



PUBLIC MEETING AGENDA

Date: Wednesday November 22, 2023
Time: 9:00 – 10:35
Information: Sutherland Campus - 599 Brealey Drive, Peterborough - Room B3330

1. Call to Order, Land Acknowledgement and Confirmation of Quorum
2. Declaration of Conflict
3. Approval of Meeting Agenda
4. **Consent Agenda**
The following item(s) will be addressed through the consent agenda unless specifically requested to be removed for separate attention, by request.
 - 4.1 Minutes of the June 28, 2023 Public Board of Governors Meeting (Approve)
 - 4.2 Policy Revocation: Award of Honourary Degrees, 2-203 (Revoke)
 - Briefing Note
 - Policy
 - 4.3 Policy Revocation: Computer Software Copyright, 4-403 (Revoke)
 - Briefing Note
 - Policy
 - 4.4 Policy Revocation: Environmental Policy 4-418 (Revoke)
 - Briefing Note
 - Policy
 - 4.5 Briefing Note: Governance Policy and Procedure Review
 - 4.5.1 Procedure: Delegations to the Board (Approve)
 - 4.5.2 New Policy: Election of Internal Members to the Board of Governors (Approve)
 - 4.5.2b Procedure: Election of Internal Members to the Board of Governors (Approve)
 - 4.5.3 Procedure Revocation: BP-002 Expenses Regarding Governor Travel (Revoke)
 - 4.5.4 Procedure Revocation: College Liability Insurance (Revoke)
 - 4.5.5 Procedure Revocation: Consent Agenda (Revoke)
 - 4.5.6 Procedure Revocation: Governors Advocacy (Revoke)
 - 4.5.7 Presidents Performance Evaluation Revocation (Revoke)
 - 4.5.8 Presidential Continuity and Succession Revocation (Revoke)
 - 4.6 ESG Committee Report (Receive)
 - 4.7 College Quality Assurance Audit Process (CQAAO) (Receive)
 - Briefing Note
 - CQAAO Report

Decision Items

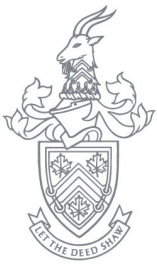
- | | | |
|---|---|-------------------------------|
| 5. Applied Research Strategic Plan <i>(Approve)</i> <ul style="list-style-type: none">• Briefing Note ☺• Presentation ☺ | B. Goodwin, Executive Vice President
Academic and Applied Research | 15 min
<i>(9:05-9:20)</i> |
| Guest: Ryan Wiley,
CEO SHIFT Health | | |
| 6. Finance and Audit Committee (FAC) Report
6.1 Financial Position Reports - September 30, 2023, and Budget Update/Forecast <i>(Approve)</i> <ul style="list-style-type: none">• Briefing Note ☺• Financial Statements ☺
6.2 Appointment of External Auditors <i>(Approve)</i> <ul style="list-style-type: none">• Briefing Note ☺ | S. Datta,
Chair Finance and Audit Committee | 10 min
<i>(9:20-9:30)</i> |
| 7. Governance Committee Report ☺

7.1 Academic Governor Appointment <i>(Approve)</i> <ul style="list-style-type: none">• Briefing Note ☺ | K. Jensen,
Chair Governance Committee | 10 min
<i>(9:30-9:40)</i> |
| 8. Policies <i>(Approve)</i>

8.1 Accessibility for Ontarians with Disabilities Act (AODA) Policy <ul style="list-style-type: none">• Briefing Note ☺• Policy ☺
8.2 Academic Integrity Policy <ul style="list-style-type: none">• Briefing Note ☺• Policy ☺• Procedure ☺ | A. Lambert, Executive Vice President Human Resources and Organizational Development

B. Goodwin, Executive Vice President Academic and Applied Research | 10 min
<i>(9:40-9:50)</i> |
| 9. New Program Proposals and Modifications <i>(Approve)</i>

9.1 Arboriculture (Co-op) (AR) Instructional Settings Modification <ul style="list-style-type: none">• Briefing Note ☺
9.2 Urban Forestry (UF) Title, VLO and Instructional Settings Modification <ul style="list-style-type: none">• Briefing Note ☺• CVS Validation Decision Letter (FLEM-01285-Validation Decision Letter) ☺• CVS Application (FLEM-01285-Urban Forestry Application) ☺ | B. Goodwin, Executive Vice President
Academic and Research & Innovation | 20 min
<i>(9:50-10:10)</i> |



9.3 Applied Data Analytics change to Spatial Data Analytics

- Briefing Note
- CVS Validation Decision Letter
- CVS Application
- Program Costing

9.4 Waste Resource Management – Environmental (SWM)
Program Length and Instructional Settings Modification

- Briefing Note

9.5 Fitness & Health Promotion Instructional Settings
Modification

- Briefing Note

9.6 Health Care Management, Ontario College Graduate
Certificate

- Briefing Note
- New Program Proposal

9.7 Service End User Design

- Briefing Note
- New Program Proposal

9.8 Interface User Design

- Briefing Note
- New Program Proposal

Information Items

10.	Indigenous and Academic Student Experience Report <i>(Receive)</i> <ul style="list-style-type: none">• Briefing Note • Report 	E. Stone, Vice President Indigenous Knowledge	5 min <i>(10:10-10:15)</i>
11.	Equity, Diversity and Inclusion Update <i>(Receive)</i>	A. Lambert, EVP, Human Resources and Organizational Development & Kirsten Redmond, Director EDI	5 min <i>(10:15 -10:20)</i>
12.	Board Chair Report - Verbal	D. Gillespie	5 min <i>(10:20-10:25)</i>
13.	President's Report <i>(Receive)</i>	President Adamson	5 min <i>(10:25- 10:30)</i>

