	n/a	\$318,960
Academic Equipment	\$403,494	\$2,497,124	\$2,900,618
Applied Research	\$573,500	\$3,198,370	\$3,771,870
Residence	\$270,000	n/a	\$270,000
Total	<u>\$2,227,232</u>	<u>\$8,605,748</u>	<u>\$10,832,980</u>



Board of Governors

Briefing Note



FLEMING

Topic: Appointment of External Auditors
Report To: Public Board Meeting
Recommended by Finance and Audit Committee on November 10, 2021 for approval by the Board of Governors
Meeting Date: November 24, 2021
Prepared By: Annie Lam, Vice President, Corporate Finance and
John Pacey, Acting Director, Financial Services and Controllershship

Recommendation

That the Board of Governors of Sir Sandford Fleming College appoint KPMG LLP as the College's external auditors for the fiscal year ending March 31, 2022.

Overview

The responsibilities of the Finance & Audit Committee, as outlined in Section 30.7 of the Board of Governors Bylaw 1 includes monitoring and annual evaluation of the performance of the external auditors and the recommendation to the Board for the appointment of an accounting firm. An appointment of the College's independent external audit firm is required annually during the term of the contract for external audit services.

Fleming College issued an RFP for the 2019/2020 fiscal year and the contract was awarded to KPMG LLP. The term of the contract is five (5) years beginning March 31, 2020 and expiring March 31, 2025, with an option to renew for an additional five (5) years. Staff were satisfied with the interactions and work of the Partner and her team for the March 31, 2021 audit field work and were pleased that they successfully overcame the challenges of conducting the audit remotely.

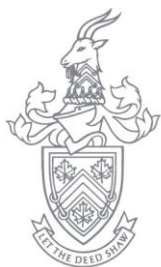
The fees for 2021-22 are \$77,500 for the annual financial audit, \$10,000 to \$12,000 for Service System Manager Audit Report, \$12,835 for the enrolment audit and \$3,100 to \$4,000 for each separately funded project audit. The number and type of project audits changes annually; it is expected that there will be five special audits in 2021-22. As the year progresses the number could increase should any additional special funding be received.

Risks and Considerations

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

Supporting Documentation

N/A



Board of Governors

Briefing Note



FLEMING

Topic: Student Governor Recruitment Update
Recommended by the Governance Committee on November 8, 2021 for approval by the Board of Governors

Report To: Public Board Meeting

Meeting Date: November 24, 2021

Prepared By: Sandra Armstrong, Manager of Operations, President's office

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the appointment of Angela Keeley to the role of Student Governor for the term 2021-2022.

Overview

In accordance with Board of Governors Procedure BP-003, on September 29, 2021, an official call for nominations for a Student Governor (term commencing Fall 2021) occurred. At the close of the nomination period on October 6, 2021 there was only one (1) nominee for the Student Governor position who met and submitted all of the requested criteria.

The newly acclaimed Student Governor, who will begin her term effective November 25, 2021 (following Board approval) is Angela Keeley, a second semester student in the Social Service Work Program.

Angela's statement of intent:

"There is no age limit on who is a student, nor are there any limitations on where our students are coming from. The Student Governor should be someone who can take the responsibility and hold themselves accountable to the students of Fleming College. I recognize my privilege as a white, mature student and my position is to use that privilege to enact changes which represent the assembly of student voices. We are diverse and we are complex."

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

Indicate how your topic / proposal aligns with Fleming College's Strategic Direction and the Strategic Mandate Agreement.

Risks and Considerations

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

Check any of the applicable risks above by double clicking on the box and selecting Checked from the default value. If there no applicable risks check N/A.

Supporting Documentation

Include the file names of any supporting documentation below:

- N/A



Board of Governors

Briefing Note



FLEMING

Topic: Board Objectives 2021-2022
Recommended by the Governance Committee on November 8, 2021 for final approval by the Board of Governors

Report To: Public Board Meeting

Meeting Date: November 24, 2021

Prepared By: Sandra Armstrong, Manager of Operations, President's Office

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Board Objectives for the 2021-2022 term as presented.

Overview

The Governance Committee approved the Board Objectives for the 2021-2022 term and recommend that the Board approve them as presented in the meeting materials.

Risks and Considerations

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

Check any of the applicable risks above by double clicking on the box and selecting Checked from the default value. If there no applicable risks check N/A.

Supporting Documentation

Include the file names of any supporting documentation below:

- Board Objectives 2021-2022

Board of Governors | Board Objectives 2021/2022

Strategic Direction Monitoring	Target / Metric	Achievements / Progress to Date
Objective 1 - Oversee Strategic Plan annual outcomes for year 2 of the 5-year plan	Receive regular strategic plan progress reports	TBD
Approve and oversee the establishment of an independent Institutional Research Centre (separate corporation)		TBD
Approve and oversee a 10-year capital redevelopment plan including the priority of a residence in Haliburton, C-Wing revitalization and other approved projects		

Board Education & Engagement	Target / Metric	Achievements / Progress to Date
Objective 2 - Implement ongoing Board education program	Enhance and deliver an annual comprehensive and diverse Board orientation session for all Governors	TOPICS: <ul style="list-style-type: none"> - On-Campus Daily Activity and Managed Occupancy (DAMO) - Applied Research Information Session - Fleming College Muskoka-Kawartha's Service System Manager (SSM) - Waste Water/COVID-19 Testing - Mental Health Supports for Students - Fall Semester Start Up Safety Protocols - Strategic Enrolment Management - International Recruitment - Applied Research Project Specifics
	Develop and deliver an ongoing Board education program to be integrated into regular meetings.	<ul style="list-style-type: none"> - Other as requested by Governance Committee and Board Chair/Vice Chair
Objective 3 – Focus on Foundation of the Board to oversee a community engagement strategy with a view to fundraising	Oversee community engagement strategy aligned with the capital plan	<ul style="list-style-type: none"> - Fundraising Strategy for 10-year Capital Plan
	Oversee and appropriate fundraising program to support students post COVID19	TBD

Board Recruitment & Renewal	Target / Metric	Achievements / Progress to Date
Objective 4 - Create a succession / nomination plan for the Board (through the Governance Committee)	Develop a roster of qualified and interested future Governors for the Board with a view to ensuring diversity	- Continued Recruitment
	Establish a nomination plan for 2022-2023 Officers of the Board and populate sub-committees	



Board of Governors

Briefing Note



FLEMING

Topic: Audit Planning Report
Report To: Public Board Meeting
Recommended by Finance and Audit Committee on November 10, 2021 for approval by the Board of Governors
Meeting Date: November 24, 2021
Prepared By: Annie Lam, Vice President, Corporate Finance

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive the March 31, 2022 year end Audit Planning Report as presented by KPMG LLP for information.

Overview

The Finance & Audit Committee's responsibility with respect to audit is as outlined in section 30.7 of the Board of Governors By-law 1. The role includes a review of the auditor's audit plan, including scope, timetable and fees.

An Audit Planning Report for the year ending March 31, 2022 has been prepared by KPMG LLP.

The report addresses the following areas:

- Updates to our Audit Plan
- Materiality;
- Audit risks;
- Area of Audit Focus
- Audit Approach other reporting matters;
- Key deliverables and milestones;
- Proposed fees.

