



Board of Governors June 2019 - Public Meeting

Meeting Date: June 26, 2019
Meeting Time: 11:30 a.m.
Meeting Location(s): Brealey Campus - Scholfield Boardroom, Room B3330



Meeting Agenda

- | | | |
|----|---|-------|
| 1. | Call to Order, Welcome to the Traditional Territory and Confirmation of Quorum | 2 min |
| 2. | Declaration of Conflict | 1 min |
| 3. | Approval of Meeting Agenda | 1 min |
| 4. | Consent Agenda | 4 min |
| | <i>The following items will be addressed through the Consent Agenda unless specifically requested to be removed for separate attention, by request.</i> | |
| | 4.1 – Minutes of the May 22, 2019 Public Meeting (for approval) 📄 pages 3 - 8 | |
| | 4.2 – Investment Performance Report (for approval) 📄 pages 9 - 13 | |
| | 4.3 – Summary of Investment Portfolios (receive for information) 📄 pages 14 - 52 | |
| | 4.4 – Quality Assurance Dashboard as of June 10, 2019 📄 pages 53 - 54 | |
| 5. | Business Arising (not otherwise covered) | 2 min |

Decision Items

- | | | | |
|----|--|---------------------------------|--------|
| 6. | Quality Assurance – New and Revised College Policies and Procedures 📄 Briefing Note and Overview pages 55 – 57 Policy - Quality Assurance 📄 pages 58 – 59 Policy - Program Quality Assurance 📄 pages 60 – 63 Policy and Procedure – PLAR 📄 pages 64 – 69 Policy and Procedure Transfer Credit 📄 pages 70 – 75 Procedure - Credentials 📄 pages 76 – 78 Procedure - Program Mix 📄 pages 79 – 87 Procedure - Program Suspension and Cancellation 📄 pages 88 – 92 Procedure - Program Standard and Description 📄 pages 93 – 97 Procedure - Program Review 📄 pages 98 – 102 | T. Phillips | 20 min |
| 7. | Honouring the Rights of Indigenous Peoples Policy 📄 pages 103 – 107 | S. Dupret and K. Fox-Peltier | 10 min |
| 8. | Ontario Learn Fleming College Local Certificates 📄 pages 108 - 142 | B. Wootton | 10 min |

Information Items

- | | | | |
|-----|--|------------------------------------|--------|
| 9. | Program Efficacy Overview For Presentation | T. Phillips and S. Gosselin | 15 min |
| 10. | Academic Plan Schedule  pages 143 – 144 | T. Phillips | 5 min |
| 11. | Spring 2019 Enrolment and Fall 2019 Outlook For Presentation | S. Kloosterman and D. Van Parys | 15 min |
| 12. | Update from the Board Chair | D. Marinigh | 10 min |
| 13. | Report from the President  pages 145 – 150 | M. Adamson | 10 min |

Discussion Items

- | | | | |
|-----|----------------|--|-------|
| 14. | Other Business | | 5 min |
|-----|----------------|--|-------|

Adjournment approximately 1:20 p.m.



Board of Governors Public Meeting Minutes

Meeting Date: Wednesday, May 22, 2019
Meeting Time: 1:00 p.m.
Meeting Location: Brealey Campus - Scholfield Boardroom, Room B3330

Meeting Attendance

Present:

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

Regrets:

Mr. Fred Clifford
Dr. Aaron Grant
Ms. Hajni Hos

Senior Administration:

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

Administrative Support:

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

Guests:

Dr. Brett Goodwin, Dean and Principal, School of Environmental and Natural Resource Sciences
Mr. Jason Jackson, Co-Chair of Fleming College's Strategic Planning Steering Committee and Acting Dean, School of Business and School of Trades and Technology
Ms. Eva Rees, Manager, Flexible Delivery and Contract Training

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

The Chair called the meeting to order at 1:00 p.m. and acknowledged that the Board of Governors is holding the meeting on the traditional lands of the Mississauga and Anishinaabe peoples.

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

2. Declaration of Conflict

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

3. Approval of the Agenda

Moved by Ms. MacIver and seconded by Mr. Gillespie that the Board of Governors of Sir Sandford Fleming College approve the agenda for the May 22, 2019 Public meeting.

Carried

4. Consent Agenda

The minutes from the Public meeting of April 24, 2019 were removed from the consent agenda and the following corrections were requested:

1. Add Ms. Grady to the attendee list
2. Remove Ms. Jung from the attendee list

Moved by Ms. Mclean and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College approve the minutes of the April 24, 2019 Public Meeting as amended.

Carried

Moved by Ms. Craig and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the May 22, 2019 Public Meeting and, through this consent receive the Quality Assurance Dashboard, as of May 7, 2019 for information.

Carried

5. Business Arising

None identified.

Decision Items

6. Strategic Plan – 2019 – 2024 Final

The Chair welcomed Mr. Van Parys and guest Mr. Jackson, Co-Chair of Fleming College's Strategic Planning Steering Committee. The Board was provided with the complete designed copy of Fleming College's 2019 – 2024 Strategic Plan; a draft version of the Strategic Plan was approved in principle at the April 24th In-Camera meeting. Mr. Van Parys presented the Communications Plan, which in addition to the printed materials provided, includes stand-up displays; social media content; and an external web presence. Fleming College's Marketing department was commended for their exceptional design work.

Moved by Mr. Gillespie and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College approve the complete, designed copy of the 2019-2024 Strategic Plan.

Carried

Moved by Ms. Craig and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College receive the 2019-2024 Strategic Plan Communication plan for information.
Carried

7. 2018/2019 Annual Report

The Chair welcomed Ms. Gosselin. The Ontario College of Applied Arts and Technology Act requires that each College prepare an annual report that is submitted to the Ministry of Training, Colleges and Universities and made available to the public. The report analyses Fleming College's 2018/2019 Business Plan performance and objectives achieved and reflects the Strategic Mandate Agreement (SMA2) metrics. It was clarified by Ms. Adamson that the College's new Strategic Direction, as approved by our Board, will be reflected in the 2019/2020 annual report

Moved by Mr. Leonard and seconded by Ms. Jung that the Board of Governors of Sir Sandford Fleming College approve the Fleming College 2018-2019 Annual Report as presented for publication and submission to the Ministry of Training, Colleges and Universities.
Carried

8. 2019/2020 Business Plan

The Chair welcomed Ms. Gosselin. The 2019/2020 Business Plan is the first College-wide plan developed under the purview of the new 2019/2024 Strategic Plan. The 2019/2020 Business Plan will be the final plan under the purview of the Strategic Mandate Agreement (SMA2) before the SMA3 comes into effect April 1, 2020 along with a performance-based funding model. It was suggested by Ms. Craig that the photograph on the cover page be replaced with an image that better reflects Fleming College.

Moved by Ms. Jung and Seconded by Ms. Mclean that the Board of Governors of Sir Sandford Fleming College approve the 2019-2020 Business Plan for submission to the Ministry of Training, Colleges and Universities.
Carried

9. Internally Restricted Net Assets

The Chair welcomed Mr. Baker. The Internally Restricted Net Assets were presented at the Finance and Audit Committee meeting of May 22, 2019. Mr. Gillespie, acting Chair of the Finance and Audit committee, noted that after review, the Finance and Audit Committee recommends for Board approval: an increase to the Internally Restricted Net Assets of \$232,000 to be used for residence and other student related services; and \$10,000 for future Sports Field Complex capital repairs and improvements. A detailed briefing note pertaining to the Internally Restricted Net Assets was provided in the public Board package.

Moved by Mr. Gillespie and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College accept the recommendation from the Finance and Audit Committee to increase the internally restricted assets by \$232,000 for the purposes of residence and other student services.
Carried

Moved by Mr. Gillespie and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College approve an additional \$10,000 for the purpose of future Sports Field Complex capital repairs and improvements.
Carried

10. Draft 2018/2019 Audited Financial Statements

The Audited Financial Statements for 2018-2019 were presented at the Finance and Audit Committee meeting of May 22, 2019. Mr. Gillespie, acting Chair of the Finance and Audit committee, indicated that the Committee reviewed the Audited Financial Statements for 2018-2019 and recommends the statements for Board approval. A detailed briefing note and the audited financial statements were provided in the public Board package.

Moved by Mr. Gillespie and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College approve the 2018-2019 Audited Financial Statements indicating Net Assets as at March 31, 2019 of \$39,945,576.

Carried

11. New Program: Conservation Biology

The Chair welcomed Dr. Philips and guest Dr. Goodwin, Dean and Principal, School of Environmental and Natural Resource Sciences. The final business case for the Ontario College Diploma in Conservation Biology commencing in September 2019 was provided in the Board package. The Conservation Biology preliminary program proposal was previously presented to the Board in November 2018 and received the Board's endorsement.

Moved by Ms. Grady and seconded by Ms. Craig that the Board of Governors of Sir Sandford Fleming College approve the Conservation Biology Ontario College Diploma program with an implementation date of September 2019, for submission to the Ministry of Training, Colleges and Universities for funding approval.

Carried

12. New Program: Mechatronics

The Chair welcomed Dr. Philips and guest Mr. Jason Jackson, Acting Dean, School of Business and School of Trades and Technology. The final business case for the Ontario College Graduate Certificate in Mechatronics commencing in September 2019 was provided in the Board package. In October 2018, the Mechatronics preliminary program proposal was presented to the Board of Governors and received the Board's endorsement. Noted that the initial net contribution to overhead is lower than other programs due to an expensive capital upgrade, however, the capital equipment will be utilized for several other programs.

Moved by Ms. Jung and seconded by Ms. Praamsma that the Board of Governors of Sir Sandford Fleming College approve the Mechatronics Ontario College Graduate Certificate program with an implementation date of September 2019, for submission to the Ministry of Training, Colleges and Universities for funding approval.

Carried

Information Items

13. Program Revision: Business Analytics (rev. Applied Data Analytics)

The Chair welcomed Dr. Philips and guest Mr. Jason Jackson, Acting Dean, School of Business and School of Trades and Technology. A briefing note was provided in the Board package that outlined revisions to the formerly titled Business Analytics program, now titled Applied Data Analytics. The original Business Analytics program concept was presented to the Board in October 2018. The program concept has since been modified to broaden the scope from business analytics to applied data

analytics allowing for specializations in: business, crime, health, and environmental analytics. The program launch date has also been modified to Fall 2020.

Moved by Ms. MacIver and seconded by Ms. Mclean that the Board of Governors of Sir Sandford Fleming College receive the amendment to the New Program Proposal: Business Analytics (now titled Applied Data Analytics) for information.

Carried

14. SkillsAdvance Ontario Pilot

The Chair welcomed Dr. Philips and guest Mr. Jason Jackson, Acting Dean, School of Business and School of Trades and Technology. The SkillsAdvance Ontario (SAO) pilot project is intended to support workforce development in identified key growth sectors; Steel and Aluminum, Aviation, Agri-food and Manufacturing. A detailed briefing note was provided to the Board outlining the pilot and the various projects and partnerships involving Fleming College.

Moved by Ms. Grady and seconded by Ms. Craig that the Board of Governors of Sir Sandford Fleming College receive the SkillsAdvance Ontario Pilot report for information.

Carried

15. Fleming College Certificates Through OntarioLearn

The Chair welcomed Dr. Wootton and Ms. Rees, Manager, Flexible Delivery and Contract Training. The School of Flexible Delivery and Contract Training is seeking to expand its offerings of part-time eLearning programs Continuing Education certificates through the “pick-up” of existing Ontario Learn courses. A detailed briefing note was provided in the meeting package.

Moved by Ms. Praamsma and seconded by Ms. Craig that the Board of Governors of Sir Sandford Fleming College receive this Preliminary Proposal for Fleming College “Pickup” Certificates offered through Ontario Learn for information.

Carried

16. Update from the Board Chair

The next Public Meeting date is June 26, 2019, Sutherland Campus, time to be confirmed. We can expect an update on Executive Compensation from the Deputy Minister soon; this will amend the current regulations and outline “pay for performance” salary requirements.

The Board Chair and President signed the new By-law 1 on May 2, 2019.

Moved by Ms. Mclean and seconded by Ms. MacIver that the Board of Governors of Sir Sandford Fleming College receive the verbal report of the Board Chair for information.

Carried

17. Report from the President

The President’s report was provided in the meeting package and it included a summary of key updates since the April 2019 meeting. Ms. Adamson also noted that concerns surrounding Private Career Colleges was raised at Colleges Ontario’s Committee of Presidents (COP). COP proposes a quality framework be developed for guiding partnerships with Private Career Colleges.

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

Discussion Items

18. Other Business

None identified.

19. Adjournment

Moved by Ms. Jung and seconded by Ms. Grady that the Public meeting of May 22, 2019 be adjourned at 2:13 p.m.

SUBMISSION TO THE BOARD OF GOVERNORS

Report Title: Investment Performance Report for 2018-2019
Report to: Public Board Meeting **Meeting Date:** June 26, 2019
Requested Action: Decision / Approval
Prepared and Submitted by: Office of the Vice-President Corporate Services;
 Director, Finance

OVERVIEW / BACKGROUND

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

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include Legal Impact; Financial/HR Implications; Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

The Comprehensive IPS and the Ministry Endowed IPS are both endowment funds where only the investment income earned can be distributed as bursaries and awards; the principal must be held in perpetuity. The target disbursement award percentage is currently set at 3.5% under College Policy 4-421, *Endowment Policy* for the Comprehensive IPS; the Ministry Endowed IPS does not have a target due to limited eligible investments.

The fiscal 2018/19 return on the Comprehensive IPS was 3.76%, which is above the target award percentage. There is sufficient investment income available to disburse all bursaries, awards and scholarships in 2019/20.

The Ministry of Training Colleges and Universities has revised the Ministry Policy during the year, which will allow government matching funds within our Comprehensive IPS to be managed consistent with the requirements under the Trustee Act. Administration is planning to review the Comprehensive IPS and analyse the options available and recommend changes to the IPS for the Board's consideration later in 2019-20 (after the new Vice President Corporate Services is in place; this will be brought to the Finance and Audit Committee).

The entire balance of funds within the Ministry Endowed IPS are defined as College Funds under the Ministry Policy. As a result eligible investments are limited to government and bank bonds or guaranteed investment certificates. There is sufficient accumulated investment income to disburse 3.5% annually for the next few years even with the latest 2.24% one year return.

The portion of the Operating IPS funds held within RBC Dominion are invested in guaranteed investment certificates which earned 2.17 % in the past year. Those funds held in the college bank account earn interest at the rate of prime less 1.7% or on average 2.04% for the year. The college bank account rate will increase to prime less 1.65% on July 1, 2019.

RISK CATEGORY

Select all that apply (to check a box, double click; from drop-down menu, select "checked" under Default Value)

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

RECOMMENDATION AND/OR MOTION *(i.e. Receive the update on Winter Enrolment for information. Refer the matter to Committee for further investigation. Approve the proposed xyz program of instruction.)*

It is recommended the Board of Governors of Sir Sandford Fleming College:

Approve the Investment Performance Report for 2018-2019

SUPPORTING DOCUMENTATION

2018-2019 Investment Performance Report

To: Sir Sandford Fleming College of Applied Arts and Technology
Board of Governors
Re: 2018/19 Investment Performance Report

The Minister's Banking, Investments and Borrowing Binding Policy Directive (Ministry Policy) require that the Board of Governors review and approve an investment performance report, signed by the senior finance official annually.

The Ministry Policy requirements differ for College Funds and Externally Restricted and Endowment Funds. College Funds are subject to the attached Investment Guidelines, while all other funds are subject to the requirements for organizations handling funds or property in trust under the Trustee Act.

The College has three Investment Policy Statements (IPS). The Comprehensive IPS provides guidelines to govern the investment of endowment funds and contains Externally Restricted and Endowment Funds. During the year, the Ministry Policy was modified and the government matching endowment funds are no longer deemed College Funds. With this change, the options available will be analysed and changes to the Comprehensive IPS proposed in the coming year. The Operating IPS and the Ministry Endowed IPS are comprised entirely of College Funds and they provide a framework for the investment of operating cash not immediately required for operations and endowment funds, respectively.

The Comprehensive IPS (\$ 8.5 million) target asset allocation is 3% Cash and Equivalents, 67% Fixed Income and 30% Canadian Equities. The market return on the combined asset allocation during the fiscal year was 3.76%, which exceeded the annual target benchmark return of 3.5%.

The Ministry Endowed IPS (\$ 0.3 million) target asset allocation is 3% Cash and Equivalents and 97% Fixed Income. The annual market return for the year ended March 31, 2019 was 2.24%. All of the investments in this fund are limited to investment guidelines for College Funds and as a result, equities and corporate bonds below an AAA rating are not eligible investments.

The cash not immediately required for operations, which falls under the Operating IPS, was invested in guaranteed investment certificates with RBC Dominion (\$ 41.7 million) and the balance was held in the College bank account. These funds earned, on average, 2.17% during the year when invested with RBC Dominion and 2.04 % in the College bank account.

Sir Sandford Fleming College is in compliance with relevant legislative requirements in force for the fiscal year, as well as the Minister's Banking, Investments and Borrowing Binding Policy Directive



Brian Baker
VP Finance & Administration



Date

Investment Guidelines for College Funds

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

I. Bonds, debentures and promissory notes or other evidence of indebtedness, issued or guaranteed by:

- a. Canada or a province or territory of Canada, or
- b. an agency of Canada or a province or territory of Canada.

II. Bonds, debentures, promissory notes or other evidence of indebtedness, issued or guaranteed by:

- a. a municipality in Canada;
- b. a university in Ontario that receives ongoing operating and capital funding from Ontario;
- c. the board of governors of a college established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
- d. a board of a public hospital within the meaning of the *Public Hospitals Act*;
- e. a school board in Canada;
- f. Ontario Infrastructure Projects Corporation; or
- g. the Municipal Finance Authority of British Columbia.

III. Bonds, debentures, promissory notes, deposit receipts, deposit notes, certificates of deposit or investment, acceptances, commercial paper or similar instruments, issued, guaranteed or endorsed by:

- a. a bank listed in Schedule I or II or a branch in Canada of an authorized foreign bank under the Bank Act (Canada);
- b. a loan corporation or trust corporation registered under the Loan and Trust Corporation Act; or
- c. a credit union to which the Credit Unions and Caisses Populaires Act, 1994 applies.

IV. Bonds, debentures, promissory notes or other evidence of indebtedness, issued by a corporation that is incorporated under the laws of Canada or a province of Canada; or

V. Promissory notes or commercial paper, other than asset-backed securities, issued by a corporation that is incorporated under the laws of Canada or a province of Canada.

VI. A college is not to invest in a security under subsection IV or V above unless the security has a minimum rating, at the time the investment is made by the college by at least one rating agency of:

- “R-1 (high)” or “AAA” by Dominion Bond Rating Service Limited;
- “Prime-1” or “Aaa” by Moody’s Investors Services Inc.;
- “A-1+” or “AAA” by Standard and Poor’s; or
- “F1+” or “AAA” by Fitch Ratings.

VII. If an investment falls below the standard required in section VI, the college is to sell the investment within 90 days after the day the investment falls below the standard.

SUBMISSION TO THE BOARD OF GOVERNORS

| | |
|---|------------------------------------|
| Report Title: Investment Portfolio Review Report to: Public Board Meeting Requested Action: For Information Prepared and Submitted by: Office of the Vice President Corporate Services; Director, Finance | Meeting Date: June 26, 2019 |
|---|------------------------------------|

OVERVIEW / BACKGROUND

A summary of the investment performance of the Portfolios for the period ended March 31, 2019, has been provided to the College by RBC Dominion Securities. The College has three Investment Policy Statements (IPS) that require reporting to the Board of Governors.

The Comprehensive Investment Policy Statement (IPS) #4-419A requires semi-annual reporting to the Board of Governors which includes asset allocation, performance versus the benchmarks, a written statement of compliance with relevant sections of the IPS and a market commentary.

The Ministry Endowed IPS #4-419D also requires semi-annual reporting to the Board of Governors, which includes the asset allocation and a written statement of compliance with the Quality Guidelines included in the IPS.

The Operating Account IPS #4-424 requires annual reporting to the Board of Governors, which includes an inventory of investments, average term to maturity, as well as a list of all transactions.

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include Legal Impact; Financial/HR Implications; Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

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

The Comprehensive IPS includes an asset allocation target of 30% in Canadian equities; therefore this portion of the portfolio is subject to fluctuation. The remaining 70% of the portfolio is comprised of cash and a ladder of fixed incomes, which must be rated "A" or better by a recognized Rating agency and are generally held to maturity. The fixed income investments provide both current income for student bursaries and long term stability. The overall investment performance of the Comprehensive portfolio is measured against an annual target benchmark return of 3.5%, which is equal to the award target in Policy #4-421.

The average return for the last-year and three-year period was 3.76% and 3.54% respectively, which exceeds the annual target benchmark; while the 6 month and 5 year period returns were below the target. The investment objective in the IPS is to preserve capital and generate income to meet the target award. In years where the returns exceed the 3.5%, the excess funds are set aside to grow the award and offset future shortfalls. As a result of this strategy, the target bursary has been available to be disbursed each year for all endowment funds, with the rare exception of new funds where the returns are lower in the early years.

The Ministry Endowed Report is in compliance with the asset mix and fixed income quality targets. The Ministry Endowed portfolio is comprised entirely of cash, government bonds as well as bonds

and GICs issued by banks listed in Schedule I or II under the Bank Act (Canada), as required under the Ministers Binding Policy Directive.

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

RISK CATEGORY

Select all that apply (to check a box, double click; from drop-down menu, select "checked" under Default Value)

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

RECOMMENDATION AND/OR MOTION (i.e. Receive the update on Winter Enrolment for information. Refer the matter to Committee for further investigation. Approve the proposed xyz program of instruction.)

It is recommended the Board of Governors of Sir Sandford Fleming College:

Receive the Detailed Portfolio Reviews for the period ended March 31, 2019 for information.

SUPPORTING DOCUMENTATION

Detailed Portfolio Reviews for the period ended March 31, 2019.



SSFC Board of Governors Comprehensive Review

As at settlement date March 31, 2019

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Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union,
Other Funds Accts)

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

Henderson Capital Management

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

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

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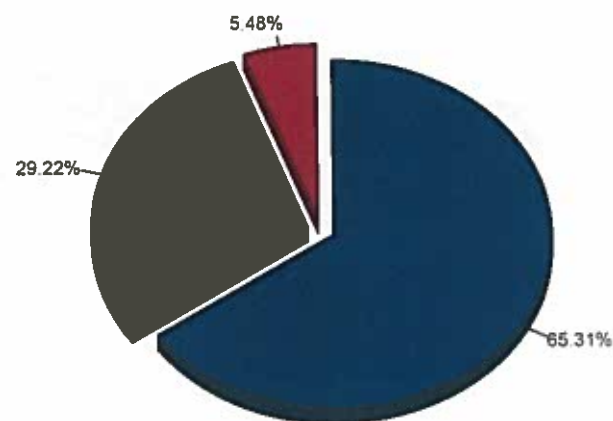
RBC Wealth Management
Dominion Securities

Asset Allocation

By Asset Class and Geography

As at March 31, 2019

Allocation by Asset Class and Geography



| Geography | Market Value | % |
|--|------------------|---------------|
| Fixed Income - Canada | 5,531,857 | 65.31 |
| Total Fixed Income | 5,531,857 | 65.31 |
| Equity - Canada | 2,474,666 | 29.22 |
| Total Equity | 2,474,666 | 29.22 |
| Cash and Cash Equivalents - Canada | 463,943 | 5.48 |
| Total Cash and Cash Equivalents | 463,943 | 5.48 |
| Total Canada | 8,470,466 | 100.00 |
| Total Portfolio | 8,470,466 | 100.00 |

Accrued income included with Market Value.

Investment Policy Statement

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union,
Other Funds Accts)

Investment Policy Statement

March 31, 2019

Total Portfolio Asset Allocation

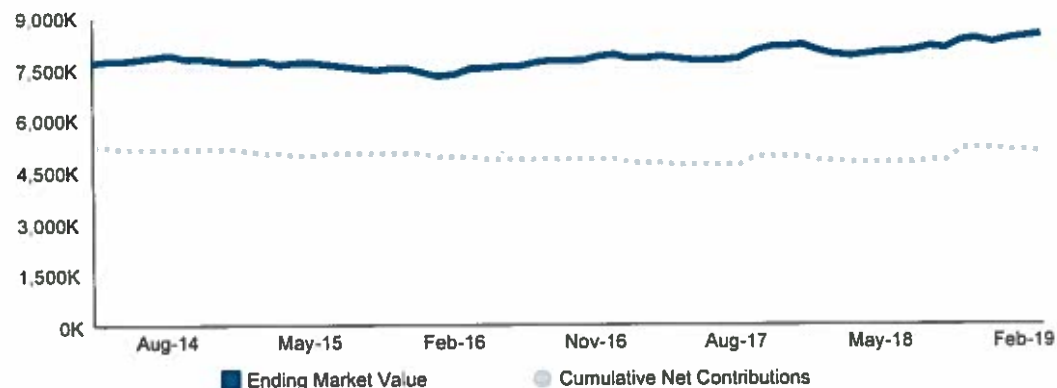
| | Long-Term Target | As of March 31, 2019 | |
|---------------------------|------------------|-----------------------------|---------|
| | | Asset Allocation Guidelines | |
| | Asset Mix | Minimum | Maximum |
| Cash and Cash Equivalents | 3.00% | 0.00% | 10.00% |
| Fixed Income | 67.00% | 55.00% | 75.00% |
| Equity | 30.00% | 20.00% | 40.00% |

Market Value History

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Sir Sandford Fleming College

April 1, 2014 to March 31, 2019



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, administration fees, 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, as was reported on your Monthly Client Statements.

| | Period Ending | Beginning Market Value | Net Contributions/ Withdrawals | Total Investment Return | Ending Market Value |
|--------------|---------------|------------------------|--------------------------------|-------------------------|---------------------|
| 2016 | June | 7,517,116.42 | (56,857.00) | 129,854.81 | 7,590,114.23 |
| | September | 7,590,114.23 | 1,102.00 | 151,178.29 | 7,742,394.52 |
| | December | 7,742,394.52 | 5,507.00 | 184,252.93 | 7,932,154.45 |
| 2017 | March | 7,932,154.45 | (135,337.00) | 43,340.58 | 7,840,158.03 |
| | June | 7,840,158.03 | (33,537.00) | (32,945.58) | 7,773,675.45 |
| | September | 7,773,675.45 | 204,681.00 | 84,490.54 | 8,062,846.99 |
| | December | 8,062,846.99 | 5,906.00 | 113,965.09 | 8,182,718.08 |
| 2018 | March | 8,182,718.08 | (145,302.00) | (151,554.18) | 7,885,861.90 |
| | June | 7,885,861.90 | (36,849.00) | 143,191.61 | 7,992,204.51 |
| | September | 7,992,204.51 | 66,320.00 | 32,192.05 | 8,090,716.56 |
| | December | 8,090,716.56 | 363,339.00 | (200,152.43) | 8,253,903.13 |
| 2019 | March | 8,253,903.13 | (107,961.44) | 324,124.70 | 8,470,066.39 |
| TOTAL | | | 131,011.56 | 821,938.41 | |

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Compliance Statement

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

As at March 31, 2019

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolios are in compliance with the IPS dated June 28, 2017 in terms of the following sections:

- Asset mix
- Eligible investments
- Investment limits
- Fixed income quality and diversification

Portfolio Performance

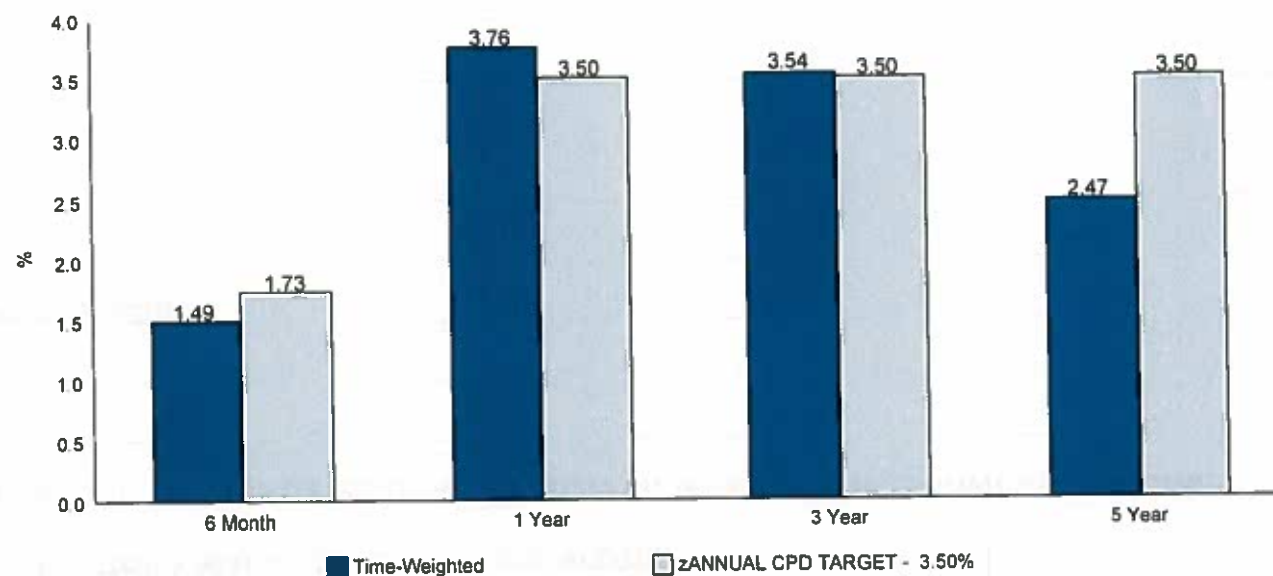
Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Sir Sandford Fleming College

April 1, 2014 to March 31, 2019

| % Rate of Return / Benchmark | 6 Month | 1 Year | 3 Year | 5 Year |
|------------------------------|---------|--------|--------|--------|
| Time-Weighted | 1.49 | 3.76 | 3.54 | 2.47 |
| zANNUAL CPD TARGET - 3.50% | 1.73 | 3.50 | 3.50 | 3.50 |

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between April 1, 2014 and March 31, 2019
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Yield curve inversion: A shot across the bow

Has inversion of the yield curve started the "recession clock"? The closing chapter of all economic cycles is a recession. The recent inversion makes it appropriate to start thinking about that eventuality but we believe it will take some doing to get the U.S. into recession from here. We are content for now with our Market Weight exposure to stocks in a global portfolio.