Discussion:

14. Other

5 min

Close approximately 10:35



PUBLIC MEETING MINUTES

Meeting Date: June 28, 2023

Meeting Location: Sutherland Campus - 599 Brealey Drive, Peterborough Room B3330

Attendance:

External Governors:

Fred Clifford, <i>Chair</i>	Sudha Datta (<i>virtual</i>), <i>Chair Finance and Audit Committee</i>	
Cynthia Chan Reynolds	Kerri Davies	Karen Jensen
Tim Kennaley	Michael Nasello	Doris Stamml (<i>virtual</i>)
Don Gillespie (<i>Regrets</i>)	Lisa Reed (<i>Regrets</i>)	

President:

Maureen Adamson

Internal Governors:

Laura Coles (<i>Support Staff</i>)	Joanna Hodge (<i>Academic</i>) (<i>Regrets</i>)	Kiersten Singh (<i>Student</i>) (<i>Regrets</i>)
Marc Patenaude (<i>Administrative Staff</i>)		

Senior Administration:

Drew Van Parys <i>Executive Vice President, Corporate Services</i>	Brett Goodwin <i>Executive Vice President, Academics & Applied Research and Innovation</i>	Liz Stone <i>Vice President, Indigenous Knowledge and Relations</i>
Alan Lambert <i>Interim Vice President, Organizational Effectiveness and Human Resources</i>	Annie Lam <i>Vice President Corporate Finance</i>	Steve Banyai (<i>virtual</i>) <i>Interim Chief Technology Officer</i>
Sherry Gosselin <i>Associate Vice President Registrarial Services</i>	Laura Gunning <i>Associate Vice President, International</i>	Julie Ferrari <i>Chief of Staff, President's Office</i>
Trish Matthews <i>Director, Corporate Affairs, Governance & Risk Management</i>		

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

The Chair called the meeting to order at 9:02a.m. and acknowledged that the meeting was hosted on the traditional lands of the Mississauga Anishinaabe peoples.

Quorum was confirmed and all in attendance were welcomed. Attendance regrets were noted.

2.0 Declaration of Conflict of Interest

None.

3.0 Approval of Meeting Agenda

MOTION: Be it resolved that the Board of Governors approve the agenda of the June 28, 2023 public meeting as presented.

CARRIED

4.0 Approval of the Consent Agenda

MOTION: Be it resolved that the Board of Governors approve the consent agenda for the May 24, 2023, meeting and, through this consent the:

- 4.1 Minutes of the May 24, 2023 Public Board of Governors Meeting**
- 4.2 Information Technology (IT) Appropriate Use Policy (AUP) # 6-601**
- 4.3 2023/24 Financial Plan (FYI)**
- 4.4 Enterprise Risk Management Update (FYI)**

4.5 2022 Annual Report to Sponsors of the CAAT Supplementary Plan

CARRIED

5.0 Applied Research Strategy Project Update

President Adamson spoke to Fleming's strong applied research record and strategic investments over the past few years to optimize Applied Research programs.

Following a system wide environmental scan, which was presented to the Board in January, the College engaged Shift Health to develop an evidence-based research strategy and implementation plan.

B. Goodwin provided a high-level update on the process, preliminary findings and next steps. The final report will be available Fall 2023.

6.0 ESG Project Update

President Adamson spoke to project progress following the April 27, 2022 board meeting and the delivery of an intensive report, where the Board of Governors directed the College to move forward with an ESG project

Management engaged Vassara, a consulting firm active in the environmental space, who provided their report at the January 2023 board meeting.

B. Goodwin provided an update presentation on work to date since the report was received.

MOTION: That the Board of Governors of Sir Sandford Fleming College receive the ESG Project Update presentation for information.

CARRIED

7.0 Community Integration through Cooperative Education Ontario College Certificate, External Review Update

President Adamson reported that Fleming College commissioned the Ontario Institute for Studies in Education at the University of Toronto to conduct an independent program evaluation of the Community Integration through Cooperative Education (CICE) program, following programmatic changes, which occurred in March and April 2023.

President Adamson introduced Nick Stone, Dean of the School of Health and Community Services who spoke to the details of the report.

Recommendations for program improvement are three-fold:

- 1) Increase and broaden the number of streams to allow for student choice to ensure the programs are suitable for students with exceptionalities and focused in areas they may find useful when seeking future employment.
- 2) The Program would benefit from considering the role and workload of the placement coordinator and Learning Facilitators responsible for placements to ensure sufficient coverage of this critical component of the CICE programming.
- 3) The communication with internal and external stakeholders is critical to the success of the Program and the students, particularly considering the wrap-around care the Program provides and the students typically require. Increased communication should focus on four primary areas:
 - I. Outreach for prospective students
 - II. Communication with families of current students
 - III. Communication/marketing for external partners

IV. Training for internal partners

Fleming's CICE program addresses all legislative aspects in relation to individuals with a disability. Namely, the requirements as set out by the Ontario Human Rights Commission and the policy on Accessible Education for Students with Disabilities as well as the Accessibility for Ontarians Disability Act.