Risks and Considerations

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

Supporting Documentation

- Audit Planning Report for the year ending March 31, 2022

Sir Sandford Fleming College of Applied Arts and Technology

Audit Planning Report
for the year ending March 31, 2022

KPMG LLP

Licensed Public Accountants

Prepared on Oct 29, 2021

Presented on Nov 10, 2021

kpmg.ca/audit

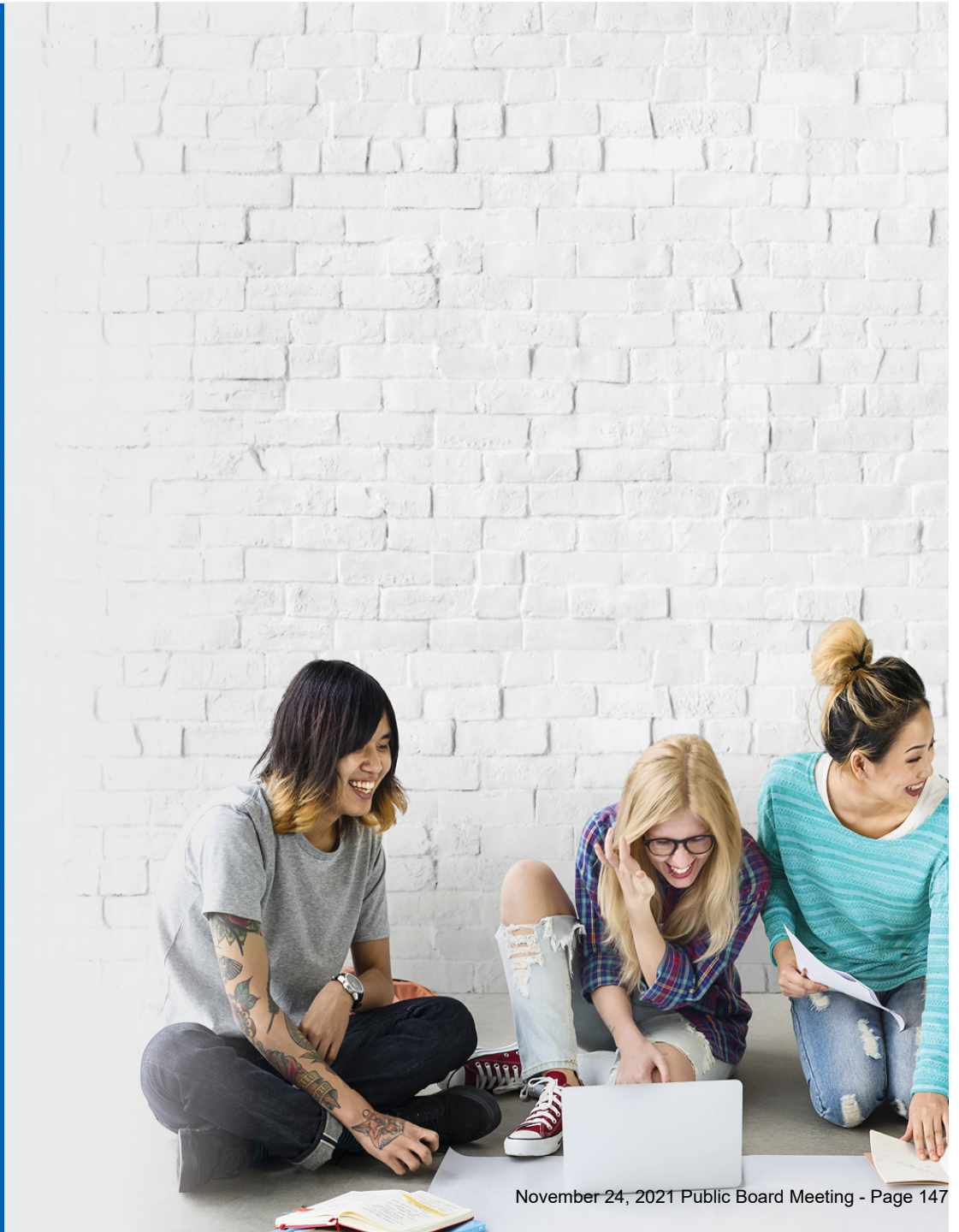


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KPMG contacts

The contacts at KPMG in connection with this report are:

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Our refreshed Values

What we believe



We do what is right.



We never stop learning
and improving.



We think and act boldly.



We respect each other
and draw strength from
our differences.



We do what matters.



Executive summary

Updates to our audit plan

See page 3 for updates in our audit plan compared to the prior period.

Audit quality

See page 4 for how we deliver audit quality and how you can measure our audit quality.

Materiality

Materiality has been established by considering various metrics that are relevant to the users of the financial statements, including total revenue. We have determined materiality to be \$3,750,000.

See page 5.

Proposed Fees

Proposed fees for the annual audit can be seen on page 16.

Audit risks

Our audit is risk focused. In planning our audit, we have identified areas of financial reporting where significant risks of material misstatement may arise. These include:

Other areas of focus include:

- Revenue recognition considerations such as government grants, deferred contributions, and receivables.
- Employee future benefits
- Procurement such as payables, accrued liabilities and expenditures
- Investments, restricted investments and financial instruments
- Capital projects and related long-term debt
- Net assets

See pages 6 to 10.

Current developments

Refer to page 12 for current developments in Public Sector Accounting Standards.

This report to the Finance & Audit Committee is intended solely for the information and use of management, the Finance & Audit Committee, the Board of Governors and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report to the Finance & Audit Committee has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.



Updates to our audit plan

Other significant changes	Description
Transfer of restricted investments for endowments, bursaries and other	<p>The College is exploring the option of transferring certain funds to the Foundation in fiscal 2022. Should this occur, before year-end, this will impact on our audit approach including:</p> <ul style="list-style-type: none">- Validating the approval of the transfer- Examination of the transfer- Audit of the investments, transactions and balances in the Foundation <p>Other procedures may be required which will be discussed with management and we will update you at the completion of the audit.</p>

Audit Quality: How do we deliver audit quality?

Transparency report



Quality essentially means doing the right thing and remains our highest priority. Our Global Quality Framework outlines how we deliver quality and how every partner and staff member contribute to its delivery.

‘Perform quality engagements’ sits at the core along with our commitment to continually monitor and remediate to fulfil on our quality drivers.

Our **quality value drivers** are the cornerstones to our approach underpinned by the **supporting drivers** and give clear direction to encourage the right behaviours in delivering audit quality.

We define **‘audit quality’** as being the outcome when:

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality controls**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics, and integrity**.



Doing the right thing. Always.

Materiality

Materiality is established to identify risks of material misstatements, to develop an appropriate audit response to such risks, and to evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors.

To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality (e.g., performance materiality).

Materiality determination	Comments	Amount
Materiality	<p>Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements.</p> <p>The corresponding amount for the 2021 audit was \$3.75 million.</p> <p><i>Note that materiality may be recalculated at year end using actual total revenues.</i></p>	\$3.8 million
Benchmark	<p>Based on 2021 total revenues (<i>Note that the benchmark value may be recalculated at year end using actual total revenues</i>).</p> <p>The benchmark is consistent with prior year.</p>	\$128 million
% of Benchmark	The corresponding percentage for the prior year's audit was 3%.	3%
Audit Misstatement Posting Threshold (AMPT)	<p>Threshold used to accumulate misstatements identified during the audit.</p> <p>The corresponding amount for the 2021 audit was \$187,500</p>	\$190,000

We will report to the Finance & Audit Committee:



Uncorrected audit misstatements

Audit risks

Significant risk - professional requirements	Why is it significant?
Presumption of the risk of fraud involving improper revenue recognition	<p>The risk has been rebutted as the majority of the revenue is obtained from government funding and tuition fees. Revenues are relatively simple to recognize and do not involve elements of significant judgement.</p> <p>We have not identified any risk of material misstatement resulting from fraudulent revenue recognition.</p>
Presumption of the risk of fraud resulting from management override of controls.	<p>Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities.</p>

Our audit approach
<p>As this presumed risk of material misstatement due to fraud is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.</p>

Areas of audit focus

Other areas of focus	Why are we focusing here?
Revenue, government grants, deferred revenue, related receivables	Risk of material misstatement related to the completeness of grant revenue and accuracy of timing of revenue recognition
Salaries and benefits, employee future benefits	Risk of material misstatement related to the completeness and accuracy of expenditures and benefits liability
Our audit approach	
Revenue, government grants, deferred revenue, related receivables <ul style="list-style-type: none"> — Perform substantive analytical procedures over revenues including tuition and related accounts — Evaluate revenue recognition, revenue restrictions, deferral, cut-off and presentation considerations — Vouch a selection of revenue transactions to supporting documentation to verify restrictions, if any — Direct confirmation of amounts received and receivable from the Ministry of Colleges and Universities — Agree significant receivable balances to subsequent cash receipts 	
Salaries and benefits, employee future benefits <ul style="list-style-type: none"> — Test and evaluate design and operating effectiveness over controls related to department classification and payroll monitoring controls to support program audits — Receipt and testing of select items related to the annual payroll reconciliation — Significant payroll-related accruals recalculated and vouched to supporting documentation on a sample basis — Perform substantive analytical procedures over salaries and benefits, and related accounts — Receipt and analysis of the CAAT Pension Plan actuarial report to independently verify employee future benefit accruals 	

Areas of audit focus (continued)

Other areas of focus	Why are we focusing here?
Accounts payable, accrued liabilities, expenses (other than human resource related)	Risk of material misstatement related to completeness and accuracy of liabilities and expenses
Investments, investment income and cash	Risk of material misstatement related to the completeness and accuracy of cash, investments, and presentation and valuation of investments

Our audit approach

Accounts payable, accrued liabilities, expenses (other than human resource related)

- Test and evaluate design and operating effectiveness over monitoring controls related to the procurement process in order to leverage our annual audit working papers for the purpose of the special purpose audit reports (e.g. Service System Manager, Employment Services, Facilities Renewal etc.)
- Ensure proper approval/ authorization/ coding for a test selection of expenditures
- Perform substantive analytical procedures over payables and expenses
- Significant accruals vouched to supporting documentation
- Search for unrecorded liabilities
- Evaluate completeness and valuation of the liability for contaminated sites if any

Investments, investment income and cash

- Confirmation with third parties
- Review of bank reconciliations and vouch significant reconciling items to supporting documentation
- Review of restrictions and required disclosures
- Consider impairment indicators for investments

Areas of audit focus (continued)

Other areas of focus	Why are we focusing here?
Capital assets, deferred capital contributions, related long-term debt	Evaluate classification of capital asset additions, recognition of related contributions, and accuracy of amortization
Restricted net assets, endowments, trust funds	Evaluate presentation of and allocations to restricted funds
Our audit approach	
<p>Capital assets, deferred capital contributions, related long-term debt</p> <ul style="list-style-type: none"> — Significant additions / disposals vouched to supporting documentation — Amortization expense, interest on long-term debt, and amortization of deferred capital contributions recalculated — Examination of supporting documentation related to restriction of funds intended for capital asset additions and treatment of proceeds from any disposed contributed assets — Confirmation of debt balances with third parties — Consider impairment indicators for capital assets 	
<p>Restricted net assets, endowments, trust funds</p> <ul style="list-style-type: none"> — Significant additions and disbursements vouched to supporting documentation — Ensure purpose-specific restrictions are recognized and accounted for appropriately — Review of related note disclosures — Verify changes to internal restrictions to formal motions by the Board 	

Audit approach – Other reporting matters

The other reports over which we plan to perform services include the following:

Other	Why are we focusing here?
Enrolment and graduate audit	Required to be submitted annually to the Ministry of Training Colleges and Universities
Other special-purpose funder reports	Stand-alone audits required from time to time based on funder agreements