The Treasury yield curve has inverted-short-term interest rates have moved above long-term rates. Or, more precisely in this case, long-term rates have fallen below short-term rates.

This has garnered a lot of attention because in past economic cycles "inversion" has proven to be a reliable signal that a U.S. recession was on the way-on average about 11 to 14 months from the date of inversion.

Long, bruising equity bear markets, not just in the U.S. but also in Canada, the U.K., Europe, and Japan, have been associated with U.S. recessions. These bear markets have typically started months before the recession gets underway. That makes inversion of the yield curve a valuable early warning signal that a more defensive investment state of mind is called for.

Is the recession clock starting?

The debate is already raging as to what, if any, credence should be given to the yield curve's signal this time. There are a number of arguments-some very compelling-asserting that this inversion has occurred for very different reasons than in past cycles and therefore can be safely ignored. Perhaps. But in our experience, arguments like this have always surfaced around the time of previous inversions and, even though the mechanical reasoning was often correct, a recession (and equity bear market) eventually arrived.

There was one exception. The yield curve deeply inverted in 1965 and no recession ensued. However, U.S. GDP growth went from 10.1% (yes, that's no typo, 10.1 %!) in Q1 1966 to an effective standstill at 0.2% five quarters later. Around that time the stock market corrected by a brisk, but not disastrous, 20%.

Despite the wonderful track record of yield curve inversion as a recession/bear market early warning, we believe the routes taken by the economy and markets this time will undoubtedly wind up being different in some important aspects. That should make investors reluctant to bank everything on a signal given by just one indicator, no matter how historically reliable.

Eric Lascelles, chief economist for RBC Global Asset Management, rates 17 different economic variables and concludes that this longest of U.S. economic expansions is in its late-to-end-of-cycle phase. Of course, this last part of the expansion cycle before the next recession arrives could prove to be very drawn out. Certainly the early-cycle and mid-cycle phases were unusually extended.

Our U.S. recession scorecard follows six indicators, all of which have usefully warned of recessions ahead of time. Three (the yield curve, unemployment claims, and the Conference Board Leading Economic Index) have given their signals about a year ahead of the recession getting underway. The other three typically flash red much closer to the event. To date, only the yield curve has given a warning signal.

Confidence matters

Indicators aside, we believe it will take some doing to get the U.S. into recession from here. One need only check in on the American consumer who thoroughly dominates the U.S. economy at almost 70% of GDP. Consumers are confident and for many good reasons. The unemployment rate was last below 4% in the mid-1960s; unemployment claims recently hit all-time lows; there are 7.6 million unfilled jobs on offer, according to the Labor Department; wage rates are rising nicely; home values and other components of household wealth are elevated and don't look frothy or otherwise overly vulnerable; and consumer spending has remained mostly in line with income growth, suggesting household debt has not become unmanageable.

It has usually taken the arrival of tight monetary conditions to tip the economy into recession. "Tight money" has two necessary components: prohibitively high interest rates and banks that have become noticeably more restrictive in their lending practices. Neither is present today and with the Fed apparently on hold for the rest of this year restrictive credit conditions still lie some ways off. Looking at the latest monthly survey of thousands of small and medium-sized U.S. businesses by the National Federation of Independent Business, just 3% of respondents (historically very low) report being unable to get the credit they need, while 51% say they need no credit.

And what does this say for investment strategy?

The "inversion signal" has always been hard for investors to get behind precisely because it has given such a long early warning. It is usually followed by several quarters of positive economic growth-one such interval lasted almost two years. And the stock market typically has some months or even quarters to go before it sets its final high. It is difficult for investors to adopt a defensive approach when the economy continues to perform and earnings look set to go on growing.

For our part, we note that most stock markets are still below last year's highs and about at the same level as 12 months ago. Price-to-earnings multiples are reasonable and no longer as extended as they were in early 2018. We have been impressed by the power and breadth of the liftoff from the ultra-depressed December low point. We expect new highs lie ahead for the U.S. broad averages and for most developed economy stock markets.

We are content for now to maintain our benchmark target weight (Market Weight) exposure to stocks in a global portfolio. However, we are treating the inversion of the yield curve as a "shot across the bow" for equity investors. We expect to counsel the adoption of a progressively more defensive posture over the course of the next six to 12 months.

Fixed Income

Central banks throw in the towel

Central bank meetings in March were pivotal to the yield curve inversion we are now seeing, as slowing global economic growth led policymakers in the U.S., Canada, and Europe to execute sharp dovish policy pivots. For the U.S. Federal Reserve and the Bank of Canada this meant canceling rate hike plans for the foreseeable future, and for the European Central Bank pushing its first rate hike even further out on the calendar. But market expectations, which central banks have been following rather than leading recently, indicate a greater than 70% chance of a Fed rate *cut* by January 2020.

It's likely not different this time

From time to time we see the predictive ability of key market indicators with long track records questioned when the message they are delivering doesn't fit a desired narrative, in this case that growth is just hitting a soft patch or that there may be "noise" in the data. But rather than a soft patch, we see the inversion as one more sign the late stage of the economic cycle is upon us. Eric Lascelles, chief economist at RBC Global Asset Management, recently noted that 14 of 17 indicators he follows are clearly in late-stage territory. If we heed our own advice from last June, we would expect a recession within 12 to 14 months after the yield curve has inverted.

But if it were to be different...

...what could happen? One might look to the late 1990s for direction, in our view, as there are some similarities to the current economic environment. Yield curves were either flat or modestly inverted but economic growth continued as the Fed stayed in neutral or supplied a little gas when needed, helping to engineer a soft landing for the economy. Such outcomes tend to be rare, however, and our fallback position remains that the yield curve is still one of the best market-based metrics for gauging the tightness of monetary policy and rising recession risks. The yellow caution signal is flashing, and the likelihood that interest rates have peaked for this cycle makes "reinvestment risk" a potential issue for investors attracted by short-term rates that equal or exceed long-term rates. As such, we recommend investors add duration to portfolios with a focus on high-quality assets.

Canada

The Bank of Canada followed other developed market central banks in March by putting monetary policy on pause. A domestic economy that is currently operating below capacity, combined with a more benign global growth outlook, provided persuasive rationale for the move. The government bond market has been increasingly pricing in the chances of the next move being a cut and the yield curve is now largely inverted, a sign the market views the somewhat coordinated dovish moves by developed market central banks as a little too late.

We have known for a while that we are heading towards the later stages of the economic cycle, but the question remains whether we have reached the end of the cycle, as the bond market is beginning to suggest. Although we do not want to be dismissive of the yield curve inverting, we believe that one can just as easily build a case that the recent central bank pauses are temporary, and that the hiking cycle will resume in due course.

In our view, conditions in Canadian fixed income argue for positioning portfolios for the more negative scenario. Fixed income allocations should be restricted to higher-quality issuers that offer good liquidity. With lower-quality credits offering historically low extra yield, investors are leaving very little on the table to make switches.

Equity

While the inversion of the Treasury yield curve is a factor equity investors should weigh carefully, other developments are also expected to move major indexes over the near and midterm. U.S. earnings trends, European and Chinese economic momentum, trade and tariff risks (or deals), and the never-ending Brexit saga could impact equity prices. We think the balance of risks and opportunities warrant holding global (total) equity exposure at the Market Weight or benchmark level, with an eye toward dialing back exposure as conditions warrant.

Canada

Canadian banks reported generally weaker-than-expected fiscal Q1 results due to the impact of December's volatility on market-sensitive segments, higher-than-expected expenses, and higher-than-expected credit loss provisions. We are modestly Underweight the banks in our domestic equity model portfolios due in part to our outlook for rising credit provisions. This outlook is supported by a worsening in key variables used to assess potential loan losses, including RBC Capital Markets' forecasts for lower domestic GDP growth and higher unemployment coupled with falling local home prices in some markets.

The lack of adequate crude oil pipeline capacity remains a focal point for equity investors and corporate capital allocators alike. While the federal government reviews the National Energy Board's decision to approve the Trans Mountain Expansion Project (subject to 16 new conditions) and continues its consultations with First Nations, the expected timeline for completion of the Line 3 replacement in the U.S. Midwest has been delayed to H2 2020 from late 2019. The delay in the latter pipeline project and the result of the Alberta election set for April 16 could have implications for whether mandated production curtailments in the province are extended into 2020.

Alberta is not the only jurisdiction set to go to the polls, as Canada faces a federal election to be held on or before October 21. With the SNC-Lavalin political controversy dogging the incumbent Liberals, recent polling data show the Conservatives holding a modest lead. Climate policy stands to be a key issue in the fall election with the federal carbon tax plan facing opposition from Saskatchewan, Ontario, and New Brunswick.

How does this affect your portfolio

As the report indicates despite extremely volatile markets your holdings have outperformed the benchmark of 3.50% over the last one and three year periods.

Market Commentary.

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

As at March 31, 2019

The abrupt reversal of US interest rate policy means we may have seen the high interest rates for this cycle. This will reinforce our decision to invest predominantly in GICs in our fixed income portfolio as they are yielding far in excess of government or corporate bonds and will result in a bond ladder which is short in duration. As the economy is showing signs of significant slowing it is imperative that we keep our fixed income portfolio of high quality as credit spreads tend to widen in an economic slowdown.

On the equity side the drop in bond yields helped interest sensitive companies such as utilities and REITs outperform the market as a whole and we do have exposure to both sectors. Due to restriction on holding foreign entities in the Investment Policy Statement we are prohibited from holding a few of the better performing companies in the S&P TSX Equity Index. We continue to be overweight the Canadian banks as we believe strong balance sheets combined with high dividends, high dividend growth and low valuation will help provide a floor under the price if the economy were to soften. We are also overweight transports particularly the railroads as well as the telecommunications sector. Our underweights continue to be energy, materials and healthcare all of which we believe will struggle in a slower economic environment. We will remain close to our long-term equity benchmark as equity returns are likely to exceed fixed income for the next several quarters.

Statement of Terms

Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union,
Other Funds Accts)

As at March 31, 2019

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 - THE SIR SANDFORD FLEMING COL - 3760716815001
 - THE SIR SANDFORD FLEMING COL - 3760719512000
 - THE SIR SANDFORD FLEMING COL - 3761072119000
 - THE SIR SANDFORD FLEMING COL - 3761072119001

Henderson Capital Management

RBC Dominion Securities

THE SIR SANDFORD FLEMING COL - 3761737919000
 THE SIR SANDFORD FLEMING COL - 3761737919001
 THE SIR SANDFORD FLEMING COL - 5111959010000
 THE SIR SANDFORD FLEMING COL - 5112105415000
 THE SIR SANDFORD FLEMING COL - 5112147615000
 THE SIR SANDFORD FLEMING COL - 5112189310000
 THE SIR SANDFORD FLEMING COL - 5112269013000
 THE SIR SANDFORD FLEMING COL - 5112269112000
 THE SIR SANDFORD FLEMING COL - 5112269211000

- For position not held in CAD, all values were converted using the following exchange rates:
 CAD converted to USD at CAD\$1 - USD\$0.74831
 USD converted to CAD at USD\$1 - CAD\$1.33635
- 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.
- Effective January 1, 2016 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. For time periods earlier than January 1, 2016, performance is calculated on a monthly basis and uses settlement date valuations. This applies to the following sections: Market Value History, Portfolio Performance.
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- Time-Weighted performance calculations use the Modified Dietz Method which adjusts for cash flows to calculate the monthly performance in this portfolio. Monthly returns are geometrically linked to calculate returns for periods greater than one month. Any return greater than 12 months is annualized.
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- Money-Weighted rate of return (MWRR) is only available from January 1, 2016 onwards.

Section Specific Disclaimers



SSFC Board of Governors Equity Review

As at settlement date March 31, 2019

Sir Sandford Fleming College Equity (PIM)

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

Henderson Capital Management

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705-743-4413

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Portfolio Performance

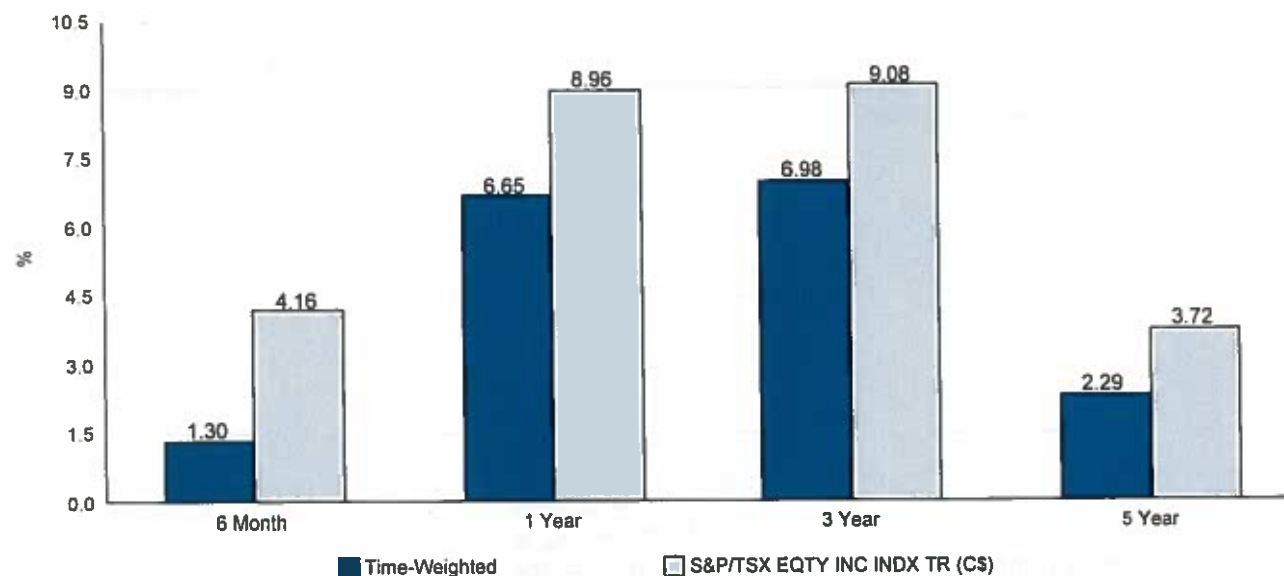
Sir Sandford Fleming College Equity (PIM)

Sir Sandford Fleming College

April 1, 2014 to March 31, 2019

| % Rate of Return / Benchmark | 6 Month | 1 Year | 3 Year | 5 Year |
|--------------------------------|---------|--------|--------|--------|
| Time-Weighted | 1.30 | 6.65 | 6.98 | 2.29 |
| S&P/TSX EQTY INC INDX TR (C\$) | 4.16 | 8.96 | 9.08 | 3.72 |

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between April 1, 2014 and March 31, 2019
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Statement of Terms

Sir Sandford Fleming College Equity (PIM)

As at March 31, 2019

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Henderson Capital Management

RBC Dominion Securities

THE SIR SANDFORD FLEMING COL - 3761737919000

THE SIR SANDFORD FLEMING COL - 3761737919001

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SSFC Board of Governors Ministry Endowed Review

As at settlement date March 31, 2019

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Sir Sandford Fleming College Bursary Ministry Funds

**Sir Sandford Fleming College of Applied Arts
& Technology**
Ministry Endowed Funds
599 Brealey Drive
Peterborough, ON, K9J 7B1
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Shaylene Pind, Associate
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Lee Ann Jenkins, Associate
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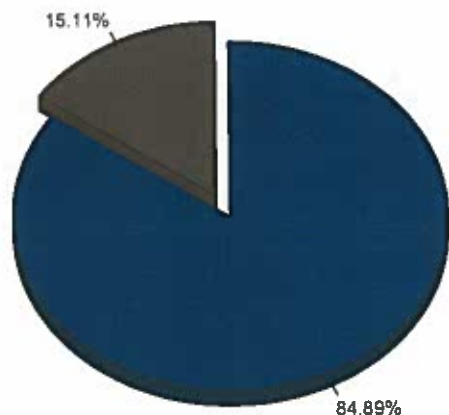
Asset Allocation

Sir Sandford Fleming College Bursary Ministry Funds

By Asset Class and Geography

As at March 31, 2019

Allocation by Asset Class and Geography



| Geography | Market Value | % |
|--|----------------|---------------|
| Fixed Income - Canada | 255,274 | 84.89 |
| Total Fixed Income | 255,274 | 84.89 |
| Cash and Cash Equivalents - Canada | 45,444 | 15.11 |
| Total Cash and Cash Equivalents | 45,444 | 15.11 |
| Total Canada | 300,718 | 100.00 |
| Total Portfolio | 300,718 | 100.00 |

Accrued income included with Market Value.

Investment Policy Statement

Sir Sandford Fleming College Bursary Ministry Funds

Investment Policy Statement

March 31, 2019

Total Portfolio Asset Allocation

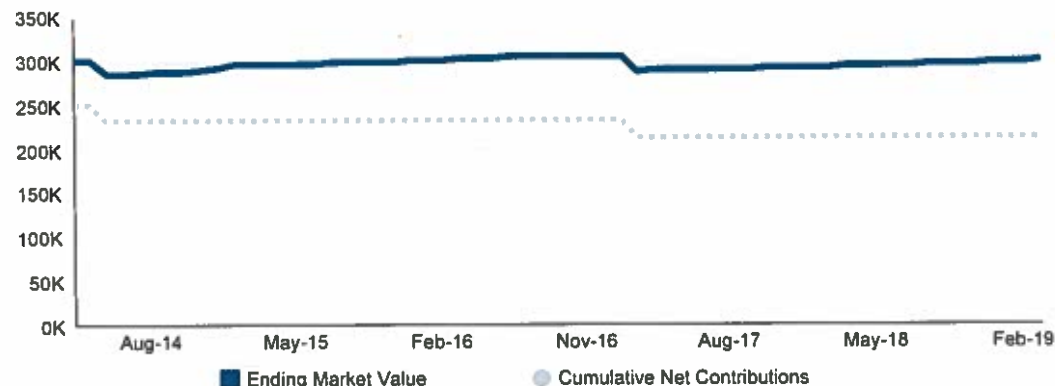
| As of March 31, 2019 | | | |
|---------------------------|------------------|-----------------------------|---------|
| | Long-Term Target | Asset Allocation Guidelines | |
| | Asset Mix | Minimum | Maximum |
| Cash and Cash Equivalents | 3.00% | 0.00% | 10.00% |
| Fixed Income | 97.00% | 90.00% | 100.00% |

Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

April 1, 2014 to March 31, 2019



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, administration fees, 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, as was reported on your Monthly Client Statements.

| | Period Ending | Beginning Market Value | Net Contributions/ Withdrawals | Total Investment Return | Ending Market Value |
|--------------|---------------|------------------------|--------------------------------|-------------------------|---------------------|
| 2016 | June | 302,690.74 | 0.00 | 2,133.63 | 304,824.37 |
| | September | 304,824.37 | 0.00 | 1,718.88 | 306,543.25 |
| | December | 306,543.25 | 0.00 | (363.26) | 306,179.99 |
| 2017 | March | 306,179.99 | (18,000.00) | 1,790.39 | 289,970.38 |
| | June | 289,970.38 | 0.00 | 724.66 | 290,695.04 |
| | September | 290,695.04 | 0.00 | 358.01 | 291,053.05 |
| | December | 291,053.05 | 0.00 | 1,522.08 | 292,575.13 |
| 2018 | March | 292,575.13 | 0.00 | 1,528.03 | 294,103.16 |
| | June | 294,103.16 | 0.00 | 1,207.95 | 295,311.11 |
| | September | 295,311.11 | 0.00 | 1,257.67 | 296,568.78 |
| | December | 296,568.78 | 0.00 | 2,127.54 | 298,696.32 |
| 2019 | March | 298,696.32 | 0.00 | 1,990.43 | 300,686.75 |
| TOTAL | | | (18,000.00) | 15,996.01 | |

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Compliance Statement.

Sir Sandford Fleming College Bursary Ministry Funds

As at March 31, 2019

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 March 31, 2019

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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.

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General Disclaimers

- Generated on April 9, 2019
- This portfolio is composed of the following accounts:
THE SIR SANDFORD FLEMING COL - 5112269419000
- For position not held in CAD, all values were converted using the following exchange rates:
- 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.

Henderson Capital Management

RBC Dominion Securities

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- Month end market values may differ from the Custody Statement as this reporting captures back dated transactions.
- Time-Weighted performance calculations use the Modified Dietz Method which adjusts for cash flows to calculate the monthly performance in this portfolio. Monthly returns are geometrically linked to calculate returns for periods greater than one month. Any return greater than 12 months is annualized.
The Rate of Return and Investment Return calculations in your portfolio are net of investment management fees. 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. This applies to the following sections: Market Value History.
- Money-Weighted rate of return (MWRR) is only available from January 1, 2016 onwards.

Section Specific Disclaimers



SSFC Board of Governors - Operating Annual Review

As at settlement date March 31, 2019

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Sir Sandford Fleming College Operating account

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

Henderson Capital Management

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

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

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RBC Wealth Management
Dominion Securities

Portfolio Performance

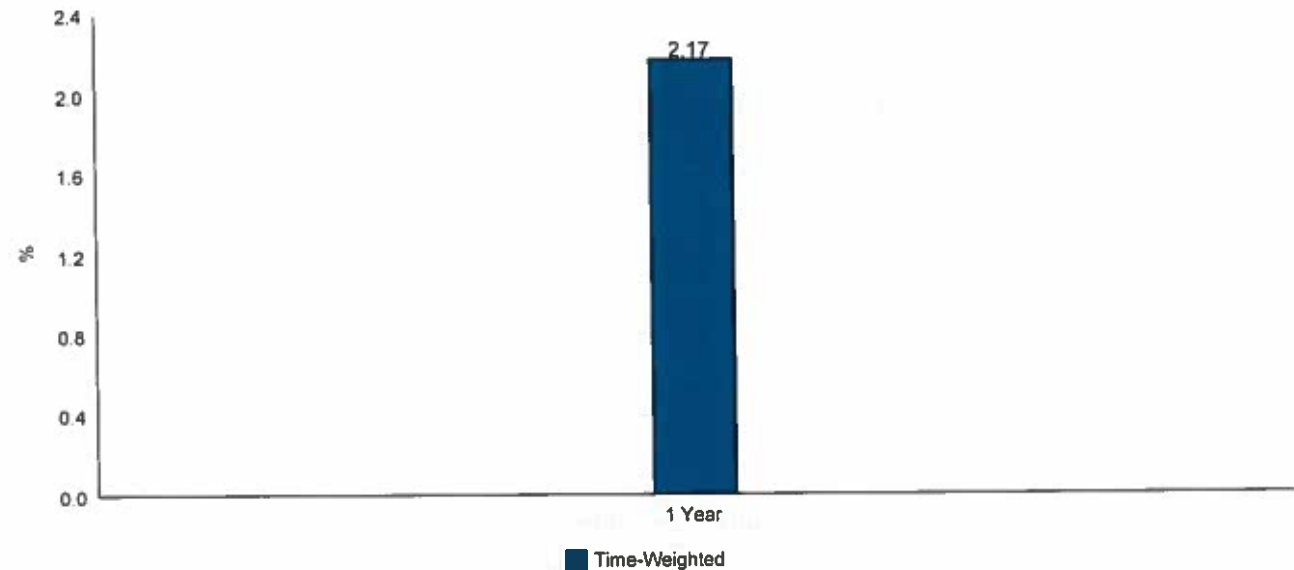
Sir Sandford Fleming College Operating account

12 month without benchmark

April 1, 2014 to March 31, 2019

| % Rate of Return / Benchmark | 1 Year |
|------------------------------|--------|
| Time-Weighted | 2.17 |

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between April 1, 2014 and March 31, 2019
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

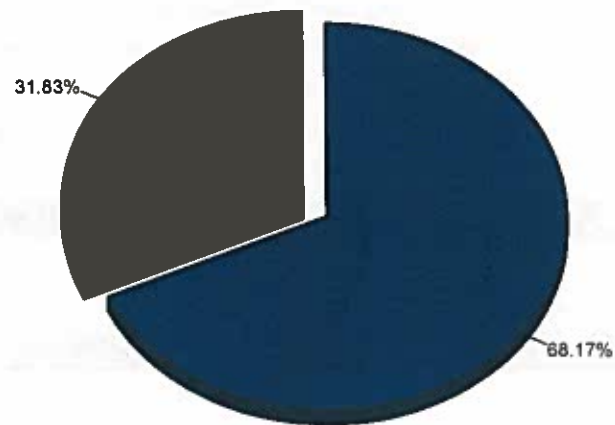
Asset Allocation

Sir Sandford Fleming College Operating account

By Asset Class and Geography

As at March 31, 2019

Allocation by Asset Class and Geography



| Geography | Market Value | % |
|--|-------------------|---------------|
| Fixed Income - Canada | 28,442,140 | 68.17 |
| Total Fixed Income | 28,442,140 | 68.17 |
| Cash and Cash Equivalents - Canada | 13,278,688 | 31.83 |
| Total Cash and Cash Equivalents | 13,278,688 | 31.83 |
| Total Canada | 41,720,828 | 100.00 |
| Total Portfolio | 41,720,828 | 100.00 |

Accrued income included with Market Value.