MOTION: That the Fleming College Board of Governors support implementation of recommendations from the commissioned Ontario Institute for Studies in Education at the University of Toronto (OISE/UT), and continuation of the Community Integration through Cooperative Education (CICE) program Ontario College Certificate.

CARRIED

8.0 International Student Recruitment

L. Gunning, Associate Vice President International provided an overview of the pre-circulated materials and responded to questions.

Recruitment (Agent) Non-Competitive Procurement Agreement

Fleming has a large global network of agents under contract to recruit international students. The College has approximately 209 active agreements, although not all of those have acquired students for Fleming in the past year. Agents go through a screening process and are selected based on capabilities, quality, reputation, and resources in each market, with some larger firms recruiting in many markets. Agents range from multinational corporations to small sole proprietors. The top five agents yield 50-60% of the total number of students enrolled in most years

A single Non-Compete form is generated collectively for all agents based on commission projections for the current fiscal year. The College does not send out competitive bids for these agreements, as it is not a typical procurement process with payment being made in advance. Payments are made post-performance.

The total amount paid to agents by the College has been in the \$4-\$5 million range at our peak, pre-COVID enrolment levels, but it is expected to go higher in the current fiscal year based on enrollment projections for fall 2023 and winter 2024 intakes. No single provider has exceeded the \$1 million annual payment level, the threshold for Board of Governors approval. However, there is a possibility of 2 suppliers (ApplyBoard and IDP Education) exceeding the \$1 million annual payment level for the 2023-2024 fiscal year.

MOTION: That the Board of Governors approve the Non-Compete Procurement Agreement for international student recruitment agents, projected to have a total value of approximately \$5.7 Million.

CARRIED

International Student Health Insurance

Immigration, Refugees and Citizenship Canada (IRCC) requires international students studying in Canada to have health insurance coverage. Fleming, Fanshawe and College Boreal all had expiring international health insurance contracts. Management worked in partnership with these partner colleges to issue an RFP for health insurance services together, with 5 responses received and evaluated by the evaluation team.

Fleming College has been working with ACL Student Benefits (Morcare) since 2016 and the company provides health insurance for both international and domestic students at Fleming. The current contract with ACL Student Benefits (Morcare) will expire in August 2023. ACL Student Benefits (Morcare) is the successful bidder for a 5-year contract with 5-year renewal option.

There is no financial impact on the college as health insurance costs are included in tuition fees for international students (this is also the case for domestic students). The exact cost of the contract is dependent on international enrollment.

MOTION: That the Board of Governors approve the Agreement for international student health insurance with ACL Student Benefits (Morcare) for 5 years, with a 5-year renewal option.

CARRIED

9.0 Program Modifications

B. Goodwin spoke to the reports.

9.1 Registered Practical Nurse – Perioperative Nursing Ontario College Graduate Certificate (PRP) – Part-time status, Title and VLO Modification

The School of Health and Community Services wishes to offer the current part-time *Registered Practical Nurse – Perioperative Nursing (PRP)* program as a fulltime Ontario Graduate Certificate. The School will share curriculum delivery with the existing fulltime offering of the *Registered Nurse – Perioperative Nursing* program.

Sharing the curriculum will enhance student learning and result in considerable cost savings for both programs, as well as fill a local labour market need.

To change from part-time to full-time status, the program will undergo a title change to remove “(P-T).” Additionally, a Vocational Learning Outcomes (VLOs) change will occur to update the VLOs to today’s standards. Credential Validation Services (CVS) have approved the title change and the changes to the VLOs as of April 11th, 2023.

MOTION: THAT the Board of Governors approve the change from part-time to full-time status of the “(P-T) Registered Practical Nurse - Perioperative Nursing” and the subsequent title change to “Registered Practical Nurse - Perioperative Nursing” and changes to the Vocational Learning Outcomes to accommodate this change in status, for implementation September 1, 2023.

CARRIED

9.2 New Program Proposal – Addictions and Mental Health – Interprofessional Practice Ontario College Graduate Certificate

The School of Health and Community Services is proposing the development and launch of a one-year, two semester, Ontario College Graduate Certificate for *Addictions & Mental Health – Interprofessional Practice* for Winter 2024. The proposed program will be intentionally designed to focus on the interprofessional aspects of addictions and mental health and how different professions work together to provide outstanding public services.

It will be the first graduate certificate in the Community stream and with the focus on interprofessional practice it will allow students from varying professional and educational backgrounds to upskill in addictions and mental health.

The program will initially be offered as a full cost recovery (unfunded) program targeting international students to facilitate a quick implementation and launch. It does not require approval by the Ministry of Colleges and Universities, only Board of Governors approval internally, and Credential Validation Services (CVS) approval externally, which includes a depiction of the new program curriculum.

With a Winter 2024 launch, revenue in fiscal year one is estimated at \$146,211.30 increasing to \$833,404.41 by year three and remaining stable thereafter when meeting enrollment targets.

This proposed program will leverage existing curriculum within the School of Health & Community Services and have a stronger emphasis on interprofessional practice at the post-graduate level. The program will be unique in the provincial system in several respects

MOTION: THAT the Board of Governors approve the program proposal, development and launch of a new *Addictions & Mental Health – Interprofessional Practice* Ontario College Graduate Certificate program for implementation Winter, 2024.