Our audit approach

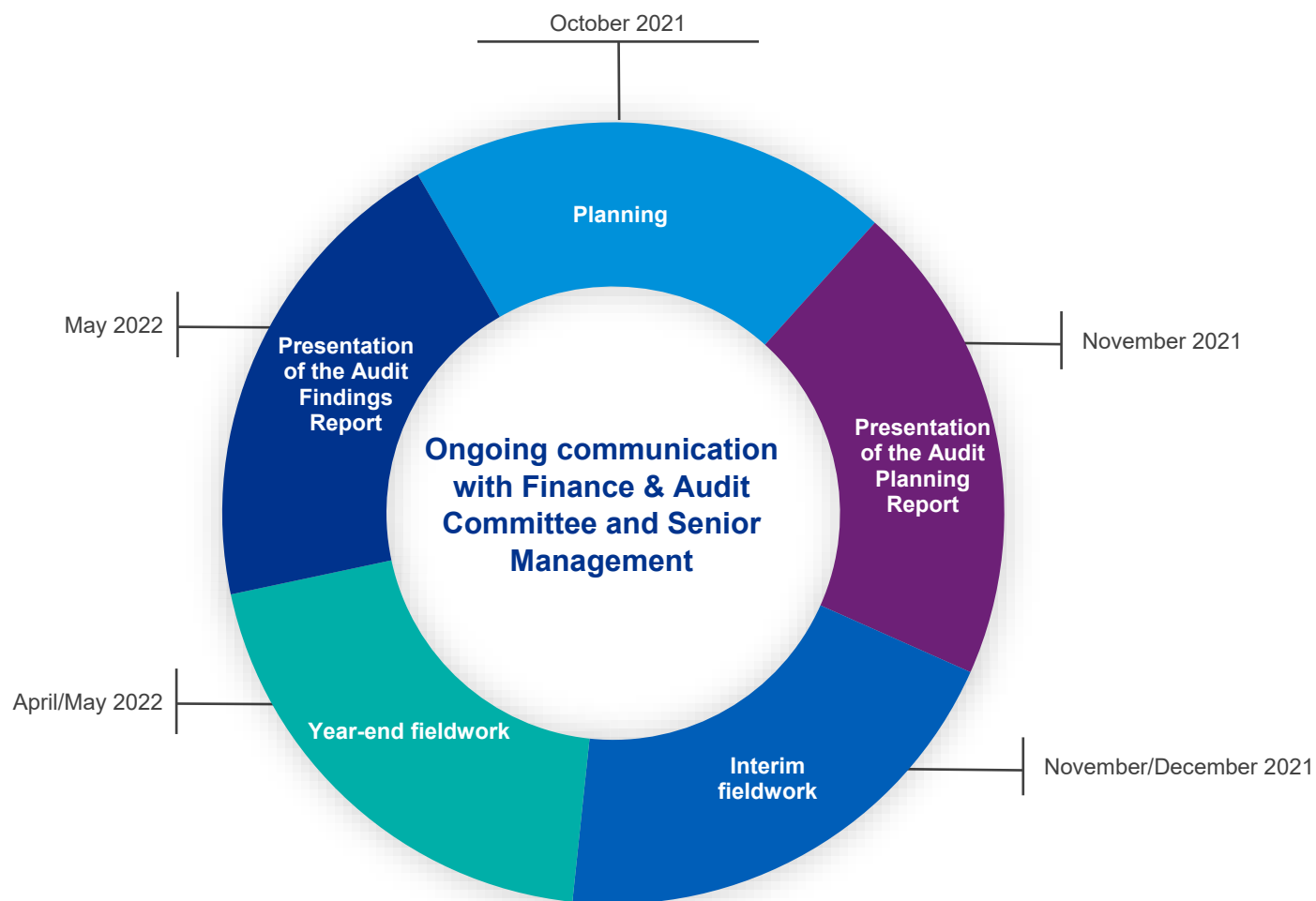
Enrolment and graduate audit

- Perform procedures in accordance with the instructions issued by the Ministry of Colleges and Universities in the most recent edition of the Ontario Operating Funds Distribution Manual and USER Reporting Guide.

Other special-purpose funder reports

- Leverage control and substantive testing from the annual audit file
- Perform procedures in accordance with the financial reporting provisions of the specific funder agreements
- Typical procedures include verification of eligible and ineligible costs under the agreement
- Examples
 - Service System Manager (audit of revenues and disbursements and specified procedures report for the Ministry)
 - Employment services (audit of revenue and expenditures for the College, as a service provider under SSM)
 - Facilities Renewal Program (“FRP”) and College Equipment and Renewal Fund (“CERF”) (audit of expenditures for the Ministry)
- Reporting is customized to each funder’s request

Key milestones and deliverables



Current developments

Public Sector Accounting Standards

The following are upcoming changes that will be effective in future periods as they pertain to Public Sector Accounting Standards. We have provided an overview of what these standards are and what they mean to your financial reporting so that you may evaluate any impact to your future financial statements.

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"> – The new standard is effective for fiscal years beginning on or after April 1, 2022. – The new standard addresses the recognition, measurement, presentation, and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. – The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets ("TCA"). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. – As a result of the new standard, the public sector entity will have to: <ul style="list-style-type: none"> • Consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset. • Carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements. • Begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.
Revenue	<ul style="list-style-type: none"> – The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19. – The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement. – The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations. – The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.

Standard	Summary and implications
Employee Future Benefit Obligations (Exposure Draft)	<ul style="list-style-type: none"> – PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. In July 2020, PSAB approved a revised project plan. – PSAB intends to use principles from International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point to develop the Canadian standard. – Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues. – PSAB released an exposure draft on proposed section PS3251, <i>Employee Benefits</i> in July 2021. Comments to PSAB on the proposed section are due by November 25, 2021. Proposed Section PS 3251 would apply to fiscal years beginning on or after April 1, 2026 and should be applied retroactively. Earlier adoption is permitted. The proposed PS3251 would replace existing Section PS 3250 and Section PS 3255. This proposed section would result in organizations recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations. –
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> – PSAB has introduced Section PS3160, which includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The standard has an effective date of April 1, 2023 and may be applied retroactively or prospectively. – The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. – The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. – The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.

Standard	Summary and implications
Concepts Underlying Financial Performance (Exposure Draft)	<ul style="list-style-type: none"> – PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. – PSAB released four exposure drafts in early 2021 for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. The Board is in the process of considering stakeholder comments received. – PSAB is proposing a revised, ten-chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics, and elements. General recognition and measurement criteria, and presentation concepts would be introduced. – In addition, PSAB is proposing: <ul style="list-style-type: none"> • Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. • Separating liabilities into financial liabilities and non-financial liabilities. • Restructuring the statement of financial position to present non-financial assets before liabilities. • Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). • Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”. • A new provision whereby an entity can use an amended budget in certain circumstances. <p>Inclusion of disclosures related to risks and uncertainties that could affect the entity's financial position.</p>
Purchased Intangibles	<ul style="list-style-type: none"> – In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles. – PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized. <ul style="list-style-type: none"> • The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.

Standard	Summary and implications
Government Not-for-Profit Strategy	<ul style="list-style-type: none"> – PSAB is in the process of reviewing its strategy for government not-for-profit (“GNFP”) organizations. PSAB intends to understand GNFPs’ fiscal and regulatory environment, and stakeholders’ financial reporting needs. – PSAB released a second consultation paper in January 2021 which summarizes the feedback received to the first consultation paper. It also describes options for the GNFP strategy, and the decision-making criteria used to evaluate the options. PSAB recommends incorporating the PS4200 series with potential customizations into PSAS. This means reviewing the existing PS4200 series to determine if they should be retained and added to PSAS. Incorporating the updated or amended PS4200 series standards in PSAS would make the guidance available to any public sector entity. Accounting and/or reporting customizations may be permitted if PSAB determines there are substantive and distinct accountabilities that warrant modification from PSAS. – PSAB is in the process of considering stakeholder comments.
2022 – 2027 Strategic Plan	<ul style="list-style-type: none"> – PSAB’s Draft 2022 – 2027 Strategic Plan was issued for public comment in May 2021. Comments were requested for October 6, 2021. – The Strategic Plan sets out broad strategic objectives that help guide PSAB in achieving its public interest mandate over a multi-year period, and determining standard-setting priorities – The Strategic Plan emphasizes four key priorities: – Develop relevant and high-quality accounting standards - Continue to develop relevant and high-quality accounting standards in line with PSAB’s due process, including implementation of the international strategy (focused on adapting International Public Sector Accounting Standards for new standards) and completion of the Conceptual Framework and Reporting Model project. – Enhance and strengthen relationships with stakeholders - Includes increased engagement with Indigenous Governments and exploring the use of customized reporting. – Enhance and strengthen relationships with other standard setters – In addition to continued collaboration with other standard setters, this emphasizes strengthened relationship with the IPSASB. – Support forward-looking accounting and reporting initiatives – Supporting and encouraging ESG reporting, and consideration of the development of ESG reporting guidance for the Canadian public sector.

Proposed fees

In determining the fees for our services, we have considered the nature, extent and timing of our planned audit procedures as described above. Our fee is based on the RFP from January 30, 2020, unless otherwise noted.