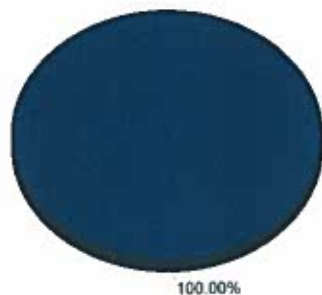
Fixed Income Summary

Sir Sandford Fleming College Operating account

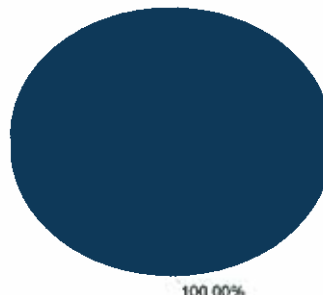
Total Fixed Income

As at March 31, 2019

Allocation by Geography



Allocation by Term (excl. Preferreds)



Allocation by Issuer Type



| Geography | Market Value | % | Term | Market Value | % | Issuer Type | Market Value | % |
|-----------|--------------|--------|-----------|--------------|--------|----------------------------|--------------|--------|
| Canada | 28,442,140 | 100.00 | 0-4 years | 28,442,140 | 100.00 | Bank Certificates/Deposits | 28,442,140 | 100.00 |

Fixed Income Characteristics

Values

Market values include accrued income

| | |
|---|---------------|
| Total Market Value of Fixed Income in Portfolio | 28,442,139.83 |
| Total Market Value of Fixed Income excluding Preferreds | 28,442,139.83 |
| Weighted average (excl. Preferreds) Term to Maturity (in years) | 0.75 |
| Weighted average (excl. Preferreds) Yield to Maturity (%) | 2.56 |
| Weighted average (excl. Preferreds) Current Yield (%) | 2.57 |
| Weighted average (excl. Preferreds) of Coupons (%) | 2.57 |
| Weighted average of Current Yield of Preferreds (%) | 0.00 |

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

Portfolio Valuation

Sir Sandford Fleming College Operating account

Detailed Position Review

As at March 31, 2019

| Quantity | Security Description | Book Value /Unit | Market Price | Book Value | Market Value | Accrued Income | % of Class | Est. Annual Distrib'n | Current Yield (%) |
|---|---|------------------|--------------|------------|--------------|----------------|------------|-----------------------|-------------------|
| CAD Accounts (in CAD) | | | | | | | | | |
| CASH AND CASH EQUIVALENTS | | | | | | | | | |
| Canada | | | | | | | | | |
| Bank Certificates/Deposits | | | | | | | | | |
| 5,000,000 | NATL BANK OF CANADA GIC - ANNUAL DUE 05/24/2019 2.27000% | 100.00 | 100.00 | 5,000,000 | 5,000,000 | 96,086 | 38.38 | 113,500 | 2.27 |
| 5,000,000 | ROYAL BANK OF CANADA GIC - ANNUAL DUE 09/13/2019 2.45000% | 100.00 | 100.00 | 5,000,000 | 5,000,000 | 66,116 | 38.15 | 122,500 | 2.45 |
| 95,000 | ROYAL BANK OF CANADA GIC - ANNUAL DUE 12/19/2019 2.72000% | 100.00 | 100.00 | 95,000 | 95,000 | 708 | 0.72 | 2,584 | 2.72 |
| 3,020,000 | ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/25/2020 2.35000% | 100.00 | 100.00 | 3,020,000 | 3,020,000 | 778 | 22.75 | 70,970 | 2.35 |
| Total - Bank Certificates/Deposits | | | | 13,115,000 | 13,115,000 | 163,688 | 100.00 | 309,554 | 2.36 |
| Total - Canada | | | | 13,115,000 | 13,115,000 | 163,688 | 100.00 | 309,554 | 2.36 |
| TOTAL - CASH AND CASH EQUIVALENTS | | | | 13,115,000 | 13,115,000 | 163,688 | 100.00 | 309,554 | 2.36 |
| FIXED INCOME | | | | | | | | | |
| Canada | | | | | | | | | |
| Bank Certificates/Deposits | | | | | | | | | |
| 5,000,000 | ROYAL BANK OF CANADA GIC - ANNUAL DUE 08/12/2019 2.45000% | 100.00 | 100.00 | 5,000,000 | 5,000,000 | 77,527 | 17.85 | 122,500 | 2.45 |

Henderson Capital Management

RBC Dominion Securities

| Quantity | Security Description | Book Value /Unit | Market Price | Book Value | Market Value | Accrued Income | % of Class | Est. Annual Distrib'n | Current Yield (%) |
|--|---|------------------|--------------|------------|--------------|----------------|------------|-----------------------|-------------------|
| 10,000,000 | ROYAL BANK OF CANADA GIC - ANNUAL DUE 12/16/2019 2.72000% | 100.00 | 100.00 | 10,000,000 | 10,000,000 | 78,247 | 35.43 | 272,000 | 2.72 |
| 5,100,000 | BANK OF MONTREAL GIC - ANNUAL DUE 02/03/2020 2.70000% | 100.00 | 100.00 | 5,100,000 | 5,100,000 | 21,127 | 18.01 | 137,700 | 2.70 |
| 8,161,000 | BANK OF MONTREAL GIC - ANNUAL DUE 03/23/2020 2.37000% | 100.00 | 100.00 | 8,161,000 | 8,161,000 | 4,239 | 28.71 | 193,416 | 2.37 |
| Total - Bank Certificates/Deposits | | | | 28,261,000 | 28,261,000 | 181,140 | 100.00 | 725,616 | 2.57 |
| Total - Canada | | | | 28,261,000 | 28,261,000 | 181,140 | 100.00 | 725,616 | 2.57 |
| TOTAL - FIXED INCOME | | | | 28,261,000 | 28,261,000 | 181,140 | 100.00 | 725,616 | 2.57 |
| Total CAD Accounts (in CAD) | | | | 41,376,000 | 41,376,000 | 344,828 | | 1,035,170 | 2.50 |
| Combined Accounts (in CAD) ¹ | | | | | | | | | |
| Cash and Cash Equivalents | | | | 13,115,000 | 13,115,000 | 163,688 | | 309,554 | 2.36 |
| Fixed Income | | | | 28,261,000 | 28,261,000 | 181,140 | | 725,616 | 2.57 |
| Total Portfolio | | | | 41,376,000 | 41,376,000 | 344,828 | | 1,035,170 | 2.50 |

¹ See Statement of Terms for conversion rates.

Yield on Cost cannot be calculated for discount instruments at this time. YOC values at the total level exclude discount Instruments.

Book Values are reported in account currency unless otherwise stated.

Portfolio Transactions

Sir Sandford Fleming College Operating account

Buy and sell only Portfolio Transactions English

April 1, 2018 to March 31, 2019

| Transaction Type | Security Description | Settlement Date | Quantity | Market Price/Rate | Net Settlement/ In Kind Amount | |
|---|---|-----------------|-----------------|-------------------|--------------------------------|--|
| THE SIR SANDFORD FLEMING COL 511-22508 CAD | | | | | | |
| Buy | | | | | | |
| Buy | NAT'L BANK OF CANADA GIC - ANNUAL DUE 05/24/2019 2.27000% | 24-May-2018 | 5,000,000.000 | 100.000 | (5,000,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 08/12/2019 2.45000% | 10-Aug-2018 | 5,000,000.000 | 100.000 | (5,000,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 09/13/2019 2.45000% | 13-Sep-2018 | 5,000,000.000 | 100.000 | (5,000,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 12/16/2019 2.72000% | 14-Dec-2018 | 8,000,000.000 | 100.000 | (8,000,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 12/16/2019 2.72000% | 14-Dec-2018 | 2,000,000.000 | 100.000 | (2,000,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 12/19/2019 2.72000% | 19-Dec-2018 | 95,000.000 | 100.000 | (95,000.00) | |
| Buy | BANK OF MONTREAL GIC - ANNUAL DUE 02/03/2020 2.70000% | 01-Feb-2019 | 5,100,000.000 | 100.000 | (5,100,000.00) | |
| Buy | BANK OF MONTREAL GIC - ANNUAL DUE 03/23/2020 2.37000% | 21-Mar-2019 | 8,161,000.000 | 100.000 | (8,161,000.00) | |
| Buy | ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/25/2020 2.35000% | 25-Mar-2019 | 3,020,000.000 | 100.000 | (3,020,000.00) | |
| Total Buy Transactions: | | | | | (41,376,000.00) | |
| Sell | | | | | | |
| Sell | BANK OF NOVA SCOTIA GIC - ANNUAL DUE 12/14/2018 1.90000% | 14-Dec-2018 | (5,000,000.000) | 0.000 | 5,000,000.00 | |
| Sell | BANK OF NOVA SCOTIA GIC - ANNUAL DUE 02/01/2019 2.00000% | 01-Feb-2019 | (1,000,000.000) | 0.000 | 1,000,000.00 | |
| Sell | RBC MORTGAGE CORP GIC - ANNUAL DUE 02/01/2019 2.00000% | 01-Feb-2019 | (1,000,000.000) | 0.000 | 1,000,000.00 | |
| Sell | ROYAL BANK OF CANADA GIC - ANNUAL DUE 02/01/2019 2.00000% | 01-Feb-2019 | (2,000,000.000) | 0.000 | 2,000,000.00 | |
| Sell | ROYAL TRUST CORP GIC - ANNUAL DUE 02/01/2019 2.00000% | 01-Feb-2019 | (1,000,000.000) | 0.000 | 1,000,000.00 | |

Henderson Capital Management

RBC Dominion Securities

Reported in CAD

| Transaction Type | Security Description | Settlement Date | Quantity | Market Price/Rate | Net Settlement/ In Kind Amount | | |
|---------------------------------|--|-----------------|-----------------|-------------------|-----------------------------------|--|--|
| Sell | BANK OF MONTREAL GIC - ANNUAL DUE 03/21/2019 2.00000% | 21-Mar-2019 | (2,000,000.000) | 0.000 | 2,000,000.00 | | |
| Sell | BANK OF NOVA SCOTIA GIC - ANNUAL DUE 03/21/2019 2.00000% | 21-Mar-2019 | (2,000,000.000) | 0.000 | 2,000,000.00 | | |
| Sell | NAT'L BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.05000% | 21-Mar-2019 | (2,000,000.000) | 0.000 | 2,000,000.00 | | |
| Sell | ROYAL BANK OF CANADA GIC - ANNUAL DUE 03/21/2019 2.00000% | 21-Mar-2019 | (2,000,000.000) | 0.000 | 2,000,000.00 | | |
| Sell | BANK OF MONTREAL GIC - ANNUAL DUE 03/25/2019 2.00000% | 25-Mar-2019 | (1,000,000.000) | 0.000 | 1,000,000.00 | | |
| Total Sell Transactions: | | | | | 19,000,000.00 | | |

This Portfolio Transactions section is limited. It includes the following transaction types (if applicable): Buy, Sell.

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:

Investment guidelines for College Operating Funds

Statement of Terms

Sir Sandford Fleming College Operating account

As at March 31, 2019

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").

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General Disclaimers

- Generated on April 15, 2019
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THE SIR SANDFORD FLEMING COL - 5112250815000
- For position not held in CAD, all values were converted using the following exchange rates:
- Accrued income is included in market values except when accrued income is displayed in a separate column.
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Henderson Capital Management

RBC Dominion Securities

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- Money-Weighted rate of return (MWRR) is only available from January 1, 2016 onwards.





Section Specific Disclaimers

Portfolio Valuation

- Yield % indicates yield to maturity based on current market value for debt products. In general, CDN and US Bonds and Debentures indicate semi-annual yield. All other debt products indicate annual yield. Equity Products indicate current yield.
- Distribution information may not be available for certain mutual funds.
- Distributions may vary widely from year to year.

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

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



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

Accountability

Develop Annual Auditing Processes

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

Access to Policy & Procedure










-  External Access
-  Improved Access for Students

Administrator Accountability

-  Consideration of Quality in Annual Performance Review

Systems & Measurement





Data Management Systems

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

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 REPORT

SUBJECT:Board of Governors Quality Assurance - New & Revised Policies and Procedures
Submission to: Board Committee Meeting
Meeting Date: June 26, 2019
Requested Action: Decision / Approval

CONTEXT / PURPOSE *(brief statement of the issue or request)*

As a result of the OCQAS report in June 2018, the college has undergone a great deal of policy and procedural development to support program quality assurance. This group of policies and procedures represent the first stage in creating a comprehensive policy and procedural framework to guide quality across the college.

BACKGROUND *(pertinent to item; a chronology of events including previous discussions/decisions by the Board)*

As per the OCQAS remediation plan, the college created four pillars of improvement: operational frameworks, accountability, systems and measurement and professional development. This group of policies provides the foundation for this work. The attached "Comparison of quality assurance policies and procedures" document provides the list of policies/procedures and the degree of recommended change. To complete the suite of policies/procedures, there will be additional policies/procedures coming forward in the fall supporting program and course level quality.

Attachments:

Comparison of quality assurance policies and procedures, Policy-Quality Assurance, Policy-Program Quality Assurance, Policy-PLAR, Procedure-PLAR, Policy-Transfer Credit, Procedure-Transfer Credit, Procedure-Credentials, Procedure-Program Mix, Procedure- Program Suspension and Cancellation, Procedure- Program Standard and Description and Procedure-Program Review.

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include sub-headings such as Legal Impact; Financial/HR Implications (list the known/anticipated costs and impacts on current resources); Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

The approval and implementation of these policies and procedures will provide a strong foundation to build a quality assurance framework for the college

ASSESSMENT OF POTENTIAL RISK

Category (select all that apply):

X Strategic X Reputational X Operational ☐ Financial ☐ People X Compliance ☐ N/A

| Risks that would impact or jeopardize the success of the proposal or project | Likelihood High / Medium / Low | Impact High / Medium / Low |
|---|-----------------------------------|-------------------------------|
| Reputational risk | Medium | High |
| Inability to satisfactorily meet the OCQAS recommendations | Medium | Medium |
| Lack of vitality and quality of College programming resulting in falling enrollment | Low | High |

Additional risks may be identified here: [Click here to enter text.](#)

Proposed actions to prevent / reduce the likelihood of the risk occurring or to reduce the severity of / manage the risk: The continued forward momentum of quality assurance activities

through operational frameworks, accountability, systems and measures, and professional development, will ensure compliance with OCQAS Audit Report, create a dynamic healthy program mix and assist us in meeting our strategic plan aspirations.

CONCLUSION *(provide guidance on the next steps (e.g. further investigation and discussion is needed)*

RECOMMENDATION *(if a decision is requested, provide a motion for Board consideration.*

That the Board of Governors of Sir Sandford Fleming College approve the following policies and procedures (listed below) for implementation as of September 1, 2019.

Policy-Quality Assurance
Policy-Program Quality Assurance
Policy-PLAR
Procedure-PLAR
Policy-Transfer Credit
Procedure-Transfer Credit
Procedure-Credentials
Procedure-Program Mix
Procedure- Program Suspension and Cancellation
Procedure- Program Standard and Description
Procedure-Program Review

AUTHORED BY: Molly Westland

| Policy or Procedure | Analysis of Change |
|--|--|
| Policy, Quality Assurance | The Board of Governor's role and responsibility in quality assurance has been articulated. Integrated planning has been removed. Quality Assurance practices are to be incorporated into all operations at the college including regular, reflective review of processes, mechanisms and operations. Evidence-based decision-making will be implemented. Achievement of and maintenance of institutional level accreditation/audit through the College Quality Assurance Audit Process. The level of this policy has been updated from Academic Affairs to College President Responsibility. |
| Policy, Program Quality Assurance | The Board of Governor's roles and responsibilities are articulated relating to the core business of program delivery to ensure the college provides high quality, current and relevant programming for our students and communities. The program mix has been removed and a new procedure created. Updates have been made to support the College's commitment to quality assurance practices, IPP to PER, program mix analysis has been added along with delineated roles and responsibilities of the college relative to OCQAS and MTCU. |
| Policy, PLAR | As policy dated (2010), the policy/ procedure document was updated to current standards, including current definitions. Principles added re: fees, timelines, roles and responsibilities and the inclusion of sanctions for academic integrity. |
| Procedure, PLAR | New |
| Policy, Transfer Credit | New |
| Procedure, Transfer Credit | New |
| Procedure, Credentials | New |
| Procedure, Program Mix | New |
| Procedure, Program Suspension and Cancellation | Added definition for Program Quality Assurance. Clarified and updated decision-making process for suspension and cancellation of programs. Updated communication processes. Added process, roles and responsibilities related to Ministry notification. |
| Procedure, Program Standard and Description | New |
| Procedure, Program Review | New |

COLLEGE POLICY

| Quality Assurance | |
|--|--------------------|
| Policy ID: | #2-220 |
| Manual Classification: | Board of Governors |
| Approved by Board of Governors: | January 27, 2016 |
| Effective Date: | September 1, 2019 |
| Next Policy Review Date: | 2024 |
| Administrative Contact for Policy Interpretation: | College President |
| Linked to an Operating Procedure: | No |

Policy Statement

Under the direction and guidance of the Board of Governors, Fleming College is committed to implementing and maintaining comprehensive quality assurance processes that meet or exceed all quality standards set by Ontario College Quality Assurance Service (OCQAS).

Purpose

The purpose of this policy is to ensure that Fleming College, through institutional quality assurance and implementation processes, continuously improves operations and provides high quality credentials and educational experiences.

Scope

This policy applies to all governance, policies, operational processes, credentials, and services at Fleming College.

Definitions/Acronyms

Quality Assurance: is the mechanism used to assure and measure the level of or existence of quality. In Ontario, publically funded colleges adhere to provincial quality standards developed by the Ontario College Quality Assurance Service, which provides credential validation, quality audits of College operations, and institutional accreditation.

Quality: the degree of excellence to which performance standards are met or exceeded.

College Quality Assurance Audit Process (CQAAP): an institutional-level process that involves the regular and cyclical review of each college's quality assurance mechanisms. The standards provide the framework for Ontario's colleges in assessing the extent to which their quality assurance mechanisms meet the established standards. Its purpose is developmental and its intent is to ensure continual improvement.

Program Quality Assurance (PQA): is the process for the ongoing formative and summative evaluation of College programs, which aligns with standards of Ontario College Quality Assurance Service (OCQAS). PQA promotes institutional learning and renewal, guides decision-making, engages stakeholders and supports constructive governance by the Board of Governors. Mechanisms of program quality assurance include program review, program mix analysis and new program development.

Operational Quality Assurance: is the process for the ongoing formative and summative evaluation of College operations, including governance, policy development, operational processes and services.

1.0 General Principles

- 1.1 Ultimate responsibility and oversight for ensuring quality assurance processes at Fleming College resides with the Board of Governors.
- 1.2 Fleming College is committed to provide accountability to our students, the Board of Governors, the Ministry responsible for post-secondary education, and to the communities that we serve.
- 1.3 Under the direction and guidance of the Board of Governors, Fleming College is committed to:
 - 1.3.1 Continuous improvement by incorporating quality assurance into all operations, professional development, plans, and practices.
 - 1.3.2 Implementing comprehensive, evidence-based approaches to decision-making across the institution including program planning, data analytics, and stakeholder engagement.
 - 1.3.3 Completing regular, reflective, integrated and transparent review of all mechanisms, operations, policies, and procedures across the institution.
- 1.2.4 Achieving and maintaining institutional-level excellence through the College Quality Assurance Audit Process (CQAAP) as established by the Ontario College Quality Assurance Service and consistent with the College Mission, Values, and Strategic Plan.

Related Documents

- Fleming College Strategic Plan 2019-2024
- Fleming College Academic Plan 2019-2024
- College Policy #2-213, Program Quality Assurance

Appendices

N/A

History of Amendments/Reviews

| Section(s) | Date | Comments |
|------------|------|--------------|
| New Policy | | Created 1994 |
| Revised | | 2019 |

COLLEGE POLICY

| Program Quality Assurance | |
|--|---|
| Policy ID: | #2-213 |
| Manual Classification: | Academic Affairs |
| Approved by Board of Governors: | Original: February 22, 2006 Revision: January 27, 2016 |
| Effective Date: | September 1, 2019 |
| Next Policy Review Date: | 2024 |
| Administrative Contact for Policy Interpretation: | Vice President Academic Experience |
| Linked to an Operating Procedure: | Yes |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, students and the communities we serve, that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Purpose

This policy, and the associated procedures, define the mechanisms of program quality assurance including new program development, program mix analysis, program review, program and course change, and program suspension/cancellation.

Scope

This policy applies to all new and existing credentials offered by Fleming College in accordance with the Minister's Binding Policy Directive, Framework for Programs of Instruction. This Framework provides direction to the College through the authority of the Board of Governors in the development, approval and modification of programs of instruction that lead to a credential.

Definitions/Acronyms

Credential Validation Service (CVS): has been established according to the Minister's Binding Policy Directive, Framework for Programs of Instruction. This service, along with the approval of programs of instruction by the Board of Governors, makes up a component of the self-regulatory mechanisms of the college system. The CVS is operated as a subsidiary of Colleges Ontario.

Ministry of Training, Colleges and Universities (MTCU): is the governing body for the Ontario Colleges of Applied Arts and Technology and oversees the development and the review of standards for programs of instruction. Each college is required to ensure that deliver programs are consistent with these standards and must assist students to achieve essential outcomes.

Minister's Binding Policy Directive, Framework for Programs of Instructions; Credentials Framework: defines, in detail, the aspects related to the scope of the credential, hours of instruction, admission requirements and naming of each credential delivered by the college.

New Program Development (NPD): is a multi-stage development process that ensures new programs are relevant, align with the College vision and strategic priorities, appropriate for the credential level, consistent with CVS requirements, as well as the appropriate MTCU program standard and/or description.

Ontario College Quality Assurance Service (OCQAS) Standards: is a set of established standards and accompanying requirements that provide the framework for Ontario Colleges to create and assess quality assurance mechanisms and practices for the learning environment.

Program Efficacy Report: an evidence-based tool that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs to be created, enhanced, redesigned, maintained, suspended, or cancelled.

Program Mix Analysis: uses program efficacy methodology to assist the College decision-making to ensure that the program mix is guided by the strategic directions of the College anticipatory of local, provincial, national and international, social, political and economic development.

Program Review: ensures that the six accreditation quality standards that have been developed from by the Management Board of OCQAS (Ontario Colleges Quality Assurance Service) have been achieved and/or exceeded. Program review occurs either annually or cyclically every 3-5 years. The process and instructions for program review are articulated and described in the *Program Review Framework* document.

Program Quality Assurance (PQA): is the process for the ongoing formative and summative evaluation of College programs, which aligns with standards of Ontario College Quality Assurance Service (OCQAS). PQA promotes institutional learning and renewal, guides decision-making, engages stakeholders and supports constructive governance by the Board of Governors. Mechanisms of program quality assurance include program review, program mix analysis and new program development.

Quality Assurance: is the mechanism used to assure and measure the level of or existence of quality. In Ontario, publically funded colleges adhere to provincial quality standards developed by the Ontario College Quality Assurance Service, which provide credential validation, quality audits of College operations, and institutional accreditation.

Quality: the degree of excellence to which performance standards are met or exceeded.

General Principles

- 1.1 According to the College Charter and corporate by-laws, ultimate responsibility and oversight for program quality and program quality assurance processes resides with the Board of Governors.
- 1.2 Program quality assurance articulates Fleming College's commitment to continuously improve program quality, academic excellence, and student success.

- 1.3 Program quality is dependent on the program being designed to scaffold a student's growth of knowledge to meet the vocational learning outcomes described in provincial program standards or descriptions.
- 1.4 Program quality assurance ensures program offerings align with the strategic, business and academic plans, and are in accordance with the requirements and standards of Ontario College Quality Assurance Service, Ministry of Training, Colleges and Universities (MTCU), and applicable industry standards or certifications.
- 1.5 Program quality assurance defines procedures that are transparent, consultative and evidence-based, with an identified accountability process and established roles and responsibilities.
- 1.6 All stakeholders will support implementation of the processes that will ensure the successful launch of a new program, review of existing programs, and delivery of suite of programs consistence with the mandate and strategic plans for Fleming College.

Related Documents

Fleming College Strategic Plan 2019-2024
 Fleming College Academic Plan 2019-2024
 OCAAT Act, 2002 and Ontario Regulation 34/03
 Ministry of Training, Colleges and Universities Policy Framework: Minister's Binding Policy Directive, Framework for Programs of Instruction
 Ontario Colleges of Applied Arts and Technology Credentials Framework
 College Policy #2-220, Quality Assurance
 College Policy #2-202, Program Advisory Committees

Appendices

N/A

History of Amendments/Reviews

| Section(s) | Date | Comments |
|------------|------|---|
| New Policy | | <ul style="list-style-type: none"> • Board approval of policy (Resolution Board of Governors Feb22-2006 #7) |
| Revised | | <ul style="list-style-type: none"> • Board approval of revised policy (Resolution Board of Governors Jan27-2016 #3) Outcome of the revision is consolidation of three policies (#2-206 New Program Development, #2-207 Program and Curriculum Review, #2-217 Program Suspension and Cancellation) into a |

DRAFT

COLLEGE POLICY: Prior Learning Assessment and Recognition

| | |
|--|--|
| Policy ID: | #2-210 |
| Manual Classification: | Academic Affairs |
| Approved by Board of Governors: | September 7, 1994 |
| Revision Date(s): | February 24, 2010 |
| Effective Date: | September 1, 2019 |
| Next Policy Review Date: | 2024 |
| Administrative Contact for Policy Interpretation: | Vice President Academic Experience |
| Linked to an Operating Procedure: | <input checked="" type="checkbox"/> #x-xxx OP <input type="checkbox"/> No |

Policy Statement

Fleming College recognizes and accredits the value of skills and knowledge attained through prior work, volunteer, life and / or academic experiences through the Prior Learning Assessment and Recognition (PLAR) process.

Purpose

This policy and associated procedure establishes the PLAR process which involves the identification, documentation, assessment, verification, and recognition of relevant knowledge and skills acquired through formal and informal study, work, and life experiences. The relevant learning is assessed and evaluated against the learning outcomes of the student's course and / or program. PLAR differs from the transfer credit process, in that PLAR focuses on the evaluation of experiential learning.

Scope

Fleming College adheres to the principles underlying PLAR in compliance with the Minister's Binding Policy Directive (dated July 31, 2009) entitled *Framework for Programs of Instruction, Part D, section V*, which states:

"Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student. Information on the PLAR process is to be made available to the public in the college central admissions publication and posted on the college's web site."

Definitions/Acronyms

PLAR Applicant: A student applying through PLAR to gain credit for learning acquired through prior work, life and / or academic experiences.

PLAR: Prior Learning Assessment and Recognition is a process whereby the applicant demonstrates acquisition of necessary skills and achievements equivalent to course credit that is not otherwise recognized through standard post-secondary transfer credit processes.

Residency Requirement: The number of PLAR/transfer credits will be limited by the residency requirement which states that at least 25 percent of the instruction hours required in a program of study must be completed at the College.

PLAR Assessor: The faculty assigned by the Academic Leader (Dean / Academic Chair or designate) to create and assess the PLAR submission who have expertise in the discipline and / or course content as applicable

Ontario College Credential: Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs.

General Principles

- 1.1. Whenever possible, maximum recognition of prior learning will be given to eligible applicants.
- 1.2. For all post-secondary credential programs at Fleming College, no more than 75 percent of a program of study can be obtained through PLAR processes.
- 1.3. Timelines for completing PLAR processes shall be prescribed but vary based on factors including, but not limited to, availability of faculty subject expert(s) and / or access to appropriate testing facilities.
- 1.4. Fees for processing PLAR applications will be levied.
- 1.5. Not all courses are eligible for PLAR consideration. It is the applicant's responsibility to review the course outline to confirm course eligibility for the PLAR process
- 1.6. PLAR assessment methods shall be determined by the appropriate subject matter expert from the applicable program area.
- 1.7. Sanctions for academic integrity infractions apply to PLAR assessments.
- 1.8. Decisions regarding PLAR may be appealed.

Related Documents

PLAR Operation Procedure XXX

Appendices

N/A

History of Amendments/Reviews

| Section(s) | Date | Comments |
|------------|------|--------------|
| New Policy | | Created 1994 |
| Revised | | 208 |

ADMINISTRATIVE OPERATING PROCEDURE: Prior Learning Assessment and Recognition

| | |
|--|---|
| Procedure ID: | #2-210 OP |
| Approved by Senior Management Team: | 1994 |
| Effective Date: | Revisions: 2010 |
| Next Review Date: | September 1, 2019 |
| Monitoring Responsibility: | September 2022 |
| Linked to a College Policy: | Vice President Academic Experience |
| | Yes # 2-210 <input type="checkbox"/> No |

Policy Statement

Fleming College recognizes and accredits the value of skills and knowledge attained through prior work, volunteer, life and / or academic experiences through the Prior Learning Assessment and Recognition (PLAR) process

Definitions/Acronyms

PLAR Applicant: A student applying through PLAR to gain credit for learning acquired through prior work, life and / or academic experiences.

