



Board of Governors November 2020 – Public Meeting

Meeting Date: November 25, 2020
Meeting Time: 9:30 a.m.
Meeting Information: Via Zoom – details provided in the calendar invite

Meeting Agenda

1. Call to Order, Land Acknowledgement and Confirmation of Quorum
2. Declaration of Conflict
3. Approval of Meeting Agenda
4. Consent Agenda
The following items will be addressed through the consent agenda unless specifically requested to be removed for separate attention, by request.
 - 4.1 Minutes from the September 30, 2020 Public Meeting [📄](#) pages 3-6
 - 4.2 Report on Contracts Awarded (September – October 2020) [📄](#) page 7
 - 4.3 Investment Portfolio Review Report [📄](#) pages 8-32
5. Business Arising (not otherwise covered)

Educational Component

- | | | | |
|----|---|-------------|--------|
| 6. | On-Campus Daily Activity and Managed Occupancy (DAMO) | T. Williams | 20 min |
|----|---|-------------|--------|

Decision Items

- | | | | |
|----|--|--|--------|
| 7. | New Programs <ol style="list-style-type: none">7.1 Electrical Engineering Technology Program
📄 pages 33-367.2 Artificial Intelligence Virtual Reality Program
📄 pages 37-38 | L. Poirier,
M. Chowdhury &
P. Stoneham | 10 min |
| 8. | Appointment of External Auditors 📄 page 39 | F. Clifford | 5 min |
| 9. | Whistleblower Policy 4-428 📄 pages 40-44 | F. Clifford &
C. Bailey | 10 min |

Information Items

10.	Quality Assurance Dashboard  pages 45-46	L. Poirier & M. Westland	5 min
11.	Academic Plan Update  pages 47-73	L. Poirier	10 min
12.	Indigenous Education & Services Update  pages 74-76	S. Dupret & L. Poirier & L. Stone	10 min
13.	Sexual Violence Prevention Annual Report  pages 77-88	S. Dupret	10 min
14.	Board Chair Report Verbal	D. Marinigh	5 min
15.	President's Report  pages 89-92	M. Adamson	5 min

Discussion

16.	Other Business		5 min
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Adjournment approximately 11:15 a.m.



Board of Governors Public Meeting Minutes

Meeting Date: September 30, 2020
Meeting Location: Virtual Meeting via Zoom

Meeting Attendance

Present:

Mr. Dan Marinigh, Board Chair
Ms. Katherine MacIver, Vice Chair
Mr. Fred Clifford
Ms. Cynthia Chan Reynolds
Mr. Paul Downs
Mr. Jason Fleming
Mr. Don Gillespie
Mr. Tim Kennaley
Ms. Cathy Praamsma
Ms. Nicole Grady
Mr. Thom Luloff
Ms. Mary Lou McLean
Ms. Maureen Adamson, President

Regrets:

Mr. Ben Currelly
Ms. Mary-Anne Hoggarth

Senior Administration:

Ms. Cathy Bailey, Vice-President, Corporate Services
Ms. Sandra Dupret, Vice President, Student Experience
Dr. Brett Goodwin, Vice President, Applied Research & Innovation
Ms. Sherry Gosselin, Director, Project Management and Institutional Research
Ms. Linda Poirier, Vice President, Academic Experience
Ms. Roni Srdic, Registrar
Mr. Drew Van Parys, Vice President, Economic and Community Development
Mr. Terry Williams, Director, Physical Resources
Ms. Esther Zdolec, Vice President, Human Resources and Organizational Effectiveness

Administrative Support:

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

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

The Chair called the meeting to order at 10:02 a.m. and acknowledged that the Board of Governors hosted the September 30, 2020 virtual public meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

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

2. Welcome to New Governors

The Chair welcomed new Governors Mr. Don Gillespie, Ms. Cynthia Chan Reynolds, Mr. Jason Fleming and Mr. Tim Kennaley to their first official Board meeting.

3. Declaration of Conflict

None identified.

4. Approval of Meeting Agenda

Moved by Mr. Clifford and seconded by Mr. Chan Reynolds that the Board of Governors of Sir Sandford Fleming College approve the agenda of the September 30, 2020 public meeting as presented.

Carried

5. Consent Agenda

Moved by Mr. Downs and seconded by Ms. Chan Reynolds that the Board of Governors of Sir Sandford Fleming College approve the consent agenda for the September 30, 2020 public meeting and, through this consent:

- *Approve the minutes of the June 24, 2020 Public meeting; and,*
- *Receive the report on Contracts Awarded for information.*

Carried

6. Business Arising

None identified.

7. Board of Governors Objectives 2020-2021

The Board's objectives for 2020-2021 were presented and it was recommended that 'To monitor financial health of the College' be added as Objective #2:

1. Oversee Strategic Plan annual outcomes
2. Monitor financial health of the College
3. Implement ongoing Board education program
4. Focus on Foundation of the Board to oversee a community engagement strategy with a view to fundraising
5. Create a succession / nomination plan for the Board (through the Governance Committee)

Moved by Ms. Grady and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College approve the Board Objectives for 2020-2021 as amended.

Carried

8. Enterprise Risk Management Policy 1-108

The Chair welcomed Ms. Cathy Bailey, Vice President, Corporate Services and CFO and Ms. Sherry Gosselin, Director, Project Management Office and Institutional Research Office.

Moved by Mr. Clifford and seconded by Mr. Downs that the Board of Governors of Sir Sandford Fleming College:

- *approve the revised Enterprise Risk Management 1-108 Policy for implementation October 1, 2020;*
- *request that the Finance and Audit Committee review the report prior to presentation to the Board; and,*

- *request the Governance Committee to advise on adjusting the by-law of the Board at a future date, to establish the Finance and Audit Committee as the sub-committee responsible to oversee risk management matters of the College and report these to the Board, as appropriate and at least once per fiscal year.*

Carried

9. Updated March 31, 2021 Budget

The Chair welcomed Ms. Cathy Bailey, Vice President, Corporate Services and CFO and Mr. Fred Clifford, Chair of the Finance & Audit Committee for discussion on the updated March 31, 2021 Budget.

The Chair proposed that the Motion be changed from approving the Fleming College 2020-2021 Preliminary Budget to approving the Fleming College 2020-2021 Revised Budget.

Moved by Mr. Clifford and seconding by Mr. Fleming that the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2020-2021 Revised Budget which provides for:

Revenue of \$127,741,137

Expenditures of \$140,132,575

Capital Expenditure of \$7,765,864

Net Assets at March 31, 2021 of \$29,816,000; and,

That this revised budget be submitted to the Ministry of Colleges and Universities (MCU).

Carried

10. New Program Proposal

The Chair welcomed Ms. Linda Poirier, Vice-President, Academic Experience to present on a new program proposal for an Entrepreneurship & Innovation – Ontario College Graduate Certificate. Information on the program was provided in the public meeting package.

Moved by Mr. Kennaley and seconded by Mr. Luloff that the Board of Governors of Sir Sandford Fleming College approve the new program proposal for an Entrepreneurship & Innovation Ontario College Graduate Certificate Program for implementation September 2021

Carried

11. Annual Report 2019 - 2020

The Chair welcomed Ms. Sherry Gosselin, Director, Project Management Office and Institutional Research, who provided an overview on the 2019-2020 Annual Report through which, the College analyses and determines the 2020-2021 Business Plan performance and objectives achieved. A copy of the Annual Report 2019 – 2020 was provided in the agenda package.

Moved by Ms. Chan Reynolds and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College approve the 2019-2020 Annual Report for submission to the Ministry of Colleges and Universities (MCU) and to post to the College website as per the MCU Annual Report Operating Procedure (2010).

Carried

12. Business Plan 2020-2021

The Chair again welcomed Ms. Gosselin, Director, Project Management Office and Institutional Research, who provided an overview on the 2020-2021 Business Plan. The Business Plan allows the

College to identify its objectives for the coming year within the framework of the 2019-2024 Strategic Plan and toward achievement of the 2020-2025 Strategic Mandate Agreement (SMA3). A copy of the Business Plan 2020 – 2021 was included in the meeting package.

Moved by Mr. Fleming and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College approve the 2020-2021 Business Plan for submission to the Ministry of Colleges and Universities (MCU) and to post to the College website as per the MCU Business Plan Operating Procedure (2009).

Carried

13. Fall 2020 Enrolment

The Chair welcomed to Ms. Roni Srdic, Registrar, Ms. Linda Poirier, Vice President Academic Experience and Mr. Drew Van Parys, Vice President, Economic & Community Development who presented on the Fall 2020 enrolment update.

Moved by Ms. Grady and seconded by Ms. McLean that the Board of Governors of Sir Sandford Fleming College receive the Fall 2020 Enrolment Report for information.

Carried.

14. Report from the Board Chair

The Chair provided a verbal report.

Moved by Mr. Marinigh and seconded by Mr. Downs that the Board of Governors of Sir Sandford Fleming College receive the September 2020 verbal Board Chair report for information.

Carried

15. Report from the President

The President's report, provided in the Board package, was reviewed and included a summary of key updates and events since the June 2020 meeting.

Moved by Mr. Gillespie and seconded by Mr. Kennaley that the Board of Governors of Sir Sandford Fleming College receive the September 2020 President's report for information.

Carried

16. Other Business

None identified.

Adjournment

Moved by Ms. Chan Reynolds and seconded by Ms. MacIver that the public meeting of September 30, 2020 be adjourned at 11:36 a.m.

Period: September 1, 2020 - October 31, 2020

Procurement Contract Awards Between \$500,000 and \$999,999.

Award Date	Description	Vendor Name	Contract Amount (tax excluded)
No items to report			



Board of Governors | Briefing Note

Topic: Investment Portfolio Review
Report To: Public Board Meeting
Reviewed by Finance and Audit Committee on November 12, 2020 for final submission to the Board of Governors
Meeting Date: November 25, 2020
Prepared By: Cathy Bailey, Vice-President Corporate Services & CFO and Angie Sims, Director Financial Services and Controllershship

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive the Investment Portfolio Review report for information.

Overview

A summary of the investment performance of the Endowment Portfolios for the period ended September 30, 2020 has been provided to the College by RBC Dominion Securities.

The Comprehensive Investment Policy Statement (IPS), College Policy #4-419A, requires semi-annual reporting to the Board of Governors which includes the asset allocation, performance vs the benchmarks, a written statement of compliance with relevant sections of the IPS and a market commentary. The investment performance reports comply with the asset mix targets, the eligible investment guidelines, the investment limits as well as the fixed income quality and diversification requirements included in the related IPS.

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

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

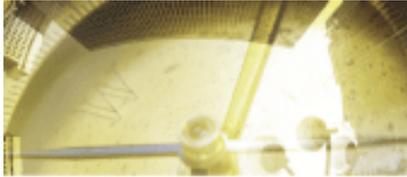
N/A

Risks and Considerations

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

Supporting Documentation

- Detailed Portfolio Reviews for the period ended September 30, 2020



SSFC Board of Governors Comprehensive Review

As at settlement date September 30, 2020

SSFC PIM Household

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THE SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

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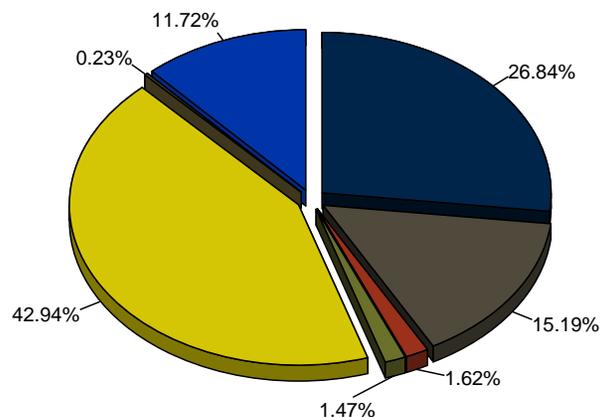
Asset Allocation

SSFC PIM Household

By Asset Class and Geography

As at September 30, 2020

Allocation by Asset Class and Geography



Geography	Market Value	%
Equity - Canada	2,192,951	26.84
Equity - United States	1,241,153	15.19
Equity - International	132,744	1.62
Equity - Global	119,860	1.47
Total Equity	3,686,708	45.12
Fixed Income - Canada	3,508,532	42.94
Total Fixed Income	3,508,532	42.94
Cash and Cash Equivalents - Canada	18,564	0.23
Cash and Cash Equivalents - United States	957,677	11.72
Total Cash and Cash Equivalents	976,240	11.95
Total Canada	5,720,046	70.00
Total US	2,198,830	26.91
Total International	132,744	1.62
Total Global	119,860	1.47
Total Portfolio	8,171,481	100.00

Accrued income included with Market Value.