Estimated fees	Current period (budget)	Prior period (actual)
Audit of the financial statements	\$77,500	\$75,000
Service System Manager Audit Report on revenue and disbursements and Specified Procedures Report (Fiscal 2021 in progress) Outside the RFP	\$10,000 to \$12,000	\$17,500
Employment Services Audit Report	\$3,100 to \$4,000	\$6,250
Enrolment and Graduate Audit Reports	\$12,835	\$12,430 (budget as grad audit pending)
Other Special-Purpose Funder Reports (i.e. FRP, CERF)	\$3,100 per report	\$3,000 per report
Accounting guidance/assistance (Asset retirement obligations)	To be determined, as required	N/A
Non-recurring areas – accounting for the transfer of investments to the Foundation	To be determined, as required	N/A

Matters that could impact our fee

The proposed fees outlined above are based on the assumptions described in the engagement letter. The following factors could cause a change in our fees:

- Significant changes to the relevant financial reporting framework
- Significant new or changed accounting policies or application thereof
- Significant changes to internal control over financial reporting
- Significant unusual and/or complex transactions, including transfer of investments from College to Foundation
- Significant changes in Ministry reporting requirements (SSM or others)
- New audit standards or requirements arising as a result of changes in audit standards
- Changes in the timing of our work
- Other significant issues (e.g. cyber security breaches)
- Any accounting advice

Appendices

Content

Appendix 1: Other required communications

Appendix 2: Use of technology in the audit

Appendix 3: Audit and assurance insights

Appendix 1: Other required communications

Audit Planning Report	Engagement letter
Audit planning report – as attached.	The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter and any subsequent amendment letters available through management.
Audit Findings Report	Representations of management
At the completion of the audit, we will provide our findings report to the Finance & Audit Committee.	We will obtain from management certain representations at the completion of the annual audit. In accordance with professional standards, copies of the representation letter will be provided to the Finance & Audit Committee.
Internal control deficiencies	Audit Quality
Other control deficiencies, identified during the audit, that do not rise to the level of a significant deficiency will be, communicated to management.	<p>The following links are external audit quality reports for referral by the Finance & Audit Committee:</p> <ul style="list-style-type: none">• Audit Quality Insights Report: 2020 Annual Audit Quality Assessments• CPAB 2020 Annual Report - Regulatory Oversight in a Global Pandemic• CPAB Audit Quality Insights Report: 2020 Interim Inspection Results
Required inquiries	
Professional standards require that during the planning of our audit we obtain your views on the identification and assessment of risks of material misstatement, whether due to fraud or error, your oversight over such risk assessment, identification of suspected, alleged or actual fraudulent behaviour, and any significant unusual transactions during the period.	

Appendix 2: Use of technology in the audit

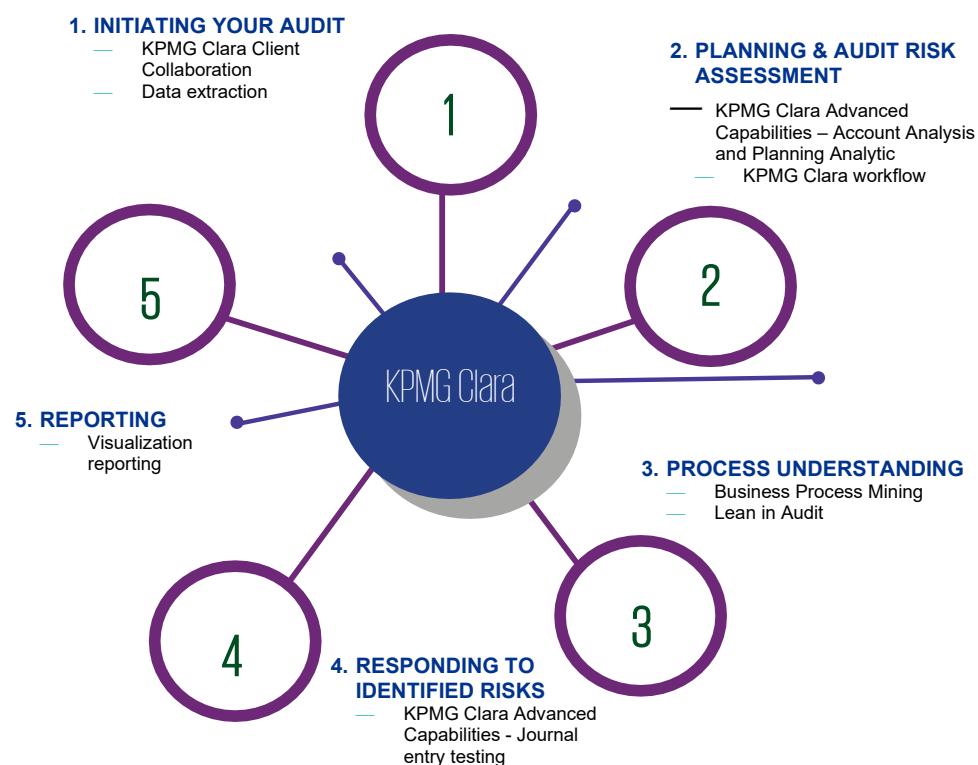
KPMG Clara is our integrated, smart global audit platform that allows our teams globally to work simultaneously on audit documentation while sharing real time information. KPMG Clara embeds analytics throughout all phases of the audit and allows us to visualise the flow of transactions through the system, identify risks in your financial data and perform more specific audit procedures. KPMG's use of technology provides for:

1. a **higher quality audit** – looking at 100% of selected data
2. a **more efficient audit** as we are focussed on the transactions that are considered higher risk and
3. an audit that provides **insights into your business** through the use of technology in your audit with our extensive industry knowledge.

We are also actively piloting Artificial Intelligence (“AI”) tools which will be used in future audits and identifying areas to embed robotic process automation (“KPMG Bots”).

We will be discussing the use and implementation of these tools with the College over the course of our audit. These tools will be adopted and applied to the College's audit using a phased approach over the coming years. We will keep you apprised of our progress on a continuous basis.

Our five-phased audit approach



Appendix 2: Use of technology in the audit (continued)

Phase 1: Initiating your audit
<p>To ensure that you are involved in every step of the audit, management and the audit committee will have access to KPMG Clara Client Collaboration (KCCC). KCCC is our secure audit platform and a one-stop shop through which we plan, execute and manage the audit. KCCC supports seamless collaboration between our audit team and your finance team, including exchange of information and access to the real time reporting you need in one central location, reducing the impact to your people in coordinating and overseeing the audit. It ensures there are no surprises during the execution of the audit and the ability to efficiently track issues and outstanding matters with a single click.</p> <p><i>Want to know more about KCCC?</i></p>
Phase 2: Planning and audit risk assessment
<p>KPMG Clara Advanced Capabilities – account analysis and planning analytics incorporates structured rules, specific to your industry, to review your financial data and assist the engagement team in obtaining a more thorough understanding of the business processes and underlying flow transactions. Our advanced analytic tool enables a more precise risk assessment and development of a tailored audit approach.</p> <p><i>Want to know more about Clara Advanced Capabilities?</i></p>
<p>We have partnered with Artificial Intelligence industry leaders to layer AI into our auditing platform, allowing us to scan 100% of your data and pull all of the risky transactions and anomalies out for further analysis. First generation analytical auditing tools relied on rules-based analysis, but our transparent AI tools allow us to dig deeper to spot the risks and identify new insights for you as they relate to your business.</p> <p><i>Want to know more about KPMG AI?</i></p>
<p>The KPMG Clara workflow is our intelligent audit platform that tailors our audit to client specific circumstances and incorporates an enhanced methodology to facilitate every audit. The KPMG Clara workflow enhances quality through a more focused, deliberate, and precise risk assessment powered by our digitized methodology coupled with data analysis solutions. The workflow also enables a more efficient testing process with automation supporting both control and substantive testing.</p> <p><i>Want to know more about the KPMG Clara workflow?</i></p>

Phase 3: Process understanding

As part of understanding your processes, KPMG uses our **Lean in Audit methodology**. Our Lean in Audit methodology allows our team to work collaboratively with you to gain an in-depth understanding of selected end-to-end processes.

We also incorporate **Business Process Mining (BPM)** technology. BPM provides immediate visualization of how 100% of your transactions are processed to complement your process narratives & flow charts. A deeper understanding of your processes enhances our understanding of your business. This will ensure our team is focused on auditing the right risks & leveraging your team's resources efficiently. It helps us identify inefficiencies or manual workarounds in a process and highlights where the process is under stress.

Want to know more about [Business Process Mining](#)?

Phase 4: Responding to identified risks

Our KPMG advanced capabilities **journal entry analysis** tool assists in the performance of detailed journal entry testing based on engagement-specific risk identification and circumstances. Our tool provides auto-generated journal entry population statistics and focusses our audit effort on journal entries that are riskier in nature.

We will also implement in our audit testing, the use **DataSnipper**, an intelligent audit tool where we can search, document, extract, automatically match and review documents within Excel. It allows the audit team to document and review audit evidence in a more efficient and standardized manner.

The audit of today, tomorrow & future

We are currently piloting how we add a layer of Artificial Intelligence on top of our rules based applications and expect this new technology to significantly change our future audits.

Appendix 3: Audit and Assurance Insights

Our latest thinking on the issues that matter most to audit committees, board of directors, and management.