PLAR: Prior Learning Assessment and Recognition is a process whereby the applicant demonstrates acquisition of necessary skills and achievements equivalent to course credit that is not otherwise recognized through standard post-secondary transfer credit processes.

Residency Requirement: The number of PLAR/transfer credits will be limited by the residency requirement which states that at least 25 percent of the instruction hours required in a program of study must be completed at the College.

PLAR Assessor: The faculty assigned by the Academic Leader (Dean / Academic Chair or designate) to create and assess the PLAR submission who have expertise in the discipline and / or course content as applicable

Ontario College Credential: Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs

Operating Procedure

1.0 Student Application for PLAR

- 1.1 Applicants are directed to the Office of the Registrar to initiate a PLAR application.
- 1.2 Applicants are strongly encouraged to apply for PLAR in the semester preceding the delivery of the course(s) for which they are applying for PLAR.
- 1.3 Applicants must have applied to enroll through the regular admission process in order to gain entrance into a college program prior to applying for PLAR.

- 1.4 The deadline to initiate an application for PLAR in a course for which the applicant is currently enrolled is the end of the registration period, as defined by the Academic Calendar.

2.0 PLAR Determination and Evaluation Process

- 2.1 The Transfer Credit and PLAR Coordinator will contact applicants to explain the procedure and complete a preliminary evaluation to ensure that the applicant has met the PLAR eligibility criteria prior to fee payment.
- 2.2 If the PLAR eligibility criteria is met, the PLAR fee will be applied to the applicant's student account and the PLAR application will be generated.
- 2.3 After payment, PLAR fee(s) are non-refundable in the event of an unsuccessful PLAR evaluation or if the applicant decides not to complete the PLAR activity as assigned.
- 2.4 The Academic Leader (Dean / Academic Chair or designate) will assign the appropriate faculty member as PLAR assessor to the PLAR application.
- 2.5 The PLAR Assessor is required to contact the applicant and determine the method for assessing the PLAR application. The assessment method varies depending on the nature of the course or program. Assessment techniques may include, but are not limited to; equivalencies, demonstrations, simulations, product assessment, challenge exams, and / or portfolio-assisted assessments.
- 2.6 PLAR assessors will determine the applicant's competencies and prior learning experience in relation to the articulated course learning outcomes.
- 2.7 PLAR award recognition and credit eligibility is dependent on the applicant's successful demonstration of the established PLAR requirements.
- 2.8 Academic policies apply; and are enforced, when evaluating and granting academic credit through the PLAR process.
- 2.9 Credit earned through PLAR shall be recorded on the student's academic record, using the standard grading format for that course as verified by the Transfer Credit and PLAR coordinator.

3.0 Eligibility Criteria for PLAR Applications

- 3.1 All pre-requisite course(s) and other requirements must be met prior to initiating an application for PLAR.
- 3.2 PLAR can be used to obtain a maximum of 75 percent of course credits within a program of study.
- 3.3 An applicant is not eligible for PLAR if the applicant:

- was registered in, or audited, the course for which they applied for PLAR in the previous 12 months;
- has received a withdrawal (W), withdrawal fail (WF), or fail (F) in that course within the previous 12 months.
- has misrepresented their performance for the purpose of obtaining marks or recognition.

3.4 Some courses are not eligible for PLAR. In these cases the student will be informed by the Transfer Credit and PLAR coordinator prior to accepting an application and paying the associated fee(s).

3.5 Students are granted only one opportunity to PLAR a course.

4.0 Appeal of PLAR eligibility decision or final achievement

4.1 A student who wishes to appeal the PLAR decision must follow the process as outlined:

4.1.1 If a student has a question or concern about their PLAR decision they should contact the Transfer Credit and PLAR coordinator:

transfercredit@flemingcollege.ca.

4.1.2 Failing resolution regarding the PLAR evaluation, the applicant may articulate their concern regarding the PLAR evaluation results in a formal letter to the Dean (or designate) of the applicable academic school, complete with details and rationale to support reconsideration of the decision.

4.1.3 The Dean (or designate) will review the appeal and render, in writing, a final and binding decision.

5.0 Roles and Responsibilities

5.1 It is the responsibility of the PLAR applicant to apply for PLAR within the registration timeline as indicated by the Academic Calendar to initiate the application.

5.2 Applicants are responsible for providing documentation that demonstrates the validity of the prior learning and to participate in the assessment deemed appropriate to the course, the content, and the learning being measured as determined by the PLAR Assessor.

5.3 It is the responsibility of the Transfer Credit and PLAR Coordinator to facilitate the PLAR process, record the credit on the students' academic record, maintain the database of completed PLARs, and provide communication to the student regarding the evaluation of their application.

5.4 It is the responsibility of the Academic Leader (Dean / Academic Chair or designate) to assign the PLAR application to the appropriate faculty member who will perform the function of PLAR Assessor.

5.5 It is the responsibility of the PLAR Assessor to contact the applicant, create the assessment and evaluate the PLAR submission. The PLAR Assessor must notify the Transfer Credit and PLAR Coordinator of the final result of the PLAR evaluation.

Related Documents

Transfer Credit Policy and Procedure XXX

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|-------------------------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |
| e.g. Procedure reviewed and revised | Month year | • SMT approval of operating procedure (date of meeting) |

Appendix A to Operating Procedure x-xxx OP: *Title*

DRAFT

COLLEGE POLICY: Transfer Credit

| | |
|--|------------------------------------|
| Policy ID: | #x-xxx (New) |
| Manual Classification: | Section x – Academic Affairs |
| Approved by Board of Governors: | <i>Original:</i> NA |
| Effective Date: | September 1, 2019 |
| Next Policy Review Date: | <i>September 1, 2024</i> |
| Administrative Contact for Policy | Vice President Academic Experience |
| Interpretation: | |
| Linked to an Operating Procedure: | Yes Transfer Credit Procedure XXX |

Policy Statement

Fleming College recognizes that academic credits earned at other accredited post-secondary educational institutions may be acknowledged as part of the students' program of study at Fleming College if the credits previously earned are deemed eligible for transfer.

Purpose

This policy and associated operating procedure provide the criteria for demonstrating, evaluating and acknowledging academic credits earned at external post-secondary institutions to determine equivalencies to Fleming College courses, as well as for establishing internal course equivalencies. The College reserves the right to determine the eligibility of transfer credits from other post-secondary educational institutions.

Scope

This policy applies to courses within programs of study for Ontario college credentials at Fleming College

Definitions/Acronyms

Transfer Credit: Refers to a course taken at another recognized accredited post-secondary educational institution that is credited toward a program of study at Fleming College.

Transfer Credit Eligibility Requirements: Requirements regulating the eligibility of courses for transfer credit.

Advance Standing: Admission to an upper semester of a program of study where completion of course(s) from previous semester(s) are required. Transfer credits from a recognized accredited post-secondary educational institution are awarded on a course-by-course basis.

Direct Entry: Direct admission to an upper semester of study is based on a culmination of approved transfer credits. The transcript from another recognized accredited post-secondary educational institution will be reviewed in its entirety and deemed equivalent to one or more semesters in the applicants program of study. Students who receive direct entry are ineligible for further transfer credits.

Internal Transfer Credit: Credit transferred for a course previously completed at Fleming College that is equivalent in another Fleming College program of study.

Recognized Post-Secondary Institution: External institution that is recognized by Fleming College as a member of the provincial, national or international authority or another accrediting body as appropriate.

Residency Requirement: The number of transfer credits/PLAR will be limited by the residency requirement, which states that at least 25 percent of the hours instruction required in a program of study must be completed at the college.

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs.

General Principles

- 1.1 Eligible academic credits earned from Fleming College or other accredited post-secondary educational institutions will be acknowledged through the granting of transfer credits and recorded on the student's academic record.
- 1.2 Fleming College will evaluate credit transfer requests in a fair and expeditious manner by following the established process, eligibility requirements, and prescribed timelines as articulated in the Transfer Credit Operating Procedure (XX).
- 1.3 Whenever possible, maximum recognition of prior education will be awarded with no more than 75 per cent of a program of study obtainable through transfer credit.
- 1.4 Negotiated agreements and articulations established by Fleming College with a partner institution will delineate and regulate all awarded transfer credits.
- 1.5 Credit will not be awarded for courses taken at career/private institutions unless negotiated and approved by Colleges Ontario.
- 1.6 Fleming College reserves the right to determine eligibility requirements for transfer credit and also acknowledges that some programs have program/course-specific restrictions or additional requirements that may impact credit transfer eligibility.
- 1.7 Decisions regarding credit transfer may be appealed.

Related Documents

- Transfer Credit Operating Procedure (XX)

Appendices

N/A

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|---|------------|---|
| e.g. New policy | Created | • Board approval of policy (Resolution BoG xxx) <i>completed by Board Office</i> |
| e.g. Policy reviewed and revised | Month year | • Board approval of policy (Resolution BoG xxx) <i>completed by Board Office</i> |
| e.g. Reviewed, updated and reclassified as #x-xxx | Month year | New format, separating out policy and operating procedure |

ADMINISTRATIVE OPERATING PROCEDURE: Transfer Credit

| | |
|---|---|
| Procedure ID: | #x-xxx OP |
| Approved by Senior Management Team | Original: NA |
| Revision Dates | Revisions: NA |
| Effective Date: | |
| Next Review Date: | Scheduled for xxx (max. 3 years from approval date) |
| Monitoring Responsibility: | Office of the Registrar |
| Linked to a College Policy: | |

Policy Statement

Fleming College recognizes that academic credits earned at other accredited post-secondary educational institutions may be acknowledged as part of the students' program of study at Fleming College if the credits previously earned are deemed eligible for transfer.

Definitions/Acronyms

Transfer Credit: Refers to a course taken at another recognized accredited post-secondary educational institution that is credited toward a program of study at Fleming College.

Transfer Credit Eligibility Requirements: Requirements regulating the eligibility of courses for transfer credit.

Advance Standing: Admission to an upper semester of a program of study where completion of course(s) from previous semester(s) are required. Transfer credits from a recognized accredited post-secondary educational institution are awarded on a course-by-course basis.

Direct Entry: Direct admission to an upper semester of study based on a culmination of approved transfer credits. The transcript from another recognized accredited post-secondary educational institution will be reviewed in its entirety and deemed equivalent to one or more semesters in the applicants program of study. Students who receive direct entry are ineligible for further transfer credits.

Internal Transfer Credit: Credit transferred for a course previously completed at Fleming College that is equivalent in another Fleming College program of study.

Recognized Post-Secondary Institution: External institution that is recognized by Fleming College as a member of the provincial, national or international authority or another accrediting body as appropriate.

Residency Requirement The number of transfer credits/PLAR will be limited by the residency requirement, which states that at least 25 percent of the hours instruction required in a program of study must be completed at the college.

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs.

Operating Procedure

1.0 Application for External Transfer Credit

- 1.1 For Fleming College applicants, the application for transfer credit is initiated through the Office of the Registrar.
 - 1.1.1 For enrolled students, the application for transfer credit can be accessed through the Student Service Center. Navigation: MyCampus; Student ServicesCentre; Student Self-Serve Option; Transfer Credit Request; Add New Value.
 - 1.1.2 For non-enrolled (not-matriculated) applicants, please contact the Transfer Credit and PLAR Coordinator in writing via email: transfercredit@flamingcollege.ca
- 1.2 Fleming College applicants are strongly encouraged to apply for transfer credit prior to commencing their program of study at Fleming College. Currently enrolled students should apply prior to their next semester of study.
- 1.3 Application for transfer credit will be received up until the registration deadline for the applicable semester as indicated on the Academic Calendar. Transfer credit applications received after the application deadline will not be accepted.
- 1.3 The applicant is responsible for providing all required supporting documentation by the registration deadline for the applicable semester as indicated on the Academic Calendar. Supporting documents include:
 - official transcript from the recognized external post-secondary institution
 - course outline/syllabus for the courses in which transfer credits are being sought
 - additional supporting documentation indicated as necessary by the Transfer Credit and PLAR Coordinator to support the transfer credit process.
- 1.5 The applicant must remain registered in the course for which they are seeking transfer credit, until confirmation that the transfer credit has been awarded.

2.0 Application for Internal Transfer Credit

- 2.1 Courses with same course code and corresponding curriculum will automatically transfer from one program to another on the student academic record. It is the responsibility of the student to remove the redundant course from their timetable prior to the end of the registration period.
- 2.2 In a situation when a course taken at Fleming College is not coded as an equivalent, the student will be required to submit a transfer credit application to have the course evaluated. Approved courses are recorded in the student information system and included in the student's grade point average.

3.0 Internal and External Transfer Credit Evaluation Process

- 3.1 If the course was previously deemed eligible for transfer credit, the transfer credit will be awarded and transcribed onto the student academic record by the Transfer Credit and PLAR Coordinator.
- 3.2 If the transfer credit needs to be evaluated, it will be sent to the appropriate Program Coordinator or school appointed designate for evaluation and approval.

3.3 Results of the evaluation will be sent to the Transfer Credit and PLAR Coordinator in a timely manner, and in advance of the withdraw deadline without academic penalty, as indicated on the Academic Calendar.

4.0 Criteria for Transfer Credit

4.1 Transfer credit applications may be denied based on the age of the external course. Only those courses completed in the last 5 years will be considered for transfer credit/advance standing/direct entry. Any exception(s) resulting from extenuation circumstances must follow the established appeal process as outlined in article 9.0 of this procedure.

4.2 Courses from a recognized post-secondary institution are eligible for transfer credit or advance standing/direct entry when the following criteria are met:

- the course has been successfully completed and recorded on the received official transcript from the external post-secondary institution, and
- a final grade of at least 60 percent has been achieved, and
- the course outline has broadly met 80 percent of learning outcomes with similar course hour hours of delivery.

4.3 External courses with a pass/fail grade will not be considered for credit transfer except on a case-by-case basis determined by the school Dean.

5.0 Exceptions to Transfer Credit Criteria

5.1 General education electives require a minimum 50 percent passing grade with no required equivalency for delivery hours or learning outcomes.

5.2 Business elective courses require a minimum 60 percent passing grade with no required equivalency for delivery hours or learning outcomes.

6.0 Notification of Transfer Credit Eligibility Evaluation

6.1 Applicants seeking transfer credit must remain enrolled and attend class until they receive notification that their transfer credit application was approved. If an applicant withdraws from the course prior to the transfer credit being granted and the transfer credit be denied, the applicant must register and pay fees for that course in a subsequent term(s).

6.2 Notification of the evaluation for transfer credit will be communicated to the applicant through the Fleming College email system.

7.0 Recording Transfer Credit on the Student Academic Record

7.1 If an external transfer credit has been approved, a designation of "EX" (exemption) will be indicated on the student's transcript of academic record for the associated Fleming College course. The EX designation does not contribute within the GPA calculation

7.2 If an internal transfer credit has been approved (Fleming College credit-to-credit transfer), the original course grade will be calculated in the student's overall GPA.

8.0 International Transfer Credit

8.1 International applications for transfer credit must be accompanied by a World Education Services (WES) or International Credential Assessment Service of Canada (ICAS) evaluation or have the official seal stamped onto the materials received from the international educational institution.

9.0 Appeal of Transfer Credit Evaluation Decision

9.1 A student who wishes to appeal the transfer credit decision must take the following steps:

- 9.1.1 Initiate the appeal by contacting the Transfer Credit and PLAR Coordinator in writing via email: transfercredit@flamingcollege.ca. In the email, the student must clearly detail their concern with the transfer credit decision.
- 9.1.2 Failing resolution regarding the PLAR evaluation, the applicant may articulate their concern regarding the PLAR evaluation results in a formal letter to the Dean (or designate) of the applicable academic school, complete with details and rationale to support reconsideration of the decision.
- 9.1.3 The Dean (or designate) will review the appeal and render, in writing, a final and binding decision.

10.0 Roles and Responsibilities

10.1 The student is responsible to apply for the transfer credit prior to the registration deadline for the applicable semester as indicated by the Academic Calendar and provide all required documentation to support the process. Also, it is the responsibility of the student to remain and attend class until receipt of notification of transfer credit approval. If a student withdraws from a course, prior to the transfer credit being granted and the transfer credit has been denied, it will be the student's responsibility to register and pay fees for that course before graduation.

10.2 It is the Transfer Credit and PLAR Coordinator's responsibility to facilitate the transfer credit process, record the credit on the students' academic record, maintain the database of approved credits, and provide communication pertaining to the status of the transfer credit application.

10.3 It is the responsibility of the Program Coordinator or school appointed designate to review and evaluate any courses put forward by the Transfer Credit and PLAR Coordinator, using the criteria in the Transfer Credit policy and procedure and their industry/discipline experience.

Related Documents

Transfer Credit Policy XXX

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|-------------------------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |
| e.g. Procedure reviewed and revised | Month year | • SMT approval of operating procedure (date of meeting) |

Appendix A to Operating Procedure x-xxx OP: Title

ADMINISTRATIVE OPERATING PROCEDURE: Programs of Instruction and College Credentials

| | |
|---|------------------------------------|
| Procedure ID: | OP # |
| Approved by Senior Management Team | Original: xxx |
| Revision Date(s): | New |
| Effective Date: | September 1, 2019 |
| Next Review Date: | 2022 |
| Monitoring Responsibility: | Vice-President Academic Experience |
| Linked to a College Policy: | 2-213 |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, students and the communities we serve, that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Definitions/Acronyms

Credential Validation Service (CVS): has been established according to the Minister's Binding Policy Directive, Framework for Programs of Instruction. This service, along with the approval of programs of instruction by the Board of Governors, makes up a component of the self-regulatory mechanisms of the college system. The CVS is operated as a subsidiary of Colleges Ontario.

Graduate: student who has achieved the approved program learning requirements

Ministry of Training, Colleges and Universities (MTCU): is the governing body for the Ontario Colleges of Applied Arts and Technology that oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its program delivery are consistent with these standards and must assist students to achieve these essential outcomes.

Minister's Binding Policy Directive, Framework for Programs of Instructions; Credentials Framework: defines in detail the different aspects related to the scope of the credential, hours of instruction, admission requirements and naming of each credential delivered by the college.

Ontario College Credential Programs: Ontario College Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs.

Operating Procedure

1.0 Credential Requirements

- 1.1 Within the Credentials Framework, MTCU has established requirements for credentials to be approved for funding after validation from Credential Validation Services (CVS).
- 1.2 Consistent with these requirements, the College ensures that all programs of instruction generated during new program development and updated during program review are current and compliant with internal and external requirements.
- 1.3 The type of credential designated for each program of instruction is included in the program details available through the Fleming College website.
- 1.4 All forms of awarded credential are official only when the College seal is affixed by the Office of the Registrar. Each certification copy includes the full program name, the signatures of the President and Registrar, and where appropriate, the designation of Honours status.

2.0 Awarded Credentials

- 2.1 **Ontario College Graduate Certificate (OCGC).** This credential is awarded to graduates upon successful completion of all the requirements of an approved graduate certificate program; the usual duration to achieve this credential is one year or two academic semesters.
- 2.2 **Ontario College Advanced Diploma (OCAD).** This credential is awarded to graduates upon successful completion of all requirements of an approved advanced diploma; the usual duration to achieve this credential is three years or six academic semesters.
- 2.3 **Ontario College Diploma (OCD).** This credential is awarded to graduates upon successful completion of all requirements of an approved diploma program; the usual duration to achieve this credential is two years or four academic semesters.
- 2.4 **Ontario College Certificate (OCC).** This credential is awarded to graduates upon successful completion of all requirements of an approved certificate program; the usual duration to achieve this credential is one year or two academic semesters.
- 2.5 **Certificate (Local Board Approved).** This level of credential recognizes successful completion of specific courses, prescribed as a package of courses and designated as leading to a Fleming College Certificate. These offerings must follow the regular curriculum approval process and be approved by the Vice President Academic Experience and reported to the Board of Governors
- 2.6 **Statement of Achievement.** The Statement of Achievement is awarded to students who attend non-credit courses. The student is expected to have attended eighty percent of classes to qualify for this form of recognition.
- 2.7 **Joint Certification.** To qualify for joint certification by the College and another institution or agency, the program curriculum (whether funded or non-funded) must follow the

regular curriculum approval process and be approved by the Vice President Academic Experience and the Board of Governors.

3.0 Roles and Responsibilities

- 3.1 The Registrar has responsibility for certifying graduates who have achieved the approved program learning outcomes established by the Vice President Academic Experience, as stipulated in the MTCU guidelines on program certification.
- 3.2 The Registrar has the responsibility to ensure that the program title which appears on the credential is to be the same one used in the original program documentation submission to MTCU or the Credential Validation Service. Only with the Registrar's approval can another program title appear on the certificates and diplomas
- 3.3 The Academic Quality Office ensures that College credentials are in compliance with regulations regarding their validation and issuance.
- 3.4 The Vice President Academic Experience is accountable for the effective delivery of programs of instruction with the assistance of the Deans/Academic Chairs.
- 3.5 Ultimate responsibility and oversight for ensuring quality assurance processes at Fleming College resides with the Board of Governors.

Related Documents

- 2-220 Quality Assurance
- 2-213 Program Quality Assurance
- Ontario College Quality Assurance Service (OCQAS) Standards
- MTCU Minister's Binding Policy Directive: Frameworks for Programs of Instruction.

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|--------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |

ADMINISTRATIVE OPERATING PROCEDURE: Program Mix Analysis

| | |
|------------------------------------|------------------------------------|
| Procedure ID: | #OP XX |
| Approved by: | Original: NA |
| Revision Date | NA |
| Effective Date: | September 1, 2019 |
| Next Review Date: | January 2021 |
| Monitoring Responsibility: | Vice President Academic Experience |
| Linked to a College Policy: | 2-213 Program Quality Assurance |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, and the communities we serve that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Definitions/Acronyms

Program Efficacy Report (PER): an evidence-based tool that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs to be created, enhanced, redesigned, maintained, or suspended.

Program Mix Analysis: uses program efficacy reports and other data to ensure that the College offers a comprehensive program mix that is guided by the strategic directions of the College anticipatory of local, provincial, national and international, social, political and economic development.

Program Quality Assurance (PQA) is the process for the ongoing formative and summative evaluation of College programs, which aligns with standards of Ontario College Quality Assurance Service (OCQAS). PQA promotes institutional learning and renewal, guides decision-making, engages stakeholders, and supports constructive governance by the Board of Governors. Mechanisms of program quality assurance include program review, program mix analysis and new program development.

Ongoing program delivery: The program will continue without major changes.

Program cancellation: the program is no longer offered at the College.

Program suspension: A program into which the College has decided not to admit first year or beginning level students.

Program remediation: A program in which major changes in curriculum or delivery are required due to shortfall(s) in specific performance areas.

Program of concern: A program that does not have a low overall score, but one with significant shortfalls with respect to one or more of the metrics and targets. These shortfalls will be addressed within program review.

Program Implementation Committee: All stakeholders required for successful program implementation review and discuss major changes to programs as determined by Major curriculum change forms or by the designation of remediation by the program mix analysis.

Operating Procedure

1.0 Program Efficacy Report

1.1 Each November, the Institutional Research Office produces the 'Tier 1 Program Efficacy Report (1-PER)', where all programs are reviewed and assessed against Tier 1 metrics using the most current data and analysis.

1.2 This report is be provided to the Vice President Academic Experience, for discussion with the Dean and Strategic Enrolment Management committee.

2.0 Determination of Program Status

2.1 The Vice President Academic Experience in consultation with the Academic Quality Office will determine a status designation for each program by using metrics provided by the 'Tier 1 Program Efficacy Report' (1-PER). The possible status designations are:

- Ongoing delivery
- Concern
- Remediation
- Suspension
- Cancellation

2.2 Programs that achieve low overall program rankings, will be identified for remediation or, possibly, suspension or cancellation by the Vice President Academic Experience in consultation with the Academic Quality Office and the school Deans.

2.3 The Vice President Academic Experience will instruct the Academic Quality Office to provide an assessment on programs designated for remediation, suspension, or cancellation using Tier 2 Program Efficacy Report metrics.

2.4 The Academic Quality Office will assign unbiased scorers to provide Tier 2 assessment and produce the 'Tier 2 Program Efficacy Report' (2-PER) which is provided to the Vice President Academic Experience, for discussion with the Strategic Enrolment Management committee and the Senior Management Team.

2.5 Each January, a school specific report will be generated by the Academic Quality Office detailing the designations of each program.

2.6 Programs identified for remediation will develop a program remediation plan to revitalize the program or address the specific performance shortfalls by **March 1**. The program

remediation plan to address performance shortfalls must be incorporated into the program improvement plan and the budget for the next immediate planning and budgeting cycle. A program assigned to remediation will be placed in the schedule for cyclical program review for the following year. Following the completion of the cycle program review, the program may be removed from remediation, reassigned to remediation, suspended or cancelled accordingly.

2.7 Programs of concern are not identified for remediation, suspension, or cancellation and may not have low overall scores, but may have significant performance shortfalls with respect to one or more of the performance measures. These programs and their performance shortfalls will be identified in each school report, and the school Dean and program team will determine corrective steps as action items listed on the Program Improvement Plan following program review for that year. Programs of Concern do not require Tier 2 assessment but may be recommended for Tier 2 assessment or expediated cyclical program review scheduling at the discretion of the Vice President Academic Experience.

2.8 When a program is recommended for suspension or cancellation, a suspension/cancellation plan must be developed and implemented as described by the Suspension and Cancellation OP#, with corresponding levels of approval.

3.0 Program Efficacy Tier 1 and Tier 2 Reporting Criteria

3.1 Scores will be calculated reflecting program achievement on specific measures of program performance relative to established targets. A weight reflecting relative importance will be assigned to each performance measure and used in the calculation of the overall program score.

3.2 The following are Tier 1 Program Efficacy Criteria:

- 3.2.1 **External Demand (30%)**, defined as the number of applications, conversion rate and enrolment at the end of the registration period. Consideration for lower numbers will be given where programs share common years or curriculum, where program clustering exists, and where the program is in the first two years of program intake.
- 3.2.2 **Program Quality (50%)**, defined by the most recent Student Satisfaction and Engagement Survey, part of the provincial KPI process including student satisfaction with program and with teaching (Questions 4, 13, 24, 14, 15, 16) and the Graduate Outcomes Survey (Questions 22 and 34) as well as the program Graduate Employment Rate (Target is 83.25%)
- 3.2.3 **Financial Contribution (20%)**, is calculated using the total calculated program costs divided by the total calculated program revenues defined by a contribution to overhead target exceeding 35% and a surplus in net income.

3.3 The following are the Tier 2 Program Efficacy Criteria:

- 3.3.1 **Demand (25%)**, including pathways through transfer agreements, articulation agreements, laddering arrangements as well as retention rate, the number of students who return FT to the next semester in the same program (Target 82.25%)

- 3.3.2 **Program Delivery and Operations (35%)**, including specific scores for experiential learning, E-learning appropriateness, applied research pedagogical, engagement and infrastructure, capital investments and space utilization.
- 3.3.3 **Strategy (30%)**, includes labour market alignment, strategic alignment with the College Strategic plans and long-term enrollment plans, as well as marketing investment.
- 3.3.4 **Employer Engagement (10%)**, is demonstrated by the holding of the required Program Advisory Committee each year and the attendance of community members, and demonstrated evidence of implementation of recommendations.

4.0 Program Mix Analysis

- 4.1 Each April, the Vice President Academic Experience, in conjunction with the Academic Quality Office, and the Director of Strategic Planning and New Program Development will do a comprehensive analysis of the program mix offering at the College, including areas for new program development, growth, remediation, and removal based on the strategic plans, priorities, and vision for the College.
- 4.2 The 'Program Quality Assurance Report' will be provided to the Senior Management Team and the Board of Governors including recommendations for suspension and cancellation, new program development opportunities, program review updates, and program status designations.