CARRIED

9.3 New Program Business Case - Geographical Information Systems for Analytics Ontario College Graduate Certificate

The School of Environmental and Natural Resource Sciences is proposing the development and launch of the new Geographic Information Systems for Analytics program. This three semester Ontario College Graduate Certificate will be offered at Frost campus using a HyFlex and micro-credential delivery model and will share curriculum with the new Spatial Data Analytics Ontario College Graduate Certificate - and will replace the existing Geographic Information Systems – Applications (GIA) and Cartographic (GC) Specialists programs.

In early 2023, SENRS made a proposal to modify the current Geographical Information Systems (GIS) – Applications and Cartographic Specialists programs and was granted approval by Fleming College’s Board of Governors to modify these programs at the January 25, 2023 public meeting

During the curriculum development stage, it was discovered that to modify the GIS programs to include analytics training and to maintain a third semester capstone applied project, the College would need to create a new program.

MOTION: That the Board of Governors of Sir Sandford Fleming College approve the Geographic Information Systems for Analytics Ontario College Graduate Certificate program for launch in Fall 2024.

CARRIED

10.0. Board Chair Report

11.0 President’s Report

President Adamson spoke to the written report included in the materials, with highlights as follows:

- President Adamson participated as a keynote speaker for a symposium held by the University of Toronto that discussed the role that colleges in Ontario can play to rebuild the economy. The Ignite summit was a key component of the keynote and was well received.
- The Ontario College Quality Assurance Audit 2023 went well. Management is reviewing the draft report from the CQAAP auditors. The report is very positive with the College receiving the highest rank of “Mature Effort.” The report identifies some areas for improvement and the Quality Team is developing a workplan to address recommendations.

On behalf of all Governors, President Adamson thanked F. Clifford both for his time as Board Chair and for all years of service to the Fleming College Board of Governors. F. Clifford was presented with a gift of thanks.

MOTION: Be it resolved that the Board of Governors receive the President’s Report for information.

CARRIED

12.0. Close

The meeting was declared closed at 10:25a.m

Signed as approved:

Fred Clifford
Chair
Fleming College Board of Governors



Board of Governors

Briefing Note



Topic: Award of Honourary Diplomas, Policy # 2-203
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommended Motion

That the Board of Governors revoke *Award of Honourary Diplomas* Policy # 2-203.

Overview

Policies and procedures support academic activities and administrative operations, mitigate risk, comply with applicable legislation and follow best practices. Fleming Colleges Policy Frameworks requires policies and procedures be reviewed as required with changes to practice or legislation and carry a mandatory review date of three (3) years.

A comprehensive and fulsome review of all policies is underway, led by a task-oriented Policy and Procedure Committee, to ensure policy relevance and compliance with the policy framework requirements. As such, a number of recommendations will be brought forward to Senior Management Team and the Board of Governors for consideration in the coming term(s).

Policy # 2-203 Award of Honourary Diplomas

- Board of Governor approved 1992
- Last reviewed April 1997
- Fleming College does not award honorary degrees at this time
- Should honorary degrees be considered as part of a corporate strategy/engagement/marketing plan in future, management will recommend a new comprehensive policy and guidance.

Risks and Considerations

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

Supporting Documentation

- Award of Honourary Diplomas Policy, 2-203

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO. 2-203	APPROVED BY: BOARD OF GOVERNORS
PAGE NO. 1 OF 1	SUPERCEDES:
DATE APPROVED: 92-04 Motion #4	
SUBJECT: AWARD OF HONORARY DIPLOMAS	



Honorary diplomas may be awarded to individuals who have made a contribution to the College, to the college system, or to education that is beyond any requirement imposed by their formal role within or external to the College.

While nominations for honorary diplomas may come from any source, the responsibility for final selection of recipients rests with the Board of Governors.



Board of Governors

Briefing Note



Topic: Computer Software Copyright, Policy # 4-403
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommended Motion

That the Board of Governors revoke *Computer Software, Copyright Policy # 4-403*.

Overview

Policies and procedures support academic activities and administrative operations, mitigate risk, comply with applicable legislation and follow best practices. Fleming Colleges Policy Frameworks requires policies and procedures be reviewed as required with changes to practice or legislation and carry a mandatory review date of three (3) years.

A comprehensive and fulsome review of all policies is underway, led by a task-oriented Policy and Procedure Committee, to ensure policy relevance and compliance with the policy framework requirements. As such, a number of recommendations will be brought forward to Senior Management Team and the Board of Governors for consideration in the coming term(s).

Policy # 4-403 Computer Software, Copyright

- Board of Governor approved 1995
- Last reviewed April 2000
- **Superseded by IT Policy Framework 6-600 approved by the Board of Governors June 2023**

Risks and Considerations

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

Supporting Documentation

- Computer Software, Copyright 4-403

SIR SANDFORD FLEMING COLLEGE

POLICY MANUAL

POLICY NO. 4-403	APPROVED BY: BOARD OF GOVERNORS
PAGE NO. 1 OF 1	SUPERCEDES:
DATE APPROVED: March 8, 1995	
SUBJECT: COMPUTER SOFTWARE, COPYRIGHT	



All computer software purchased by the College, whether used on or off College premises, must be legally acquired and properly licensed and cannot be reproduced, modified or used unless in accordance with licence provisions and copyright law.

PROCEDURE: COMPUTER SOFTWARE, COPYRIGHT 4-403

1.0 ACCOUNTABILITY:

All department heads are accountable for ensuring that employees are aware of this policy and the obligations regarding the use of computer software and equipment. All employees must ensure that they are familiar with, and adhere to, all terms and conditions of any licences for computer software.