Featured insight	Summary
<u>KPMG Audit & Assurance Insights</u>	Curated research and insights for audit committees and boards
<u>COVID-19 Financial Reporting Resource Centre</u>	Resource centre on the financial reporting impacts of coronavirus
<u>Accelerate</u>	The key issues driving the audit committee agenda in the time of COVID-19
<u>Board Leadership Centre</u>	Supporting you in your Director role
<u>Current Developments</u>	Series of quarterly publications for Canadian businesses including Spotlight on IFRS, Canadian Securities & Auditing Matters and US Outlook.
<u>Hybrid Education Poll</u>	The return to the classroom has been fundamentally changed as a result of the COVID-19 pandemic. We recently surveyed Canadians enrolled in post-secondary institutions on their expectations for the new student experience. The findings reveal a growing call for today's learning environments to match students' digital lifestyles – both in and out of the classroom.
<u>Public Sector Update – connection series</u>	Public Sector Accounting Standards are evolving – Get a comprehensive update on the latest developments from our PSAB professionals. Learn about current changes to the standards, active projects and exposure drafts, and other items.
<u>PSAB resources</u>	KPMG resources for the new developments and trends in the public sector.
<u>The ESG journey: Lessons from the boardroom and C-suite</u>	To build on our work in ESG, strategy and the long view, the Board Leadership Center interviewed directors and officers of major corporations, including Morgan Stanley, Tyson Foods, Ford Motor, Microsoft, Mars, and Whirlpool, among others.
<u>ESG, strategy, and the long view</u>	To help boards understand and shape the total impact of the company's strategy and operations externally—on the environment, the company's consumers and employees, the communities in which it operates, and other stakeholders—and internally, on the company's performance, this paper presents a five-part framework.
<u>Inclusion and diversity practices</u>	Getting started on the inclusion and diversity journey. Unique inclusion and diversity considerations for boards.

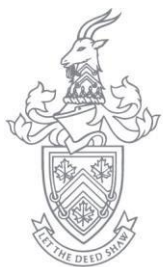


kpmg.ca/audit

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KPMG member firms around the world have 227,000 professionals in 146 countries.





Board of Governors

Briefing Note



FLEMING

Topic: Enterprise Risk Management (ERM) Report (October 2021)
Report To: Public Board Meeting
Recommended by Finance and Audit Committee on November 10, 2021 for approval by the Board of Governors
Meeting Date: November 24, 2021
Prepared By: Annie Lam, Vice President, Corporate Finance
Sherry Gosselin, Chief Business Intelligence Officer

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive for information the October 2021 Enterprise Risk Management (ERM) Report.

Overview

The October 2021 ERM Report presents the Risk Register analysis and a comparison with the current risk situation against the June 2021 analysis. The report also reviews the COVID pandemic impact on risks within the college.

A Risk Matrix plots each of the 33 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.

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

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

Supporting Documentation

- ERM Report (October 2021)



FLEMING

ERM Report – October 2021

Date: October 26, 2021

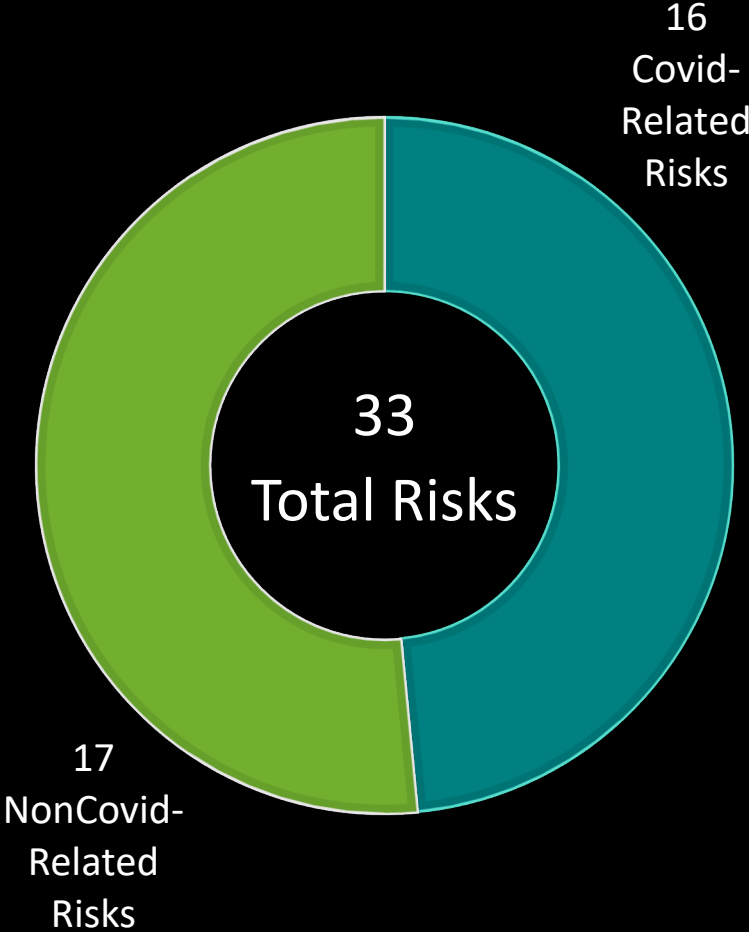
By: Annie Lam, VP of Corporate Services
and

Sherry Gosselin, Chief Business Intelligence Officer

Report Contents

- COVID Impact on Risks
- Risk Matrix (Heat Map)
- Risks by Categories
- Category Comparison to past and future projections
- Risks Over the Risk Appetite
- Risks Over their Risk Tolerance