5.0 Roles and Responsibilities

- 5.1 The Program Coordinator will complete program review (either cyclical or annual) as described by **Program Review OP XX**. This data is used in program mix analysis.
- 5.2 After program reviews are submitted at the end of each June, the Academic Quality Office will perform the program mix analysis using the criteria established in this operating procedure. The Academic Quality Office will determine the overall score for each program and synthesize the data to create an annual report to the Vice President, Academic Experience.
- 5.3 The Vice President Academic Experience in conjunction with the Academic Quality Office will identify program status on an annual basis for each school and for all programs
- 5.4 After submission of the program remediation reports, which presents recommendations, the Vice President Academic Experience will approve recommendation(s) as appropriate and incorporate into operational plans department and divisional budgets
- 5.5 The Vice President Academic Experience is responsible for requesting that the Program Quality Assurance Report will be presented to the Senior Management Team and the Board of Governors highlighting updates to programming, including recommendations for consideration of suspension or cancellations of programs.
- 5.6 The school Dean and/or Academic Chair will allocate the work and budget resources to support any program updates, remediation plans as appropriate.

5.7 The Dean/Designate is responsible for bi-annual updates to the Vice President Academic Experience in updates for remediation plans.

Related Documents

Quality Assurance Policy 2-220

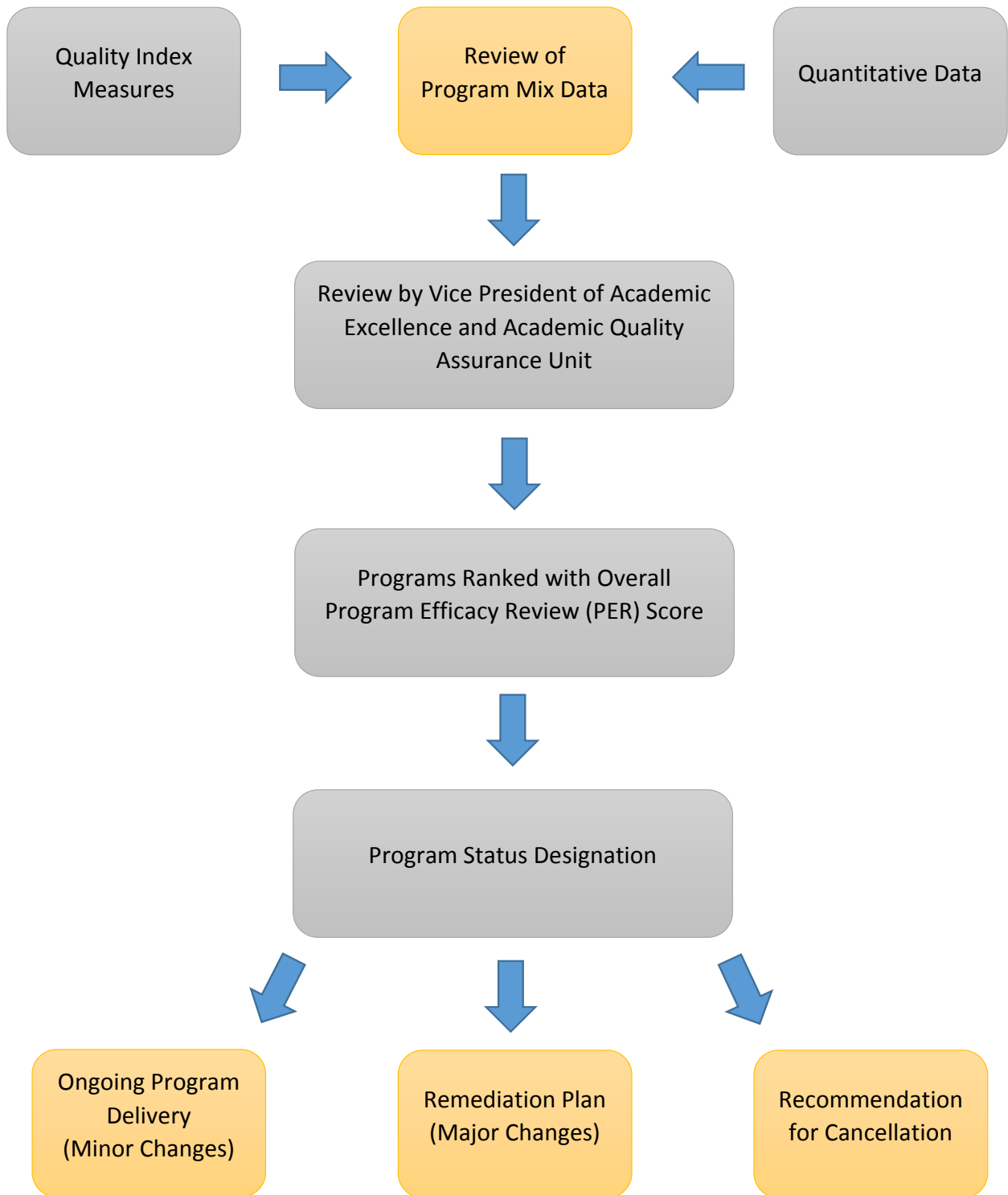
Program Quality Assurance Policy 2-213

Suspension and Cancellation Operating Procedure XX

Program Review Operating Procedure XX

Appendices

Program Mix Analysis



Tier 1 Program Efficacy Report (1-PER) Criteria and Metrics

| Criteria | Metrics | Weight |
|------------------------------|---|--------|
| External Demand (30%) | <u>Applications</u> <ul style="list-style-type: none"> All full-time semester one applications to postsecondary programs (including sequence 6 alternative offers and international applications) as of Day 10 | 10% |
| | <u>Conversion Rate</u> Target is College Average <ul style="list-style-type: none"> Total Registration / Total Applications | 10% |
| | <u>Enrollment</u> Target as per Enrolment Plan <ul style="list-style-type: none"> Sum of FT Nov, March, June audits | 10% |
| Program Quality (50%) | <u>Student Satisfaction Rate with Program (SS&ES)</u> Target is College Average (Percentage very satisfied/satisfied - 3 Qs are equally weighted and combined): <ul style="list-style-type: none"> Q4: This program provides you with skills and abilities helpful for your future life outside of work. Q13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career. Q24: The OVERALL quality of the learning experiences in this program. | 12.5% |
| | <u>Student Satisfaction Rate with Teaching (SS&ES)</u> Target is College Average (Percentage very satisfied/satisfied - 3 questions are equally weighted and combined): <ul style="list-style-type: none"> Q14. Teachers' are up-to-date/current in their fields Q15. Teachers' presentation of the subject material Q16. Helpfulness of teachers outside the class | 12.5% |
| | <u>Graduate Satisfaction Rate (GOS)</u> Target is Medium-Sized Colleges' Average (Percentage very satisfied/satisfied - 2 Qs are equally weighted and combined): <ul style="list-style-type: none"> Q22. Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program. <ul style="list-style-type: none"> (a) Course Content (b) Courses were up-to-date (c) Overall quality of instruction (d) Equipment was up-to-date (e) Preparation for job market (f) Skills developed in course Q34. How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation? | 12.5% |
| | <u>Graduate Employment Rate (GOS)</u> Target is 83.25% The percentage of graduates 6 months after graduation who were employed during the reference week in any occupation. | 12.5% |
| | <u>Cost/Revenue Ratio</u> Target program CTO is 35% | 10% |
| Financial (20%) | <u>Net Income</u> Target is above \$0.00 Total program Revenue-Costs (\$) | 10% |

Tier 2 Program Efficacy Report (2-PER) Criteria and Metrics

| Criteria | Metrics | Weight |
|--|---|--------|
| Demand (25%) | Retention Rate Target is 82.25% The number of students who return FT to the next semester in the same program. Any transfer ins would appear in the starting population of the following semester. | 20% |
| | Pathways 1 point for Internal Pathway only 1 point for External Pathway 0-3 points for Quality/Uniqueness of pathways | 5% |
| Program Delivery and Operations (35%) | Experiential Learning 1 point for each Experiential Learning component to max. 4 1 point for each different type of Experiential Learning (according to WIL review) to max 4 2 points for Capstone experiential learning activity that demonstrates student mastery of VLOs | 15% |
| | E Learning Appropriateness 1 point for compliance with LMS policy 2 points for use of Blended mode of delivery 2 points for complete program delivery online (aside from WIL experiences) | 5% |
| | Applied Research <u>Pedagogical</u> 1/2 point for Students are exposed to research projects through tours 1/2 point for students are exposed to research projects through guest lectures 1/2 point for Curricula is regularly updated with information and content from ongoing Applied Research Projects 1/2 point for Applied Research embedded in curricula through student projects (course based) 1/2 points for Specific Applied Research Course <u>Faculty and Staff Engagement</u> 1/2 point for Faculty and Staff receive information and content on projects but are not directly engaged in research 1/2 point for Faculty and Staff are directly involved in research projects through involvement as a team member ½ point for Faculty or staff leading an applied research project ½ point for faculty and staff are publishing in peer reviewed literature <u>Infrastructure</u> ½ point for Schools or programs benefit from applying for and receiving research specific infrastructure or equipment | 5% |
| | Capital Investments (0 points is no investment- 10 points high investment) 2 points for investment of \$50,000.00 3 points for investment of \$50,000.00- \$100,000.00 5 points for investment of greater than \$100,000.00 | 5% |
| | Space Utilization 0 points for program requirement of more than one dedicated specialty labs/outdoor space with dedicated equipment 3 points for program requirement of one specialty space that is utilized by multiple programs 5 points for no program requirement of specialized space | 5% |
| | | |

| | | |
|----------------------------------|--|-----|
| Strategy (30%) | <u>Labour Market Alignment</u> 3 points for evidence that program meets regional labour market needs 3 points for evidence of industry growth potential for the program (ie: emerging skills shortage) 3 points for unique programs (less than two other Ontario colleges offer the program) 1 point for program's reputation as being the program of choice in the province | 10% |
| | <u>Strategic Alignment</u> 2 points for Distinct alignment with Strategic Plan and Long-term strategic enrollment plan 3 points for program that is essential to the success of other programs at the College 5 points for program's unique benefit to achievement of institutions Strategic plan | 10% |
| | <u>Marketing Investment</u> 2 points for Minimal – Inclusion in college collateral materials and promoted at all events and presentations. Some digital content produced. Very limited program or cluster-specific expenditures. 5 points for Medium – Higher level support that includes program or cluster specific promotion and outreach through digital, print, recruitment and other advertising. Highlighted at all events and presentations. (\$5-10k) 10 points for Maximum – Substantial dedicated campaigns and/or content (digital, collateral, recruitment or advertising) produced and disseminated for a cluster or program. Promoted through all channels and new industry or program- specific channels are researched and utilized. Significant dedication of human resources and expenditures (\$10k+) | 10% |
| Employer Engagement (10%) | <u>Program Advisory Committee</u> 1 point for each meeting per year 2 points for meeting quorum 3 points for evidence of the creation of recommendations 3 points for evidence of implementation of recommendations of PAC | 10% |

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|-------------------------------------|--------------------|---|
| e.g. New procedure | Created month year | <ul style="list-style-type: none"> SMT approval of operating procedure (date of meeting) |
| e.g. Procedure reviewed and revised | Month year | <ul style="list-style-type: none"> SMT approval of operating procedure (date of meeting) |

Appendix A to Operating Procedure x-xxx OP: Title

ADMINISTRATIVE OPERATING PROCEDURE: Program Suspension and Cancellation

| | |
|------------------------------------|------------------------------------|
| Procedure ID: | #OP 2-213D |
| Approved by: | Original: Dec 5, 2017 |
| Revision Date | January 1, 2018 |
| Effective Date: | September 1, 2019 |
| Next Review Date: | January 2021 |
| Monitoring Responsibility: | Vice President Academic Experience |
| Linked to a College Policy: | # 2-213 Program Quality Assurance |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, and the communities we serve that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Definitions/Acronyms

Cancelled program: A program the College is no longer offering and in which no students are enrolled.

Program Quality Assurance (PQA) is the process for the ongoing formative and summative evaluation of College programs, which aligns with standards of Ontario College Quality Assurance Service (OCQAS). PQA promotes institutional learning and renewal, guides decision-making, engages stakeholders and supports constructive governance by the Board of Governors. Mechanisms of program quality assurance include program review, program mix analysis and new program development.

Program Suspension: A program that the college has determined not to admit first semester students. The College is responsible to inform the Ministry regarding the suspension of intake and can be reactivated without a new Ministry approval within five years of the suspension effectiveness date.

Suspended program intake: A program into which the College has decided not to admit first year for a particular intake due to low enrolment or other circumstances..

Operating Procedure

1.0 Decision to Suspend or Cancel a Program

1.1 All programs are assessed within the context of standard criteria as described in the Program Mix Analysis Operating Procedure XX.

- 1.2 Programs that achieve low program rankings may be identified for suspension or cancellation by the Vice President Academic Experience in consultation with the Academic Quality Office.
- 1.3 When a program is recommended for suspension or cancellation, a suspension/cancellation plan must be developed by the Dean, approved by the Vice President Academic Experience and implemented.

2.0 Suspension of Intake

- 2.1 The Vice-President Academic Experience, in consultation with the Dean, the Registrar and Strategic Enrolment Management Committee decides when a program intake will be suspended due to enrolment considerations.
- 2.2 The decision to suspend an intake will be made with every effort to minimize impact on new students. This decision must occur eight weeks before the start date of the intake.
- 2.3 The affected school Dean will notify and update the following internal departments in order to effect required changes and system updates:
 - School Office
 - Office of the Registrar
 - Academic Operations
 - Student Recruitment
 - Communications and Marketing
 - Financial Aid and Awards
 - Finance
 - IT Services
 - International Student Office
 - Academic Quality Office
 - Bookstore
 - School of General Arts and Science

3.0 Program Suspension

- 3.1 The Vice-President Academic Experience, after consultation with the Academic Quality Office and appropriate Dean, will advise the Senior Management Team, the Registrar and Strategic Enrolment Management Committee when a program is being considered for suspension.
- 3.2 The recommendation to suspend the program is provided to the College President and for Board of Governors consideration and decision.
- 3.3 The Vice-President, Academic will update the Registrar, Strategic Enrolment Planning Committee, and affected school Dean of the decision from the Board of Governors.

3.4 Once approval to suspend a program is received, the Registrar will communicate the decision to:

- All prospective applicants in an effort to allow the student to take appropriate action. Part of this process will be to develop, on a program-by-program basis, strategies for retaining these applicants by recommending other similar Fleming College programs; and

3.5 If the program for which suspension is recommended has a current cohort, then:

- Students registered in a suspended program will be provided the opportunity to complete the program of study within the normal time.
- The Dean will prepare a timeline and teach-out plan for currently enrolled students (if applicable) to support the opportunity to complete the program within a reasonable timeframe.
- This plan will be communicated to all currently enrolled students.

3.6 The affected school Dean will notify and update the following internal departments in order to effect required changes and system updates:

- School Office
- Office of the Registrar
- Academic Operations
- Student Recruitment
- Communications and Marketing
- Financial Aid and Awards
- Finance
- IT Services
- International Student Office
- Academic Quality Office

3.7 The Academic Quality Office will inform the Ministry of Training, Colleges and Universities in writing of a decision to suspend a ministry-funded program of instruction at all campuses and all delivery modes.

4.0 Ministry Treatment of Dormant, Suspended or Cancelled Programs

4.1 In order to keep program lists used for the audit of enrolment current, the Ministry of Training, Colleges and Universities (MTCU) will automatically cancel any program that has not been in operation for five years (program is either suspended or dormant).

4.2 Cancelled Programs will require re-approval by the Ministry in order to be re-instated as per New Program Development Operating Procedure **XX**).

4.3 The MTCU provides the Vice-President Academic Experience with the Fleming College Dormant Program List on an annual basis.

4.4. The Vice President Academic Experience will review the Dormant Program List and identify programs that can be cancelled or must remain active in consultation with the Academic Quality Office and with appropriate Dean(s)

- 4.6. The Vice President Academic Experience will provide the updated status of the Dormant Program List to the MTCU within 30 days after original receipt. Failure to submit the updated status of the Dormant List may result in the automatic cancellation of active programs.

5.0 Program Cancellation

- 5.1 The MTCU will automatically cancel any program that has not been in operation for five years (program is either suspended or dormant).
- 5.2 Programs that Fleming Colleges designates for cancellation will be communicated to the MTCU after program suspension.
- 5.3 Cancelled Programs will require re-approval by the Ministry in order to be re-instated as per New Program Development Operating Procedure **XX**).

6.0 Roles and Responsibilities

- 6.1 It is the responsibility of the school Dean and Academic Quality Office to identify programs for program review.
- 6.2 It is the responsibility of the school Dean to identify any human resources implications that may result from a program suspension or cancellation decision, and to formulate a proactive plan with Human Resources to address any implications, consistent with collective agreements.
- 6.2 It is the responsibility of the Vice-President Academic Experience to ensure that the Program Suspension and Cancellation Procedure is fully implemented.
- 6.3 It is the responsibility of the Vice President Academic Experience to recommend a program for suspension or cancellation in consultation with the Academic Quality Office and the appropriate Dean(s)
- 6.4 It is the responsibility of the Board of Governors to approve or deny the recommendation to suspend (or cancel) a program.
- 6.6. It is the responsibility of the Academic Quality Office to inform the MTCU of a decision to suspend or cancel a program.
- 6.7. It is the responsibility of the Office of Vice-President Academic Experience to identify and submit the updated Dormant Program List to the Ministry within the required timelines

Related Documents

College By-law 1-102
College Policy #2-220, Quality Assurance
College Policy #2-213, Program Quality Assurance

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|-------------------------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |
| e.g. Procedure reviewed and revised | Month year | • SMT approval of operating procedure (date of meeting) |

Appendix A to Operating Procedure x-xxx OP: Title

ADMINISTRATIVE OPERATING PROCEDURE: Program Standard/Description

| | |
|------------------------------------|------------------------------------|
| Procedure ID: | OP # |
| Approved by Senior Management Team | Original: xxx |
| Revision Date(s): | New |
| Effective Date: | September 1, 2019 |
| Next Review Date: | 2022 |
| Monitoring Responsibility: | Vice-President Academic Experience |
| Linked to a College Policy: | 2-213 |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, and the communities we serve, that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Definitions/Acronyms

College Determined Vocational Learning Outcome: are college decisions to apply a particular Vocational Learning Outcome to specific programs of instruction.

Course Learning Outcomes (CLO): are statements that represent the culminating demonstrations of learning and achievement at the end of a course. CLOs describe essential performance that students are expected to know, understand or do as a result of the learning experiences provided for in the course.

Credential Validation Service (CVS): has been established according to the Minister's Binding Policy Directive, Framework for Programs of Instruction. This service, along with the approval of programs of instruction by the Board of Governors, makes up a component of the self-regulatory mechanisms of the college system. The CVS is operated as a subsidiary of Colleges Ontario.

Elements of Performance: are descriptive phrases that expand the details of each program vocational learning outcome. These are found as part of the Program Standards and ensure there is clarity as to what level and quality of performance is required to meet the intended outcome. The elements of performance are not to stand alone, but collectively describe the VLOs. These can often be used to create the course learning outcomes.

Essential Employability Skills (EES): are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning. The essential areas where graduates must demonstrate skills for knowledge: communication, numeracy, critical thinking, problem solving, information management, interpersonal and personal.

Learning Outcomes: are statements describing essential, complex performance that students are expected to know, understand or do as a result of a learning experience at a course or program level. All aspects of teaching (activities, instructional content/media, and assessments) should be designed with these outcomes in mind. Learning outcomes are inter-related and, as such should be viewed as a comprehensive whole. They describe performance that demonstrates that significant integrated learning by graduates of the program has been achieved and verified.

General Education Courses (GNED): are courses that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience, and the society in which they live and work. Specific themes for general education courses include arts in society, civic life, social and cultural understanding, personal understanding and science and technology.

Ministry of Training, Colleges and Universities (MTCU): is the governing body for the Ontario Colleges of Applied Arts and Technology and oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its program delivery are consistent with these standards and must assist students to achieve these essential outcomes.

Minister's Binding Policy Directive, Framework for Programs of Instructions; Credentials Framework: defines in detail the different aspects related to the scope of the credential, hours of instruction, admission requirements and naming of each credential delivered by the college.

Program Description: for programs that have yet to have defined MTCU program standards, a program description can be used by program teams in constructing their program's vocational learning outcomes (VLO). During new program development, a search of the Credentials Validation Service (CVS) database will provide the foundation of the program' design.

Program Standard: is produced by the MTCU and articulate the essential learning a student must achieve before being deemed ready to graduate. A program standard applies to all programs of study with the same program title regardless of the funding source and consists of vocational learning outcomes (VLO), essential employability skills (EES) outcomes and general education requirements (GNED). Prior to graduation, students must achieve all three elements of the program standard. Expressing the program standards as vocational learning outcomes ensures consistency in the outcomes for program graduates. The College can determine whether additional learning outcomes will be required to reflect specific local needs or interests.

Program Team: includes individuals and faculty with knowledge and expertise in the specific field.

Ontario College Quality Assurance Service (OCQAS) Standards: A set of established standards and accompanying requirements that provide the framework for Ontario Colleges

to use to create and assess quality assurance mechanisms and practices for the learning environment.

Vocational Learning Outcomes (VLO): also referred to as program learning outcomes, describe learning that is being done at the program level. These are broad statements that include a variety of levels and experiences and include the expectations of what students will achieve by the end of the program. VLOs are the foundation for the design, development and maintenance of all programs at Fleming College. VLOs must be measurable, relevant and reflect the MTCU program standard (if applicable), as well as meet the requirements of professional associations, the labour market, and the program's intended purpose.

Operating Procedure

1.0 Programs of Instruction with Program Standards

- 1.0 Program Standards are produced by the Ministry of Training, Colleges and Universities (MTCU) which determine the minimum standards of learning a student must achieve prior to graduation. Program standards apply to all programs of instruction with the same program name.
- 1.1 Each program standard (VLOs, EES, and GNEDs) is communicated to students through program handbooks, the program website, and through dialogue with program faculty.
- 1.2 During program review, each program team will examine all VLOs, EES, and GNEDs during curriculum mapping to verify compliance of the program curriculum with the program standard.
- 1.3 If there is a recommendation by the program team to add vocational learning outcome(s) to the existing program standard, the proposed change must be recorded on the 'Major Program Change Form' and sent for the required levels of approval as described in **Program and Course Change Procedure #XX**.
- 1.4 To review the requested change, the Academic Quality Office shall generate a table that cross-references the original standard with the proposed additions to ensure that the approved Ministry standard is not compromised.
- 1.5 If the addition of vocational learning outcome(s) is/are approved, the Academic Quality Office will generate a report to send to the CVS as a courtesy, and this document will become a part of the historical record of the program.
- 1.6 When the MTCU modifies programs (standards and/or titles) through a provincial standard memo, the Academic Quality Office will support the College response and implementation plan by contacting the appropriate Dean/Designate to review and confirm the attestation to the new standard/title (this activity may include curriculum mapping).
- 1.7 Notifications of the approved changes will be in accordance with the timelines of the Academic Planning Cycle as described in **Program and Course Change Procedure #**.

- 1.8 The Dean/Designate will ensure that the program team implements the newly developed or revised program standards within the designated timelines established by MTCU.
- 1.9 All review, historical, and current VLO information regarding the standard is stored centrally in the Academic Quality Office, including additions or changes to the program standard.

2.0 Programs of Instruction with Program Descriptions

- 2.1 If there is no approved program standard for a program, the program team will develop a set of VLOs that follows the closest MTCU Program Description where they exist, at the level appropriate to the credential.
- 2.2 Each program description (program VLOs) is communicated to students through program handbooks, the program website and through dialogue with the program faculty.
- 2.3 Employers, industry, professional associations, and employees currently working in the field, may be involved in the development of the VLOs as described in the **New Program Development Operating Procedure**.
- 2.4 After its formation, the Program Advisory Committee will review the set of program VLOs for accuracy, currency, and relevancy, and thereafter on an ongoing annual basis.
- 2.5 During program review, each program team will examine all VLOs, EES, and GNEDs during curriculum mapping to ensure they represent current trends, developments, and requirements to verify compliance of the program with the MTCU program description.
- 2.6 If there is a recommendation by the program team to modify the program description/VLOs, the proposed changes must be recorded on the 'Major Program Change Form' and sent for the required levels of approval as described in **Program and Course Change Procedure XX**.
- 2.7 To review the requested change, the Academic Quality Office shall generate a table that cross-references the original VLOs with the proposed modifications to ensure that all changes are recorded.
- 2.8 Once approved, the Academic Quality Office will generate a report to send to the CVS as a courtesy, and this document will become a part of the historical record of the program.
- 2.9 All review, historical and current program VLO information is stored centrally in the Academic Quality Office

3.0 Roles and Responsibilities

- 3.1 It is the responsibility of the Vice-President Academic Experience (VPAE) to ensure this procedure is fully implemented with reporting to the Board as necessary. The VPAE is also responsible for the designation of College Determined VLOs.

- 3.2 It is the responsibility of the Academic Quality Office to ensure the tracking and central storing of all documentation relating to the review and updating of VLOs for all programs at Fleming College.
- 3.3 It is the responsibility of the Dean or designate to provide the resources and supervision to ensure that requests for VLO changes review of VLOs and consultation with Program Advisory Committee is accomplished.
- 3.4 It is the responsibility of the program team to ensure the VLOs of their program are relevant to the industry, are compliant with MTCU program standards, and are taught and evaluated throughout the courses in their program.
- 3.5 It is the responsibility of the Teaching and Learning Consultant to provide curriculum-related expertise to program teams as required, such as course outline support, program mapping and analysis support, course and VLO development and the development of authentic assessments aligned to course learning outcomes.
- 3.6 It is the responsibility of the Program Advisory Committee to review any program learning outcomes presented to them for currency and relevancy, and make recommendations to the program Dean/Designate

Related Documents

- 2-220 Quality Assurance
- 2-213 Program Quality Assurance
- 2-212 General Education
- Ontario College Quality Assurance Service (OCQAS) Standards
- MTCU Minister's Binding Policy Directive: Frameworks for Programs of Instruction.
- Program and Curriculum Change Procedure XX

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|--------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |

ADMINISTRATIVE OPERATING PROCEDURE: Program Review

| | |
|------------------------------------|---------------------------------------|
| Procedure ID: | #OP 2-213 |
| Approved by: | Original: Dec 5, 2017 |
| Revision Date | January 1, 2018 |
| Effective Date: | September 1, 2019 |
| Next Review Date: | January 2021 |
| Monitoring Responsibility: | Vice President Academic Experience |
| Linked to a College Policy: | Yes # 2-213 Program Quality Assurance |

Policy Statement

Fleming College is committed to promoting excellence in the development, design, delivery, and ongoing review of academic programs. Through program quality assurance processes, the College will demonstrate accountability to the Board of Governors, the Ministry, and the communities we serve that there are mechanisms to ensure that all academic programs meet or exceed relevant quality standards and remain current, relevant, and innovative for students.

Definitions/Acronyms

Annual Program Review (APR): is a process where under the guidance of the program coordinator (or designate), the program team completes curriculum mapping, a reflective report, and a program improvement plan.

Cyclical Program Review (CPR): is a comprehensive review process whereby every 3-5 years, program information is analyzed and a reflective report and an improvement plan is generated with deliverables.

Program Efficacy Report: is an evidence-based tool that includes the use of both quantitative and qualitative data to inform decision making and ensure appropriate resources are allocated for programs to be created, enhanced, redesigned, maintained, or suspended.

Program Review: ensures that the six accreditation quality standards that have been developed from by the Management Board of OCQAS (Ontario Colleges Quality Assurance Service) have been achieved and/or exceeded. Program review occurs either annually or cyclically every 3-5 years. The process and instructions for program review are articulated and described in the *Program Review Framework* document.

Program Review Leader (PRL): is assigned to lead the program team to complete a cyclical program review.

Program Quality Assurance (PQA): is the process for the ongoing formative and summative evaluation of College programs, which aligns with standards of Ontario College Quality Assurance Service (OCQAS). PQA promotes institutional learning and renewal, guides decision-making, engages stakeholders and supports constructive governance by the Board of Governors. Mechanisms of program quality assurance include program review, program mix analysis and new program development.