2.0 IMPLEMENTATION AND PRACTICE:

2.1 The College will only support legally acquired and properly licensed software and equipment.

2.2 Any person who violates this policy will be held personally liable for claims of infringement of copyright law and/or computer software licence provisions and personally liable for any damages, accounts or delivery, fines and otherwise as may be conferred by law for the infringement of copyright law and/or breach of computer software licence provisions.

3.0 AUTHORITY:

It is the responsibility of the Director, Information Technology to see that these procedures are properly enforced and to negotiate any alterations to them as required.

He/she draws the authority for this from the Board Policy on "Computer Software, Copyright", 4-403 dated March 8, 1995,



Board of Governors

Briefing Note



Topic: Environmental Policy # 4-418
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommended Motion

That the Board of Governors revoke *Environmental Policy # 4-418*.

Overview

Policies and procedures support academic activities and administrative operations, mitigate risk, comply with applicable legislation and follow best practices. Fleming Colleges Policy Frameworks requires policies and procedures be reviewed as required with changes to practice or legislation and carry a mandatory review date of three (3) years.

A comprehensive and fulsome review of all policies is underway, led by a task-oriented Policy and Procedure Committee, to ensure policy relevance and compliance with the policy framework requirements. As such, a number of recommendations will be brought forward to Senior Management Team and the Board of Governors for consideration in the coming term(s).

Policy # 4-418 Environmental

- Board of Governor approved 2002
- Last reviewed April 2012
- **Superseded by Environmental, Social and Governance (ESG) Strategy approved by the Board of Governors April 2022, and led by Board of Governors ESG Committee**

Risks and Considerations

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

Supporting Documentation

- Environmental Policy 4-418

POLICY MANUAL

SIR SANDFORD FLEMING COLLEGE



POLICY NO. 4-418

PAGE 1 OF

DATE APPROVED: January 9, 2002

APPROVED BY: BOAF
GOVERNORS

SUPERSEDES: NEW

SUBJECT: **Environmental Policy**

Sir Sandford Fleming College will strive to be an environmental leader, recognized nationally and internationally for modelling environmentally progressive approaches to the design and operation of its buildings, and the stewardship of College lands and resources. The College will ensure that the curriculum is integrated with the operation of the buildings and care of lands, thus providing learning opportunities as well as continuous enhancement of the environmental program

Procedures:

In addition to complying with all legislated requirements, Sir Sandford Fleming College will:

- Establish an Environmental Management System modelled similar to ISO 14001
 - detailing organizational responsibilities and college commitment.
- Processes required under ISO 14001 include:
 - Establishment of the EMS
 - Development of a policy meeting stipulated criteria

- Identification of legal requirements
- Setting of objectives for those with environmental accountability.
- Organizational structure identifying environmental roles and responsibilities
- Training , communication and documentation
- Monitoring, measurement, and corrective action procedures
- Regular review by senior management.

- Annually review the College Master Energy Plan endorsed by Natural Resources Canada to address continuous improvement of energy efficiency, and to reduce harmful emissions.
- Design new buildings which will exceed Energy Code standards and which will promote a sustainable, healthy and productive workplace. Continuously improve existing facilities to increase efficiencies as well as occupant comfort.
- Purchase products and services which are environmentally friendly, ensuring that tendering practices reflect the goal of minimizing the overall College impact on the natural environment.
- Continuously review operational practices and procedures in key areas such as recycling, hazardous waste management, property maintenance, cleaning operations, disposal of assets, water and air quality management, and environmental remediation.
- Encourage the participation of students in environment related curriculum, by providing assistance required for assignments, and incorporating feedback from them regarding improvement of college environmental practices.
- Through educational programs and partnerships, promote and demonstrate the importance of sound environmental practices that contribute to a sustainable community and to the achievement of global objectives. The College will encourage the public to visit facilities, which showcase alternative energy systems and provide an educational experience.
- Ensure that the policies are publicly available through web services, that appropriate training is provided, and that procedures are communicated effectively to staff.

The responsibility for the Environmental Policy resides with the Vice-President, Finance and Facilities.

Organizational Responsibilities

President and Board of Governors

Environmental Policy

Leadership; National participation

Board of Governors: Responsibilities as Director

Vice-President, Finance and Administration

Leadership

Objectives

Risk management

Director, College Facilities and Manager, Frost Facilities

Procedures
Recycling; Hazardous Waste;
Furnishings & finishes;
Grounds care & products
Energy management & conservation
Air and Water quality
Building specifications
Training and supervision
Legislated requirement

Director of Purchasing

Purchasing standards
Tendering
Construction project management
Ancillary operations

Sodexo Corporation

Cleaning products
Recycling program
Waste management

Steering Committee

C.I.O, Executive Leaders Team
Faculty Environmental Specialist, Sutherland Campus
Vice President, Human and Organizational Development,
Executive Leaders Team
Director, College Facilities
Faculty, Environment Specialist, Haliburton Campus
Principal and Environment Specialist, Frost campus
Manager, Frost Campus Facilities

The Steering group shall:

Recommend policy and initiatives
Monitor progress of Environment Management System

Campus Operational Groups

Campus leader or designate
Health and Safety representative
Program Curriculum representative

Student representative
Facilities Manager

The Operational Groups shall:

Identify issues
Make Recommendations
Advocate for continuous improvement

Updated February 15, 2007.