Investment Policy Statement

Investment Policy Statement

September 30, 2020

Total Portfolio Asset Allocation

As of September 30, 2020

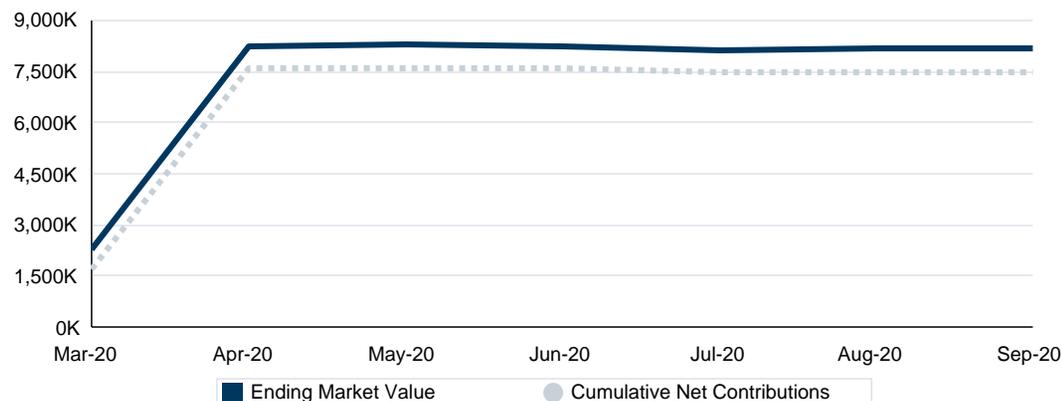
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	2.00%	0.00%	22.00%
Fixed Income	43.00%	33.00%	53.00%
Equity	55.00%	45.00%	65.00%

Market Value History

SSFC PIM Household

Sir Sandford Fleming College

April 1, 2020 to September 30, 2020



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. 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
TOTAL			5,738,975.05	162,009.57	

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, 2020

% Rate of Return / Benchmark	6 Month	Since Start Date
Time-Weighted Apr 01, 2020	1.94	1.94
zANNUAL CPD TARGET - 5.00%	2.47	2.47

- 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, 2020

% Rate of Return / Benchmark		3 Month	6 Month	Since Start Date
Time-Weighted	Apr 01, 2020	0.80	1.94	1.94
3 MONTH CANADA T-BILL		0.06	0.12	0.12
FTSE TMX UNIV BOND TR (C\$)		0.44	6.34	6.34
S&P 500 PRICE RETURN IDX (C\$)		6.40	23.12	23.12
S&P/TSX COMPOSITE IDX (C\$)		3.91	20.50	20.50
MSCI EAFE TR (C\$)		2.87	14.20	14.20

- 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 2020

Calm before the political storm

The Federal Reserve and the Bank of England (BoE) both have the month of October off, but will next meet in early November when political issues could just be heating up.

For the Fed, the result of the November 3 U.S. presidential election should be known by the time of the Fed's November 4-5 meeting, though there remains the chance it won't be. Regardless of the outcome, we believe Fed policy remains well positioned to deal with potential volatility, with all of the facilities put in place since March still operational.

With respect to the BoE, Brexit remains an ongoing issue that has only escalated of late ahead of looming deadlines later in the year. Up first though, is the expiry of the UK's current job retention scheme that ends on October 31 and will be replaced by a less generous scheme running until March. While some harbor expectations that the BoE will need to take policy rates into negative territory early next year in response to both Brexit and pandemic risks, we continue to believe that the most likely path forward is an extension to quantitative easing, a potential rate cut to 0%, and possibly a form of yield curve control. The latter would be more likely should the job retention scheme be extended further. The BoE would likely want to moderate any upward pressure to yields such an extension may cause.

All that said, fixed income markets around the globe have been extraordinarily steady in recent months as central bank policy has kept markets in check amid a steadily progressing economic reopening and recovery. We stay with our bias toward corporate credit over government debt as the powerful fiscal and monetary tailwinds should continue to support risk assets, allowing investors to pick up yield in the process. However, volatility may begin to increase into the winter months should challenges to the economic recovery appear. This may bring opportunities for fixed income investors starved of yield.

Fixed Income

Canada

The yield curve has modestly resteepped as short-term yields remain anchored and nascent signs of a rebuild of inflation expectations have emerged. Three years of policy inaction from the Bank of Canada (BoC) is embedded in market pricing and this has shifted the pivot-point for interest rates to longer-term maturities. Government bond issuance has increased considerably due to larger projected government deficits, but increased bond purchases from the BoC have offset much of the initial increase in issuance. We view inflation-protected bonds as attractively priced relative to conventional nominal bonds as long as inflation is slightly above 1% annually for the next decade.

Corporate bonds have been strong performers in recent months as low government bond yields have sent investors searching for yield. With compensation for credit risk receding to its historical average we are less broadly enthusiastic about corporate credit, but we continue to find opportunities in non-core fixed income. Credit fundamentals remain challenged by tough operating conditions, but the new issue market has reopened and afforded issuers the opportunity to refinance debt at lower coupons. This has eased both liquidity concerns and interest payment outlays.

Preferred shares remain in a state of recovery and we see scope for this strength continuing. Relative valuations are supportive and a positive catalyst has recently emerged with the development of a new "institutional" market where banks can issue a preferred share-style of product and at a similar rate, but with a coupon that is tax-deductible. The traditional preferred share market could shrink by over 10% in the next 18 months as we expect to see less issuance and more redemptions. The issues that remain outstanding could be beneficiaries as there is a general shortage of high-yielding instruments outstanding, and this is one of the few markets where compensation for credit risk remains well above its historical average. Preferred shares broadly provide yields that are 3.5%-5% higher than government bonds and 2%-3.5% higher than corporate bonds sold by the same issuers.

Equity

More to come

The economy continued its V-shaped recovery over the summer and, until recently, so did much of the stock market. However, starting in September, several indexes including those of the U.S., Canada, and Japan peaked and have been consolidating or correcting for several weeks. Europe's market began its consolidation back in July, while the UK market, encumbered with a new Brexit deadline, has been losing ground since June.

For a global portfolio we are using this period of consolidation to move our recommended equity exposure up to a full benchmark weighting from the modest Underweight we have been carrying.

There exists plenty of potential for near-term market volatility-e.g., a second wave of COVID-19 infections, the U.S. election, festering trade disputes-yet we expect the economy, corporate earnings, and the stock market will gain more ground over the coming 12 months. This will be fueled by further progress taming the COVID-19 virus, the ongoing normalisation of the global economy, and especially the entrenched commitment to an accommodative, ultralow interest rate policy on the part of major central banks, led by the Fed.

Leveling off

While the developed economies continue to post mostly strong numbers, we expect the coming months will see the dynamic "restart" phase give way to an extended stretch of more grudging growth. That translates into the year-over-year GDP comparisons looking quite strong out to Q3 2021 but the much more closely watched quarter-over-quarter growth rates looking much bumpier and less convincing.

For several years following the last recession, many were reluctant to acknowledge that the economic downturn had ended despite data clearly showing that the economy had resumed growing in the summer of 2009 and never looked back. This time, we expect all economic data in 2021 and probably 2022 will be viewed within the context of a vocal debate about whether the current downturn has ended, closely followed by conjecture about whether a "double-dip" recession is in the offing.

As things stand, that's not what we expect. Rather, we see the slower, bumpier growth of next year allowing most of the developed economies to regain their late 2019 high-water marks by mid-2022 and their previous trajectories sometime in 2023.

Earnings are likely to follow the same directional path. For this year, we look for S&P 500 earnings per share to come in around \$130, down sharply from last year's \$163 per share. For 2021, we see earnings rebounding to \$155, and on to \$170 for 2022. All our earnings estimates are lower than the current Street consensus.

With 2021 projected earnings not back to their 2019 peak but the U.S. stock market averages recently trading above their 2019 highs, the argument can be made the U.S. market is excessively valued. Other markets, still well below their December 2019 highs, not so much.

Reconciling valuations

However, there is a reconciling factor at play: corporate bond yields are about 15% lower than they were at the beginning of the year, making the discounted present value of future S&P 500 earnings that much more valuable, in our opinion. Overall stock market valuations are not scarily expensive, but they are certainly not cheap. In our view, they are likely to remain more richly valued for an extended time for several reasons:

* Central banks, led by the Fed, are committed to ultralow short-term interest rates through 2023-and probably much longer. The Fed likely would also act to prevent long-term rates from moving high enough to threaten the recovery. This commitment dramatically reduces the risk of widespread corporate insolvencies among public companies and correspondingly supports equity valuations.

- * We do not expect a complete withdrawal of fiscal support as long as unemployment remains high and social distancing remains the order of the day, with its deeply constraining impact on some significant parts of the economy.
- * A second wave spike of new COVID-19 cases notwithstanding, it is fair to say considerable progress has already been made in mitigating the most damaging physical effects of the virus. One doesn't have to be a wild-eyed optimist to expect more progress over the coming year, permitting further reductions in social and business constraints and adding to both normalcy and the certainty of growth.

We expect the rocket ride that the stock markets enjoyed off the depressed March lows is unlikely to be repeated in the coming months and quarters. The broad market averages, already correcting, could be in for a longer stretch of consolidation as conflicting economic forces play out.

Larger forces at work

Beyond the pandemic, economic growth in the developed economies is likely to be slower than even the subdued growth of the past decade. The nonpartisan Congressional Budget Office, which regularly prepares long-term forecasts for the U.S. economy- and has compiled an enviable track record-estimated in a September report that the annual potential growth rate for the U.S. economy for the coming decade is 1.8% versus the 2.3% achieved from 2010 to 2019, itself a notable slowdown from the prior decade.

This further deceleration is the result of very slow growth in the working age population, which leaves all the heavy lifting to productivity increases-a notoriously difficult factor to forecast. Virtually all the developed economies, as well as China, are facing the same set of challenging circumstances.

This argues for a more intensely competitive corporate and business environment. From a portfolio management standpoint, it puts a premium on seeking out those businesses that are able to sustainably grow their sales, earnings, and dividends faster than the GDP of the major economies. Those companies' shares may become available at more attractive prices during a period of

market correction/consolidation like the one we may be entering.

While near-term risks are very much in evidence, we expect the economy's progression from here will be shaped by these aforementioned factors:

- * A multi-year commitment to low rates and accommodative monetary conditions on the part of major central banks, particularly the Fed
- * A reluctance by governments to withdraw stimulus too abruptly or too soon
- * Reasonable expectations that the effects of the COVID-19 virus will be tamed further over the coming year by policy, science, and the passage of time.

Canada

We maintain a modest Underweight recommendation on Canadian equities. The domestic benchmark extended its rally in recent months, but its valuation has remained stable at approximately 15.5x the consensus 2021 earnings estimate. This represents a modest premium to the benchmark's long-term average but a sizeable discount relative to the S&P 500's multiple of above 20x. We believe the Canadian equity market requires evidence of a sustained economic recovery and enhanced clarity for key sectors before it can shrink that valuation gap.

At a little over 10x the consensus 2021 earnings estimate, the Canadian bank sub-industry remains discounted relative to its long-term average of roughly 11.5x. This discount reflects ongoing uncertainty with respect to credit losses as well as muted growth expectations beyond next year's post-pandemic recovery. The Big Six banks amassed nearly CA\$18 billion in credit provisions over their past two fiscal quarters in anticipation of recession-induced loan losses. We believe we'll have a better sense of whether provisions prove sufficiently conservative as loan deferral programs run their course through October and borrowers are compelled to resume payments.

Following an incredibly volatile spring when the North American futures contract briefly ventured into negative territory, crude oil prices have traded in a narrow range around \$40 per barrel. This is roughly the cash flow breakeven level required for major Canadian producers to cover operating costs, capital spending, and dividends. Our conviction level with respect to the direction of crude oil prices is low given the outsized influence of the COVID-19 pandemic on demand and the elevated level of supply intervention chartered by OPEC and its partners.

United States

Following a torrid advance off of the March low, the U.S. equity market took a long overdue break in September. The S&P 500 pulled back 9.6% at its worst point, while an index of Tech and related stocks known as the NYSE FANG+ retreated 13.6%. We view this as a healthy, normal correction. It began in the frothiest part of the market (Tech) and has spread to other areas, albeit to a lesser extent. We are using the pullback as an opportunity to bring our U.S. equity weighting back up to Market Weight from moderately Underweight.

The possibility of resumed COVID-19 shutdowns and/or election-associated turbulence could bring about more choppy and volatile market conditions in coming months. But if economic and earnings progress continues, even at a modest pace, we don't think the market will revisit the March lows. At this stage we can make a case for at least moderate earnings growth and equity gains in the next 12 months. Earnings trends are moving in the right direction. Lately, annual profit estimates have pushed higher rather than lower. We're comfortable with the S&P 500 consensus forecast of \$130 per share for 2020. We believe 2021 earnings could end up within a range of \$155-\$166, with the high end of that range representing the consensus estimate. Much will depend on whether additional COVID-19 shutdowns are implemented next year.

Statement of Terms

SSFC PIM Household

As at September 30, 2020

Legal Disclaimers

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

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

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

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

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

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

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

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

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General Disclaimers

- Generated on November 2, 2020
- 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

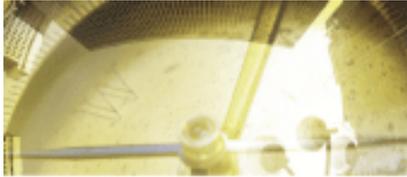
Henderson Capital Management

RBC Dominion Securities

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\$0.75069
USD converted to CAD at USD\$1 - CAD\$1.33210
- Accrued income is included in market values except when accrued income is displayed in a separate column.
- Book Values are reported in account currency unless otherwise stated.
- Performance calculations are based on trade-date valuations. Hence, market values and net contribution amounts displayed on performance related sections may vary slightly from other report sections if portfolio has unsettled transactions at time of valuation. This applies to the following sections: Market Value History, Portfolio Performance.
- Month end market values may differ from the Custody Statement as this reporting captures back dated transactions.
- Rate of Return (ROR) is a measure of performance of your portfolio, expressed as a percentage of the value of original investments. ROR are only calculated from November 30, 2002 onwards. The ROR and Investment Return are calculated net of any charges deducted from this portfolio. If you have selected a charge account to cover fees outside of this portfolio, performance will be impacted. For household portfolios a daily averaged priced exchange rate has been used to convert portfolios from their base currency to the reporting currency of the household portfolio. Any return greater than 12 months is annualized. Money Weighted ROR (MWRR) and Time-Weighted ROR (TWRR) are two different methods, used by RBC Wealth Management to calculate ROR.
- Time-Weighted Rate of Return (TWRR) is the financial industry and RBC Wealth Management standard method to measure performance. The method most commonly used to calculate the performance of financial market indices and mutual funds as it eliminates the distorting effects on growth rates created by capital movements. The TWRR breaks up the return on an investment portfolio into separate intervals based on whether capital was added or withdrawn. The returns are geometrically linked where required. A portfolio must remain invested (i.e. hold cash and/or investments) in order to calculate TWRR. During periods where the portfolio value is zero or less, a null value (-) is displayed. When a portfolio is re-funded (injected with new cash and/or investments), the original "Performance Inception" date will change to the start of the new, funded period. This applies to the following sections: Market Value History, Portfolio Performance
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Section Specific Disclaimers



SSFC Board of Governors Ministry Endowed Review

As at settlement date September 30, 2020

Sir Sandford Fleming College Bursary Ministry Funds

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

Henderson Capital Management

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

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

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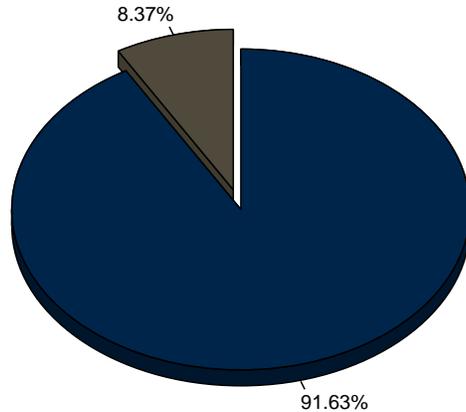
RBC Wealth Management
Dominion Securities

Asset Allocation

By Asset Class and Geography

As at September 30, 2020

Allocation by Asset Class and Geography



Geography	Market Value	%
Fixed Income - Canada	230,622	91.63
Total Fixed Income	230,622	91.63
Cash and Cash Equivalents - Canada	21,079	8.37
Total Cash and Cash Equivalents	21,079	8.37
Total Canada	251,701	100.00
Total Portfolio	251,701	100.00

Accrued income included with Market Value.