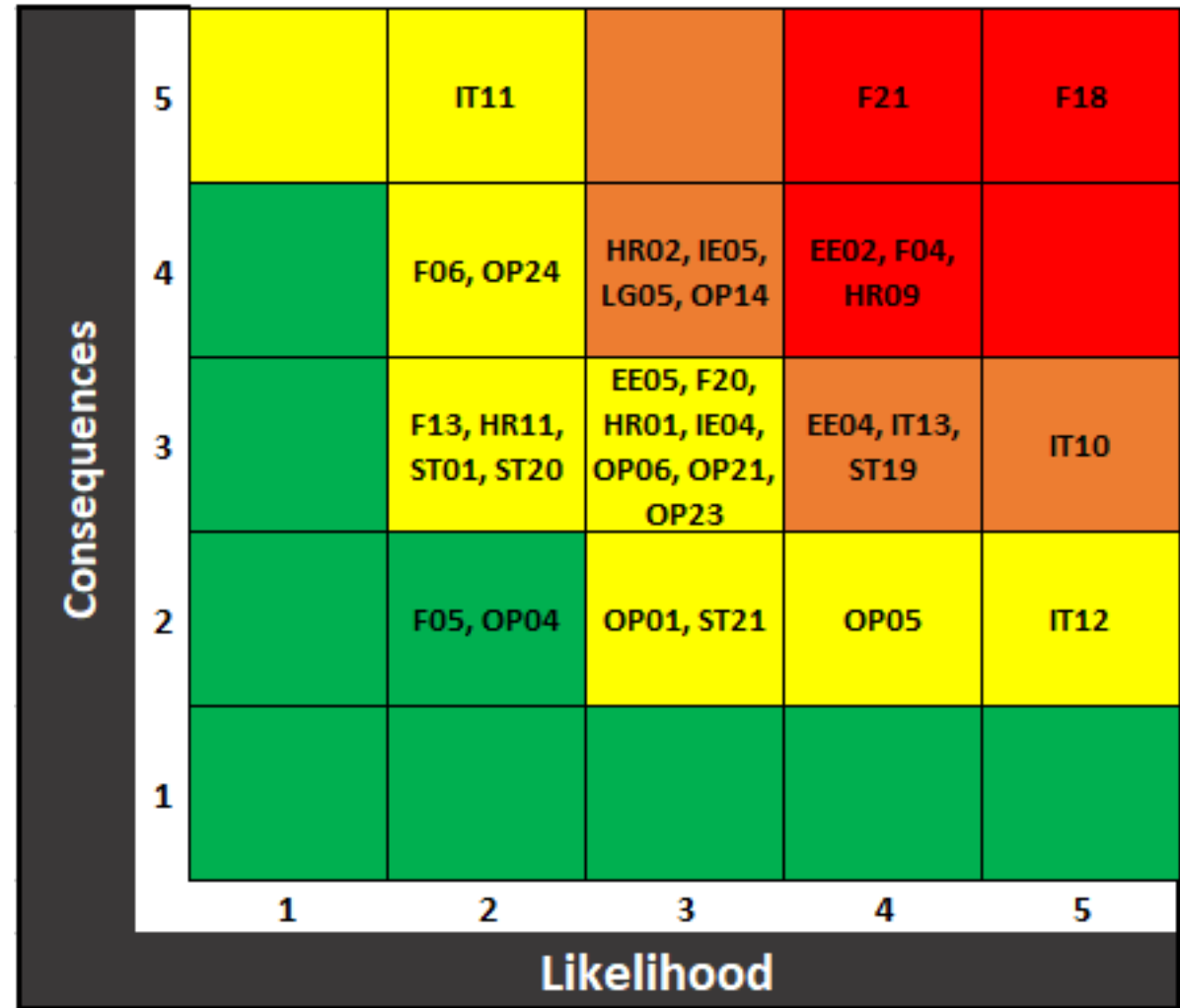
Risk Register Analysis October 2021



ERM Risk Matrix

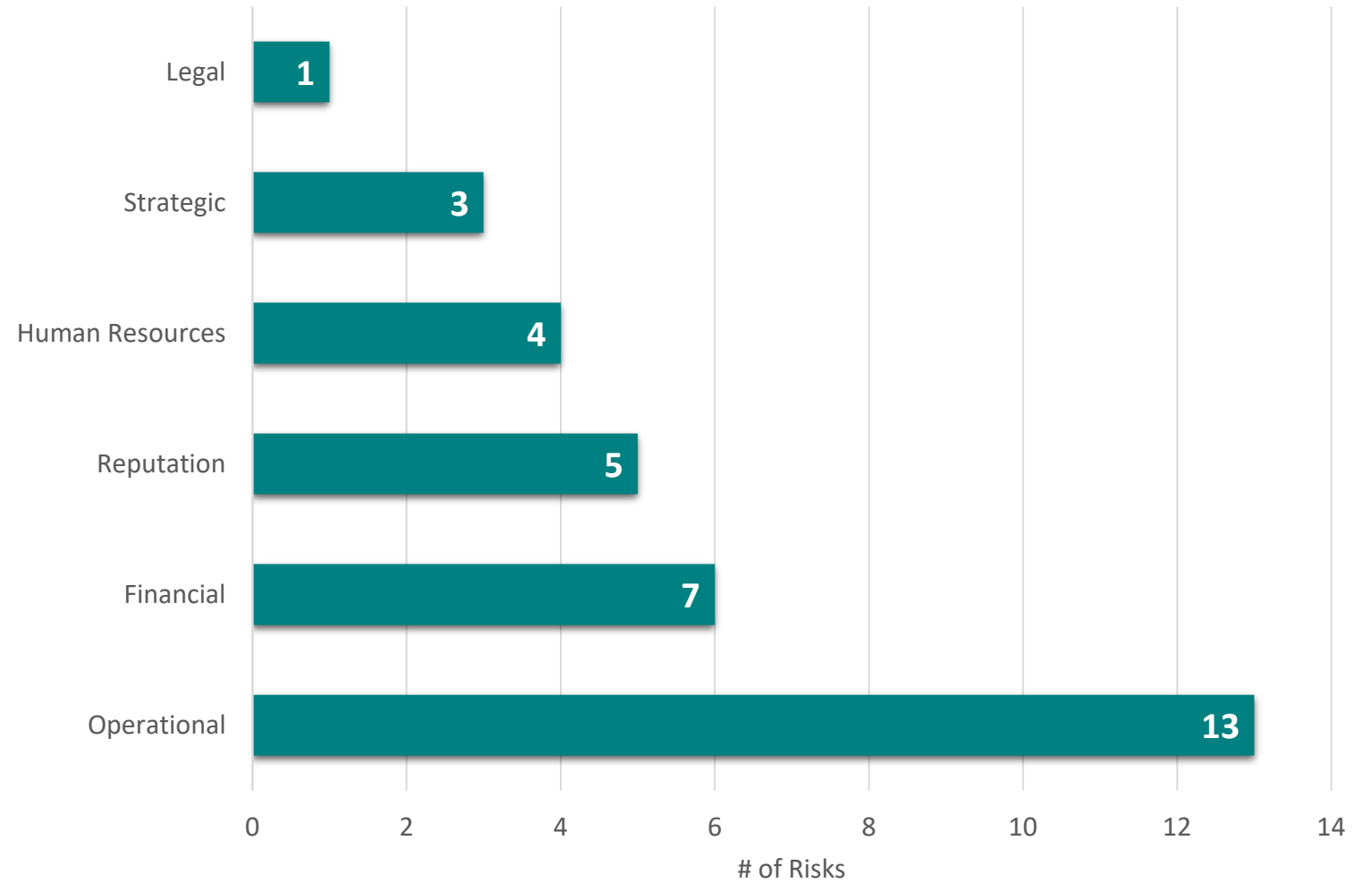
9

Median Risk Score



Risk Categories

33
Total Risks



Impact of Mitigation Plans



Risks with Scores ≥ 15 (Risk Appetite)

RISK ID	Risk Statement	June/21 Risk Score	Oct/21 Risk Score	Mitigation Plan Completed
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. Domestic risk remains high with a strong labour market and increasing competition. With the global pandemic conditions improving, the risk and uncertainty of international enrolment for Winter 2022 and Fall 2022 is lower, however still concerning.	25	25	60%
F21 New	If the government does not change it's SMA3 policy to conclude the finance freeze with no additional mitigations, Fleming could sustain a \$4M loss over the three-year period (2022-2025).		20	0%
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	16	67%
F04	The unknowns presented by COVID have increased the uncertainty of financial forecasting.	16	16	87%
HR09	OPSEU and the Council will be negotiating a new collective agreement in 2021 with the possibility of a work stoppage.	16	16	0%
IT10	The risk that out-of-date technology & skills results in loss of efficiecnyn, reliability and does not meet the needs of the College.	15	15	10%

Risks with Scores ≥ 15 (Risk Appetite)

Removals Since the June 2021 Report

RISK ID	Risk Statement	Change Notes
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	Risk score decreased from 16 to 12
F20	Risk of operating under the minimum occupancy level will result in Residence running a deficit budget.	Risk score decreased from 16 to 9

Risks Above Tolerance Level

RISK ID	Risk Statement	Oct/21 Risk Score	Tolerance Level	Mitigation Plan Completed
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. Domestic risk remains high with a strong labour market and increasing competition. With the global pandemic conditions improving, the risk and uncertainty of international enrolment for Winter 2022 and Fall 2022 is lower, however still concerning.	25	15	60%
F21 New	If the government does not change it's SMA3 policy to conclude the finance freeze with no additional mitigations, Fleming could sustain a \$4M loss over the three-year period (2022-2025).	20	10	0%
HR09	OPSEU and the Council will be negotiating a new collective agreement in 2021 with the possibility of a work stoppage.	16	9	0%
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	10	10%
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, inefficient use of resources and poor student/employee experience and poor business intelligence.	10	8	4%
LG05	A risk of a violation in research ethic compliance could result in harm to research participants, potential loss of standing with the tri-council impacting research funding, fines, and potential reputational risk if reported in the media.	12	9	20%
OP01	Risk of Human Rights complaints escalation to the OHRC from students - Tribunal resulting in impact to reputation, legal/regulatory, financial and operational	6	4	44%
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.	8	4	0%
OP23	The risk of personal information being inappropriately collected, used, disclosed, retained, or destroyed resulting in a privacy breach, potential sanctions from the IPC and damage to the College's reputation.	9	6	0%

Risks Above Tolerance Level

Changes Since the June 2021 Report

RISK ID	Risk Statement	Change Notes
F01	The risk of the College having to pay a retroactive tariff payment due to the Copyright Act and ongoing licensing fees may lead to an unbudgeted expense to be paid in-year and on an ongoing basis.	Risk Removed
IT11	A risk that College-wide service delivery (all areas) is materially impacted by a prolonged IT service outage.	Tolerance raised from a score of 5 to 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	Tolerance raised from a score of 6 to 12
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.	Risk score decreased from a 9 to a 4



Board of Governors

Briefing Note



FLEMING

Topic: Indigenous Education and Services Update
Report To: Public Board Meeting
Meeting Date: November 24, 2021
Prepared By: Elizabeth Stone, Academic Chair Indigenous Perspectives

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive the Indigenous Education and Services Update for information.

Overview

Indigenous Fleming identifies the Academic & Service initiatives, projects and communications that Fleming College is currently engaged in that meet the commitments identified in the Strategic Plan, Business Plan and Indigenous Education Protocol, respectively.

Indigenous Student Services (Fall 2021)

Indigenous Student Enrollment:

- 228 (117 new, 111 returning)
- Sutherland (153), Frost (72), Haliburton (3)

Staff Compliment

- Student Services Manager: vacant, with hiring process to begin Winter 2022
- Student Success Coordinator (FT) currently completing hiring process, expected November start
- Student Success Coordinator (PT) on campus twice weekly

Recruitment

- The Aboriginal Post-Secondary Information Program (APSIP) is dedicated to empowering and improving access opportunities for Aboriginal (First Nations, status and non-status, Inuit and Metis) learners to pursue post-secondary education in Ontario. (November-January) the APSIP tour will remain virtual.
- Virtual information sessions for Skills Advance and Skills Development Programs. (November) for First Nations, Urban Indigenous, Metis and Inuit Communities and Organizations.
- Virtual Information Sessions for First Nations, Urban Indigenous, Metis & Inuit Communities & Organizations (December 2021-February 2022)

Programming

These activities support the Strategic Plan, Academic Plan (23) and Business Plan (5.2.2.), the incorporation of Indigenous Academic opportunities for all students will not only provide a welcoming place for all, but also support active contribution to reconciliation. Providing quality education for students while honouring Fleming's commitment to the CICan Indigenous Education Protocol.

- All Programs delivered online
- Student Success Coordinator commencing in person 1 day per week at Sutherland and Frost Campuses

Bishkaa Peer Mentorship

- Two (2) Indigenous Student Ambassador positions hired.

Ongoing Programming (Virtual)

All regular programming is open to all students and community members.

- Firekeeping Fridays (weekly)
- Drumming (monthly)
- Seven Grandfather Teachings (monthly)
- Mashkiki Mondays (biweekly)
- Anishnaabemowin language classes (monthly)
- Indigenous Healthcare Consultations (biweekly)

Indigenous Education Committee (IEC)

- Continues to meet four (4) times each calendar year
- New Chair has recently been elected: Trish Schneider, previous Chair & Fleming Alumni
- 2 vacancies have been filled, Student position & Alumni position

Collaborations

This objective supports the Strategic Plan and Business Plan (5.2.2 & 5.2.3), the incorporation of Indigenous specific recruitment activities will not only provide a welcoming place for all, but also support active contribution to reconciliation. Providing quality education for students while honouring Fleming's commitment to the CICan Indigenous Education Protocol.