Board of Governors

Briefing Note



Topic: Governance Policy and Procedure Review
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director, Corporate Affairs, Governance and Risk Management

Recommended Motion

That the Board of Governors approve:

- Procedure: Delegations to the Board
- Policy: Election of Internal Members to the Board of Governors, and Procedure: Election of Internal Members to the Board of Governors

And revocation of:

- Procedure: Expenses Regarding Governor Travel, BP-002
- Procedure: College Liability Insurance, BP-007
- Procedure: Consent Agenda, BP-009
- Procedure: Governors Advocacy, BP-010
- Procedure: Presidents Performance Evaluation, BP 013
- Procedure: Presidential Continuity and Succession, BP-014

Overview

Fleming College is committed to developing, implementing, and reviewing comprehensive and readily accessible Policies and Operating Procedures that align with its governance and management practices, and that are consistent with its mission, values, and strategic plan as well as applicable laws and regulations to promote operational efficiencies, and/or reduce institutional risk. College Policies and Operating Procedures promote good governance and management practices and advance the College’s mission through consistency with the College’s core principles and alignment with the College’s strategic plan.

College Policies and Procedures must be current and compliant with all applicable laws and regulations, and consistent with all related industry directives including the Ministry of Colleges and Universities’ binding policy directives. The College Policy and Procedure Management Framework and associated Operating Procedure, 1-105, stipulates a Mandated substantive Review period of at least once every 3 years, or as required.

Items detailed in Board procedures which management recommends be revoked, have been included in the legislative compliant *Fleming College Bylaw #1, 2002*, and/or comprehensive policies approved by the Board of Governors.

Board Procedures		
Procedure	Section # and Section Title	Description of Change
BP-001 Delegations to the Board of Governors	Section 1 Removed “Treasurer” from “Secretary-Treasurer of the Board (College President)”	Title Treasurer is not applicable to President

		<p>Formatting – applied new procedure template</p> <p>Recommend approval.</p>
BP-002 Expenses Regarding Governor Travel		<p>Superseded by Travel and Other Expenses Policy # 4-414, and Operating Procedure 4-414, approved by the Board of Governors March 2023.</p> <p>Recommend revocation.</p>
BP-003	<p>Bylaw #1 June 2022, refers to Election policy of the Board</p> <p>(p) “Internal Members” means those Governors duly elected in accordance with procedures established by the Board after consultation with the Students and with Academic, Administrative and Support Staff Members and set out in the election policy of the Board;</p> <p>Procedure 5.2 Clarified student may serve remaining term as governor until Aug 31 in the year of graduation</p>	<p>New POLICY</p> <p>Procedure Formatting – applied new procedure template</p> <p>Revised employee and department titles to reflect current organizational structure.</p> <p>Recommend approval.</p>
BP-007 College Liability Insurance	<p>College Liability Insurance is a risk mitigation strategy considered in Enterprise Risk Management Policy #1-108</p>	<p>Procedure is redundant - Recommend Revocation.</p>
BP-009 Consent Agenda	<p>Bylaw #1, 2022, Section 2.6 In all instances not provided for in this By-law, the provisions of Kerr & King, <i>Procedures for Meetings and Organizations</i>, shall be applicable to all procedures of the Board and its committees except where those rules conflict with the Act, the Regulation, the ONCA, a Directive or a by-law of the College.</p>	<p>Procedure is redundant - Recommend Revocation.</p>
BP-010 Governor Advocacy	<p>Bylaw #1, 2022, Section 24.(c) the Chair shall act generally as spokesperson for the Board.</p> <p>Advocacy is considered in Colleges Ontario Manual for Effective College Governance.</p>	<p>Procedure is redundant - Recommend Revocation.</p>

BP-013 Presidents Performance Evaluation	Bylaw #1, Section 28.3 - Duty of the Executive Committee	Procedure is redundant - Recommend Revocation.
BP-014 Presidential Continuity and Succession	Bylaw #1, Section 28.3 - Duty of the Executive Committee	Procedure is redundant - Recommend Revocation.
Board Policies – planned for review March 2023 Governance Committee		

Risks and Considerations

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

Supporting Documentation

- Fleming College Bylaw #1 [By-Laws & Board Procedures | Board of Governors \(flemingcollege.ca\)](#)
- 4-414 Travel and Expenses Policy [College Policy #4-414 Travel and Expenses \(flemingcollege.ca\)](#)
- 1-108 Enterprise Risk Management Policy [1-108 Enterprise Risk Management | Policies & Procedures \(flemingcollege.ca\)](#)
- 6.1 Procedure: Delegations to the Board (*Approve*)
- 6.2 Procedure: BP-002 Expenses Regarding Governor Travel (*Revoke*)
- 6.3 NEW POLICY: Election of Internal Members to the Board of Governors (*Approve*)
- Procedure: Election of Internal Members to the Board of Governors (*Approve*)
- 6.4 Procedure: College Liability Insurance (*Revoke*)
- 6.5 Procedure: Consent Agenda (*Revoke*)
- 6.6 Procedure: Governors Advocacy (*Revoke*)
- 6.7 Presidents Performance Evaluation (*Revoke*)
- 6.8 Presidential Continuity and Succession (*Revoke*)

Procedure Title:	Delegations to the Board of Governors
Procedure ID:	XX-XXX (BP-001)
Manual Classification:	College Policies
Linked to Policy:	Fleming College Bylaw #1, June 2022
Approved by Senior Management Team (SMT):	XXX
Effective Date:	December 1, 2023
Next Review Date:	December 2026
Contact for Procedure Interpretation:	Director, Corporate Affairs, Governance and Risk Management

1.0 – Purpose

The purpose of this procedure is to set out guidelines for receiving Delegations to the Board of Governors, as stipulated in Fleming College Bylaw #1, June 2022.