Investment Policy Statement

Investment Policy Statement

September 30, 2020

Total Portfolio Asset Allocation

As of September 30, 2020

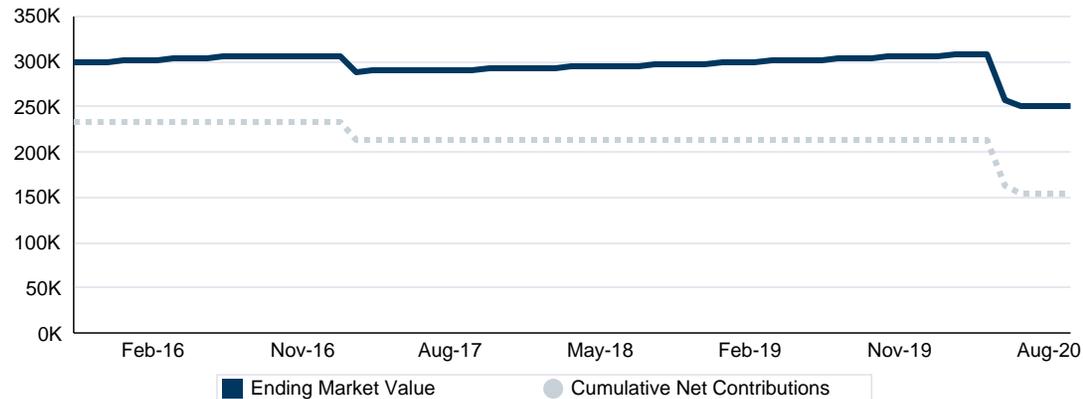
	Long-Term Target	Asset Allocation Guidelines	
	Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%
Fixed Income	97.00%	90.00%	100.00%

Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

October 1, 2015 to September 30, 2020



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. 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
2017	December	291,057.22	0.00	1,526.61	292,583.83
2018	March	292,583.83	0.00	1,519.53	294,103.36
	June	294,103.36	0.00	1,213.82	295,317.18
	September	295,317.18	0.00	1,252.33	296,569.51
	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
TOTAL			(59,400.00)	20,043.62	

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, 2020

Legal Disclaimers

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

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

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

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

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

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

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

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General Disclaimers

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- This portfolio is composed of the following accounts, your discretionary accounts are bolded:
THE SIR SANDFORD FLEMING COL - 5112269419000
- For position not held in CAD, all values were converted using the following exchange rates:
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Section Specific Disclaimers



Board of Governors | Briefing Note

Topic: New Program Proposal Electrical Engineering Technology
 Report To: Public Board Meeting
 Meeting Date: November 25, 2020
 Prepared By: Pam Stoneham, Dean, Trades & Technology

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve a new program proposal for Electrical Engineering Technology with a launch date of Fall 2021.

Overview

The Electrical Engineering Technology program is the 3rd year continuation of the existing 2-year Electrical Engineering Technician program, as per the existing MTCU program standard. This program provides the graduate with more depth and breadth of electrical engineering concepts, enabling pathways to an Electrical Engineering degree program.

Fall 2021 is the anticipated date for program launch.

Technology program – 3-year Advanced Diploma

The bases of the first 2 years of the program exist in the Electrical Engineering Technician program.

The 3-year program is important for the community because industry partners, such as Siemens, are looking for technical employees from the east side of Toronto. They find there is better retention when the employee is from the area. The aerospace sector is identified as an area of growth for the Peterborough and the Kawarthas. Employers, such as Team Eagle and Safran need electrical technologists to support growth.

The third year would start September 2021, if the program launches September 2021.

Cost / Benefit Analysis

This new program is in the proposal stage. The costing information is not complete. EE is a healthy program, it is likely ETY will be healthy as well.

Projected enrolment is anticipated to be 30.

The following data is for the Electrical Engineering Technician program (2-year):

Row Labels	Total Applications	Total Confirmations	Total Registrations
FLEMING	1740	521	606
ELECTRICAL ENGINEERING TECHNICIAN			
2014/15	388	125	123
2015/16	346	95	100
2016/17	334	96	108
2017/18	349	110	189
2018/19	323	95	86
Grand Total	1740	521	606

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

The current 2-year program is being offered in a hybrid format. The development of the third year of the program would continue in the hybrid format.

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

Strategic Plan Priority 2 - We will be true partners in our communities.

This new program aligns with the strategic focus on expanding and improving technology programs at Fleming College and meets with the needs of employers and students as reviewed with the EE Program advisory committee, PTBO OACETT executive, and representatives from IEEE and PEO.

The Program Advisory Committee has been requesting the third year of the Electrical Engineering program.

Risks and Considerations

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

The Human Resource risk is the skill set needed for qualified faculty to develop and delivery a 3rd year EE Technology program. Faculty with skills and experience beyond the Technician level are required. There is currently only one full time faculty at this level that is fully assigned to the EE program, although there are other current faculty resources in other programs that could assist and current hiring plans.

The operational risk is on Lab space, equipment, and scheduling. This new program will use some of the existing lab equipment in B3200 used in the EE Technician program, as well as some of the recently purchased equipment for the Mechatronics program. Lab space is limited and scheduling of additional activities in the same space could create some scheduling challenges. Some additional lab equipment may need to be purchased, for example for power system protection and control hardware and robotics. Note that additional and updated robotic training systems are also required and under review for the Mechatronics program. A new EE Technology program would increase the utilization of new robotic equipment.

Supporting Documentation

- Concept Proposal - Electrical Engineering Technology

CONCEPT PROPOSAL

NEW PROGRAM DEVELOPMENT

Program name: Electrical Engineering Technologist

Proposed by: Warren Cottrell

School: Trades and Technology

Date submitted: November 29, 2019

The new program idea generator populates this template to submit to the Dean for consideration. This is the sole purpose of this document.

Please consider the following for each new program idea submission:

- Interdisciplinary activity
- Experiential/work-integrated learning (i.e. applied projects, placements, co-ops, etc.)
- Simulation
- Specific student market sector (Indigenous, non-direct, second career, CICE, part time, students with disabilities, International, direct entry)
- Applied research opportunities

1. Program description/program idea:

- Electrical Engineering Technology (EET) is a 3-year program that follows the MTCU Program Standard 2008 for Electrical Engineering Technology. The new development required is only for the third year of the program as the first two years are the existing Electrical Engineering Technician (EE) program courses. This program meets the needs of employers that require students with a higher level of training and expertise than provided by the EE program. It also fills the gap between the technician level and Engineer level of education and provides a pathway for students seeking to continue into a University Electrical Engineering program. Lakehead University in Thunder Bay currently accepts applications from EET graduates from Ontario colleges in if approved they enter into a Summer math upgrade program and then into 3rd year of the Electrical Engineering program.

2. Labour market description:

- The proposal for this new EET program has been reviewed with the EE program advisory committee, the Peterborough OACETT Executive Committee, and representatives of Peterborough PEO and IEEE. All of these groups strongly endorse and support the need for this new program.

3. Student target audience:

- This new EET program will meet the needs of new students seeking a program that provides a higher level of training and qualifications than the existing EE program, and previous graduates of the EE program that seek further training, or a pathway to continuing education to become an Electrical Engineer.

- This new program could also attract graduates of Electrical Engineering Technician programs from other Ontario colleges.
- Only seven other English-speaking colleges in Ontario offer this EE Technology program, with the nearest 2 being Sheridan (Brampton) and Algonquin (Ottawa).

4. Rationale for new program:

- This program provides additional training opportunities for our students, and higher qualified graduates for regional employers.
- Electrical Engineering Technology is one of the stated focus programs for Fleming College. The college has very good lab facilities in place to support a higher level of training.
- Some courses are expected to be utilized from existing or new courses in other programs including Computer Engineering Technology, Mechatronics, and AI/VR. There will be some courses that will need to be developed building on existing EE courses and using existing lab equipment, such as advanced PLC programming. Some new equipment will be required for Power System Protection and Control, which is a core course for this program.
- Previous graduates of our EE Technician program that want to continue their training currently have to go to a different college. It is expected that providing the EE Technology program option at Fleming College will retain some Technician students for an additional year, and will attract some new students because of the additional options available.
- A target of 20 to 30 students is expected.

5. Estimated target start date:

- The target to start delivery of the third-year program is Fall 2021.



Board of Governors | Briefing Note

Topic: New Program Proposal Artificial Intelligence Virtual Reality AIVR
Report To: Public Board Meeting
Meeting Date: November 25, 2020
Prepared By: Musabbir Chowdhury, Dean, School of Business

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve a new program proposal for Artificial Intelligence Virtual Reality with a launch date of Fall 2021. A previous program with the same name was originally approved in 2019 however this proposal incorporates significant modifications to the previously approved program.

Overview

Since this program was proposed and approved in 2019, and with the expansion of cloud services like Amazon Web Services that offer higher computational power, the field of Artificial Intelligence (AI) has entered almost every field in industry. Even the term 'Artificial Intelligence' (circa 1955) has become something of the past, and was replaced with one of its components, either 'Machine Learning' or 'Deep Learning' to capture the specific part of AI that is being applied in industry.

The field of Machine Learning is not restricted to Virtual Reality, matter of fact, the utilization of Machine Learning (ML) in VR may be the smallest component compared to ML utilization in medicine, automation, transportation, and many other fields.

Given these changes in the field we propose the following changes:

- The program duration be changed to 2 semesters instead of 3 semesters
- The proposed two semester program will focus on Machine Learning aspect of AI and be more general to capture a larger market and meet industry requirements.

The credentials offered by the new 2-semester program will remain Ontario College Graduate Certificate as approved previously. The launch date will remain unchanged in Fall 2021.

Since the first approval of the program in 2019, about 35% of the program courses were developed and designed in addition to developing and purchasing equipment for the AI labs. Deferring the launch of the program will cost Fleming the depreciation value of the equipment purchased so far.

The field of AI and Machine Learning is evolving, new development is coming very fast and many Colleges and Universities are taking advantage of the market needs for new professionals in the field to merge in the workforce. Fleming College must help in solving the industry problem which is the shortage of skilled professional in the field of AI and Machine learning.

Cost / Benefit Analysis

As 35% of the program is already developed, we anticipate the development cost of the remainder to be \$25,000. This includes revising the business case and resubmitting applications to the Ministry.

There will be no additional Capital requirement beyond what was approved initially as most of the labs and equipment are needed for the AI part of the program. Most of the capital has been purchased already and being customized to be used when the program is launched.

With the changes from a 3-semester program to a 2-semester program, it is anticipated that we will have a significant increase in enrolment and thus an increase in net income over years 1-3.

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

The program will be delivered as with a hybrid model.

This program aligns well with the 2019-2024 Fleming College Strategic Plan even in light of COVID-19. Industry feedback and labour market data shows that a program concentrating on AI aligns with the first priority of the strategic plan to meet the needs of students and employers in the labour market. The use of AI will only increase with the shift to online delivery of several businesses and services as a result of COVID-19.

Risks and Considerations

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

- To run the current program without the proposed modification could result in reputational risks because the students would not have enough training in AI for the length of time they study.
- Not running the program on-time; Fleming College will be wasting an opportunity to be one of the key suppliers of skilled professionals in the field of AI and ML, as the shortage in industry is high.

Supporting Documentation

NA



Board of Governors | Briefing Note

Topic: Appointment of External Auditors
Report To: Public Board Meeting
Endorsed by Finance and Audit Committee on November 12, 2020 for final submission to the Board of Governors
Meeting Date: November 25, 2020
Prepared By: Cathy Bailey, Vice-President Corporate Services & CFO and Angie Sims, 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, 2021.

Overview

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, 2020 audit field work and were pleased that they successfully overcame the challenges of conducting the audit remotely.

The fees for 2020-21 are \$75,000 for the annual financial audit, \$12,430 for the enrolment audit and \$3,100 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 2020-21. As the year progresses the number could increase should any additional special funding be received.

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

N/A

Risks and Considerations

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

Supporting Documentation

N/A



Board of Governors | Policy Revision Briefing Note

Topic: Whistleblower Policy Changes, Policy 4-428
Report To: Public Board Meeting
Endorsed by Finance and Audit Committee on November 12, 2020 for final submission to the Board of Governors
Meeting Date: November 25, 2020
Prepared By: Cathy Bailey, VP Corporate Services & CFO

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the revised Whistleblower Policy, # 4-428 for immediate implementation.

Summary

Last fiscal year, the Finance and Audit Committee asked that the Whistleblower Policy be enhanced to provide for verbal complaints (not just written) and for the option by complainants to remain anonymous. In reviewing the existing policy, additional enhancements were identified and have been included in the attached revised draft policy.

Overview

Table with 3 columns: Policy Section #, Section Title, and Description of Change. Rows include Section 1.0 (Policy Overview), Section 2.0 (Purpose), Section 3.0 (Definitions and Acronyms), and Section 5.0 (General Principles).