- Facilities & Haliburton Campus: Creation of Indigenous student space
- Equity Diversity & Inclusion Committee: Creation of September 30th Video
- President's Office, City of Peterborough & Nish Tees: Bus Shelter signage
- Marketing/IP Team: Creation of Indigenous Recruitment Plan/Strategy (In process)

Indigenous Academics (Fall 2021)

Course compliment:	11	(9 post-secondary, 1 ConEd & 1 Dual Credit)
Administration:	1	Academic Chair, Indigenous Perspectives
Faculty compliment:	26	(8 FT, 18 PT) <ul style="list-style-type: none">▪ General Arts & Sciences▪ Justice & Community Development▪ Skilled Trades & Technology▪ Health & Wellness

Academic Agreements Two (2)

These activities support the Strategic Plan and Business Plan (5.2.2), the incorporation of Indigenous Academic opportunities for all students will not only provide a welcoming place for all, but also support active contribution to reconciliation. Providing quality education for students while honouring Fleming's commitment to the CICan Indigenous Education Protocol.

- Wikwemikong Board of Education – Education Support Program
 - Currently completing last semester, convocation Spring 2022
- Kenjigewn Teg – Practical Nursing Program
 - Currently in 2nd semester
 - Second intake scheduled for Spring 2022
- Kenjigewin Teg – Heavy Equipment
 - Delayed to Spring 2022 – Covid related
- Waubetek Business Development – Aquaculture Foundations
 - January 2022 intake
- Urban Indigenous Homeward Bound
 - 2 new students Fall 2021

Indigenous Perspectives Designation (IPD)

These activities align with Academic Action Plan Objectives (12), Business Plan (5.2.1) by being collaborative as well as including accountability. Aligning with the approved Indigenous Perspectives Designation (IPD) policy, expanding programs ensures that the needs of students and employers are met while empowering faculty with thoughtful and authentic Indigenous curricular content. Providing quality education for students while honouring Fleming's commitment to the TRC Calls to Action and CICan Indigenous Education Protocol.

Fall 2021: 30 Programs

Fall 2022: 10 additional Programs scheduled to complete (40 total)

Collaborations

These activities support the Strategic Plan, Academic Plan (20) and Business Plan (1.1.2. 5.2.2), the incorporation of Indigenous Academic opportunities for all students will not only provide a welcoming place for all, but also support active contribution to reconciliation. True and authentic partnerships have made a positive impact in both the Indigenous, non-Indigenous communities as well as internally and externally.

Human Resources	Indigenous Training Modules (In process) Employee Self Identification Process (In process)
Research & Innovation	Indigenous Research Methods (In process) Protocols for engaging Indigenous Peoples in Research (In process) Indigenous representation on Research Ethics Board
President's Office	September 30 th Reconciliation Event – Dr. John Milloy Listening Tour – Hiawatha First Nation & Curve Lake First Nation
SENRS	Aquaculture Foundations – new Program January Intake
Institutional Research	“Reconciling LMI” Labour Market Information Forum (November 24, 2021) “Reconciling LMI in Education” Labour Market Information Summit Fleming College, in partnership with MDB Insight and Vicinity Jobs has develop and is currently testing a novel solution to document real-time

changes in Indigenous labour markets that will help us track and respond to labour market change.

Indigenous Peoples Education Circle (IPEC)

Appointment of CCVPS Liase

Marketing/ISS Team

Creation of Indigenous Recruitment Plan/Strategy (In process)

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

We will be a welcoming place for all.

Strengthening 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.

We will be true partners in our communities.

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

Risks and Considerations

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

Check any of the applicable risks above by double clicking on the box and selecting Checked from the default value. If there no applicable risks check N/A.

Supporting Documentation

Include the file names of any supporting documentation below:

- NA



PRESIDENT'S REPORT

November 2021 - Public Board Meeting

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

College System Update

- The College Employer Council for all Ontario colleges has been in discussion, and mediation with the faculty union over the past several weeks. Mediation was not successful to date. On Thursday November 18, the parties met with the conciliator and concluded they were at an impasse and the CEC has requested a no board report.
- Colleges have agreed to engage with the centralized application service for Ontario's public colleges (OCAS) to conduct student surveys. This was previously completed by individual colleges, and most recently terminated over the past two-year period. Surveys will resume in 2022 and Fleming is working with OCAS to ensure that all privacy and security measures are in place prior to implementation.
- Colleges Ontario continues to collect system data regarding vaccination policies and the number of staff and faculty on unpaid leave. They are also actively advocating for more three-year degree programs to be delivered by colleges. The advocacy includes a request for individual colleges to advocate in writing to their local MPPs.
- The Higher Education Summit will return to in-person event this month, for the first time since 2019.

Government Relations

- MPP Laurie Scott visited the Frost Campus for a photo opportunity and to see the new fish hatchery. She remains very supportive of the college.
- The Deputy Minister of MCU has confirmed in writing that the bureaucracy has completed their due diligence on our application for a partnership with another institution. The application is now before the Treasury Board and will then be forwarded for Ministerial approval.
- The provincial government has not provided clear direction to date, regarding social distancing requirements in the winter semester. Fleming has a robust plan to receive more students in-person for the winter semester. However, the pace of visa approvals in Canada has slowed, adversely impacting the expected enrolment of international students. This is being monitored closely for academic planning.

Fleming Strategy

- Fleming continues to strive toward achieving the goals of the five-year strategic plan for the enterprise. Recently, a 10-year capital plan was developed that will support the components of the plan that include infrastructure.
- Planning for the winter semester is the current priority including determining those programs, faculty and staff who will remain remote or become hybrid and in-person. Under separate cover, a remote work policy is being presented in-camera to the Board for consideration.
- The development of a residence in Haliburton has been progressing well. The consultation with the local community occurred in early November and was very effective.

Fleming Operations

- There are a total of 22 faculty/staff on unpaid leave due to refusal to comply with the college vaccine policy. Three of these are full-time faculty.
- There have not been any cases of COVID-19 at Fleming College identified over the past several months and COVID screening for entrance into campus buildings remains vigilant and without incident.
- The Registrars Office now reports to Drew Van Parys. There are several operational issues that he is addressing due to the departure of two key staff and technology deficiencies. Drew and other members of the senior management team are working toward process improvements, some of which will be implemented for the winter semester. This is an 'all hands on deck' effort to improve and grow enrolment for winter and spring.
- Through expenditure reduction measures, the senior team has been able to reduce the forecasted deficit from \$3.9 million to \$2.7 million for year end. Further efforts will be employed.

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):

SMT Retreat – Oct. 13, 2021

- Fleming's Senior Management Team gathered at the Holiday Inn Peterborough-Waterfront for a day of workshops.
- Morning Session included a workshop facilitated by Glennie Mercer.
- Afternoon Session included a workshop by Lloyd Rang Communications and Sarah Lang, Corporate Speech Consultants, about honing presentation skills and developing memorable narrative.

Inaugural raising of the Inclusive Flag at Frost Campus – Oct. 20, 2021

- Raised the inaugural inclusive flag at the Frost Campus, joined by SMT, Frost Student Association (FSA), Student Administrative Council (SAC) and Fleming Colleague representatives.

First Nations Engagement Meetings – Oct. 25 and Nov. 1, 2021

- In-person meetings with Chief Emily Whetung (Curve Lake) and Chief Laurie Carr (Hiawatha First Nations)
- Chief Whetung and Chief Carr both support Fleming's proactive efforts in the development and implementation of the Vaccine Policy and Vaccine Passport.

- Discussion Topics included:

Indigenous Perspectives Curriculum & Program Update

- Both Chief Whetung and Chief Carr expressed interest in providing practicum placements for IPD Graduates.
- Inquiries regarding the planned further growth of IPD Programs and inclusion of local context and Knowledge Keepers.
- Suggestion of the creation of Learning modules for all staff and students, that is specific to local Indigenous Communities.
- Creation of Indigenous Recruitment Plan.
- 6 new Pathways for Indigenous students (Trent).
- 29 IPD Programs.

Partnerships & Opportunities

Roundtable discussions and brainstorming about new partnership opportunities.

- Family support and daycare.
- Satellite Campus in Curve Lake.
- Credit course that all students must complete prior to graduation, similar to the ½ credit requirement that Universities (Trent) have implemented.
- Indigenous module (Local Indigenous content) for all staff, students and vendors to complete. Similar to a WHMIS module without testing built in.
- Opportunity for practicums or placements in Hiawatha-Fitness Programs or Culinary, in their new facility which has a gym and professional kitchen.

Areas for improvement

- Admissions process for Indigenous students – many Curve Lake students were not registered even though their tuition was paid, did not receive their timetables. One student could not start his practicum due to not being officially registered.
- Indigenous Student Services – communications when there are or will be gaps in services, the Virtual nature of the last 2 years (COVID) has found students needing extra support that was not there due to vacancies.
- Language courses.
- Indigenous Business Program.

NB

- High praise from both Hiawatha and Curve Lake First Nations for visiting their communities and keeping communication open and two-way.
- Excitement for future opportunities.
- Appreciated having the tough conversations.

Virtual Open House with Haliburton Dysart Council – Oct. 26, 2021

- Joined by Sandra Dupret, Vice President, Student Experience, Terry Williams, Chief Building and Facilities Officer, Susan Conner, Project Advisor, Prism Partners Inc. and members of D.M. Wills Associates Limited and Brook McIlroy, we presented the Haliburton student residence project proposal to members of Dysart Council.