2.0 – Definitions and Acronyms

Board of Governors (BoG): The authority to govern Sir Sandford Fleming College is given to the Board of Governors through the Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03, Ministry Binding Policy Directives, and further outlined in the Board of Governors Bylaw #1.

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

3.0 – Operating Procedure

Delegations to the Board of Governors will be heard by the Board of Governors at any of its regular meetings, subject to the following:

1. Delegations to the Board of Governors must make their request, in writing, to the Secretary-~~Treasurer~~ of the Board (the College President), at least seven (7) regular business days prior to the published meeting date. This written request shall contain the reason(s) for the appearance; copies of material to be used in the presentation; contact information of the spokesperson(s) for the delegation; and the number of persons in the delegation.

After consultation with the Chair or a Vice-Chair, the President shall respond to the delegation spokesperson(s) prior to the meeting confirming that the delegation will be on the agenda and whether the presentation will be held in the Public meeting of the Board

or in the In-Camera meeting. Exceptions to the seven (7) regular business days' notice may be made if agreed to by the Chair, a Vice-Chair and the President.

2. Delegations will be limited to a maximum of fifteen (15) minutes each. The Board reserves the right to limit the number of such presentations during any one meeting.
3. A delegation may make an oral or written presentation to the Board and may be questioned by the Board of Governors in regard to the presentation.
4. Individuals or groups appearing before the Board shall be welcomed by the Chair, informed as to the availability of time, and permitted to make the presentation without interruption subject to the discretion of the Chair. Following the presentation, the Chair shall invite the Governors to ask questions for clarifications only. As soon as all points have been clarified, the Chair shall close the presentation by thanking the delegation and indicating that the matter will be considered by the Board at a time deemed appropriate by the Chair.
5. The presentation will be acknowledged and response made back in a timely manner. After the Board has considered the presentation, the spokesperson or someone named by the delegation will be informed in writing of any action taken by the Board pertinent to the presentation.

6.0 – Related Documents

- Fleming College Bylaw #1

Procedure Revocation

- This procedure has been renumbered to align with College and Procedure guidelines. This procedure was previously labelled BP-001.

7.0 – History of Amendments & Reviews

Date Approved	Approved By	List of Approved Amendments / Review
<i>Original:</i> November 6, 1996	Board of Governors	
<i>Revision Dates:</i> October 1998; June 23, 2004 (bylaw 1-102 Appendix C); June 2011; June, 2017	Board of Governors	
April-May 2017	Board of Governors Resolution BoG June28-2017 #3	All Board policies and Procedures were included in the overall review of Bylaw 1-102

BOARD PROCEDURE: Delegations to the Board of Governors

REFERENCE NUMBER:	BP-001
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 1998; June 23, 2004 (By-law 1-102 Appendix C); June 22, 2011; June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

Delegations to the Board of Governors will be heard by the Board of Governors at any of its regular meetings, subject to the following:

1. Delegations to the Board of Governors must make their request, in writing, to the Secretary-Treasurer of the Board (the College President), at least seven (7) regular business days prior to the published meeting date. This written request shall contain the reason(s) for the appearance; copies of material to be used in the presentation; contact information of the spokesperson(s) for the delegation; and the number of persons in the delegation.

After consultation with the Chair or a Vice-Chair, the President shall respond to the delegation spokesperson(s) prior to the meeting confirming that the delegation will be on the agenda and whether the presentation will be held in the Public meeting of the Board or in the In-Camera meeting. Exceptions to the seven (7) regular business days' notice may be made if agreed to by the Chair, a Vice-Chair and the President.

2. Delegations will be limited to a maximum of fifteen (15) minutes each. The Board reserves the right to limit the number of such presentations during any one meeting.
3. A delegation may make an oral or written presentation to the Board and may be questioned by the Board of Governors in regard to the presentation.
4. Individuals or groups appearing before the Board shall be welcomed by the Chair, informed as to the availability of time, and permitted to make the presentation without interruption subject to the discretion of the Chair. Following the presentation, the Chair shall invite the Governors to ask questions for clarifications only. As soon as all points have been clarified, the Chair shall close the presentation by thanking the delegation and indicating that the matter will be considered by the Board at a time deemed appropriate by the Chair.
5. The presentation will be acknowledged and response made back in a timely manner. After the Board has considered the presentation, the spokesperson or someone named by the delegation will be informed in writing of any action taken by the Board pertinent to the presentation.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)

Policy Title:	Election of Internal Members to the Board of Governors
Policy ID:	XX-XXX
Manual Classification:	College Policies
Approved by Board of Governors:	XXXXX
Effective Date:	XXXXX
Next Policy Review Date:	April 1, 2025
Contacts for Policy Interpretation:	Director, Corporate Affairs, Governance and Risk Management

1.0 - Policy Overview

This policy provides a framework for the election of internal members to the Board of Governors.

2.0 - Purpose

To provide a framework for the election of internal members to the Board of Governors in accordance with Ontario Regulation 34/03 under the Ontario Colleges of Applied Arts and Technology Act, 2002, and Fleming College By-Law 1.

3.0 - Definitions and Acronyms

Board of Governors: The authority to govern Sir Sandford Fleming College (Fleming College) is given to the Board of Governors through the Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03, Ministry Binding Policy Directives, and further outlined in the Fleming College Bylaw #1.