Risks and Considerations

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

Supporting Documentation

- Draft Policy #4-428 –Whistleblower Policy

Policy Title:	Whistleblower Policy
Policy ID:	#4-428
Manual Classification:	Section 4 – Corporate Services
Approved by:	Board of Governors
Revision Date(s):	N/A
Effective Date:	To be completed when approved by Board of Governors
Next Policy Review Date:	December 2021
Contacts for Policy Interpretation:	Vice-President, Corporate Services & CFO

1.0 - Policy Overview

Any member of the Fleming College community has the right to make reports in good faith about serious wrongdoing by other College community members without concern of retaliation or reprisal.

“Serious wrongdoing” includes but is not limited to:

- Criminal offenses
- Willful and flagrant breach of federal, provincial or municipal laws or College policy, procedure or regulation;
- Negligent, improper or gross mismanagement of College or public resources; and
- Substantial and specific danger to the environment or public health and safety

The procedure established by this policy is to be used where no other College policy or procedure is available for that purpose.

2.0 - Purpose

This policy is intended to ensure that College operations are conducted ethically and with integrity, consistent with all legal statutes and professional requirements established by public policy, the Ontario Colleges of Applied Arts and Technology Act (2002), Ontario Regulation 34/03 under the Act and the Binding Policy Directives of the Minister of Colleges and Universities.

This Policy encourages members of the Fleming College community to report improper activity and wrongdoing without fear of retaliation or reprisal.

3.0 - Definitions and Acronyms

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

College The Sir Sandford Fleming College of Applied Arts and Technology as a legal entity.

College Community	Any person who studies, teaches, conducts research at or works at, or under, the auspices of the College and includes without limitation, employees or contractors; appointees (including volunteer board members); students; visitors; and any other person while they are acting on behalf of, or at the request of the College.
Disclose	The reporting of improper activity and/or wrongdoing in an honest and responsible manner in accordance with this Policy.
Discloser	The College community member who has submitted a complaint or statement about improper activity or wrongdoing.
Improper activity or wrongdoing	Any activity related to the College that is in violation of federal, provincial or municipal laws or regulations, is a serious violation of College policy, involves gross misconduct, gross incompetence, gross inefficiency, and/or the making of false claims or statements.
Investigator	The person or persons investigating improper activity and/or wrongdoing alleged in a report to the Recipient and may be the recipient.
Recipient	The party receiving the complaint, report or statement including, as the case may be, the College President, his or her designate, or the Chair of the Board of Governors.
Respondent	The member or members of the College community alleged to be engaged in improper activity or wrongdoing.
Retaliation or reprisal	Any adverse action by the College including disciplinary action, dismissal, any other negative treatment of the threat to do any of the foregoing, against an individual who has reported concerns and/or filed a complaint pursuant to this Policy.
Whistleblowing or Disclosure	The reporting of information by a College community member that is evidence of serious wrongdoing. It may also be described as “safe”, “good faith” or “protected” disclosure. Whistleblowing is not raising individual concerns, appeals, complaints, grievances, or issues associated with matters such as, but not limited to: academic appeals, student or employee conduct or harassment, discrimination, accessibility, copyright, intellectual property, individual health and safety, management or employee performance, or provisions contained in collective agreements or legal statute, where other resolution processes exist.

4.0 - Scope

This policy applies to the College and all members of the Fleming College community.

5.0 - General Principles

5.1 - Overview

- a) If any member of the College community reasonably knows or has reason to believe that member(s) of the College community is (are) engaged in serious wrongdoing, or improper activity or wrongdoing that is not addressed by another College policy or mechanism or an external mechanism, they may file a CONFIDENTIAL complaint (either verbal or written), report or statement with the President or his or her designate. In the event it is the College President or his or her designate who is the subject of the disclosure, the disclosure may be made to the Chair of the Board of Governors. In the case of a verbal submission, the complaint must be documented verbatim to avoid any subsequent risk of misinterpretation or embellishment.
- b) The Recipient shall receive, investigate and resolve the matter to the fullest extent possible as set out in this Policy.
- c) In the event an internal solution is not available and depending on the nature of the complaint, report or statement, the Recipient may refer the matter to the Minister of Colleges and Universities or other external agency, commission, tribunal and/or entity for resolution.

5.2 – Anonymous Allegations

- a) Anonymous allegations will only be accepted in writing and will be acted upon if the evidence collected during the preliminary investigation indicates the disclosure can be properly investigated, has merit, and is in the public interest.
- b) Complaints, reports and disclosures made anonymously shall be received and reviewed to determine whether the matter should be fully investigated, has merit and is in the public interest.

5.3 – Protection from Reprisal

- a) The College shall not retaliate against any Discloser who in good faith files an honest and responsible complaint, report or disclosure in accordance with this Policy, or disclose information to an external agency/body against the College or any member of the College community, on the basis of a reasonable and honest belief that the disclosure is true and in the public interest.
- b) Any Discloser who files a complaint, report or disclosure pursuant to this Policy in good faith and does not knowingly provide false or materially inaccurate

information shall be protected from retaliation and reprisal.

- c) Where a Discloser files a complaint, report or disclosure in accordance with this Policy in bad faith or knowingly provides false or materially inaccurate information, the Discloser may be subject to disciplinary action, including written reprimand, suspension, demotion, expulsion or dismissal, within the limitations of collective agreements where applicable, and all applicable legislation.
- d) Past performance, length of service or position within the College shall not protect an individual from being the object of an investigation.

5.4 – Reports

- a) Any matter requiring investigation is to be reported to the Board of Governors and shall include steps taken, findings and resolutions.
- b) Such reports will be presented in-camera.

6.0 - Related Documents

- Administrative Operating Procedure #4-428 OP, *Whistleblower*
- Governance Policy #1-102 O, *Risk Oversight*

History of Amendments/Reviews

Approved by Board of Governors June 2016

OCQAS Quality Audit Improvement Plan Progress Report

November 2, 2020

Operational Framework

Governance

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

Policy & Procedure

-  Quality Assurance focused Development & Redesign

Legend:

-  *Proceeding well; Completion by end of 2019/2020*
-  *Underway, additional resources required; Completion by end of 2020*
-  *Work in Progress; Anticipated completion 2021*

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

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

Accountability

Develop Annual Auditing Processes

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

Access to Policy & Procedure

-  External Access
-  Improved Access for Students

Administrator Accountability

-  Consideration of Quality in Annual Performance Review

OCQAS Quality Audit Improvement Plan Progress Report

November 2, 2020

Systems & Measurement

Data Management Systems

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

Fleming College

Professional Development

Orientation & Onboarding

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

Ongoing Human Resource Development

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

Supports to Program Quality

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



Board of Governors | Briefing Note

Topic: Academic Plan Update
Report To: Public Board Meeting
Meeting Date: November 25, 2020
Prepared By: Linda Poirier, Vice President Academic Experience

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive a draft update to the 2019-2014 Academic Plan for information.

Overview

The 2019 – 2024 Academic Plan was previously reviewed by the Board of Governors in November 2019. It is being resubmitted today to highlight a recalibration of the plan that reflects the catastrophic impacts of the pandemic related to the interruption of academic priorities. In March 2020, all focus was converted to crisis management which impacted the initial intention of the Academic Plan in addition to the priorities for the future.

The development of the 2019 -2024 plan was initiated in 2019 and led by Dr. Tom Phillips, culminating in a set of priorities and strategies designed to provide a roadmap to supporting our communities by graduating students with the skills they need to succeed, and delivering programs that are relevant to the evolving economy.

Disruption caused in 2020 by the worst public health crisis of our generation has prompted a second look at the strategies we developed pre-COVID19 to achieve our academic plan and the timelines we set out to achieve them. The pandemic has had a profound and lasting effect on post-secondary education in Canada, and around the world.

The current Academic team, in concert with the VP Student Experience and the VP Applied Research reviewed the plan to shares ideas on how to adjust to the new normal as the college prepares for the 2020-21 academic year and beyond. We re-evaluated the priorities set out in the 2019-2024 Academic Plan with related leads as well as the associated timelines.

In doing so, we established additional appropriate strategies including emphasis on:

- Reimaging Experiential Learning in the context of COVID-19 including adopting innovative virtual learning opportunities;
- Develop and implement a full Digital Transformation Plan to continue to transform digital learning, ensure responsive program planning, student learning and improve overall quality with student success and retention as the focal point. Continuing to develop the digital teaching resource center with the LDS and IT teams is a priority;
- Within the Student Success Strategy, collaborate with Student Services on defining a student success advisor system;
- Immediate expansion of micro credentials and college wide participation in Skills Advance Ontario (SAO) opportunities as alternate revenue generating resources;
- Identifying a centralized point person in the schools to prioritize academic enhancements in the area of retention and recruitment in collaboration with the Registrar's office and

Marketing by creating regularly scheduled recruitment and retention campaigns throughout the academic year;

- Addressing the community needs (addiction, mental health) and participating in a solution;
- The creation of Super PACS to ensure multidisciplinary perspective and diversified PACs;
- Highlighting the new significance on Pathways in a COVID – 19 world to increase retention and offer retraining opportunities for grads; and
- Continue to ensure that soft skills are incorporated into all teaching and learning this is needed more than ever in the COVID -19 environment and beyond.

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

Putting Jobs First is a roadmap that will guide the Academic Plan for Fleming and reflects the ambitions and commitments of Fleming’s five-year Strategic Plan announced in June 2019

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 type="checkbox"/> Legal | <input type="checkbox"/> Operational | <input checked="" type="checkbox"/> Strategic | <input type="checkbox"/> N/A |

Supporting Documentation

Academic Plan 2019-2024

Putting Jobs First

Year 1 - 19/20

Year 2 - 20/21

Year 3 - 21/22

Year 4 - 22/23

Year 5 - 23/24

An Academic Plan that Puts Jobs First for Students, Communities and the Economy

Putting Jobs First is a five-year Academic Plan that will deliver economic growth and well-being to students, the communities we serve, and beyond. The development of the 2019 -2024 plan was initiated in 2019 and led by Dr. Tom Phillips, culminating in a set of priorities and strategies designed to provide a roadmap to supporting our communities by graduating students with the skills they need to succeed, and delivering programs that are relevant to the evolving economy.

Our collective mandate is to ensure the four communities we serve – Peterborough, Lindsay, Haliburton and Cobourg – are thriving; fueled economically and socially with talent empowered with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world.

Disruption caused in 2020 by the worst public health crisis of our generation requires a second look at the strategies that were developed pre-COVID - 19 to achieve the academic plan and the timelines set out to achieve them. The pandemic has had a profound and lasting effect on post-secondary education in Canada, and around the world. Fleming College responded (and continues to respond) by re-evaluating priorities set out in the 2019-2024 Academic Plan and by establishing additional appropriate strategies.

Fleming's over-arching mission is to empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world. And that mission is as imperative today as it was pre-COVID -19. Fleming remains committed to realizing our vision of creating prosperity and transforming communities through education and innovation, as we stay true to our values of responsiveness, innovation, collaboration, inclusiveness and accountability

We acknowledge we are providing this service to students, communities and the province on the traditional lands of the Anishinaabe and Mississauga Peoples, and the Academic Plan seeks to strengthen relationships with Indigenous Peoples now and in future.

As with all projects of this scope, the plan demonstrates the commitment of time and energy from many internal and external stakeholders and the college is most appreciative.

Linda Poirier
Vice President Academic Experience

An Academic Plan To Support Fleming's Mission

Putting Jobs First is a roadmap that will guide the Academic Plan for Fleming and reflects the ambitions and commitments of Fleming's five-year Strategic Plan announced in June 2019 by President Maureen Adamson and Board Chair Dan Marinigh. *Our Fleming. Our Future* charts a path for dynamic change over the next five years and articulates our new mission, vision and values.

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

Our Vision: Creating prosperity and transforming communities through education and innovation.

Our Values: Responsiveness-Innovation-Collaboration-Inclusiveness-Accountability

Our Strategic Priorities

The *Putting Jobs First* Academic Plan identifies six strategic directions and 29 actions that will be implemented over the life of the plan. The Academic Plan will be phased in, with some tactics given priority as we stay in step with the accelerated pace of global change. A table accompanying each action illustrates in which year a priority will begin and when it will be functioning.

This is a plan to benefit students, our communities and the province, and so it reflects ideas and input gathered from Fleming faculty, students and staff, and also industry and other members of our region which were gathered during consultations under Dr. Phillip's direction across Fleming's campuses. Outreach was essential in formulating the plan, with internal and external stakeholders given multiple opportunities to provide comment on Fleming's academic direction through a series of Town Halls, one-on-one meetings, special gatherings, and an online survey. Response was unprecedented, with thousands of people touched, and 670 responses received to the survey alone.

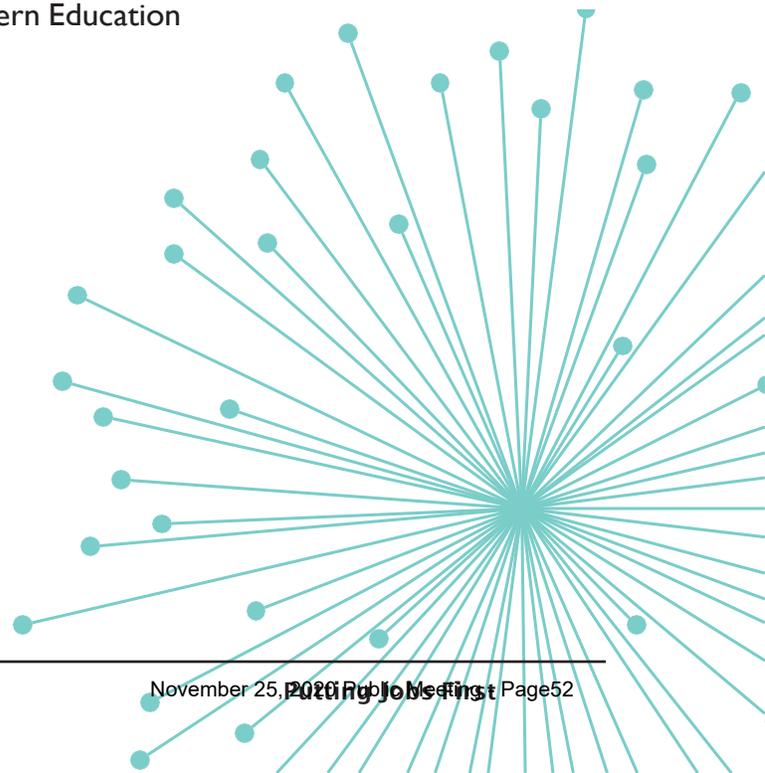
Fleming shares the Ontario government's desire to build a thriving economy by ensuring graduates have the skills employers need. Our blueprint identifies strategies to ensure the College has a strong economic impact. Indeed, Fleming seeks to be the go-to-institution for quality new and future-oriented education for our community, Ontario and beyond.