Operating Procedure

1.0 Program Review Data and Schedule

- 1.1 Annually, the program efficacy report, which is used in both program review and program mix analysis, is generated using contributions of quantitative and qualitative data from the Institutional Research Office and the Academic Quality Office respectively.
- 1.2 Each spring, the Academic Quality Office, in conjunction with the school Dean/Designate determines which programs are designated for cyclical program review; totaling roughly 20% of program offerings at the College.
- 1.3 The roster of programs scheduled for cyclical program review are posted electronically on the 'Program Review' webpage
- 1.4 All programs not scheduled for cyclical program review are required to complete an annual program review during the spring term of each year.

2.0 Annual Program Review (APR)

- 2.1 Each winter, the Academic Quality Office, will provide information regarding annual program review process to program coordinators, who serve as the program review leader for annual program review as determined by the Coordinator Baseline Duties.
- 2.2 The annual program review and associated deliverables as described in the *Program Review Framework* document will be completed by the program review leader with input from the program team and academic leaders, as needed.
- 2.3 The annual program review and associated deliverables will be approved by the school Dean and submitted to the Academic Quality Office no later than June 30th of each year.
- 2.4 The annual program review and associated deliverables will be reviewed by the Academic Quality Office under the direction of the Office of the Vice President Academic Experience.
- 2.5 The Academic Quality Office will prepare an annual 'Program Review Report', with recommendations from annual and cyclical program reviews with priorities, investment, and highlights to be submitted to the Vice President Academic Experience.
- 2.6 The Vice President Academic Experience, in conjunction with Academic Quality Office and school Dean will approve a budget and action plan to address recommendations within the program improvement plan within the upcoming academic planning cycle.
- 2.7 The school Dean will provide an update on the recommendations and action plan at the six-month mark, to the Vice President Academic Experience.

2.8 The APR template will be reviewed annually by the Academic Quality Office and updated accordingly to ensure alignment with College priorities.

2.9 All annual program reviews will be stored centrally with the Academic Quality Office and form part of the program record.

3.0 Cyclical Program Review (CPR)

3.1 The school Dean and/or Academic Chair will assign a program review leader to complete the cyclical program review for programs scheduled for cyclical program review on winter workloads.

3.2 The Academic Quality Office, will provide orientation and training on cyclical program review to all assigned program review leads at the beginning of the winter semester.

3.3 Cyclical program review requires the program review leader, with assistance from the Dean, Academic Chair, and program team to analyze a variety of program information including but not limited to:

- Program Efficacy Report (PER)
- Key Performance Indicators (KPI)
- Labour market information
- Provincial program descriptions/standards (where applicable)
- Completed APR reports (mapping, reflections, improvement plans) from previous years
- Program enrolment, retention and other program data
- Feedback from stakeholders: students, graduates, Program Advisory Committee (PAC) members and employers;
- Program faculty credentials, experience, professional development; and
- Accreditation Status (for relevant programs).

3.4 One student focus group per program will be facilitated to collect feedback on the student experience in the program. The student focus group will be facilitated by the Academic Chair or designate

3.5 Each spring, the Academic Quality Office and will facilitate curriculum mapping sessions to assist program teams during the program curriculum review and mapping to vocational learning outcomes and essential employability skills.

3.6 The program review lead will submit the completed CPR report with all associated deliverables and recommendations as per the direction in the *“Program Review Framework”* document no later than June 30th of that year to the Quality Assurance Office.

3.7 The cyclical program review and associated deliverables will be reviewed by the Academic Quality Office under the direction of the Office of the Vice President Academic Experience.

- 3.8 The Academic Quality Office will prepare an annual 'Program Review Report', with recommendations from annual and cyclical program reviews with priorities, investment, and highlights to be submitted to the Vice President Academic Experience.
- 3.9 The Vice President Academic Experience, in conjunction with Academic Quality Office and school Dean will approve a budget and action plan to address recommendations within the program improvement plan within the upcoming academic planning cycle. The plan will be shared with the program team.
- 3.10 The Dean/Designate will provide an update on the recommendations and action plan at the six-month mark, to the Vice President Academic Experience.
- 3.11 The CPR template will be reviewed annually by the Academic Quality Office and updated accordingly to ensure alignment with College priorities.
- 3.12 All cyclical program reviews will be stored centrally with the Academic Quality Office and form part of the program record.
- 3.13 APR is not required in years that program is undergoing CPR.

4.0 Connection to Program Mix Analysis and Program Quality Assurance

- 4.1 The Vice President Academic Experience and the Academic Quality Office use program reviews and information from the program efficacy reports to inform decision making in the execution of program mix analysis as described in **Program Mix Analysis OP #XXX**).
- 4.2 An annual 'Program Quality Assurance Report', created by the Academic Quality Office and approved by the Vice President Academic Experience will be presented to the Senior Management Team and the Board of Governors for review.

5.0 Roles and Responsibilities

- 5.1 It is the responsibility of the Vice-President Academic Experience to ensure this procedure is fully implemented
- 5.2 It is the responsibility of the school Dean/Designate to ensure program reviews are completed as per this procedure and the "*Program Review Framework*" document.
- 5.3 It is the responsibility of each program review leader and program review team to complete program review deliverables as described and directed by the "*Program Review Framework*" document.
- 5.4 It is the responsibility of the program team to consult with the Academic Quality Office and/or the Learning Design and Support team, as required, for guidance on curriculum best practices to implement the program improvement plan following program review, including compliance with curriculum requirements described by Fleming College policy

5.5 It is the responsibility of the Academic Quality Office to provide training on the process and store all program reviews, and provide direction to the Vice President Academic Experience.

Related Documents

Program Review Framework

College Policy #2-220, Quality Assurance

College Policy #2-213, Program Quality Assurance

Coordinator Baseline Duties XX

Appendices

History of Amendments/Reviews:

| Section(s) | Date | Comments |
|-------------------------------------|--------------------|--|
| e.g. New procedure | Created month year | • SMT approval of operating procedure (date of meeting) |
| e.g. Procedure reviewed and revised | Month year | • SMT approval of operating procedure (date of meeting) |

SUBMISSION TO THE BOARD OF GOVERNORS

Report Title: Honouring the Rights of Indigenous Peoples – policy proposal
Report to: Public Board Meeting **Meeting Date:**
Requested Action: Decision / Approval
Prepared and Submitted by: Sandra Dupret, Vice President, Student Experience

OVERVIEW / BACKGROUND

The development of an Indigenous Rights policy was proposed in May 2017 as the result of a formal complaint to Human Resources. Subsequently, several gaps in existing policies were identified and SMT approved, in principle, the development of an Indigenous Rights policy in June 2018.

The policy draft was prepared collaboratively with Kylie Fox-Peltier (Manager – Indigenous Student Services), Shauna Elliott (Human Rights & Inclusion Specialist - Human Resources), Sandra Dupret (Vice President, Student Experience), Nick Duley (fmr. HR Consultant - Human Resources), and Kristi Kerford (fmr. Associate VP - Student Services).

Consultation on the initial draft began in February 2019. Students (Fleming SAC, Frost Student Association, open consultation via Indigenous Student Services), staff members (1-1 consultations, small group consultations – including Elizabeth Stone, Beedahbin Peltier, Cristine Rego, Ashley Safar, Tommy Akulukjuk and Bryant Peters), Karrie MacMurray (Hiawatha First Nation), Deanna Jacobs (Curve Lake First Nation), Mary-Anne Hoggarth (Mississaugas of Scugog Island First Nation) and Fleming's Indigenous Education Council actively participated in these consultations.

Feedback focused on the need for greater integration and representation of Indigenous teachings and perspectives in all operational areas of Fleming, and greater consultation with Indigenous peoples and communities in decision-making processes.

Per its Strategic Plan 2019-2024, Fleming College has made a public commitment to, “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.”

To meet these commitments, the establishment of clear policy that acknowledges the unique histories and experiences of Indigenous people in Canada, the ongoing impacts of colonization, and the need for greater efforts on the part of the College to reconcile these truths, is required.

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include Legal Impact; Financial/HR Implications; Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

Approval and implementation of the proposed policy will position Fleming College to be able to actionably address the Calls to Action of the *Truth and Reconciliation Commission*, and the College's commitment to the *CICAN Indigenous Education Protocol for Colleges and Institutes*.

The proposed policy is unique, amongst post-secondary institutions in Ontario, in terms of its scope and breadth. As such, adoption of the proposed policy will enable Fleming College to affect institutional changes that establish the College as a leader in Indigenous, post-secondary education.

RISK CATEGORY

Select all that apply (to check a box, double click; from drop-down menu, select “checked” under Default Value)

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

RECOMMENDATION AND/OR MOTION *(i.e. Receive the update on Winter Enrolment for information. Refer the matter to Committee for further investigation. Approve the proposed xyz program of instruction.)*

It is recommended the Board of Governors of Sir Sandford Fleming College:

Approve the proposed policy for immediate implementation.

SUPPORTING DOCUMENTATION

Honouring the Rights of Indigenous Peoples draft policy

COLLEGE POLICY

HIGHLIGHTED SECTIONS ARE TO BE UPDATED UPON APPROVAL

| | |
|--|--|
| Policy Title: | Honouring the Rights of Indigenous Peoples |
| Policy ID: | #x-xxx |
| Manual Classification: | Section |
| Approved by Board of Governors: | Original: |
| Revision Date(s): | xxx |
| Effective Date: | |
| Next Policy Review Date: | |
| Administrative Contact for Policy Interpretation: | VP Student Experience and, VP Organizational Effectiveness & Human Resources |
| Linked to an Operating Procedure: | #x-xxx OP <input type="checkbox"/> No |

Policy Statement

Fleming College respectfully acknowledges that it is situated on the traditional lands of the Michi Saagig peoples and within the lands covered by the Williams Treaty. Please note that this policy has been created from an Anishinaabe perspective and does not reflect all Indigenous ways of knowing.

Fleming College believes in and promotes the rights of all First Nations (status and non-status), Inuit and Métis peoples, as protected in the *Canadian Charter of Rights and Freedoms*, *The Constitution Act*, the *Ontario Human Rights Code*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, and its related recommendations. The College recognizes the unique histories and experiences of Indigenous peoples in Canada, and the ongoing impacts of colonization. The College is committed to building an inclusive and respectful, learning and working environment.

Purpose

This policy is intended to meet the requirements of the *Truth and Reconciliation Commission (TRC)*, as well as the *CICAN Indigenous Education Protocol*. The College affirms its commitment to equity and inclusion in employment, education, accommodation or business dealings for all persons, including Indigenous peoples.

Scope

It is the responsibility of all members of the College Community to uphold the principles of this policy.

Definitions/Acronyms

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

TRC: Truth and Reconciliation Commission

UNDRIP: United Nations Declaration on the Rights of Indigenous Peoples

Indigenous: The First Nations (status and non-status), Inuit and Métis peoples of Canada, each themselves comprised of many unique languages, cultural practices, beliefs and histories.

IEP: Indigenous Education Protocol, Colleges and Institutes Canada (CICAN)

Inherent Rights: Those rights protected under Section 35 of the Constitution Act (1982), including but not limited to the right to land and the right to enforcement of treaties.

Reasonable: Refers to those accommodations which do not impose undue hardship on the College which may include but are not limited to significant alteration to the fundamental nature of the learning outcomes and/or the academic standards of a program or course; significant alteration to a work process that would disadvantage other employees; substantial economic hardship to a College program or department that would affect its economic viability; significant adverse impact on learning opportunities for other students; the health and safety of other students or employees and/or safety hazards to other persons, land and beings of the natural world, or property ; or significant disruption of College operations. What is reasonable must be determined objectively on a case-by-case basis, based on all the circumstances of the case. Where there is more than one reasonable approach to accommodation, the College reserves the right to choose the approach that is best suited to its operational and academic requirements. In cases involving Indigenous issues and or employees/students, what is reasonable must be determined in consultation with an ad hoc committee with the majority made up of Indigenous people.

General Principles

1. We are committed to promoting the following principles:

- 1.1 establishing a framework to facilitate the effective exercise of the rights of Indigenous peoples;
- 1.2 establishing an Indigenous Rights Working Group (IRWG) and supporting the group fully in their mission, as is determined by the Terms of Reference the IRWG agrees upon. The College will support and ensure consultation with the IRWG in Strategic Planning and Senior Management discussions whenever possible;
- 1.3 supporting the College Community in the process of Truth and Reconciliation via education, training and acknowledgment, and the formation of a Truth and Reconciliation Committee;
- 1.4 serving Indigenous learners and communities including but not limited to the consultation and consideration of Indigenous learners and communities needs during institutional planning and decision-making;
- 1.5 making every reasonable effort to ensure Indigenous peoples, languages, and ways of knowing are represented in all College operations and spaces;
- 1.6 integrating Indigenous cultural teachings into the training and education of all members of the College Community;
- 1.7 supporting the efforts of Indigenous peoples to reclaim, revitalize, maintain and strengthen Indigenous languages;
- 1.8 increasing the representation of Indigenous employees with ongoing appointments throughout the College Community, including in the Senior Administration.

Related Documents

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Appendices

N/A

Review / Revision Log

| Summary of Changes | Date |
|--------------------|------|
|--------------------|------|

SUBMISSION TO THE BOARD OF GOVERNORS

| | |
|---|------------------------------------|
| Report Title: New Programs – OntarioLearn Fleming College Local Certificates Report to: Public Board Meeting Requested Action: Decision / Approval Prepared and Submitted by: Eva Rees and Brent Wootton | Meeting Date: June 26, 2019 |
|---|------------------------------------|

OVERVIEW / BACKGROUND

Flexible Delivery and Contract Training proposes to launch OntarioLearn Fleming College Local Certificates delivered through Ontario Learn commencing in September 2019. Students in these certificate programs will be registered through Fleming College and the programs will be comprised of courses available through the shared inventory of OntarioLearn courses hosted by other partner colleges.

The following five Fleming College Local Certificates are proposed to be offered through OntarioLearn (OL):

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

Detailed program descriptions and courses are outlined in the attached Business Case: OntarioLearn Fleming College Local Certificates document

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include Legal Impact; Financial/HR Implications; Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

Student, program, and financial information is provided in the Business Case: OntarioLearn Fleming College Local Certificates document

RISK CATEGORY

Select all that apply (to check a box, double click; from drop-down menu, select "checked" under Default Value)

| | | | |
|---|---|---|---|
| <input type="checkbox"/> External Environment | <input type="checkbox"/> Internal Environment | <input checked="" 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 |

The risks associated with approving and offering Fleming local certificates with OntarioLearn courses is outlined in the attached Business Case: OntarioLearn Fleming College Local Certificates

RECOMMENDATION AND/OR MOTION (i.e. Receive the update on Winter Enrolment for information. Refer the matter to Committee for further investigation. Approve the proposed xyz program of instruction.)

It is recommended the Board of Governors of Sir Sandford Fleming College:

Approve the five OntarioLearn Fleming College Local Certificates with implementation dates of September 2019.

SUPPORTING DOCUMENTATION

Business Case: OntarioLearn Fleming College Local Certificates

BUSINESS CASE

OntarioLearn Fleming College Local Certificates

| | | | |
|----------------------------------|--|--------------------|--------------------|
| Date: | June 10, 2019 | | |
| Board of Governors: | <input checked="" type="checkbox"/> Decision | | |
| Proposed By | Eva Rees, Manager | | |
| School of Study: | Flexible Delivery and Contract Training | | |
| Proposed Launch Date: | Fall 2019 | | |
| Offering: | <input type="checkbox"/> Full-Time <input checked="" type="checkbox"/> Part-Time | | |
| Student Enrolment Target: | YEAR 1 = 125* | YEAR 3 = 375* | YEAR 5 = 375* |
| New Faculty Resources | None | | |
| Semesters / Hours: | 5 certificates of varying length (see Section 2.1) | | |
| Applied Learning Method(s): | <input type="checkbox"/> Applied Project <input type="checkbox"/> Co-op/Placement <input type="checkbox"/> Other | | |
| First Graduating Class | Varying graduating class dates due to the varying lengths of study and part time option | | |
| Credential Ontario College (OC): | <input type="checkbox"/> OC Diploma <input type="checkbox"/> OC Certificate <input type="checkbox"/> OC Advanced Diploma <input type="checkbox"/> OC Graduate Certificate <input type="checkbox"/> Fleming College Diploma <input checked="" type="checkbox"/> Fleming College Certificate | | |
| Program Mapping: | See Section 2.1 and Appendix I for curriculum | | |
| Career Opportunities: | Professions vary by certificate (see Appendix II) | | |
| Proposed Tuition (per Semester): | \$366.94 per 42 hour course** | | |
| Program Start-up Cost: | None | | |
| Program Operating Cost: | YEAR 1 = \$26,438 | YEAR 3 = \$79,313 | YEAR 5 = \$79,313 |
| Return on Investment: | YEAR 1 = \$40,682 | YEAR 3 = \$122,046 | YEAR 5 = \$122,046 |
| NOC Code(s): | 2171: Information systems analysts and consultants, 5242: Interior designers and interior decorators, 1123: Professional occupations in advertising, marketing and public relations, 2234 Construction estimators, 3012: Registered nurses and registered nurse psychiatric nurses | | |
| CIP Code(s): | 52 - Business, management, marketing and support services; 50.0408 – Interior Design; 09.0199 – Communication and media studies, other; 52.2001 – Construction management; 51.3899 – Registered nursing, nursing administration, nursing research and clinical nursing, other | | |

*All certificate course registrations combined

**Tuition is per course and based on course hours

Endorsed

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

Acknowledgements

Thank you to the members of our OntarioLearn Fleming College Local Certificates Development Team for their dedication and excellent work in engaging the college community in consultations, research, writing, and responding to feedback. Over the course of our planning and approval process this team involved Brent Wootten, Eva Rees, Linda Poirier, Chris Reher, Antje Burness, John Pacey and Kris McBride.

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1. Executive Summary

Fleming College's Department of Flexible Delivery and Contract Training seeks to expand its offerings of E-Learning part time programs. Online/e-learning programming is an accessible modality to increase reach to our local communities, alumni, and prospective participants throughout Ontario and Canada thereby growing continuing education enrolment. One way to accomplish this is through new Fleming certificates derived from offerings within the OntarioLearn (OL) consortium.

OntarioLearn is a consortium of Ontario's 24 publicly funded Colleges, devoted to the development and delivery of high-quality, accessible online learning opportunities. There are presently more than 1500 shared online courses and 619 College partner programs available. OL offers flexibility to students with multiple intakes (12) each year. The self-sustaining business model is based upon fees to registering Colleges, host Colleges and administration. Fleming College currently offers 21 programs through OL of a total of 600 programs available at all colleges. We wish to expand our offerings with the addition of the following five online Fleming College Local Certificate programs:

- Business Analysis
- Interior Decorator - Residential
- Social Media
- Construction Estimator
- Nephrology Nursing

OL activity represents a significant revenue stream for Fleming College. In 2017-18 net revenue from tuition was \$380,888 plus a grant of \$746,272 for a total of \$1,127,160, and in 2018-19 net revenue from tuition was \$480,298 plus a grant of \$754,858 for a total of \$1,235,156. When Fleming College last offered a series of online local Fleming certificates, growth in OL revenue was experienced in the following 3-year period.

Offering these additional five certificates will not only increase flexibility and program choice for learners, but it will also result in increased diversification of programming and financial sustainability of the college.

2. Program Descriptions

The following are descriptions of the five proposed Fleming College Local Certificates to be offered through OntarioLearn (OL). Participants must have basic Windows computer and Internet skills (managing files and folders, keyboarding, email and Internet searches).

Business Analysis Fleming College Local Certificate

Using curriculum which is consistent with the Business Analysis Body of Knowledge (BABOK®) from the IIBA®, participants acquire an understanding of the functions, impact and benefits of this important role. Critical insight is gained for how the business analyst supports projects at all stages: from putting together a business case, defining scope and requirements, managing

change, communicating with stakeholders and ensuring the requirements have been met in the testing stage.

The courses of this certificate have been endorsed by IIBA® for Continuing Development Units (CDUs) and Professional Development (PD) hours and participants should have a background in the business environment.

Interior Decorator - Residential Fleming College Local Certificate

Participants learn the basic skills of drawing and creating floor plans and space plans, using materials effectively, and coordinating residential interior decorating projects through hands-on practical application. This certificate delves into colour theory, lighting and accessories, fabrics and window treatments, antiques and furniture styles, as well as floor plans, space planning and presentations.

Envisioned for people with a flair and interest in fashion and design, this certificate provides both technical skills and practical knowledge to become an independent contractor or seek employment in a larger firm.

Social Media Fleming College Local Certificate

Participants explore five key areas related to social media: theory and foundations, social media strategies, monitoring and evaluation, digital communications and applied social media practices for organizations.

Participants collaborate and explore how social media is applied to marketing, corporate branding, fundraising, social media campaigns and within organizations to support employee engagement, retention, and corporate communication. Through case studies, discussions and assignments, participants develop the ability to effectively use social media tools specifically and Web 2.0 tools generally. Participants of this program broaden their practice, expand career opportunities and stay current to emergent trends in social media.

This certificate is recommended for individuals with backgrounds in a number of fields including the spectrum of marketing and communications, web design, event planning and entrepreneurship. Participants may wish to seek employment opportunities within public, private and not-for-profit organizations and in several fields, such as marketing, advertising, communication, web design and writing/editing where social media is embedded as part of the organization's business and communications practices.

Construction Estimator Fleming College Local Certificate

This program is designed to improve the knowledge and skill levels of those aspiring to work as or already working as estimators in the construction industry. The certificate delves into broad areas, including the role and responsibilities of the estimator, use of tendering documents, cost planning/control, surveying, material quantities and unit costs, review specifications and take-off quantities, and preparation of bid forms. The program includes construction project site management knowledge to inform and refine future estimating approaches.

This is a valuable skills upgrade for those already attached to the construction or trades industry. It is recommended that participants have a general knowledge of spreadsheet software (such as Microsoft Excel).

Nephrology Nursing Fleming College Local Certificate

The number of Canadians at risk for or living with chronic kidney disease (CKD) is on the rise, due in part to the aging of the population and the prevalence of diabetes and hypertension. Designed for RNs and RPNs, this program focuses on all stages of the kidney care journey, from early detection through dialysis, palliative care and transplant.

A person-centered paradigm of care underpins the participants' approach to advance health promotion, disease prevention and management throughout the lifespan and across the continuum of care. Grounded in an evidence-based approach to care, emphasis is placed on developing clinical excellence in the provision of specialized nephrology nursing. Interventions that support patient empowerment and strengths-based approaches and strategies to improve self-management are explored.

Participants learn how an optimized inter-professional collaborative practice model can best support an individualized and comprehensive approach to care. Curriculum has been designed and developed in accordance with the Canadian Nurses Association (CNA) nephrology nursing competencies and standards of practice established by the Canadian Association of Nephrology Nurses and Technologists (CANNT). Participants must hold a current RN or RPN registration at the CNO.

2.1. Program Details

According to the Framework for Programs of Instruction Minister's Binding Policy Directive, Local College Certificates do not require CVS validation or MTCU funding approval. Below are the vocational outcomes and curriculum overviews of the five proposed certificates. Detailed course descriptions may be found in Appendix I.

Business Analysis Fleming College Local Certificate Program Outcomes

The graduate has reliably demonstrated the ability to:

- explain the roles of Business Analyst and Project Manager in the broader project and organization environment
- build a business case that will serve as a key decision support component ensuring the structure and content meet current business criteria
- define problems commonly encountered in the business environment and select usable solutions from alternatives
- outline concepts of change management in project scope and requirements specific to the business environment
- test solutions that are applicable, relevant and usable in the specific business environment
- communicate effectively with a wide variety of stakeholders in the development and delivery of business cases and solutions

- model business processes using current tools such as diagrams and propose improvement approaches.

| Business Analysis Fleming College Local Certificate Curriculum Overview | | | |
|---|---|-------|------------------|
| Course Code | Course Name | Hours | Delivery |
| | Core Courses (5): | | |
| SF-BUSN154 | Business Analysis Introduction | 42 | Online |
| Not assigned | Business Facilitation and Communication | 42 | Online |
| Not assigned | Business Process Modeling & Improvement | 42 | Online |
| Not assigned | Managing Requirements and Engagements | 42 | Online |
| SF-MGMT21 | Introduction to Project Management | 42 | Online |
| | Electives (2): | | |
| Not assigned | Agile Methodologies | 21 | Online (7 weeks) |
| Not assigned | Introduction to Analytics and Big Data | 21 | Online (7 weeks) |
| Not assigned | Business Case Development | 21 | Online (7 weeks) |
| Not assigned | Software Testing | 21 | Online (7 weeks) |
| Total Certificate Program Hours: 252 | | | |

Interior Decorating – Residential Fleming College Local Certificate Program Outcomes

The graduate has reliably demonstrated the ability to:

- apply principles of design to the formulation of an interior decorating plan which satisfies client requirements
- formulate and present design concepts to a client using appropriate presentation methods
- distinguish between the various styles of French, English, American and Canadian furniture in order to recommend furnishings for a given decorating concept
- apply knowledge of colour theory to develop an interior decorating plan and to achieve a given decorating concept
- select appropriate floor and wall coverings, window treatments and lighting for a given interior space
- demonstrate an understanding of sales techniques and business practices in the interior decorating field
- prepare and present a decorating plan based on an analysis of the requirements of a given client, site and space
- communicate professionally with clients using appropriate interior decorating terminology.

| Interior Decorator – Residential Fleming College Local Certificate Curriculum Overview* | | | |
|---|-------------------------------------|-------|----------|
| Course Code | Course Name | Hours | Delivery |
| | Core Courses (7): | | |
| SF-ARTS2243 | Introduction to Interior Decorating | 45 | Online |

| | | | |
|--|--|----|--------|
| SF-ARTS2323 | Floor Plans, Space Planning and Presentations | 45 | Online |
| SF-ARTS2147 | Interior Decorating: Colour & Application | 42 | Online |
| SF-ARTS2327 | Interior Materials and Surfaces | 45 | Online |
| SF-ARTS2329 | Fundamentals of Lighting | 42 | Online |
| SF-BUSN208 | Sales & Business Practices for Interior Decorating | 42 | Online |
| SF-ARTS2425 | Interior Decorating: Advanced | 45 | Online |
| | Electives (2): | | |
| SF-ARTS2429 | Fundamentals of CAD, Interior Design | 42 | Online |
| SF-ARTS2426 | Designing Kitchens and Bathrooms | 45 | Online |
| SF-ARTS2420 | History of Furniture and Accessories | 42 | Online |
| SF-ARTS2420 | How to start a Small Business | 30 | Online |
| Not assigned | Digital Presence for Today's Business | 45 | Online |
| SF-ARTS2328 | Fabrics and Window Treatments | 45 | Online |
| Total Certificate Program Hours: 378-396 | | | |

*courses are already offered individually at Fleming College

Social Media Fleming College Local Certificate Program Outcomes

The graduate has reliably demonstrated the ability to:

- implement appropriate tools for social media that best service target groups
- combine traditional marketing and/or communication strategies to influence social media practices
- create a social media plan that is tailored to the needs of a select target group
- monitor market trends to recalibrate social media strategies
- design a successful learning and collaboration tool by aligning social media initiatives with corporate goals, branding and communication practices
- communicate in a social media environment by utilizing a variety of social media and social networking communication tools and practices
- gauge the level of social media strategy implementation within an organization by analyzing evolving trends and tools.

| Social Media Fleming College Local Certificate Curriculum Overview* | | | |
|---|---|-------|------------------|
| Course Code | Course Name | Hours | Delivery |
| | Core Courses (5): | | |
| Not assigned | Introduction to Social Media | 42 | Online (8 weeks) |
| Not assigned | Digital Communication | 42 | Online (8 weeks) |
| Not assigned | Developing a Social Media Strategy | 42 | Online (8 weeks) |
| Not assigned | Social Media Monitoring and Measurement | 42 | Online (8 weeks) |
| Not assigned | Applied Social Media in Business | 42 | Online (8 weeks) |
| Total Certificate Program Hours: 210 | | | |

* courses are already offered individually at Fleming College

Construction Estimator Fleming College Local Certificate Program Outcomes

The graduate has reliably demonstrated the ability to:

- conduct a take-off using drawing and specifications to establish quantity of materials, equipment and labour required to erect a structure
- describe how legal concepts such as building codes, standards, statutes, regulations, contracts, safety, union labour agreements inform the bidding process
- perform a post project cost analysis to inform and refine future estimating approaches
- describe roles and responsibilities of the General Contractor, Estimator, Project Manager, Suppliers, and Sub-Contractors and how they interact during the preparation and submission of a bid.

| Construction Estimator Fleming College Local Certificate Curriculum Overview | | | |
|--|--------------------------------------|-------|----------|
| Course Code | Course Name | Hours | Delivery |
| | Core Courses (5): | | |
| SF-CNST70 | Construction Drawings & Methods | 39 | Online |
| SF-CNST76 | Introduction to Cost Estimating | 39 | Online |
| SF-CNST90 | Material Estimating & Methods | 39 | Online |
| SF-CNST91 | Construction Contract Bid Management | 39 | Online |
| SF-CNST170 | Construction Job Site Management | 39 | Online |
| | Electives (1): | | |
| Not assigned | Commercial Construction Principles | 36 | Online |
| SF-CNST210 | The Construction Industry | 36 | Online |
| SF-COMP221 | Microsoft Excel | 42 | Online |
| Total Certificate Program Hours: 231-237 | | | |

Nephrology Nursing Fleming College Local Certificate Program Outcomes

The graduate has reliably demonstrated the ability to:

- determine physiological needs and care priorities by differentiating between normal and abnormal anatomy and function of the kidney and renal system
- educate family members affected by kidney disease about the diagnosis, etiology, therapeutic management, and care of individuals living with kidney disease
- adapt nursing care expectations for an individualized plan of care to respond to different at-risk populations
- implement an individualized approach to assessment and care planning for at-risk or people affected by kidney disease
- support individuals at risk for or living with kidney disease by designing care plans that include health and wellness and self-management strategies
- assist individuals with coping strategies and self-management capabilities to adopt personal health practices
- support an inter-professional collaborative delivery model and the implementation of effective nephrology nursing care by recommending evidence-based methods and tools

- recommend strategies to improve care by evaluating the nursing-sensitive, patient-level, community, and population-level outcomes
- advocate for individuals living with and families affected by kidney disease by adhering to nursing professional practice, legal, and ethical guidelines.

| Nephrology Nursing Fleming College Local Certificate Curriculum Overview | | | |
|--|---|-------|----------|
| Course Code | Course Name | Hours | Delivery |
| | Core Courses (7): | | |
| Not assigned | Nursing Care of the Peritoneal Dialysis Patient | 42 | Online |
| Not assigned | Nursing Care of the Hemodialysis Patient | 42 | Online |
| Not assigned | Normal and Abnormal Kidney Function | 42 | Online |
| Not assigned | Nursing Care of the Transplant Patient | 42 | Online |
| Not assigned | Nursing Care across the Kidney Disease Trajectory | 42 | Online |
| Not assigned | Living with Chronic Kidney Disease | 42 | Online |
| Not assigned | Mentored Knowledge Integration Project | 60 | Online |
| Total Certificate Program Hours: 312 | | | |

2.2. Essential Employability Skills/Soft Skill Development

Currently, the labour market still requires humans for complex thinking/problem solving, contextualized analysis, programming, machine operation/programming, tasks involving dexterity, communication (flexible, empathetic), and personal/business services requiring “human touch”. (Grant, 2016). The top ten soft skills in our region were identified to be oral and written communication, detail orientated, team player, work independently, clean criminal record, problem solving, integrity, organizational skills and marketing. Participants enrolled in these certificates will be assessed in soft skill development in many of the online courses. Oftentimes, there is group work that must be completed that will involve self and/or peer evaluation. Presentations may also be completed in the online environment as well as discussion boards in which participants will need to communicate effectively and in a respectful manner.