Tour of Fleming's new SSM offices in downtown Peterborough – Nov. 2, 2021

- Toured Fleming's SSM offices in downtown Peterborough.
- Enjoyed a meet and greet with staff members of the SSM, received a presentation and visited the new Academic Upgrading space in PTBO Square.

Remembrance Day – Nov. 11, 2021

- Hosted in-person ceremonies at Sutherland and Frost Campus to pay tribute to the sacrifices made by courageous men and women in the line of duty.

- Special thanks to Governor, Michael Nasello for joining and participating in the ceremony at Sutherland Campus.

Politically Speaking with Jay Amer – Nov. 17, 2021

- Joined by Sandra Dupret, Vice President Student Experience on Politically Speaking with Jay Amer.
- Discussed workforce development issues, challenges, and opportunities, and Fleming's role in identifying and supplying graduates in key sectors.
- Discussed Fleming's pandemic recovery.
- Provided an overview of Fleming's Service System Management (SSM) and its role in workforce development and services.

Social Media Highlights:

- Dusted off my hard hat, work boots and safety glasses for a fun afternoon project. @FlemingCollege #girlsInSTEAM #tradesandtech #BehindTheScenes
- Thank you for the advice and leadership you provided to @FlemingCollege's Senior Management Team, Frost Student Association and @FlemingSAC. @FlemingFrost
- So proud to be part of another first at @FlemingCollege, as we raised the inaugural Inclusive Pride Flag at @FlemingFrost.
- Thank you @PtboCounty and @PtboParamedics for the very generous donation of a decommissioned ambulance. Our Paramedic students will enjoy plenty of hands-on experience, thanks to you. @flemingcollege
- Before handing the keys over to our Paramedic students, Sandra Dupret, Vice President Student Experience & I had to take the ambulance for a spin on our Sutherland Campus. We're tremendously grateful for your generosity & partnership @PtboCounty & @PtboParamedics. @FlemingCollege
- My friend and former colleague, Shirley Phillips has life lessons for us all.
- This is huge! @FlemingCollege is thrilled to see the @ONgov supporting student success by announcing a \$100 million investment to support new #PSW and nursing training. Well done and thank you. <https://news.ontario.ca/en/release/1001044/ontario-expands-career-growth-opportunities-for-psws-and-nurses-in-long-term-care>
- Our submission to the Frost Student Association's pumpkin carving contest was a team effort, how did we do? Jack-o-lantern Have a very safe and happy Halloween weekend, @FlemingCollege! #FrostHalloween
- In Oct 2019 @RobertaBondar joined us at @flemingcollege to speak to hundreds of young females in Gr. 7 & 8 about rewarding careers in STEAM. That day, Dr. Bondar reminded us to never lose our curiosity and to think positively about ourselves. #BondarInspires
- Fabulous tour and visit of the @FlemingCollege @MKEmploymentHub in downtown Peterborough this morning. We are proud to create more opportunities for sustainable employment. #PTBO #MKESatWork #EmpoweringOurMKWorkforce
- Some things really are better in real life, thanks for the shoutout @kensteele! We can't wait to be back #IRL in January 2022. <http://eduvation.ca/2021/11/friday-pains-wishes/>
- On behalf of @FlemingCollege, we extend our deepest condolences to the family, friends, colleagues and all who knew Constable Broderick.
- Perfect afternoon pick-me-up. Delicious chocolate and truffles made by our very own culinary students. So proud of your hard work! @FlemingCollege
- Today we take a moment to honour and thank all our heroes who have sacrificed so much for our freedom. #LestWeForget #RemembranceDay @FlemingCollege

Fleming in the News

SAO Construction

Education News Canada | September 22

[Fleming College - College offers free Construction program through SkillsAdvance Ontario](#)

PTBO Canada | September 22

[Fleming Offers Free Construction Program Through SkillsAdvance Ontario — PtboCanada](#)

Link2Build | September 23

[Fleming College offers free construction program - Link2Build](#)

NationTalk | September 24

[Fleming offers free Construction program through SkillsAdvance Ontario \(nationtalk.ca\)](#)

Academica | September 27

[Portage, Fleming, UWindsor announce new courses for industry preparation | Academica Group - Research and Consulting for Higher Education](#)

National Day for Truth and Reconciliation

Nation Talk | September 24

[Fleming College marks National Day for Truth and Reconciliation with community engagement initiatives \(nationtalk.ca\)](#)

Education News Canada | September 27

[Fleming College - College marks National Day for Truth and Reconciliation with community engagement initiatives \(educationnewscanada.com\)](#)

kawarthaNOW | September 27

[National Day for Truth and Reconciliation events in the greater Kawarthas region | kawarthaNOW](#)

Global News | September 28

[How to mark National Day for Truth and Reconciliation in Peterborough and area - Peterborough | Globalnews.ca](#)

Peterborough Examiner | September 30

[National Day for Truth and Reconciliation in Peterborough a day to 'learn, understand and recognize' | ThePeterboroughExaminer.com](#)

Fleming-Laurier pathway renewal

Peterborough Examiner | October 5

[Fleming, Laurier to continue diploma-degree partnership | ThePeterboroughExaminer.com](#)

PTBO Canada | October 5

[Wilfred Laurier University and Fleming College Renew Diploma-Degree Pathway for Environmental Studies Students — PtboCanada](#)

Education News Canada | October 6

["2+2" pathway program - Laurier and Fleming College renew diploma-degree pathway for Environmental Studies students \(educationnewscanada.com\)](#)

Academica | October 8

[WLU, Fleming renew pathway program for Environmental Studies students | Academica Group - Research and Consulting for Higher Education](#)

Peterborough Examiner | October 11

[Otonabee Ward: Carolyn Cisco launches Trillium Plate fundraiser during pandemic | ThePeterboroughExaminer.com](#)

Premier's Awards nominees

Education News Canada | October 8

[Fleming College - College alumni nominated for the prestigious Premier's Awards \(educationnewscanada.com\)](http://educationnewscanada.com)

Peterborough Examiner | November 15

[Otonabee Ward: Seven Fleming alumni nominated for Premier's Awards | ThePeterboroughExaminer.com](http://ThePeterboroughExaminer.com)

FemSTEAM Summit

Business Mayor | October 12

[Fleming To Host Third Annual FemSTEAM Summit — PtboCanada - PTBOCanada - Business Mayor](#)

Business Fast | October 12

[Fleming To Host Third Annual FemSTEAM Summit — PtboCanada - PTBOCanada - Business Fast](#)

Education News Canada | October 13

[Fleming College - Fleming hosts third annual FemSTEAM Summit \(educationnewscanada.com\)](http://educationnewscanada.com)

Light It Up for NDEAM

Education News Canada | October 15

[Fleming College - Fleming College shines a light on disability employment in October \(educationnewscanada.com\)](http://educationnewscanada.com)

Ambulance donation by Peterborough Paramedics

Peterborough Examiner | November 2

[Peterborough County-City Paramedics donate ambulance to Fleming College | ThePeterboroughExaminer.com](http://ThePeterboroughExaminer.com)

Education News Canada | November 3

[Fleming College - Paramedic program gratefully receives donation of a decommissioned ambulance from Peterborough County-City Paramedics \(educationnewscanada.com\)](http://educationnewscanada.com)

PTBO Today | November 3

[Fleming College receives ambulance donation from Peterborough County | PTBO Today](#)

PTBO Canada | November 3

[Peterborough County-City Paramedics Donate Decommissioned Ambulance to Fleming College Paramedic Program — PtboCanada](#)

GoNorthumberland | November 3

[COMMUNITY SPOTLIGHT: A new learning tool for Fleming College paramedic students | 93.3 myFM \(gonorthumberland.ca\)](http://gonorthumberland.ca)

Brighton Today | November 4

[A new learning tool for Fleming College paramedic students | Brighton Today.ca](http://BrightonToday.ca)

Academica | November 12

[Fleming, NBCC, UCN, CNA receive vehicles, aircraft to support hands-on learning | Academica Group - Research and Consulting for Higher Education](#)

Off-campus housing options needed

PTBO Canada | November 3

[Fleming College is Excited to Welcome Back Majority of Students to its Campuses for Winter Semester — PtboCanada](#)

Education News Canada | November 5

[Fleming College - College partners with campus communities to support off-campus housing options for students \(educationnewscanada.com\)](https://www.educationnewscanada.com)

Peterborough Examiner | November 8

[Fleming College partners with campus communities to support off-campus housing options for students | ThePeterboroughExaminer.com](https://www.thepeterboroughexaminer.com)

January opening

Global News | November 10

[COVID-19: Peterborough vaccination rate at 84.1%; Fleming College in-person classes resume in 2022 - Peterborough | Globalnews.ca](https://www.globalnews.ca)

GoNorthumberland | November 11

[In-person classes at Fleming College for January 2022 | 93.3 myFM \(gonorthumberland.ca\)](https://www.gonorthumberland.ca)

Education News Canada | November 12

[Fleming College - College planning to resume in-person activities for Winter 2022 \(educationnewscanada.com\)](https://www.educationnewscanada.com)

PTBO Today | November 12

[Fleming College planning to resume in-person classes in January | PTBO Today](https://www.ptbo.com)

Academica | November 15

[Postsecondary institutions announce plans for Winter 2022 semester | Academica Group - Research and Consulting for Higher Education](https://www.academica.ca)