Successful implementation of Fleming's academic mission will require integrated planning across college services including Human Resources, Advancement, Recruitment, IT, Research and Registration, and a good working relationship with our unions. In some cases, the actions described will be implemented with the leadership and support of other senior leaders at the College, including the Vice President Student Experience, the Vice President Organizational Effectiveness & Human Resources, the Vice President Applied Research & Innovation, the Vice President Economic & Community Development, the Registrar, the Chief Technology Officer and the Vice President Corporate Services. Roles and responsibilities related to each action are clearly identified in the plan, and a comprehensive Action Plan to more specifically guide implementation of the Academic Plan has also been developed.

The Academic Plan will require changes to how we operate, including academic re-organization, timetables to support teaching and learning, space and facilities to support engagement, advances in teaching and learning technologies and rebranding of our Schools so that they are more easily identified as part of the Fleming community.

Putting Jobs First identifies the following Strategic Priorities for 2019-2024:

- Responding to the Needs of the Labour Market
- Ensuring Students Have the Skills, Experience & Support They Need
- Delivering Programs that are Relevant
- Sustainability through Strategic Enrolment Management
- Providing a Top-Quality Education
- Revitalizing & Engaging our Faculty for a Modern Education



PRIORITY 1

Responding to the Needs of the Labour Market

The nature of work is changing rapidly as technological disruptions fundamentally alter the economy and the kind of talent Canada needs to compete. Post-secondary institutions and faculty must step up to prepare students for a world that is constantly evolving, and to provide employers with graduates who have the skills needed for jobs of today and the future. To ensure Fleming has its finger on the pulse of the labour market, our Academic Plan is committed to deepening our understanding of employer needs by applying a new rigour to our Job Market Analytics, establishing a deeper partnership with industry and our communities, and matching the culture of innovation and entrepreneurship of the modern workplace by embedding that spirit and knowledge into our academic programming.



“Post-secondary institutions and faculty must step up to prepare students for a world that is constantly evolving.”

1. Action: Establish a Fleming Jobs Council

The College will identify and bring together a network of employers from each of the four geographical regions we serve, including employers in rural and urban Indigenous communities, to act as program advisors and share current market trends, to ensure the Academic Plan is current and responsive as the demands of the local, provincial and global labour market shift. The Jobs Council will advance the revitalization of our Program Advisory Committees (PACs) through transferring knowledge and informed analysis relevant to the future economy.

Project start: 2023/24

Y1	Y2	Y3	Y4	Y5
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Lead: Workforce & Labour Market Advisor

Supported by: Vice President Academic Experience, Director, Project Management Office & Institutional Research Office

2. Action: Understand the Job Market

The College will establish an effective and robust system for collecting and sharing Labour Market Analytics, informed by the new Workforce and Labour Market Advisor, supported by staff, and with input from faculty and industry representatives on our Program Advisory Committees. Labour market profiles will be created for all programs and updated regularly so that evidence-based data and projections guide programming, ensuring it is always relevant to the job market and anticipates change. Through our analysis, we will seek to understand training requirements for Indigenous communities and how to increase participation of Indigenous peoples in the workforce.

Project start: 2020/21

Y1	Y2	Y3	Y4	Y5
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Lead: Workforce & Labour Market Advisor

Supported by: Director Project Management and Institutional Research; Dean, General Arts and Sciences & Academic Quality

3. Action: Empower our Program Advisory Committees

The College will invigorate our PACs, with a new name and a new more activist mandate. The new Workforce Program Advisory Committees (Workforce PACs) will bring together industry leaders who can ensure the latest trends in their fields are reflected in student learning, by sharing ideas at meetings, participating in applied projects and interacting with students and faculty so that each understands how industries are evolving as well as employer expectations.

Project start: 2020/21

Y1 | Y2 | **Y3** | Y4 | Y5

Lead: Dean School of General Arts and Sciences & Academic Quality

Supported by: Deans of schools; Chairs of schools; Program Advisors; Director Project Planning & Institutional Research;

4. Action: Partner with Industry to Help Ensure their Success

The College recognizes that industry is evolving to meet the challenges of the transforming economy and will create a Partner Business Development Strategy in conjunction with community partners including those in Economic Development to ensure we are meeting training and professional development needs of firms and services in Ontario, Canada and beyond. Seeking out opportunities to partner with businesses and the social services sector, and to provide Applied Research and targeted Academic Upgrading will ensure the College and its faculty and students are evolving and keeping up with industry trends and provide a new revenue stream.

Timeline: Project start: 2020/21

Y1 | **Y2** | **Y3** | **Y4** | **Y5**

Lead: Vice President Applied Research and Innovation

Supported by: Vice President Economic & Community Development

5. Action: Seek Out Special Projects

The College will seek out and step-up engagement on special projects and initiatives, including with government of all levels and Indigenous communities, to ensure we are helping to meet pressing priorities in areas where we can play a role. This includes but is not limited to providing education and skills to job seekers at all stages of their careers and Applied Research projects where students and faculty can engage in issues that matter most to Canadians.

Timeline: Project start – 2019/20

Y1 | Y2 | Y3 | Y4 | Y5

Lead: Vice President Academic Experience

Supported by: Vice President Student Experience; Vice President Applied Research & Innovation; Deans of Schools;

6. Action: Create a Culture of Innovation, Entrepreneurship & Intrapreneurship

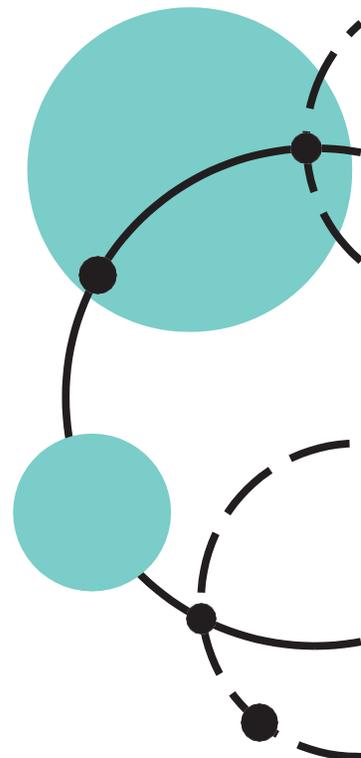
The College and its faculty understand that as the economy transforms employers are looking for employees who bring new ideas and embody an innovative approach to work. At the same time, those seeking to play a role in the job market are increasingly starting their own businesses, employing themselves and in some cases others. Fleming commits to embedding the spirit of and knowledge about innovation, entrepreneurship and intrapreneurship into programs across all disciplines.

Timeline: Project start 2020/21

Y1 | Y2 | Y3 | Y4 | Y5

Lead: Dean, School of Business, Flexible Delivery & Contract Training

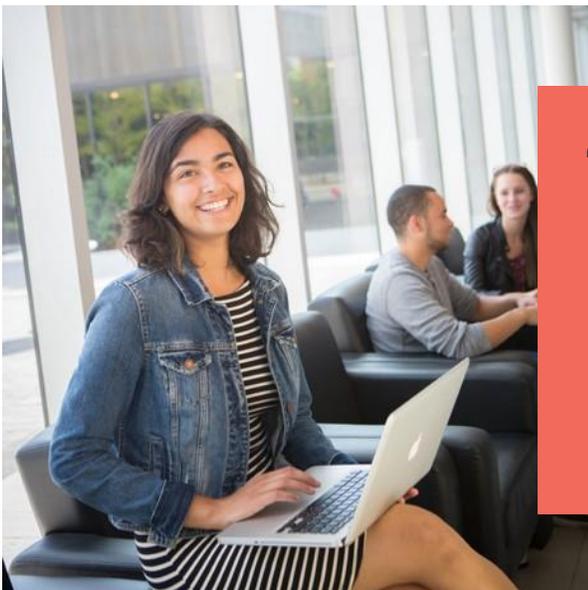
Supported by: Dean General Arts and Science & Academic Quality



PRIORITY 2:

Ensuring Students Have the Skills & Experience They Need

The data tells us that students who have hands-on training fare better in the job market. Fleming's Academic Plan is committed to ensuring every student has at least one experiential learning opportunity including co-ops, internships, apprenticeships and Applied Research activities in their fields. Faculty will further develop student success by ensuring they have the so-called soft skills, such as communication, innovative problem solving and team building, employers tell us are in demand. It is also essential that they choose programs that match their career goals, and that they understand the expectation of employers in the workplace. To deepen our understanding of why some students drop out or struggle to enter the workforce, and to improve graduation rates, employment rates and the proportion of graduates employed full-time in their fields, we will supplement the work of faculty in this area by advancing our Career and Employment Services, and ensure non-academic supports are in place to help anyone needing it.



“Faculty will develop student success by ensuring they have the so-called soft skills employers tell us are in demand.”

7. Action: Create a Student-Employers Partnerships Network to boost Experiential Learning

The College will bring together students and employers to ensure every student receives at least one experiential learning opportunity before graduation and continue to increase those experiences over time. Working with faculty who are at the heart of student success, we will restructure our Employment Services system and use technology to measure experiential learning across the curriculum and generate a student transcript of real-life experience to assist students in their job search. Of particular note will be efforts to support students from Indigenous populations who face many transitions and systemic barriers in seeking employment.

Timeline: Project start 2020/21

Y1	Y2	Y3	Y4	Y5
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Lead: Vice President Student Experience

Supported by: Vice President Academic Experience; Vice President Applied Research & Innovation; Dean, General Arts and Science & Academic Quality; other Senior Management Team members where appropriate

8. Action: Expand Student Involvement in Applied Research

The College will develop a five-year strategy to embed students in Applied Research opportunities including applied projects occurring in all Fleming programs. This will help ensure students receive hands-on experience in research projects reflective of innovations in their fields, and that they are contributing to Canada's research and innovation agenda.

Timeline: Project start 2020/21

Y1	Y2	Y3	Y4	Y5
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Lead: Vice President Applied Research & Innovation

Supported by: Vice President Economic & Community Development, Vice President Academic Experience; Deans

9. Action: Establish a Student Success Strategy

The College will assist the work of faculty and support staff in achieving higher retention and graduation rates by using innovative technology solutions. Support services will be designed to help Indigenous and international students, high-school students, job-seekers, and employees seeking to return to college in order to participate in the workforce or progress in or change careers. Student success advisors will be put in place to guide struggling students toward appropriate faculty or staff who can take action on appropriate intervention strategies, at the right time and in the right place.

Timeline: Project start 2020/21



Lead: Vice President Student Experience

Supported by: Vice President Academic Experience; Registrar; Director Project Management & Institutional Research; Chief Information Officer

10. Action: Ensuring Students Acquire the Soft Skills Employers Value

The College will ensure students, regardless of program, graduate with the right mix of skills for the modern economy, including communication, innovative problem-solving and team-work and other soft skills employers tell us they value. A new General Education Policy will ensure proficiency in skills such as writing, communications, and soft skills and cultural competencies will be clearly defined and taught across the curriculum.

Timeline: Project start 2020/21



Lead: Dean, School of General Arts and Sciences and Academic Quality

Supported by: Registrar; Director Project Management & Institutional Research; Deans of schools

11. Action: Expand Employment Services

The College will support the work of faculty in increasing graduation and employment rates by invigorating our Employment Services, ensuring students are prepared for the workforce with practical knowledge of how to build a resume and portfolio, search for employment, and appropriate workplace behavior. Students will be connected to jobs through a closer relationship to employers and job-matching technology.

Timeline: Project start 2020/21



Lead: Vice President Student Experience

Supported by: Student Services Team

12. Action: Incorporating Indigenous Perspectives

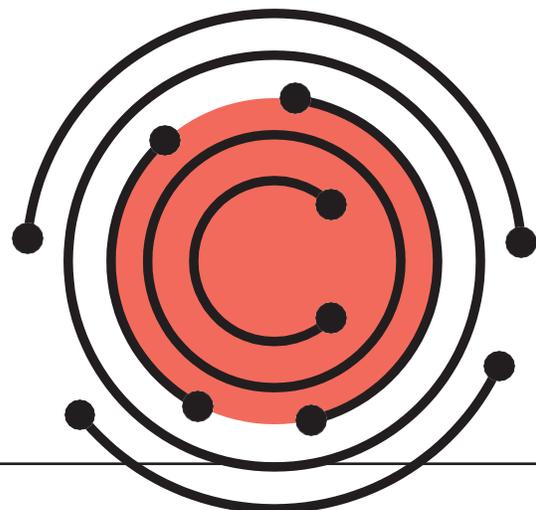
The College will strengthen our relationship with Indigenous Peoples by helping to create opportunities in post-secondary education, and actively participating in the process of reconciliation by ensuring all students and staff gain a deeper understanding and appreciation of Indigenous Peoples, their ways of knowing and histories. Indigenous knowledge will be introduced into the curriculum of all programs through various forms of delivery and Indigenous perspectives incorporated where applicable as part of future academic policies and procedures.