2.3. Admission Requirements

The Nursing Nephrology certificate will require participants to hold a current RN or RPN registration at the College of Nurses of Ontario. The remaining certificates require participants to be 19 years of age or completed Ontario Secondary School Diploma (OSSD) or Grade 12 equivalency certificate achieved through College academic upgrading. Participants must also have basic Windows computer and Internet skills (managing files and folders, keyboarding, email and Internet searches).

The Business Analysis certificate recommends that participants have a background in the business environment and the Construction Estimator certificate recommends a general knowledge of spreadsheet software (such as Microsoft Excel).

3. Fleming Student Fundamentals

3.1. Student Target Audience and Student Demand for Program

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

Demographics of OL participants:

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

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

3.2. The Student Experience

Students will benefit from the flexibility that OntarioLearn offers. They will be able to study at the pace that suits their needs without having to relocate to live on campus. Students will also be able to access Fleming College Student Services such as testing and exam invigilation services, Learning Support Services (where applicable), and Counselling and Tutoring Services. In addition, OntarioLearn provides services including a student portal and a 24/7/365 live help desk.

3.3. Education Pathway Opportunities

The Business Analysis certificate will appeal to recent graduates of the Business Administration and Accounting programs in the School of Business. The Social Media certificate may also appeal to students graduating from the School of Business, especially those graduates from the Business Administration – Marketing, and Hospitality - Hotel and Restaurant Operations programs.

Graduates from programs offered through the Haliburton School of Art and Design may wish to augment their certificate or diploma with the Interior Decorator – Residential certificate.

The Construction Estimator certificate would provide a pathway for students graduating from the construction and trades programs within the School of Trades and Technology. Adding this Fleming College Local Certificate to their Ontario College Certificate or Diploma would increase their job prospects after graduation.

Lastly, the Nephrology Nursing certificate is a pathway for recent graduates of college and university nursing programs that wish to specialize in this area of nursing.

4. Strategic Alignment

4.1. Strategic Mandate Agreement

The five proposed Fleming College Local Certificate offerings align with the first domain, Program Enrichment and Growth, of the 2017-20 Strategic Mandate Agreement (SMA) by broadening Fleming's program offerings thereby building on the quality of our core programs that support regional economic and social health.

The five certificates span our Strategic Areas of Growth and Expansion. For example, the Art, Business Management, Marketing/Retail Sales and Health Technology areas of strength are augmented by the Interior Decorator – Residential, Business Analysis, Social Media and Nephrology Nursing certificate offerings. And, the Art, Business Management, Health Technology areas of expansion are increased by the Interior Decorator – Residential, Business Analysis and Nephrology Nursing certificate offerings.

In addition, the five certificate offerings align with the second domain of the 2017-20 SMA, Student Success First, by implementing new flexible learning options with a special focus on attracting non-direct students.

4.2. Fleming College Strategic Plan

Fleming College has just completed a new Strategic Plan for 2019-2024. The five proposed certificates align with our commitment to be true partners in our communities by diversifying our streams of funding to remain a sustainable public institution. These offerings will continue to establish our presence and commitment to the self-sustaining OntarioLearn consortium.

4.3. Fleming College Business Plan

The five online certificates align with the second Business Plan Priority of 2018-2019 by enhancing our flexible learning offerings. To further this reach, the five online certificates span several employment sectors thereby increasing the options for flexible training in several sectors.

4.4. Fleming College Academic Plan

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

4.5. Fleming College Sustainability Plan

Many of the certificate program courses have underlying themes of several elements of sustainability including economic, social, cultural, political and environmental that align with the Green Curriculum Goal 3.6 of 2019-2022 Sustainability Plan of launching new programs supporting sustainability, low carbon building and the circular economy.

4.6. Fleming College Internationalization Plan

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

5. Environmental Scan

5.1. Labour Market

In choosing which five certificates to be offered, a careful examination of the employment outlook of the labour market was conducted on several certificate concept proposals. The five certificates that were chosen all have positive employment outlooks.

The Business Analysis Fleming College Local Certificate falls under NOC Code 2171: Information systems analysts and consultants (for more details see Appendix II). This occupational group is expected to face labour shortage conditions over the period of 2017-2026 at the national level and it is expected that there will be a labour shortage in Canada over the next 10 years.

The Interior Decorating – Residential Fleming College Local Certificate training falls under NOC Code 5242: Interior designers and interior decorators (for more details see Appendix II). This occupational group is expected to face labour shortage conditions over the period of 2017-2026 at the national level and it is expected that there will be a labour shortage in Canada over the next 10 years.

The Social Media Fleming College Local Certificate training falls under NOC Code 1123: Professional occupations in advertising, marketing and public relations (for more details see Appendix II). Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2017-2026 period at the national level and it is expected that the labour supply and demand will be balanced in Canada over the next 10 years.

Construction Estimator Fleming College Local Certificate falls under NOC Code: 2234 Construction estimators (for more details see Appendix II). Labour demand and labour supply are expected to be broadly in line for this occupation group over the 2017-2026 period at the national level and it is expected that the labour supply and demand will be balanced in Canada over the next 10 years.

Nephrology Nursing Fleming College Local Certificate falls under NOC Code 3012: Registered nurses and registered nurse psychiatric nurses (for more details see Appendix II). This occupational group is expected to face labour shortage conditions over the period of 2017-2026 at the national level and it is expected that there will be a labour shortage in Canada over the next 10 years.

A summary of the wages, present number of jobs advertised in Canada and number of workers employed in 2016 by NOC Code for each of the certificates is shown in the table below. In addition, the regional and Ontario job opportunity ratings along with the classification of the labour market over the next 10 years is included for review. Data was retrieved from Job Bank (Government of Canada, 2019).

| Labour Market Data Summary | | | | | | |
|----------------------------|------------|-------------------|-------------------|----------------------------------|-----------------------------|--------------------------------------|
| Certificate | Wages (\$) | Present Number of | Number of Workers | Ontario Job Opportunities Rating | Muskoka-Kawartha Region Job | Classification of Labour Market over |

| | | Jobs Advertised | Employed in 2016 | | Opportunities Rating | Next 10 years |
|--------------------------------------|-------|--------------------|---------------------|------|-------------------------|--------------------|
| Business Analysis | 38.46 | 659 | 196,300 | Good | Good | Labour shortage |
| Interior Decorating - Residential | 20.94 | 147 | 27,300 | Good | Fair | Labour shortage |
| Social Media | 28.57 | 450 | 105,900 | Good | Good | Balanced |
| Construction Estimator | 29.81 | 240 | 19,800 | Good | Good | Balanced |
| Nephrology Nursing | 37.00 | 880 | 312,900 | Good | Good | Labour shortage |

5.2. The Competition

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

Fleming College currently offers 21 programs through OL of a total of 600 programs available at all colleges.

Other colleges in Ontario offer similar OntarioLearn College Local Certificates as shown in the table below. Additionally, there are other similar offerings (non-OntarioLearn offerings) at other Ontario Colleges (see table below).

| Similar Certificate Program Offerings by Ontario Colleges | | |
|---|--|---|
| Proposed Certificate Program | OntarioLearn College Local Certificate Offerings | Other Similar Non-OntarioLearn Offerings |
| Business Analysis | Centennial, Seneca, Lambton, Conestoga | Only available at the Graduate Certificate level |
| Interior Decorating - Residential | Lambton, Sheridan, Conestoga | Only available at Diploma, Advanced Diploma, Degree level |
| Social Media | Durham, Lambton, Algonquin | Only available at the Graduate Certificate level |
| Construction Estimator | Conestoga, Durham, Algonquin | None available |
| Nephrology Nursing | Mohawk, Durham, Conestoga | Nursing specialty programs are only available at the Graduate Certificate level |

The registration data for OntarioLearn courses is shown in the table below. The average number of students by course in the certificate is shown by intake date for the past year. The data for Nephrology Nursing was not available.

Average Course Registrations (#students per course) by OntarioLearn College Local Certificate Program

| College Local Certificate Programs | May 2018 | Sept. 2018 | Jan. 2019 |
|------------------------------------|----------|------------|-----------|
| Business Analysis | 24.8 | 34.3 | 26.1 |
| Interior Decorating - Residential | 11.7 | 12.2 | 13.1 |
| Social Media | 27.2 | 25.6 | 25.2 |
| Construction Estimator | 20.9 | 22.6 | 26.6 |
| Nephrology Nursing | n/a | n/a | n/a |

6. Community Collaboration

6.1. Fleming College Board of Governors

| Item | Meeting Date | Endorsed (yes/no) |
|------------------|---------------|-------------------|
| Concept Proposal | May 22, 2019 | yes |
| Business Case | June 26, 2019 | |

6.2. Fleming College Councils and Committees

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

| Council, Committee or Group | Meeting Date | Endorsed (yes/no) |
|----------------------------------|---------------|-------------------|
| Academic Council | June 6, 2019 | yes |
| Program Implementation Committee | June 6, 2019 | n/a |
| Senior Management Team | June 10, 2019 | |

7. Program Implementation

7.1. Responsible School

Flexible Delivery and Contract Training

7.2. Staffing Requirements

Courses are all non-Fleming hosted courses and will not require hiring of new or additional staff.

7.3. Space and/or Equipment Requirements

No additional space or equipment is required for these online certificates.

7.4. Information Technology Requirements

No additional information technology is required for these online certificates.

7.5. Program Promotion Strategy

The certificates will be advertised as soon as approval is received. Promotion will include online promotion, social media promotion, inclusion in the Continuing Education Certificate calendar, local flyer wrappers each semester and advertising at local employment agencies.

7.6. Office of the Registrar

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

7.7. Timelines

Registration: Spring 2019

Promotion start date: Spring 2019

Expected launch date: Fall 2019

Expected first cohort of graduates: varying graduating class cohorts due to the varying lengths of study and part time options

Program Review date: varying dates of review (quality oversight is indirect rather than direct)

8. Financial

8.1. Return On Investment At-A-Glance

OntarioLearn (OL) activity represents a significant revenue stream for Fleming College:

- In 2017-18 net revenue from tuition was \$380,888 plus grant of \$746,272 for a total of \$1,127,160
- In 2018-19 net revenue from tuition was \$480,298 plus grant of \$754,858 for a total of \$1,235,156

The last time Fleming College requested Board of Governor approval to award a series of local certificates to expand our inventory in OL pick up certificates was in 2012. A financial analysis completed in 2014 showed a growth in OL revenue from 2011 to 2014. Over the 3-year period, net revenue to Fleming College generated by OL activity from enrolments in courses not hosted by Fleming went from \$462,046

(2011) to \$894,436 (2014) in tuition and grant revenue. Although, across the OL system there had been increasing demand for online certificate programs, much of this increase could reasonably be contributed to this increased set of offerings.

| Description | Class of '20 (Year 1) | Class of '21 (Year 2) | Class of '22 (Year 3) | Class of '23 (Year 4) | Class of '24 (Year 5) |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Revenue | \$67,120 | - | \$201,359 | - | \$201,359 |
| Expenses | \$26,438 | - | \$79,313 | - | \$79,313 |
| Cumulative Cash-Flow OR ROI | (\$40,682) | - | (\$122,046) | - | \$122,046 |

8.2. Program Costing

Please see Appendix III for a complete costing summary.

8.3. Financial Risks

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

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

8.4. Countermeasures

New courses are added through OntarioLearn frequently. The college would find suitable substitutions for any suspended courses. Oftentimes, substitutions may offer more current curriculum that fit the program. Ensuring that overall program outcomes are met will always be considered when making any changes to the curriculum as a result of course cancellations. In addition, completion plans for students in progress would be implemented if required.

9. Quality Assurance

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

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

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

10. Conclusion / Recommendation

THAT the Board of Governors of Sir Sandford Fleming College approve the OntarioLearn online Fleming College Local Certificates (Business Analysis, Interior Decorator – Residential, Social Media, Construction Estimator and Nephrology Nursing) for launch in Fall 2019.

11. References

Government of Canada. (2019). Retrieved from: <https://www.jobbank.gc.ca/trend-analysis/search-occupations>

Ministry of Training, Colleges and Universities. Revised. (2009) *Framework for Programs of Instruction Minister's Binding Policy Directive*. Retrieved from: <http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf>

12. Appendices

12.1. Appendix I: Course Descriptions

| Business Analysis Certificate Course Descriptions | |
|---|---|
| Core Courses (5): | |
| Business Analysis Introduction | Students examine the fundamental processes, roles and responsibilities of the business analyst. The course curriculum is consistent with version 3 of the Business Analysis Body of Knowledge (BABOK) from the IIBA International Institute of Business Analysis. Students explore the use of tools and techniques used by business analysts within the broader context of organizations and their projects. They review methodologies used to equip the business analyst to better perform as a communication link between all business stakeholders and help them deliver on their key role in project and organizational success. The role of the business analyst as an agent of change is also highlighted. Students learn to plan, structure, and control the requirements elicitation and communication process, in order to maximize success and optimize results. These techniques can be utilized on a wide variety of activities, initiatives and projects and are an important component for success. Additionally studies include the effective use of requirements and life cycle management techniques. Through the combination of lectures, discussions and exercises, the course provides insights into the interaction between the business analyst and his or her surrounding environment and presents methodologies to identify, analyze and resolve business problems. |
| Business Facilitation and Communication | Students are introduced to Business Facilitation and Communication, within the context of the role of the Business Analyst. Students learn about communication and the critical role it plays in achieving successful business analysis outcomes. They explore principles, techniques, and tools they can use to facilitate stakeholders to exchange ideas, solve problems, prioritize issues, reach agreement, make decisions, and resolve conflict when it arises. Students learn principles and techniques to successfully delivering oral presentations and negotiate agreements with stakeholders. This course leverages experiential learning as students participate in numerous presentation and facilitation events. |
| Business Process Modeling & Improvement | Students explore the role of the Business Analyst as they examine process mapping and the modeling of business process improvements. Taking a business process management perspective, students examine process analysis with techniques to map the current state, perform gap analysis, and define the future state with process improvement. Students also explore the use of the Unified Modeling Language (UML) for process modelling and to elicit requirements for technology-enabled process improvements. Modeling activities are performed, including application of selected Six Sigma quality principles and techniques while drawing on the Business Analysis Body of Knowledge (BABOK). Students' learning about process improvement is aided by various approaches including individual reading, classroom discussion, individual and group exercises and case studies. |

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| Managing Requirements and Engagements | Students examine an industry-standard approach to Business Analysis engagements and requirements to create a milestone documentation for an end-to-end Software Development Lifecycle (SDLC) project, including the mechanics of document completion and acquiring the soft skills and elicitation techniques required to work with project stakeholders. Students learn how to approach, plan, execute, and close a business analysis engagement. Topics include stakeholder analysis, requirements traceability, writing requirements, elicitation, verification, validation, approval, and change management. Students explore these topics through discussions and written assignments using a major case study that simulates a complete business analysis engagement. |
| Introduction to Project Management | Project management practitioners need to understand the established industry norms, methods, and practices for managing all stages of the project life cycle and its related processes. Students are introduced to the fundamental principles of project management, such as project strategy, selection, scheduling, risk management, quality assurance, performance measurement, audit and closure. By participating in discussions, analyzing readings, and conducting preliminary research, students acquire a working understanding of project management knowledge and theory. |
| Electives (2): | |
| Agile Methodologies | Students examine multiple aspects of Agile methodologies with a focus on practices that have evolved since the creation of the Agile values and principles, published in 2001 as the Manifesto for Agile Software Development. They explore the current application of Agile methodologies and practices and learn which Agile practices to apply in specific situations. Through a variety of learning tools such as hands-on exercises, group collaboration and case studies, students examine how organizations have applied Agile methodologies in different settings. |
| Introduction to Analytics and Big Data | Students learn to examine organizational goals and the value provided to a range of stakeholders by data analytics and big data systems and processes. They explore the concepts, and operating principles, techniques, and technology of the field. Students study how data analytics systems and skills, including planning, can inform business decision makers and meet their needs, and how predictive analytics, statistical analysis and modelling, visualization, business intelligence and decision support can play an important role in modern business success. Students also explore data management techniques including data cleansing and ETL (Extract, Transform, Load) systems. |
| Business Case Development | This course takes students through the process of creating an industry-standard business case based on a real-life business scenario. Students communicate the business case in two simulated formats (written and oral) to decision makers and other stakeholders. They identify the underlying need and set goals and quantifiable objectives. They perform a cost-benefit analysis to calculate key financial metrics, including return on investment (ROI) and payback period. Students apply tasks and techniques from the Strategy Analysis Knowledge Area of the BABOK (IIBA Business Analysis Body of Knowledge), including the assessment of capability gaps (gap analysis), the formulation of a problem statement, the definition of the solution scope using a scope model (context diagram), and the creation of a weighted scoring table to support the decision process |

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| | (decision analysis). Students take part in in-class or online discussions, complete online quizzes and work independently and with a group to build their business case. |
| Software Testing | <p>This course introduces students to concepts and processes of software testing that are used to verify that developed solutions match documented specifications. Through practical applications, students perform static testing to identify defects and utilize different dynamic test design techniques to write test cases. They learn to apply the fundamental methods, techniques, and processes of software testing to write a test plan and incident/defect reports for industry-specific business scenarios. Students explore a variety of test approaches and test tools that are suitable for different testing scopes.</p> <p>*Additionally students may find this course helpful preparation for the (ISTQB) International Standard Testing Certified Qualification Board, Certified Tester Foundation Level exam.</p> |

| Interior Decorator - Residential Certificate Course Descriptions | |
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| Core Courses (7): | |
| Introduction to Interior Decorating | This course will cover the basic principles and elements of design, the importance of room decor, and the major categories of style types. We will review the types of career options in the field of design, the components of a professional portfolio, and client needs assessments. Basic knowledge of floor plans, window treatments, lighting, colour schemes, and styles will be examined and implemented in a colour board presentation at the culmination of the course. This will become the first addition to your portfolio. |
| Floor Plans, Space Planning and Presentations | In this course, students will use methods, concepts, and theories to understand and develop floor plans and read blue prints. Students will be drawing room dimensions and wall elevations to scale, as well as learning to identify blue print symbols. Through hands on assignments and practice, students will be experimenting with furniture layouts, room settings, and creating presentation boards that will enhance knowledge of standard industry measurements and space planning techniques. |
| Interior Decorating: Colour & Application | Learn about the most influential elements of design, through the use of colour and its application. Study the principles of colour in relation to psychology and design communications and learn how this theory relates to physical space and the world around them. Cover an historical period of colour trends, interior space, pop culture and its political influences, colour is studied from a practical world perspective. |
| Interior Materials and Surfaces | Flooring, paint, wallpaper, mouldings and other materials are products used to create style and enhance the home. In this course, students will discuss various products available on the market, including their merits in different environments: what works well in one setting may be a disaster in another. Student will learn how to calculate the amount of product needed for a space and how to properly install it. Other topics included are ceiling styles, trim, and mouldings, and the correct tools needed to complete each job. |
| Fundamentals of Lighting | Students develop an understanding of light sources, calculations, illumination, electrical control, layout, and specifications as they apply to the theory of interior decorating. |
| Sales & Business | Students focus on the skills required to successfully operate an interior decorating business. Emphasis is placed upon client consultation, |

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| Practices for Interior Decorating | sourcing, selling, operational management and financial management. Students develop their own business plan, which provides exposure to market research, marketing strategies and financial planning. |
| Interior Decorating: Advanced | This course is a culmination of all the knowledge gained in the pre-requisite courses. Code of Ethics, career opportunities, supplier resources, and a professional approach to the decorating industry will be discussed. There will be a review of basic knowledge from previous courses, while adding accessibility considerations to the home. A final project due at the end of the semester will complete a professional portfolio. |
| Electives (2): | |
| Fundamentals of CAD, Interior Design | Students explore the fundamentals of AutoCAD for Windows. They examine the industry standards of interior design to produce a partial set of drawings of floor plans and elevations. Students examine the differences between drawings for client presentations and contractor installations. Through online content, interactive follow-along videos, and practical exercises, students draw, manage, modify, annotate, and export drawings of floor plans and elevations. |
| Designing Kitchens and Bathrooms | This course will cover the details required to plan and design kitchens and bathrooms for today's homes. The history of these two rooms will be reviewed and how they have changed in importance in our homes. The student will learn the basics of cabinet styles, lighting requirements, appliances and current trends in kitchen and bathroom design. Through learning minimum space requirements, counter and backsplashes options and work triangles they will be able to achieve a practical and functional application to planning these important rooms. |
| History of Furniture and Accessories | Students are introduced to the historical furniture styles of France, England, and Early America which are related to the contemporary reproductions and adaptations of furniture styles today. This knowledge of furniture and accessories enables students to recommend suitable furnishings for a given decorating concept. |
| How to start a Small Business | This course will guide the businessperson or entrepreneurial thinker through the process of setting up a business. Content includes forms of ownership, market research, marketing and advertising, promotional planning, financing, operations, writing a business plan and personal skills. This course exposes students to the elements involved in designing a successful business. |
| Digital Presence for Today's Business | In this digital marketplace, image capturing and a strong web presence are key to communicating effectively with current or prospective clients and to other successful professional practices. With professional image creation in mind, students have the opportunity to explore the practical groundwork of photo capture focus, composition and exposure. Students will explore cost-effective website building platform options and learn about the questions to ask when retaining a professional website designer. |
| Fabrics and Window Treatments | Every window is different and may require individual treatment. We compare natural and synthetic fabrics according to the pros and cons of their use, the methods of their manufacture, their durability and the terms used in their description. Students will discover current fabric trends and how certain treatments will match or clash with particular furniture and decorating styles. Other topics covered are using blinds, shutters, valances and draperies; understanding proper measuring techniques; and calculating the amount of fabric needed to complete a particular window treatment. |

| Social Media Certificate Course Descriptions | |
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| Core Courses (5): | |
| Introduction to Social Media | Learners explore the fundamentals of social media. Topics covered include an introduction to social media and other emerging technologies and tools, current trends and future directions, benefits, values and risks. Learners analyze case studies to assess how social media impacts and influences fields, such as communication and marketing, and how it informs future trends and developments. |
| Digital Communication | Social media requires a different approach to communication and writing in terms of how you write, who you are communicating with and how your message is received. Using social media tools, learners practise and assess their social media writing capacity. Topics, such as generational preferences, integrating informal writing and communication for corporate purposes, personal branding and communicating appropriately to different target groups using different digital communication tools are explored. |
| Developing a Social Media Strategy | Learners develop a social media strategy. The focus is on skills-building and on creating and implementing a social media strategy including identifying and working with social media tools, assessing how tools support overall branding, advertising, marketing and/or communication strategies. Learners explore, identify and engage online communities that support internal and external social media strategies. In addition, learners are introduced to resources that aid in the development and implementation of effective social media strategies. Through case studies, learners explore both best practices and cautions when designing social media strategies. |
| Social Media Monitoring and Measurement | Learners explore how to monitor and measure the impact of a social media strategy or social media efforts. Specifically, learners learn which tools are available for monitoring and measuring social media efforts. Through online discussion, learners discuss the challenges of ongoing measurement in a rapidly changing field and explore strategies for addressing these challenges. Learners are also introduced to basic Search Engine Optimization (SEO) and how social media efforts can lead to increased and effective website traffic. |
| Applied Social Media in Business | Learners explore the application of social media in business organizations. A range of topics, such as corporate branding, fundraising, social media advocacy campaigns, how to realign and utilize traditional approaches to marketing, and advertising and branding using social media are discussed. Best practices for using social media as a learning and collaboration tool within organizations and in a professional networking and expertise-sharing capacity are also discussed and established. |

| Construction Estimator Fleming College Local Certificate Course Descriptions | |
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| Core Courses (5): | |
| Construction Drawings & Methods | This course can be taken on its own and is the first course within the Construction Estimator program. The course provides an introduction to basic blueprint reading and common methods of construction. Students will use construction drawings to discuss topics ranging from soil evacuation to roof design. We will discuss legal concepts of |