Timeline: Project start 2020/21



Lead: Academic Chair, Indigenous Perspectives

Supported by: Dean, School of General Arts and Science & Academic Quality



PRIORITY 3:

Delivering Programs That are Relevant

Fleming’s commitment is to focus on the needs of students and employers in the labour market so that we can be true partners in the economic and social growth of our communities. This means that we must ensure we are providing programs and training that will lead to the jobs that are in demand. To do this, Fleming’s Academic Plan prioritizes the review of programs and skills training for learners coming to college out of high school, those who have had a gap in their journey and adults seeking lifelong learning and upskilling. In this way, the College will ensure we are contributing to the regional and provincial economy by connecting graduates to jobs and employers to talent. Where possible, we will encompass a global perspective into our programs to ensure our graduates are ready to help Ontario compete on the world stage. We will focus on sectors we know are in demand, and relevant to our region including community health, safety, and well-being. Our programs will align with sectors and industries forecast to be emerging, for example agriculture, sensor technology, business programs such as project and supply chain management, business innovation, and environment and health. We seek to create a Centre of Excellence for Fleming as part of our role in the system of colleges in Ontario.



“The College will ensure we are contributing to the regional and provincial economy by connecting graduates to jobs and employers to talent.”

13. Action: Labour-Market Responsive Programs

The College will review all current programs and through the new Academic Plan introduce new programs to meet the needs of the economy, while refocusing or moving out of those that do not. Each academic year, a set of programs will be reviewed and adjustments made in real time so that all programs lead to a job even as demands of the labour market change.

Timeline: Project start 2020/21



Lead: Workforce & Labour Market Advisor

Supported by: Dean, GAS and Academic Quality, Office of Sustainability; Deans of Schools

14. Action: Enhancing Pathways and Degree Partnerships

The College will enhance pathways and transition support for students transferring from other post-secondary institutions, and across programs within the College, as they seek to customize their education and gain the right mix of academic and real-life experience required to meet their employment goals. This will include pathways for Indigenous students. Establishing partnerships to offer degree credentials.

Timeline: Project start 2020/21



Lead: Dean, Frost Campus

Supported by: Registrar; Dean, School of General Arts and Science & Academic Quality; Deans of Schools

15. Action: Preparing Students for Jobs Through Skills Advance Ontario

The College will pilot advanced apprenticeship programs via partnerships with Skills Advance Ontario tailored for Fleming to increase the ability of graduates to transition successfully into jobs by dividing their learning time between the classroom and the workplace in an integrated way.

Timeline: Project start 2020/21



Lead: Dean, Trades & Technology

Supported by: Vice President Academic Experience; Director, Project Management & Institutional Research and Deans of the Schools

16. Action: Fostering Lifelong Learning

The College will transform its Continuing Education programs so that they mirror workplace needs to ensure adult learners seeking to retrain and upskill find the help they need at times and through delivery models that make sense given competing demands on their time. New opportunities will be provided for College employees to enrol in short-term programs to refresh credentials and certificates. Continuing Education courses will be offered for students who need more time to complete programs.

Timeline: Project start 2021/22



Lead: Dean School of Business and Flexible Delivery & Contract Training

Supported by: Vice President Academic Experience, Deans of schools; Vice President Student Experience; Workforce & Labour Market Advisor

17. Action: Expanding Digital Learning – Establish a Digital Transformation Plan

Through the creation of a *Digital Transformation Plan*, the College will embrace modern use of digital technologies to ensure more students locally and in remote and rural areas including Indigenous communities, or those who prefer to learn online and on their own schedules have access to a quality education through a renewed approach to Digital Learning. The capacity and capability to use Digital Learning as a professional development tool is transferable as job demands, knowledge and geographical locations change throughout a career. Supports will be provided to faculty and students who need help to succeed using new teaching and learning technologies.

Timeline: Project starts 2020/21



Lead: Director, Student and Academic Experience

Supported by: Chief Technology Officer, Dean, General Arts and Science & Academic Quality; Academic Chair, Indigenous Perspectives

PRIORITY 4

Sustainability through Strategic Enrolment Management

As Canada’s population ages, the proportion of school-age children is in decline, requiring post-secondary institutions to diversify their enrolment base to ensure sustainability in order to make an impact on the economic and social vitality of their communities. At the same time, Peterborough is the fastest-growing city in Canada, supported in part by commuters and new Canadians, and the economy in our four communities is transforming from manufacturing to industrial, tech and service. Through our Academic Plan, Fleming will implement Strategic Enrolment Management while maintaining our commitment to access to ensure the College enhances student recruitment and retention, and creates a welcoming environment for all. The Strategic Enrolment Management plan will ensure we enrol a mix of students who will benefit from our programs, focus on quality and achievement, and benefit from an enhanced student experience.



“The College will enhance student recruitment and retention, and create a welcoming environment for all.”

18. Action: Achieving the Optimum Enrolment Mix

The College will implement strategies to increase enrolment even as the proportion of domestic school-age students declines. At the same time, we will ensure the Academic Plan attracts a mix of students who will help achieve Fleming’s commitment to provide education and skills training to students at all stages of their lives, from diverse demographic groups, diverse geographic regions and a diverse set of countries internationally. We will not lose sight of our commitment to be culturally aware, while being financially sustainable and helping to grow the economy.

Timeline: Project starts 2022/23



Lead: Vice President Academic Experience

Supported by: Vice President Economic & Community Development; Vice President Student Experience; Registrar; Director Project Management & Institutional Research; Dean, School of General Arts and Science & Academic Quality; Workforce & Labour Market Advisor

19. Action: Attracting Domestic, International & Indigenous Learners

The College will seek to welcome all students by creating programs and supports within the Academic Plan to further increase participation of all groups of students and by developing programs and supports relevant to students in our region, elsewhere in Canada, Indigenous learners and students from overseas.

Timeline: Project starts 2021/22



Lead: Vice President Academic Experience & Academic Chair, Indigenous Perspectives

Supported by: Vice President Student Experience, Vice President Economic & Community Development

20. Action: Ensure We Are a Welcoming Place for All

The College will align its resources across all functions and services to enhance accessibility and inclusiveness and to encourage the development of a diverse population of students and academic, administrative and support staff. Cultural competencies will be incorporated into curriculum and non-academic programming as well as professional development for staff, so that all feel supported and can learn from each other's experiences and perspectives.

Timeline: Project start 2020/21

Y1	Y2	Y3	Y4	Y5
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Lead: Vice President, Organizational Effectiveness & Human Resources

Supported by: Vice President Academic Experience, Vice President Student Experience, Registrar, Vice President Organizational Effectiveness & Human Resources, Deans of Schools

21. Action: Strategic Enrolment Management

The College will ensure operational sustainability by creating a coordinated framework for enhancing student recruitment, conversion, retention, timetabling and the student experience. This will allow us to admit students who will benefit from our programs, to focus on quality and quantity and to improve engagement with students. A long-term enrolment growth plan, including an International Strategy, will be developed.

Timeline: Project start 2021

Y1	Y2	Y3	Y4	Y5
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Lead: Vice President Academic Experience & Registrar

Supported by: Strategic Enrollment Management Task Force, Vice President Economic & Community Development; Director, Project Management & Institutional Research

Providing a Top-Quality Education

Students seeking to gain the education, skills and experience they need to enter and keep up in the job market in these fast-moving times should feel certain that their post-secondary education is first-class. Fleming, which follows the framework for quality guidelines set out by the Ontario College Quality Assurance Service, seeks to ensure the education and services it provides are top quality. In order to ensure continuous improvement, the Academic Plan commits to ensuring quality standards are met in the programs we offer through a rigorous program review and assessment process. We are also committed to ensuring students are equipped for the job market by implementing strategies to motivate and recognize their achievements. We will reflect the technology used in the workplace whether provided in-College or in-workplace for training and skills development and continue to provide those participating in the workforce with the upskilling they need as the nature of work evolves.



“The Academic Plan commits to ensuring quality standards are met in the programs we offer through a rigorous program review and assessment process.”

22. Action: Rigorous Review and Assessment of Programs

The College will ensure our programs are always of the highest quality and have an emphasis on labour market relevance by implementing a continuous and formal process of evaluating, measuring and documenting educational effectiveness. We will review the current quality assurance process to ensure effectiveness and strengthen areas needed to meet the commitments of Fleming's Strategic Plan and obligations within the Strategic Mandate Agreements negotiated with the Province.

Timeline: Project start 2020/21



Lead: Dean, School of General Arts and Science & Academic Quality
Supported by: Workforce & Labour Market Advisor; Deans of Schools

23. Action: Advancing Learning Technologies

The College will advance the integration of modern learning technologies into all learning environments and experiences, whether in-person, online or through a hybrid delivery model, as we leverage the Technology Development Centre to meet the College's commitment to use technology and digital tools to enhance access and engagement in learning. We will ensure professional development of staff, as well as technical supports, so that they may use learning technology effectively in teaching and learning environments.

Timeline: Project start 2020/21



Lead: Director, Academic and Student Experience
Supported by: Chief Technology Officer, Vice President Organizational Effectiveness & Human Resources; Chief Information Officer; Dean, School of General Arts and Science & Academic Quality



24. Action: Micro-credentials, Flexible Delivery & Contract Training

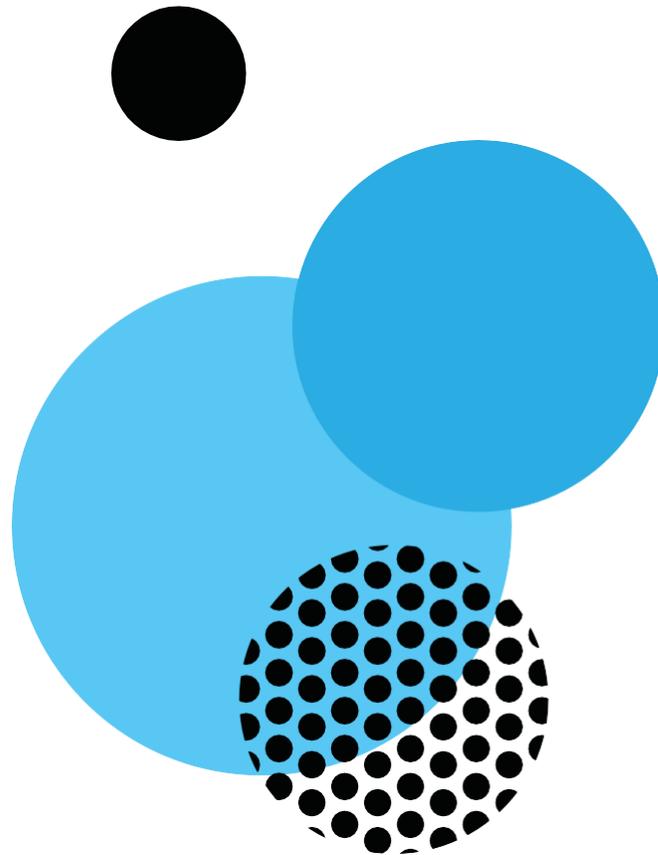
The College will develop new ways to ensure all students receive a quality education by developing strategies to recognize their achievements including micro-credentialing, Flexible Delivery and Contract Training which can lead to College certificates, diplomas and graduate certificates. This is particularly useful in supporting those who may be struggling or those who need fast turnaround and recognition on their progress.

Timeline: Project start 2021/22

Y1 | Y2 | **Y3** | **Y4** | **Y5**

Lead: Dean, School of Business, Flexible Delivery & Contract Training

Supported by: Deans of Schools; Dean, School General Arts and Science & Academic Quality



PRIORITY 6

Revitalizing and Engaging Faculty for a Modern Education

Meeting the objectives of Fleming's 2019-2024 Academic Plan will require a revitalized faculty equipped to provide the modern education participants in our evolving economy demand. Through the Strategic Plan, the College will ensure we have the right mix of full and part-time staff from diverse backgrounds, and with relevant expertise. Those who are teaching our students must be skilled in the latest proven methods of teaching and learning, in how to foster innovation, and contributing to the academic mission through expanded professional development opportunities and contributions through a purpose-built Academic Council. Fleming is committed to ensuring faculty and staff have the resources they need so they are empowered and students feel supported and engaged with staff in a teaching and learning environment that fosters close relationships.



“Fleming is committed to ensuring faculty and staff have the resources they need so they are empowered and students feel supported.”

25. Action: Empowering the Academic Council

The College will pursue a new strategy for faculty engagement and decision-making around academic planning that would include reorganizing the Academic Council so that it has greater opportunity for critical discussion and influence on academic decision-making. We will draw on successful attributes of similar unicameral systems of governance that have been effective at other leading academic institutions in Canada.

Timeline: Project start 2020/21

Y1 | Y2 | Y3 | Y4 | Y5

Lead: Dean, Frost Campus

26. Action: Embracing a Continuous Professional Learning Culture

The College will seek to meet Fleming's commitment to empower our staff by providing continuous learning opportunities and access to the latest teaching and learning techniques through Common Block Professional Development. To meet needs articulated by faculty, professional development will be provided at the macro level within and between Schools, beginning with block development in May-June 2020 for all Schools. This will be supplemented by individual professional development, including in Applied Research, at the micro level.

Timeline: Project start 2022/23

Y1 | Y2 | Y3 | Y4 | Y5

Lead: Vice President Academic Experience

Supported by: Vice President Organizational Effectiveness & Human Resources; Vice President Applied Research & Innovation; Dean, School of General Arts and Science & Academic Quality



27. Action: Optimizing and Expanding Teaching Complement

The College will seek to expand its teaching complement and find employees with the right mix of subject matter knowledge as well as an appropriate mix of full- and part-time staff in order to ensure students at all stages of their lives are learning from faculty with the right skills, currency and expertise.

Timeline: Project start 2022/23



Lead: Vice President Academic Experience

Supported by: Vice President Organizational Effectiveness & Human Resources

28. Action: Building on a Culture of Engagement with Students

The College will seek to ensure students are supported through regular engagement and interaction with staff by building into the Academic Plan actions that support a teaching and learning culture and environment that fosters close relationships and mentoring including through Applied Research projects, development of soft skills, and job-seeking preparation.

Timeline: Project start 2021/22



Lead: Dean, School of Justice and Community Development

Supported by: Vice President Organizational Effectiveness & Human Resources; Vice President Applied Research; Dean, School of General Arts and Science & Academic Quality

29. Action: Ensuring Faculty Diversity and Inclusion

The College will seek to ensure Fleming is a welcoming place for all, by ensuring the employee composition reflects the diversity and inclusion across our communities.