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| | building/planning codes and statutes. Students will gain a foundation of residential/commercial construction principles and codes in practice today. |
| Introduction to Cost Estimating | This course is intended to explain the process of construction estimating from contract documents to the methods of measuring material quantities used in general contracting offices. This will enable students to understand the position of the estimator within the business of construction management both in the contractor and sub-contractor's world. The course focuses on "taking off" methods of materials using simple residential and commercial exercises. |
| Material Estimating & Methods | This course is intended to guide a student through a proven method of cost estimating. This will aid the student in determining material quantities and unit cost for a complete project. This course will be of interest to those individuals wishing to learn about estimating in a commercial environment. Students will be able to utilize various documents created in the workplace. The build-up and calculations of unit costs for materials, labour and equipment will be the fundamental part of this course. |
| Construction Contract Bid Management | This course will provide students, who have a basic knowledge of general contracting and estimating, additional understanding of tender documents for all project types, along with knowledge of computerized estimating and unit price control. Students are provided with an understanding of a role in the estimating team and the importance of bid management. This course will lead to the management of site, material ordering, scheduling, and the cost control process. |
| Construction Job Site Management | This course can be taken on its own and is the first course within the Construction Estimator program. The course provides an introduction to basic blueprint reading and common methods of construction. Students will use construction drawings to discuss topics ranging from soil evacuation to roof design. We will discuss legal concepts of building/planning codes and statutes. Students will gain a foundation of residential/commercial construction principles and codes in practice today. |
| Electives (1): | |
| Commercial Construction Principles | Students explore various building materials and construction methodologies used in commercial construction, including: durability, availability, ease of construction, and aesthetic perspective. Studies include a review of commercial construction drawings and specifications. Students use a variety of learning tools including standard building practices, commercial working drawings, and trade publication websites. In this online course students use a variety of learning tools including standard building practices, commercial working drawings, and trade publication websites. Students participate in readings, quizzes, research, discussions and collaboration work groups. |
| The Construction Industry | This course explores the many facets of the construction industry and develops a deeper knowledge of the many factors that impact this industry. Students increase their awareness of various participants and stakeholders that are typically involved in a commercial construction project, as well as and issues such as impact on the economy, safety, environmental, and use of technology. |
| Microsoft Excel | Learn to use Microsoft Excel to create and format spreadsheets in order to analyze data and make more informed business decisions. You will discover how to; create, edit, format and print workbooks; use mathematical formulas and functions; create and format charts and shapes; insert images; cut, copy and paste data. |

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| | <p>The course is designed to help prepare students to write the MOS Certification exam for Excel 2013 (MOS Exam 77-420) or Excel 2016 (MOS Exam 77-727).</p> <p>Students will also have the opportunity to earn MyITLab Microsoft Office Badges, which demonstrate achievement of skills in Excel.</p> |
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| Nephrology Nursing Fleming College Local Certificate Course Descriptions | |
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| Core Courses (7): | |
| Nursing Care of the Peritoneal Dialysis Patient | Examine professional nursing practice in the context of caring for individuals undergoing peritoneal dialysis. Emphasis is placed on the delivery of competent, safe and ethical care for this patient population, as guided by the nursing process, evidence-based practices and a person-centered approach to care. Methods and tools that support clinical decision-making and comprehensive approaches to care are emphasized. |
| Nursing Care of the Hemodialysis Patient | Hemodialysis is a common renal replacement therapy offered in hospital-based units and increasingly in community-based settings, including the home. This course prepares the learner with requisite knowledge for providing competent, safe and ethical care to the hemodialysis patient, as guided by the nursing process, evidence-based practices and a person-centered approach to care. Methods and tools that support clinical decision-making and comprehensive approaches to care are emphasized. |
| Normal and Abnormal Kidney Function | This course prepares the learner with the knowledge required to understand the normal anatomical and structures and physiological functions of the renal system. It introduces the experienced nurse to etiology and pathophysiology related to acute and chronic kidney conditions, their diagnoses, typical progression and common implications for individuals at risk for developing or affected by kidney disease and their families. |
| Nursing Care of the Transplant Patient | This course examines professional nursing practice in the context of caring for individuals in need of kidney transplantation. Emphasis is placed on the delivery of competent, safe and ethical care for this patient population, as guided by the nursing process, evidence-based practices and a person-centred approach to care. Methods and tools that support clinical decision-making and comprehensive approaches to care are emphasized. |
| Nursing Care across the Kidney Disease Trajectory | This course deepens the learners understanding of authentic therapeutic relationships within the context of caring for the person with kidney disease through health promotion, disease prevention and management and palliative/end-of-life care. A person-and family-centered approach is emphasized as foundational to developing and implementing an individual plan of care in collaboration with the inter-professional team. Team-based interventions to support patient empowerment and well-being throughout the lifespan and course of treatment are stressed. |
| Living with Chronic Kidney Disease | This course prepares students by providing a deepened understanding of the complexities related to the experiences and effects of kidney disease on the daily life of individuals and their families. Throughout the course, there will be an emphasis on person centered care as it applies to kidney disease. Students will be given the opportunity to examine current research, use critical thinking and problem solving skills, and incorporate nursing models and frameworks to further their understanding of the lived reality that kidney disease patients and their families must undertake. |

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| Mentored Knowledge Integration Project | <p>This course provides the learner with opportunities to deepen, integrate and apply knowledge related to concepts, care and treatments modalities in nephrology nursing through a coordinated online seminar and mentored practicum. Students apply professional practice concepts and synthesize knowledge acquired throughout the program by developing and presenting a knowledge integration project that emphasizes an evidence-based and person-centered approach to meeting complex needs of populations at risk for or affected by kidney disease. Building upon curricular outcomes of the program, emphasis is placed on emerging trends, issues and health system transformation priorities related to the growing need to provide care in community-based settings. Pre-requisites: Renal Care of Peritoneal Dialysis Patient; Nursing Care of Hemodialysis Patient; and Nursing Care of Transplant Patient</p> |
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12.2. Appendix II: Labour Market Details

Business Analysis Fleming College Local Certificate

NOC Code: 2171 Information systems analysts and consultants

Example job titles:

- computer systems analyst
- informatics consultant
- informatics security analyst
- information systems business analyst
- information systems quality assurance (QA) analyst
- information technology (IT) consultant
- management information systems (MIS) analyst
- systems auditor
- systems consultant
- systems security analyst

The following is a summary of the main duties for some occupations in this unit group:

- Information systems business analysts and consultants
- Confer with clients to identify and document requirements
- Conduct business and technical studies
- Design, develop, integrate, test and implement information systems business solutions
- Provide advice on information systems strategy, policy, management, security and service delivery.

The following are employment requirements and/or certifications:

- A bachelor's degree in computer science, computer systems engineering, software engineering, business administration or a related discipline or completion of a college program in computer science is usually required.
- Experience as a computer programmer is usually required.
- Certification or training provided by software vendors may be required by some employers.

Interior Decorating – Residential Fleming College Local Certificate

NOC Code 5242: Interior designers and interior decorators

Example job titles:

- aircraft interior designer
- interior decorator
- interior design technician
- interior designer
- kitchen designer
- office space planner

- retail space planner
- Inclusion(s)
- home staging consultant
- space management consultant

Interior designers and interior decorators perform some or all of the following duties:

- Consult with clients to determine needs, preferences, safety requirements and purpose of space
- Develop detailed plans and 3-D models showing arrangement of walls, dividers, displays, lighting and other fixtures using computer-assisted design (CAD) software and graphics software
- Develop plans, elevations, cross sections and detailed drawings, and advise on selection of colours, finishes and materials, floor and wall coverings, window treatments, interior and exterior lighting, furniture and other items, taking into account ergonomic and occupational health standards
- Estimate costs and materials required and may advise on leasing, real estate and marketing
- Prepare plans and specifications for the final interior designs in accordance with current practices and codes
- Work in a multidisciplinary environment
- May direct site work crews and subcontractors.

The following are employment requirements and/or certifications:

- A college certificate or diploma in interior decoration is usually required.
- Membership in the Canadian Decorators' Association is available to qualified decorators.

Social Media Fleming College Local Certificate

NOC Code 1123: Professional occupations in advertising, marketing and public relations

Example job titles:

- advertising consultant
- communication officer (except emergency services)
- communications specialist
- event marketing specialist
- fundraising consultant
- information officer
- literary agent
- media co-ordinator
- media relations officer
- museum educator
- performers agent
- press secretary

- public affairs officer
- public relations consultant
- public relations officer
- publicist
- publicity agent
- Inclusion(s)
- fundraiser
- information consultant
- information service co-ordinator

Specialists in advertising, marketing and public relations perform some or all of the following duties:

- Assess characteristics of products or services to be promoted and advise on the advertising needs of an establishment
- Advise clients on advertising or sales promotion strategies
- Develop and implement advertising campaigns appropriate for print or electronic media
- Gather, research and prepare communications material for internal and external audiences
- Develop, implement and evaluate communications strategies and programs designed to inform clients, employees and the general public of initiatives and policies of businesses, governments and other organizations
- Conduct public opinion and attitude surveys to identify the interests and concerns of key groups served by their organization
- Prepare or oversee preparation of reports, briefs, bibliographies, speeches, presentations, Web sites and press releases
- Develop and organize workshops, meetings, ceremonies and other events for publicity, fundraising and information purposes
- Prepare and deliver educational and publicity programs and informational materials to increase awareness of museums, galleries and other tourist attractions
- Initiate and maintain contact with the media
- Arrange interviews and news conferences
- Act as spokesperson for an organization and answer written and oral inquiries
- Co-ordinate special publicity events and promotions for internal and external audiences
- Assist in the preparation of brochures, reports, newsletters and other material
- Represent and act as an agent for talented individuals or individuals with specific occupational expertise
- Prepare or oversee preparation of sports, literary, performance or other contracts.
- Literary agents specialize in representing specific types of authors and writers. Performance agents specialize in representing singers, musicians, actors or other performers. Sports agents specialize in representing specific athletes or sports teams.

The following are employment requirements and/or certifications:

- A university degree or college diploma in business marketing, public relations, communications, journalism, museology or a discipline related to a particular subject matter is usually required.
- Practitioners in public relations may require an APR (Accredited in Public Relations) designation.
- Progression to managerial positions in public relations, communications and fundraising is possible with additional training and experience.

Construction Estimator Fleming College Local Certificate

NOC Code: 2234 Construction estimators

Example job titles:

- chief estimator – construction
- construction estimator
- cost estimator – construction
- principal estimator – construction
- professional quantity surveyor
- quantity surveyor – construction

Construction estimators perform some or all of the following duties:

- Prepare estimates of probable costs of materials, labour and equipment for construction projects based on contract bids, quotations, schematic drawings and specifications
- Advise on tendering procedures, examine and analyze tenders, recommend tender awards and conduct negotiations
- Establish and maintain tendering process and set up cost monitoring and reporting systems and procedures
- Prepare cost and expenditure statements and forecasts at regular intervals for the duration of a project
- Prepare and maintain a directory of suppliers, contractors and subcontractors
- Liaise, consult and communicate with engineers, architects, owners, contractors and subcontractors, and prepare economic feasibility studies on changes and adjustments to cost estimates
- Manage and co-ordinate construction projects and prepare construction progress schedules.
- Estimators may specialize in estimating costs for structural, electrical or mechanical construction projects.

The following are employment requirements and/or certifications:

- Completion of secondary school is required.
- Completion of a three-year college program in civil or construction engineering technology or several years of experience as a qualified tradesperson in a construction trade such as plumbing, carpentry or electrical, are required.

- Certification by the Canadian Institute of Quantity Surveyors is usually required.
- Progression to more senior positions in this unit group, such as senior estimator or to construction management positions is possible with experience.

Nephrology Nursing Fleming College Local Certificate

NOC Code 3012: Registered nurses and registered nurse psychiatric nurses

Example job titles:

- clinical nurse
- community health nurse
- critical care nurse
- emergency care nurse
- intensive care nurse
- nurse researcher
- nursing consultant
- occupational health nurse
- private duty nurse
- public health nurse
- registered nurse (R.N.)
- registered psychiatric nurse (R.P.N.)
- Inclusion(s)
- infection control officer – medical

The following is a summary of the main duties for some occupations in this unit group:

General duty registered nurses

- Assess patients to identify appropriate nursing interventions
- Collaborate with members of an interdisciplinary health team to plan, implement, co-ordinate and evaluate patient care in consultation with patients and their families
- Administer medications and treatments as prescribed by a physician or according to established policies and protocols
- Monitor, assess, address, document and report symptoms and changes in patients' conditions
- Operate or monitor medical apparatus or equipment
- Assist in surgery and other medical procedures
- May supervise licensed practical nurses and other nursing staff
- May develop and implement discharge planning process on admission of patients
- May teach and counsel patients and their families on health-related issues in collaboration with other health care providers.

- Registered nurses may specialize in areas such as surgery, obstetrics care, psychiatric care, critical care, pediatrics, geriatrics, community health, occupational health, emergency care, rehabilitation or oncology.

Occupational health nurses

- Develop and implement employee health education programs and provide registered nursing care in private businesses and industry.

Community health nurses

- Provide health education and registered nursing care in public health units and through home visits, manage complex home care cases, participate in community needs assessment and program development, conduct disease screening and deliver immunization programs.

Psychiatric nurses

- Provide nursing care, supportive counselling and life skills programming to patients in psychiatric hospitals, mental health clinics, long-term care facilities and community-based settings.

Nursing consultants

- Provide consultative services to institutes, associations and health care organizations regarding issues and concerns relevant to the nursing profession and nursing practice.

Nursing researchers

- Engaged in research activities related to nursing, as self-employed or as employed by hospitals, public and private organizations and governments.

Clinical nurses

- Provide leadership, advice and counsel on the provision of research-based care for specific patient groups within the care of particular health care organizations.

The following are employment requirements and/or certifications:

- Completion of a university, college or other approved registered nursing program is required.
- Additional academic training or experience is required to specialize in a specific area of nursing.
- A master's or doctoral degree in nursing is usually required for clinical nurse specialists, clinical nurses, nursing consultants and nursing researchers.
- Registration with a regulatory body is required in all provinces and territories.

12.3. Appendix III: Costing Summary

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|---|---------------------------|-----------------|------------------|------------------|
| Cost Analysis: Ontario Learn Programs | | | | |
| | | | | |
| | | Year 1 | Year 3 | Year 5 |
| Projected Enrolment of 25 students/program - Year 1 | | | | |
| 70 students/program - Years 3 and 5 | | 125 | 375 | 375 |
| | | | | |
| Revenue | | | | |
| Tuition | \$366 X 25 students | \$45,868 | \$137,603 | \$137,603 |
| | | | | |
| Student Contact Hours | 42hr course X 25 students | | | |
| | | | | |
| Ministry Grant | 840 sch X \$5.06/sch | \$21,252 | \$63,756 | \$63,756 |
| | | | | |
| Total Revenue | | \$67,120 | \$201,359 | \$201,359 |
| | | | | |
| Expenses | | | | |
| Embanet (server) fee and Host College fee | | \$11,688 | \$35,063 | \$35,063 |
| Instructor fee | | \$14,750 | \$44,250 | \$44,250 |
| | | | | |
| Total Expenses | | \$26,438 | \$79,313 | \$79,313 |
| | | | | |
| Net | | \$40,682 | \$122,046 | \$122,046 |

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|---|------|--------|
| Tuition Fee Calc. | | |
| Tui = 5.79 per hour | 5.79 | 243.18 |
| SASST = .51 per hour | 0.51 | 21.42 |
| PT Service = .77 per hour to max of \$45.00 | 0.77 | 32.34 |
| Embanet fee of 70.00 | | 70 |
| Number of hours | 42 | 366.94 |

SUBMISSION TO THE BOARD OF GOVERNORS

Report Title: Academic Plan Schedule

Report to: Public Board Meeting

Meeting Date: June 26, 2019

Requested Action: For Information

Prepared and Submitted by: Tom Phillips, Vice President – Academic Experience

OVERVIEW / BACKGROUND

With the Strategic Plan finalized, the Vice President, Academic Experience will be undertaking the development of an Academic Plan – 2020-2024. This plan will, where it can, build on the work done, and data collected during the strategic planning process. The academic plan will be framed by the:

- Strategic Plan,
- VPAE Mandate Letter,
- Initial indications of the direction being taken for the third Strategic Mandate Agreement.

The Academic Plan will be informed by:

- Information and data collected during the strategic planning process,
- Labour market information and analysis,
- Consultations within Fleming – through focused meetings, and a survey,
- Consultations in Fleming's communities.

The Academic Plan will include an academic administrative structure that will ensure that the goals established in the Academic Plan can be achieved.

The intent is to have the final Academic Plan introduced to the Senior Management Team, then the Board, at their October meetings, with the final version going to the Senior Management Team and the Board at their November meetings. The implementation of the Plan will begin in January 2020.

ANALYSIS / PROPOSED OPTIONS

The scope of analysis will depend on the nature of the issue but may include Legal Impact; Financial/HR Implications; Student Impact; Stakeholder Implications. Pros and Cons for each option should be identified as appropriate.

The proposed Academic Plan schedule is as follows:

June 2019 – Following the Strategic Plan approval and launch - Internal academic consultations will begin with coordinators and faculty before they leave for the summer break. A communique will be sent to all staff about this schedule, research and activities being undertaken in the summer, and current plans for the Fall Term. Also, a survey done through Institutional Research will be distributed to get initial feedback. The communique and survey will be sent before June 21st (when most faculty leave for the summer break).

July-Mid August 2019 – Framework for the plan will be developed, research into current and prospective Labour market will be undertaken. Academic themes will be extracted from Erik Lockhart's data from the Strategic Plan consultations. Consultations within the College and in our communities will be undertaken based on the availability of stakeholders during the summer months. More consultation opportunities for students and staff will be scheduled for August/September period - immediately following the return of the faculty.

Mid-August 2019 – Progress to date report will be communicated to all staff, including current findings, and next steps for consultations moving into September and early October

Mid-October 2019 – A draft plan is ready for initial validation by stakeholders, the Strategic Management Team, and presented to the Board (for their information).

November 2019 – Revisions will be made based on feedback received, a final draft prepared, and a communications strategy will be developed. The revised, draft plan and accompanying communications strategy will be presented to the Senior Management Team for their endorsement, and then to the Board of Governors for its approval

January 2020 – Implementation of the Plan begins

RISK CATEGORY

Select all that apply (to check a box, double click; from drop-down menu, select “checked” under Default Value)

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

RECOMMENDATION AND/OR MOTION (i.e. Receive the update on Winter Enrolment for information. Refer the matter to Committee for further investigation. Approve the proposed xyz program of instruction.)

It is recommended the Board of Governors of Sir Sandford Fleming College:

Receive for information the proposed schedule to initiate and complete an Academic Plan for 2020-2014.

SUPPORTING DOCUMENTATION

N/A

PRESIDENT'S REPORT

Public Board Meeting – Wednesday, June 26, 2019

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

College System Update

There has been a new Minister of Training Colleges and Universities appointed as of June 20 2019. The new Minister is Ross Romano and he is an MPP from Sault St Marie. He has served on the Standing Committee on Justice Policy and has also been the PC critic for Northern Jobs and the Ring of Fire. He is a lawyer. Minister Romano replaces Merilee Fullerton.

The Deputy Minister of Training, Colleges and Universities, George Zegarac has moved on to Toronto Waterfront to lead the Sidewalk Labs project. His replacement has not yet been announced.

The Human Resource Counsel of Colleges entertained a panel of three Presidents at their conference the week of June 17th. Fleming was a proud participant along with Sheridan and Cambrian College. Topics included leadership, artificial intelligence and potential government direction that could impact the college system.

Government Relations

A new Secretary of Cabinet has been appointed. Steven Davidson was formerly a Deputy Minister in Cabinet office.

The provincial government has placed a 1% cap on any increases to the top of the salary ranges for administrative staff in the Broader Public Sector, as well as the Public Sector. There will be a detailed presentation to the Board, in camera, regarding this process.

Executive compensation is being addressed through a separate process that has yet to be announced.

The provincial cabinet shuffle of June 20, 2019 introduced many new comers to Ministerial appointments. Of interest to Fleming is that our local MPP Laurie Scott has been promoted to Minister of Infrastructure.

Fleming Strategy

The official public launch of the new 5-year strategic plan is Wednesday, June 26, 2019. On June 24, 2019, the Senior Management Team had a half day retreat to build the master action plan and assign both joint and individual accountabilities for the delivery of the strategic plan.

As was discussed previously, each senior team member will be provided a mandate letter that will be available on the College website.

The development of an Academic Strategy has been initiated. A process outline will be presented during the Board meeting.

Fleming Operations

Thank you for your attendance for our 2019 Convocation. Group discussions will be held to determine areas of improvement for 2019/20. Board leadership at these celebrations were very well received.

Three competitions for new Deans are underway including the Deans of: Trades and Technology (already posted), Haliburton School of Arts + Design/School of General Arts & Science, and the School of Business. The recruitment for a new Vice President of Corporate Services has just been initiated.

Please see attached memo to all staff

In Our Community

The President attended the NCC's (New Canadians Centre) AGM on May 23, 2019 to accept the New Canadians Centre's Partner of the Year - Cobourg award. Fleming was chosen to receive the award as a great and valued partner and in appreciation for all Fleming does for NCC clients in Northumberland County.

The President, along with the Executive Director of Marketing & Student Recruitment, attended the NAFSA: Association of International Educators Annual Conference in Washington, DC from May 28 – 30, 2019.

On June 3, 2019, the President attended Trent University's Nursing Program convocation ceremony.

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

- Congratulations [@TimMcClure23](#), our 2019 Alumnus of Distinction Award winner. Tim is a fabulous role model for our students, and it was truly an honour to present this award to such an influential member of our alumni network. Thank you for joining us today, Tim. [#FlemingGrad](#)
- Congratulations to the School of Business and the School of Trades and Technology Academic Award winners, and all our Academic Award winners recognized during our ceremonies this week. Your hard work has paid off. We wish you many future successes. [#FlemingGrad](#)
- Thank you Sharon, and to all our valedictorians so far, who have shared their tremendous stories and motivating words with our graduates. We are ready and excited for another day of ceremonies tomorrow. [#FlemingGrad](#)
- Round of applause for all of today's graduates. We are excited to continue the celebration throughout the week as our Sutherland Campus ceremonies continue. [#FlemingGrad](#)
- Very proud and honoured to welcome our Academic Award winners to this morning's award ceremony at Frost Campus. Your hard work is evident, and your determination is admirable.
- . [@Fleming_Pres](#) (right) at the re-dedication ceremony of our rainbow crosswalk with the team who initiated and helped unveil it last year. [#Pride2019](#)
- It was an honour to attend [@TrentUniversity](#) Convocation and watch our Trent/Fleming School of Nursing graduates celebrate a tremendous milestone.

- So proud of the [@FlemingCollege](#) graduating class from our beautiful Haliburton School of Art + Design, a campus that believes in makers, artists, designers and dreamers. Now, more than ever, our communities and the rest of the world need you. [@flemingHSAD](#)
- Congratulations to [@FlyingColoursCo](#) for announcing plans to expand operations in [#ptbo](#), with contribution from [@FedDevOntario](#). Truly fabulous news for our community. [#ptbokawartha](#) [#ptbocanada](#)
- [@flemingHSAD](#) storms Brooklyn NY with a fabulous exhibit at the [@wanteddesign](#) show! Congratulations to our faculty and students for helping to take [@FlemingCollege](#) to the world stage.
- Thank you to our community partners for joining us [@flemingcollege](#) this morning for breakfast at our Strategic Plan consulting session. We truly value your feedback and support and we look forward to working with you as we implement our exciting new initiatives. [#newfleming](#)

Fleming in the News

[HSAD take bite out of the Big Apple](#)

The Highlander | May 16, 2019

[Learn about trades](#)

iHeartradio.ca | June 2, 2019

[How to: Go back to School](#)

Canadamotoguide.com | June 4, 2019

[Child advocates to speak at Peterborough conference](#)

Peterborough Examiner | June 4, 2019

[Graduates use art to create paths forward](#)

The Highlander | June 6, 2019

[Rainbow crosswalk sought for downtown Peterborough](#)

Peterborough Examiner | June 10, 2019

[What Fleming College is doing about climate change](#)

Mykawartha.com | June 11, 2019

[Convocation ceremonies begin at Fleming College in Peterborough](#)

Peterborough Examiner | June 11, 2019

[Mosquitos more abundant this spring](#)

Oodmag.com | June 12, 2019

[Tim McClure named Fleming Alumnus of Distinction](#)

Peterborough Examiner | June 13, 2019

[Blasting is more than just blowing things up](#)

Thewhig.com | June 14, 2019

[Fleming College students celebrate at 2019 convocation](#)

Global News | June 14, 2019

[\\$3M in research funding for water centre at Fleming College](#)

Peterborough Examiner | June 14, 2019

[Fleming College receives millions in applied research funding](#)

Mykawartha.com | June 14, 2019

[Peterborough's Fleming College to receive \\$2.9M in applied research funding](#)

Global News | June 15, 2019

[Almost three million in funding coming to Fleming College](#)

Ptbotoday.ca | June 17, 2019

TO: All Staff

FROM: Maureen Adamson,
President

DATE: June 20, 2019

RE: In case summer arrives...

I wanted to take a moment to reach out to all of you before you move into your summer activities, whatever they may be. I hope all of you enjoy some well-deserved time for family and friends.

It has been a busy academic year and I cannot believe that August 20, 2019 marks my one-year anniversary serving as your President. Much has happened, and it is all because of you.

We launch our new five-year strategic plan publicly next Wednesday, June 26. You are all invited to our special event, along with your family, neighbours and all friends and partners of the entire college community. Check your email and our social platforms for the invitations.

What I am most proud of with respect to this plan is that it is *your* voice that created our blueprint for the future. So many of you took the time to offer advice, voice your concerns, and propose solutions. That takes effort and courage. Thank you. It was my desire to have campus town hall meetings before the public launch of our strategy, but I simply ran out of time. I will be back out on a listening tour again in the Fall and this will include campus town hall meetings.

On June 24, I will be holding a senior team retreat to discuss in detail the many goals and actions that will be required to deliver on this plan. The outcome of this meeting will be a master action plan with clear individual and joint accountabilities that will be monitored closely by everyone on the team. I will be providing regular updates to the Board of Governors. Each member of the senior team will also be provided an individual mandate letter outlining their accountabilities for the ensuing year; these will be made public.

The results of our employee engagement survey remain a priority. I have shared the results with the Board of Governors. The senior team has met several times to develop a prioritized action plan. This will be finalized over the summer and it too will be publicized. I will utilize the Fall listening tour to inform you of our progress on both the strategic plan and our action plan that is derived from the employee engagement survey.

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We have a new senior organization structure in place and I am delighted with the integrated approaches that are beginning to take shape within, and among, the senior leaders and their teams. As Brian Baker retires from his role, I have initiated a search for a new Vice President of Corporate Services. In the interim, the Directors within that area will report to me.

Three competitions for new Deans are underway including the Deans of: Trades and Technology (already posted), Haliburton School of Arts + Design/School of General Arts & Science, and the School of Business. Arlington Partners International is leading the searches for the latter two Deans. In addition, Tom, Sandra and Sherry continue to review their respective structures and we will keep you apprised of any changes along the way. All changes will be informed by the strategic planning consultation sessions, employee engagement feedback and listening tours. The role of Executive Assistant in the office of the President will be revised and posted as Manager, Governance, Policy and FOIPPA in the ensuing weeks, with the last of the vacant Vice President positions ("Economic Development") to follow.

The development of an academic strategy has now begun under the leadership of Tom Phillips. This will be a critical anchor to our strategic plan and to the new approach to our funding model arising from the Strategic Mandate Agreements (Version 3) once the details are released by the provincial government. Again, your input into the academic plan will be essential.

An operational review of the Office of the Registrar is planned to begin during the summer and continue through the Fall. Of course, this will need to be planned around peak activities. This review will focus on business processes in this area, as an initial step. However, business process improvement will be a key priority for the entire enterprise in the coming weeks and months.

Finally, I continue to be committed to giving the "gift of time" to employees for professional development. This is a key priority emerging from an academic quality audit, and while this will be the number one joint priority for 2019/20 for our Vice-President, Academic Experience and Vice-President, Organizational Effectiveness & Human Resources, it is the responsibility of all leaders.

On a personal note, it has been a whirlwind 10 months. I am struck by the candour and commitment of employees and I am forever grateful for your leadership. At my first convocations for Fleming, it was particularly heartwarming to see the passion that faculty have for students as well as the dedication that all staff have to student success. It reminds me that *we are not only doing things right, we are doing the right thing.*

I am glad to be here and proud to serve you as your President

A handwritten signature in black ink, appearing to be 'D. Sam', written in a cursive style.