Timeline: Project starts 2022/23



Lead: Vice President Academic Experience

Supported by: Vice President Organizational Effectiveness & Human Resources, Vice President Student Experience

Measuring Success and Implementation

To support the launch and ongoing implementation of the Academic Plan, School and Division leadership will work with the Project Management and Institutional Research Office to develop meaningful metrics and performance indicators to help the College measure progress in meeting the plan's six priorities and 29 supporting actions.

The metrics will allow for a phased approach to implementation of the plan over its five-year timeframe, as well as flexibility in adjusting strategies as circumstances evolve.

Progress will be reported regularly by individual units. Updates on progress of the overall plan will be provided to the Board.

Important to the successful implementation of the Academic Plan will be internal leadership and engagement with staff. Several new Deans have joined the College, and this provides an opportunity to incorporate the Academic Plan and its commitments into the College's

Divisional Planning Processes. The priorities and actions of the Academic Plan will be reflected in the performance management system, ensuring together they contribute to successfully achieving the overall mission, vision and values of the College as articulated in the 2019- 2024 Strategic Plan, *Our Fleming. Our Future*, which can be found on Fleming's website at flemingcollege.ca/strategicplan2019

Fleming College

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Board of Governors | Briefing Note

Topic: Indigenous Education & Services Update
Report To: Public Board Meeting
Meeting Date: November 25, 2020
Prepared By: Liz Stone, Chair – Indigenous Perspectives
Ashley Safar, Manager – Indigenous Student Services

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive for information, an update on Indigenous Education & Services (*Indigenous Fleming*).

Overview

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

Indigenous Student Services (Fall 2020)

Indigenous Student Enrollment:

- 264 (136 new, 128 returning)

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 Métis) learners to pursue postsecondary education in Ontario. (November 16-January 2021)

Programming: All services being delivered online.

Bishkaa peer mentorship:

- Three (3) Indigenous student ambassador positions will be posted in the coming weeks.

Ongoing Programming (Virtual):

- Storytelling - twice monthly
- Introduction to Anishinaabemowin - Weekly
- Firekeeping Fridays - Weekly
- Drop in's with Indigenous Student Services staff - Weekly

Indigenous Education Committee:

- Continues to meet four (4) times each calendar year.
- New Chair has recently been elected: Karrie McMurray, Hiawatha First Nation
- IEC is currently reviewing and amending Terms of Reference and seeking to fill vacancies in membership.

Internal Collaborations

- Finance Department: Miigwewin Procedure
- Facilities: Smudging Procedure

Indigenous Academics (Fall 2020)

Course compliment: 9 (8 post-secondary, 1 ConEd)

Faculty Compliment: 14 (4 FT, 10 PT)

Internal Partnerships & Collaborations

Human Resources:

Library:

Centre for Advancement of Water and

Waste-Water Technologies:

Office of Applied Research:

Labour Market Research:

Indigenous Knowledge Step Calculator

Seven Grandfather's & Academic Integrity

Tech Access Project

CICan Award Proposal

Indigenous Student Labour Market, Indigenous Skills requirement labour market research (Indigenous Perspective Designation relevant - ALL Students)

Human Resources:

Procedure Development:

Finance Department:

Facilities: Smudging Procedure

Anti-Indigenous Professional Development

Indigenous Academic Partnership Procedure

Miigwewin Procedure

Smudging Procedure

External Partnerships & Collaborations

- *Sustainability Development Goals*, United Nations Peterborough Region: Co Chair Academic Excellence. February 2021 final report
- *Indigenous People Court*, Peterborough Criminal Court: Co Chair, Indigenous Sentencing and Restorative Process begin November 2020

Wikwemikong First Nation:

Kenjigwen Teg:

Kwenjigewin Teg:

Waubetek Business Development

Corporation:

Urban Indigenous Homeward Bound

Program:

Education Support Program (Spring 2020)

Practical Nursing Program (Spring 2021)

Heavy Equipment Operator (Spring 2021)

Fall 2021

Various Programs (5) (Fall 2020 & Winter 2021)

Indigenous Perspectives Designation (IPD)

Fall 2020: 18 Programs completed IPD

Fall 2021: 16 additional Programs Scheduled to Complete (34 Total)

IPD initiative has been expanded to include Post Graduate Certificates, with individualized curriculum development and course development. For example: Foundations in Aquaculture completed curriculum mapping and added new course: Introduction to Indigenous Environmental Studies. First Intake, Fall 2021.

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

We will be a welcoming place for all.

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

We will be true partners in our communities.

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

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

Topic: Annual Sexual Violence Awareness Report
 Sexual Violence Prevention Task Force Report

Report To: Public Board Meeting

Meeting Date: November 25, 2020

Prepared By: Sandra Dupret, Vice President Student Experience

Recommendation

That the Board of Governors of Sir Sandford Fleming College receive for information the 2019-20 Sexual Violence Awareness Report and the Sexual Violence Prevention Task Force Report.

Overview

Since March 2015 Fleming College has had a stand-alone Sexual Violence Prevention (SVP) Policy and Operating Procedures. As a requirement of Bill 132, Sexual Violence and Harassment Action Plan Act, the policy has been updated twice since it was first developed. The legislation also requires an annual report focused on students to be presented to the Board of Governors. The same legislation requires all post-secondary institutions to publicly post their annual report.

The report must include information on:

- Supports Services and Accommodations for student who experience sexual violence
- Commentary on awareness raising and educational programs offered to students
- Reported incidents of sexual violence impacting students
- Commentary on the implementation and effectiveness of the SVP Policy

Additionally, in March 2019 the Ministry of Colleges and Universities required each institution to create a Sexual Violence Prevention Task Force by September 30, 2019. The task force’s responsibility included the assessment of the College’s sexual violence policy, assessing the effectiveness of current programs and services to combat sexual violence on campus, and providing recommendations on the additional steps that the College may take to ensure a safe environment for all. The task force represents the diversity of the College’s student population, as well as faculty and administration. The task force is required to submit an independent report to the Board of Governors and the Ministry by December 30, 2020 (extended from June 1, 2020 due to COVID).

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

Fleming College is a safe and inclusive place for all. We are following through on our commitments to offer supportive responses to all people who have been impacted by sexual violence. This annual report demonstrates the ways in which we are maintaining a survivor-centric approach while being both preventative and responsive to the needs of our community.

Risks and Considerations

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

Supporting Documentation

Sexual Violence Awareness Report

Sexual Violence Prevention Task Force Report

Sexual Violence Prevention Annual Report 2019-2020

Supports, Services, Accommodations:

Students impacted by sexual violence, regardless of whether the report is formal or informal, recent or historical, are supported with internal and external services and/or referrals. The cases listed in the reported incidents section of this document identify a minimum number of all relevant supports offered. Most frequently accessed supports* for 2019-20 include:

- Safety plans for on and off campus;
- Campus Safe Walks program provided by Security services; 56 students accessed this risk prevention program from May 2019- March 2020;
- Health related services including referral to the Sexual Violence Response Team at the Peterborough Regional Health Centre (the College provides free transportation to students from all four campuses);
- Counselling services are available on campus and with the Kawartha Sexual Assault Centre, and/or other community resources;
- Assistance for students accessing police services to file a report. Police invited to campus to increase accessibility and comfort for students. Students choosing to file a report at the police station will be supported by the College, including transportation and advocacy;
- Referral to Victim Services for justice system support to assist in navigating the justice system, writing victim impact statements, and engaging the criminal injury compensation process; and,
- Academic support, that includes notifying faculty of an “approved” absence under the absence policy without violating the survivor’s privacy and assisting in short-term accommodations.

**This list is not exhaustive; every situation is responded to on a case-by-case basis and referrals and supports are offered based on the specific needs presented by the individual student.*

Awareness Raising:

The College offers and participates in programs that raise awareness about sexual violence and promote a culture of consent on campus. Programming also draws attention to the supports and services available to students on and off campus. In 2019-20, the college offered and/or collaborated on:

- Support the Take Back the Night event in partnership with the Kawartha Sexual Assault Centre in all four communities;
- Awareness events during the 16 days of Activism (November 25th-December 10th);
- Hosted “Far from the Heart” a forum theater experience highlighting consent and bystander intervention;
- On Valentine’s day we ran events at our Haliburton, Frost and Sutherland campuses called the “Green Flag Campaign”. Feedback from participants indicated that many were familiar with relationship “red flags” and that this campaign emphasized the positive traits that should be foundational, but can sometimes be overlooked;
- On International Women’s Day we brought to life a student led initiative by collaborating with Student Administrative Council and Indigenous Student Services to host a brunch with a keynote address and panelists who were female professionals and Fleming Alumni;
- Passive intervention via posters and social media. This includes a partnership with the Graphic Design program to create some new poster material;
- Pamphlet materials and public posters outlining support and reporting options available on campus; and,
- Website with information about the policy, facts and myths, FAQ, online reporting tool (can be anonymous), internal and external support services. This includes three Clickable flowcharts – easy online tools for faculty, staff or student to use to navigate through how to receive a disclosure, what happens after a disclosure is made, and what to do if you witness sexual violence

2019-20 Workshops/Training:

In the 2019-2020 academic year, Fleming provided 64 student and 10 employee workshops to approximately 2,364 people.

	Sexual Violence Prevention Training Level 1	Sexual Violence Prevention Training Level 2 – Bystander Intervention	Wen Do Workshops (self-defence training for women)	“Down Low on Getting Down” Workshop Series	Mending Workshops
Residence Life Staff	X	X			
Students living in Residence (Mandatory)	X	X			
Coaches and Athletes (Mandatory)	X				
Faculty Onboarding	X				
Security	X	X			
By invite into classrooms	X	X			
Open sessions (employees and students)	X	X	X	X	X

Table 1:2019-20 Workshops and Trainings Offered at Fleming College

Reported Incidents:

Reporting statistics since launching the policy in 2015 indicate an increase in disclosures as compared to before the stand-alone College policy came into effect. This is promising, as it demonstrates how an increase in education and awareness, matched with a survivor-centric policy, can lead people impacted by harm to have an increased trust that the institution will respond appropriately and supportively and therefore come forward. National data on sexual violence disclosures suggests consistent, unchanging rates of sexual violence over the last 50+ years (Conroy & Cotter, 2017), meaning harm is likely to have always been happening in our communities, but now institutions are more aware, and as such, is in a better position to provide supportive responses.

Incidents involving students

	Formal Reports		Informal reports	
	2019-20	2018-19	2019-20	2018-19
Spring Semester	3	6	7	12
Fall Semester	8	6	18	9
Winter Semester	11	3	13	6
TOTAL	22	15	38	27

Category of incidents

	Sexual Assault		Sexual Harassment		Voyeurism		Indecent Exposure		Sexual Exploitation		Stalking	
	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19
Formal	7	3	11	7	0	0	2	3	0	1	2	1
Informal	15	9	11	11	0	0	3	1	5	2	4	4

Implementation and Effectiveness of the Policy:

The Sexual Violence Prevention Policy and its corresponding operating procedures are implemented immediately upon disclosure of sexual violence across all four College campuses. Though we cannot undo the harm that has been caused, we respond to each situation honouring the dignity and right of choice for each person impacted by harm. This survivor-centric approach allows people to engage in education, support, and reporting options in ways that make the most sense for them. By offering consistent implementation of our policy, which is based on best-practice and survivor feedback, Fleming is able to offer effective responses, reflecting the unique needs of individuals involved in each situation. Feedback that has been given from external community partners (Kawartha Sexual Assault Centre & The Peterborough Regional Health Centre) is that international students are seeking off campus supports but are not disclosing these experiences to the college. This is an area requiring additional research, understanding and a plan for improvement.

Reference:

Conroy, S., & Cotter, A. (2017). *Self-reported sexual assault in Canada, 2014*. [Catalogue no. 85-002-X]. Ottawa, ON: Statistics Canada. Retrieved from https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2017001/article/14842-eng.pdf?st=U_8u-A4

Appendix A: Sexual Violence Definitions

Sexual Violence:

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

Sexual Assault:

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

Sexual Harassment:

"Engaging in a course of vexatious comment or conduct that is known or ought to be known to be unwelcome." (Section 10 of Human Rights Code). Depending on the circumstances, one incident could be significant or substantial enough to be sexual harassment. This can include conduct, comment, and/or gesture relating to sex or sexuality.

Voyeurism:

Observing unsuspecting people while they undress, are naked, or engage in sexual activities. A key element of voyeurism is that the person being watched does not know they are being observed. The person is typically in a place where they have a reasonable expectation of privacy, such as their home or other private area.

Indecent Exposure:

Intentionally showing one's sexual organs or engaging in a sexual act while in public.

Sexual Exploitation:

Leveraging power, trust or authority over a person in relation to sexuality.

Examples of sexual exploitation could include:

- Allowing another to observe consensual sexual activity, or sexual imagery without the knowledge and consent of all parties involved
- Prostituting another individual
- Exposing another's sex-organs in non-consensual circumstances
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity
- Engaging in, or soliciting sexual activity, when the initiating party is in a position of power/trust or authority

Stalking:

Willfully engaging in a course of conduct directed at a person that serves no legitimate purpose and seriously alarms, annoys, or intimidates that person (such as repeatedly following or harassing a person).

Fleming College

Sexual Violence Prevention Task Force Committee Report 2019-2020

Mandate and Scope

Fleming College’s Sexual Violence Prevention (SVP) Committee is intended to bring together stakeholders from across the College with a mandate to:

1. Share information on sexual violence prevention related work and initiatives;
2. Consult and collaborate to further sexual violence prevention for the Fleming community;
3. Provide consultation on the review/maintenance of the SVP Policy and Procedure

The Committee mandate is subject to review at least once every 3 years. In scope activities and initiatives of the SVP Committee are focused on prevention and education within the college community. Work unrelated to Fleming College is out of scope. All committee work aligns with the Fleming College Sexual Violence Prevention Policy.

Membership

The Committee strives to include community members from across the College to capture different perspectives and expertise, including:

- Accessible Student Services
- Academic
- Diversity and Inclusion (Student Services or HR)
- Indigenous Student Services
- Counselling Services
- International Student Services
- Security
- Residence
- Student Administrative Council and Frost Student Association
- Student Rights and Responsibilities
- Student representatives (minimum - one from Sutherland, one from Frost)

Review of 2019-20:

	Activities and Interventions	Recommendations
Supports, Services, Accommodations (most frequently accessed)	<ul style="list-style-type: none"> • Safety plans (on and off campus) • Campus Safe Walks program • Health related services including external referrals • Counselling services (on campus, external agencies) • Support for students accessing police services to file a report • Referral to Victim Services for justice system support (assisting with writing victim impact statements, engaging the 	<ol style="list-style-type: none"> 1. Timelines clearly identified on consent forms and outcome documents 2. Individual accommodations edited or provided to include language about how to access new/altered accommodations due to an incident 3. Increase staffing to include a case manager for Frost/Haliburton

	<p>criminal injury compensation process, etc)</p> <ul style="list-style-type: none"> Academic support (discrete advocacy for approved absence and short-term accommodations) 	<ol style="list-style-type: none"> Create an online education and training module for employees Identify best supports for cyber incidents related to the virtual learning environment
Raising Awareness and Training	<ul style="list-style-type: none"> <i>Take Back the Night</i> event <i>16 days of Activism</i> awareness events Hosted “Far from the Heart” a forum theater experience highlighting consent and bystander intervention <i>Green Flag Campaign</i> event held at all campuses, celebrating positive relationships International Women’s Day event in collaboration with Student Administrative Council and Indigenous Student Services Passive intervention via posters and social media, including an academic partnership with the Graphic Design program Print and posted materials outlining support and reporting options available on campus Website featuring information on supports, resources and policy Sexual Violence Prevention Training Level 1 & 2 Wen Do Workshops (self-defence training for women) <i>Down Low on Getting Down</i> workshop series (sex-positive topics focussed on healthy relationships) <i>Mending Work shops</i> offered by Kawartha Sexual Assault Centre (intended to engage with men to support ending gender-based violence against women) 	<ol style="list-style-type: none"> Increased collaborations with marketing and communications and student governments (SAC & FSA) to increase online presence and have a broader reach on campus Expand and diversify programs to include topics of interest to support and promote consent-based culture on campus for all communities Increase education and training relative to cyber harassment Identify and implement a comprehensive online training module for students and staff
Implementation and Effectiveness of the Policy	<p>Sexual Violence Prevention Policy and its corresponding operating procedures are implemented immediately upon disclosure of sexual violence across all four College campuses. Policy has been reviewed by a legal expert.</p> <p>The policy follows a survivor-centric approach allows people to engage in education, support, and reporting options in ways that make the most sense for them.</p>	<ol style="list-style-type: none"> Updating the Sexual Violence Prevention – Operating Policy to include more detail on the use of interim measures Increase awareness raising efforts through more intentional and focused education about the policy Ensuring that resources, education and Sexual Violence Prevention policy are prominently presented on the website, easily

		<p>accessible to students and employees</p> <ol style="list-style-type: none"> 4. Increase outreach and policy awareness training to international
<p>Impacts of COVID-19</p>	<ul style="list-style-type: none"> • Residence capacity reduction may result in a heightened risk and greater opportunities for incidents to occur in isolation • Providing support services virtually is challenging for survivors to meet with their college support person face to face • Delivering virtual supports and services has assisted with providing services to all campuses, both college and community supports without the challenge of geography • Investigating remotely limits the ability for investigators and counsellors to read body language, a challenge with remote service • All training and education workshops have been successful delivered virtually since March and will be delivered virtually for the foreseeable future • Greater need to identify a mandatory Sexual Violence Awareness online training module for staff and students • Task Force acknowledges the impact of COVID on the reporting data from March 13, 2020 onward, potentially resulting greater variances from year to year • Physical disconnection from faculty reduces ability to identify with non-verbal cues when a student is in distress • Barriers preventing access to community supports were put in place at the start of COVID but they are now starting to expand back to pre-COVID levels 	<ol style="list-style-type: none"> 1. Increase check-ins with residents and further engage student mentors to support 2. The college enables face to face support when possible including on campus meetings while the college is closed 3. Best practices to be retained from virtual supports 4. Continue to work with community agencies to promote resources

Student and Employee Reported Incidents

Incidents involving students

	Formal Reports		Informal reports	
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Spring Semester	3	6	7	12
Fall Semester	8	6	18	9
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Category of incidents

	Sexual Assault		Sexual Harassment		Voyeurism		Indecent Exposure		Sexual Exploitation		Stalking	
	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19
Formal	7	3	11	7	0	0	2	3	0	1	2	1
Informal	15	9	11	11	0	0	3	1	5	2	4	4

Incidents involving employees-only

	Formal Reports		Informal reports	
	2019-20	2018-19	2019-20	2018-19
Spring Semester	0	0	0	0
Fall Semester	2	1	0	0
Winter Semester	1	1	2	1
TOTAL	3	2	2	1

Category of incidents

	Sexual Assault		Sexual Harassment		Voyeurism		Indecent Exposure		Sexual Exploitation		Stalking	
	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19
Formal	1	0	2	2	0	0	0	0	0	0	0	0
Informal	0	0	2	1	0	0	0	0	0	0	0	0

Appendix A: Sexual Violence Definitions

Sexual Violence:

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Voyeurism:

Observing unsuspecting people while they undress, are naked, or engage in sexual activities. A key element of voyeurism is that the person being watched does not know they are being observed. The person is typically in a place where they have a reasonable expectation of privacy, such as their home or other private area.

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Sexual Exploitation:

Leveraging power, trust or authority over a person in relation to sexuality.

Examples of sexual exploitation could include:

- Allowing another to observe consensual sexual activity, or sexual imagery without the knowledge and consent of all parties involved
- Prostituting another individual
- Exposing another's sex-organs in non-consensual circumstances
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity
- Engaging in, or soliciting sexual activity, when the initiating party is in a position of power/trust or authority

Stalking:

Willfully engaging in a course of conduct directed at a person that serves no legitimate purpose and seriously alarms, annoys, or intimidates that person (such as repeatedly following or harassing a person).

PRESIDENT'S REPORT

November 2020 - Public Board Meeting

The following is a summary of key updates of the President to the Board of Governors since the September 2020 Board meeting.

College System Update

Presidents have met less frequently in the past few weeks to enable focus on operations as many colleges convert to 'in-person' classes where possible. Colleges have been addressing winter enrolment issues locally however, there is a trend of many colleges beginning to move to a later start date in January, 2021. Fleming will return to in-person classes on January 18th, 2021 to allow students to isolate, post holidays. The situation will be monitored closely.

Government Relations

An announcement was made on November 20, 2020 by local MPP Dave Smith as well as the Minister of Colleges and Universities Ross Romano. Fleming college was provided an additional \$1.272million in infrastructure renewal funding for 2020/21. In 2019/20 funding provided was approximately \$800,000. Trent University has received the same amount for infrastructure renewal for 2020/21.

There continues to be no indication of any assistance for colleges that have an operating deficit although the Minister has indicated that he has been attempting to present a request to Treasury Board. This has been a consistent message for several months.

The Ministry has been focussing on micro-credentials for colleges. In the Ontario budget an investment of \$59.5million was announced for micro-credentials. The program to access these funds is yet to be announced.

There has also been a request for colleges to compress the course schedules for Personal Support Workers on an immediate basis. Many colleges have responded with several caveats. Specifically, Fleming is supportive of the request but having this apply to only focussed areas in the province could adversely affect our enrolment.

Fleming Strategy

Fleming continues to anchor all program decisions in our Fleming Safe'. In person classes began in the first week of November and like the summer "boot camps" have been successful so far. As the number of cases in the area and surrounding areas continue to grow, Fleming is cautiously proceeding with in person classes. It is important to note that significant layers of monitoring and reporting are in place and an overview of these measures will be provided to the Board as part of the education component. As an example, pre-covid, 30 students would occupy approximately 600 square feet of space in a given classroom. Currently, one student occupies 600 square feet for in-person learning.

Goals within the strategic plan continue to be met. The supporting Academic plan has been revised to align with new programming needs and expanded on-line delivery.

Fleming Operations

The recruitment for a new Vice President, Corporate Services is underway by Boyden Associates at no additional charge to the college. Drew Van Parys has graciously agreed to assume this role, during the search.

Four Fleming students have tested positive for covid-19 during November with only one of those having attended Sutherland campus, physically. As a result of rigorous safety measures including deep cleaning of all areas daily, and our screening and access rules, Public health considers the risk to Fleming to be very low and is very complimentary of our Fleming safe plan and action.

In Our Community

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

Virtual Events

Town Hall Meeting – Thursday, Oct. 8, 2020

- All staff invited to a virtual Town Hall with President Maureen Adamson and members from the Senior Management Team. President Adamson discussed Fall 2020 enrolment and provided financial and academic updates.

Virtual Greeting at #FemSTEAM PTBO – Monday, Nov. 2, 2020

- Provided virtual greetings for the second annual #FemSTEAM PTBO event hosted at Trent University. The purpose of the event is to improve awareness and resources available to young women in the Greater Peterborough Area to pursue careers in STEAM (Science, Technology, Engineering, Art, Math).

Remembrance Day Virtual Ceremony – Wednesday, Nov. 11, 2020

- All staff and students invited to a virtual Facebook Live Event on Remembrance Day at 10:55 a.m. to thank the heroes who sacrificed so much for our freedom. President Adamson was joined by Mr. Dan Marinigh and members from the Senior Management Team to say a few words of remembrance.

Social Media Highlights

- September 30 is #OrangeShirtDay. Today, we honour our Indigenous communities and those affected by the residential school system; in the spirit of reconciliation and hope for future generations to come. #EveryChildMatters
- @FlemingCollege was awarded \$75,000 from #NSERC through our College & Community Innovation Program / Applied Research Rapid Response to #COVID19 Program for this project. Congratulations and wishing the team great success!
Quoted: Fleming College Fleming College and @quantwavetech Technologies collaborate to develop intelligent wastewater sensing solution to predict #COVID19 outbreaks
<https://flemingcollege.ca/news/?p=6551> @nserc_crsng, @FlemingCAWT #COVID19research
- Shout-out to our amazing Fleming faculty on #WorldTeachersDay! Amidst the #COVID19 pandemic, faculty have shown incredible leadership & innovation to ensure that #LearningNeverStops. We thank them for their commitment, dedication & passion for education while keeping #FlemingSafe
- *Quoted:* Linda Franklin: This is quite amazing. @FlemingCollege and QuantWave Technologies are collaborating on an intelligent wastewater sensing solution to predict

COVID-19 outbreaks: <https://bit.ly/3n7ZiR5> @RossRomanoSSM @DavidPiccini #cdnpse #onpoli

- We're so happy to have students in targeted programs completing their learning outcomes on campus, after face-to-face delivery was disrupted by the #COVID19 pandemic. Kudos to staff and faculty for making this happen while keeping #FlemingSafe
<https://flemingcollege.ca/news/?p=6558>
- Thank you @fordnation We are very pleased to see this much-needed support coming to our rural areas. Our students and our communities will benefit immensely.
Quoted: Doug Ford @fordnation Reliable high-speed Internet is no longer a luxury, it's essential. Yet, 1.4 million Ontarians still don't have access to high-speed Internet. That's why I am proud to announce a \$1B investment to build better #broadband across the province. Learn more: <https://news.ontario.ca/en/release/59057/ontario-investing-nearly-1-billion-to-expand-and-improve-broadband-and-cellular-access>
- Join us! Fleming's Virtual Open House is Saturday, Nov. 7 from 10 a.m. to noon EST. Explore our campuses, meet with program coordinators, and get information on Athletics, Meal Plans, Student Experience, Career Services and more! Visit <http://flemingcollege.ca/openhouse> to register!
- Fleming College applauds today's announcement - this will help ensure students throughout Ontario have better access to online learning, an essential these days.
Quoted: Maryam Monsef The Universal Broadband Fund is fundamental to our recovery from #COVID19. From supporting teachers and students with online learning to ensuring access to help in remote areas, to keeping people connected to their loved ones - the #UBF will impact the life of every Flag of Canada.
- This Remembrance Day, we thank all our heroes who sacrificed so much for our freedom. #RemembranceDay #CanadaRemembers #FlemingRemembers. Watch Fleming's ceremony on our Facebook page: <https://facebook.com/flemingcollege>

Fleming in the News

[Fleming College and QuantWave Technologies Collaborate to Develop Intelligent Wastewater Sensing Solution to Predict COVID-19 Outbreaks](#)

Education News Canada | October 2, 2020

[Overgrown space transformed into new, low ropes course at Boys and Girls Club](#)

My Kawartha | October 3, 2020

[Anishinabek Nation leadership and youth honoured and recognized for contributions to Indigenous forestry](#)

Anishinabeknews | October 6, 2020

NationTalk | October 6, 2020

[Edwin Binney's Community Garden in Lindsay harvests more than four tons of produce for people in need](#)

Kawartha Now | October 6, 2020

[Fleming, QuantWave Technologies partner to develop COVID-19 wastewater sensing solution](#)
Academica Group | October 8, 2020

[College hosts successful bootcamps amidst COVID-19 pandemic](#)
Education News Canada | October 9, 2020

[Student residence on cards for Glebe Park](#)
Canadian Press | October 29, 2020

[STEAM Summit 2020 Encourages Young Students to Pursue Careers in Science, Technology, Engineering, Arts and Math](#)
Education News Canada | November 4, 2020

[College to host Virtual Open House, Saturday, November 7](#)
Education News Canada | November 6, 2020

[Fleming College To Host Virtual Open House On November 7th](#)
PTBO Canada | November 6, 2020

[Coronavirus: Fleming College estimates revenue losses due to pandemic 'in the millions'](#)
Global News | November 9, 2020

[Fleming College receives funding for laboratory equipment for COVID-19 research](#)
Education News Canada | November 10, 2020