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

Constituent Groups:

- (a) "**Academic staff member**" means an employee who is employed full or part-time by the college as a professor, counsellor, instructor or librarian.
- (b) "**Administrative staff member**" means an employee who is employed full or part-time by the college who does not fit the definition of an Academic staff member or a Support staff member
- (c) "**Support staff member**" means a person who is employed by the college as a member of the office, clerical, technical, health care, maintenance or building service staff.
- (d) "**Student member**" means a person enrolled full or part-time in a course or program of instruction at Fleming College. "Program of instruction" means a group of related courses leading to a degree, diploma or certificate.

4.0 - Scope

The Office of the President is responsible for administration of the policy and operating procedure on behalf of the Governance Committee and the Board of Governors.

The President appoints the Director, Corporate Affairs, Governance and Risk Management to oversee the process for internal elections, and is responsible for identifying upcoming internal Governor vacancies to the Governance Committee.

All members of the four (4) constituent groups of Fleming College (academic, administrative, support staff and student), as defined above, have an opportunity to participate in the nomination and election process.

5.0 – General Principles

Fleming College will comply with the Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03, in the composition of the Board of Governors

- A board of governors of a college shall be composed of...(c) one student, one academic staff member, one administrative staff member and one support staff member, each of whom shall be elected by the students or by the relevant staff group. O. Reg. 34/03, s. 4 (1); O. Reg. 169/10, s. 2 (1).
- No person shall be a member of the college board of governors under clause (1) (c) unless the person is duly elected in accordance with procedures established by the board after consultation with the students and with the staff referenced in clause (1) (c) and set out in a by-law of the board. O. Reg. 34/03, s. 4 (5).
- A college board of governors is not improperly constituted solely because the students or a staff group referenced in clause (1) (c) choose not to exercise the right to elect a member under clause (1) (c). O. Reg. 34/03, s. 4 (4).

6.0 - Related Documents

- Fleming College Bylaw #1
- Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03
- Operating Procedure **XX-XXX** - Election of Internal Members to the Board of Governors

History of Amendments/Reviews

Date Approved	Approved By	List of Approved Amendments / Review
Pending	Board of Governors	Review

Procedure Title:	Election of Internal Members to the Board of Governors
Procedure ID:	XX-XXX (BP-003)
Manual Classification:	College Policies
Linked to Policy:	Fleming College Bylaw #1, June 2022
Approved by Board of Governors:	March 23, 2022
Effective Date:	April 1, 2022
Next Review Date:	April 1, 2025
Contact for Procedure Interpretation:	Director, Corporate Affairs, Governance and Risk Management

The following operating procedure is in accordance with Ontario Regulation 34/03 under the Ontario Colleges of Applied Arts and Technology Act, 2002, and The Sir Sandford Fleming College By-Law 1.

1.0 – Purpose

To provide a management process for the Election of Internal Members to the Board of Governors.

2.0 – Definitions and Acronyms

Board of Governors (BoG): The authority to govern Sir Sandford Fleming College is given to the Board of Governors through the Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03, Ministry Binding Policy Directives, and further outlined in the Board of Governors Bylaw 1

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

Constituent Groups:

- (a) **"Academic staff member"** means an employee who is employed full or part-time by the college as a professor, counsellor, instructor or librarian.
- (b) **"Administrative staff member"** means an employee who is employed full or part-time by the college who does not fit the definition of an Academic staff member or a Support staff member
- (c) **"Support staff member"** means a person who is employed by the college as a member of the office, clerical, technical, health care, maintenance or building service staff.
- (d) **"Student member"** means a person enrolled full or part-time in a course or program of instruction at Fleming College. "Program of instruction" means a group of related courses leading to a degree, diploma or certificate.

3.0 – Guiding Principles

3.1 The Office of the President is responsible for administration of the operating procedure on behalf of the Governance Committee and the Board of Governors.

3.2 The President appoints the Director, Corporate Affairs, Governance and Risk Management as the Election Officer to oversee the process for internal elections. The Election Officer is also responsible for identifying upcoming internal Governor vacancies to the Governance Committee.

3.3 The President appoints the Senior Community Relations Lead to oversee college election communications and candidate campaigning.

All members of the four (4) constituent groups of Fleming College (academic, administrative, support staff and student), as defined above, have an opportunity to participate in the nomination and election process.

4.0 – Scope

5.0 – Operating Procedure

5.1 – Nominations

- a) The President's Office will issue a call for nominations in the Winter semester via website, college email and the college's social media platforms. The call for nominations will include the internal Governor positions for which the elections are being held and details of the electoral process including the deadline for nominations.
- b) A nominee is a member of their respective constituent group (academic, administrative, support staff and student), who declares their interest in being a candidate to run for election.
- c) To be considered a candidate for an internal Governor position the nominee must:
 - complete and submit the required electronic self-nomination form; and,
 - have four (4) individual nominators from their respective constituent group complete and submit the required electronic nominator form.
- d) A nominee is eligible to be nominated for one constituent group only.
- e) A nominator must be a member of the same constituent group as the candidate.
- f) A nominator may nominate more than one nominee of the same constituent group.

5.2 – Candidate Qualifications

Qualified candidates will have completed and submitted the required electronic nominee form and will have four (4) nominators from their respective constituent group submit the required electronic nominator forms, as per sec. 5.1(c).

- a) For the **student** constituent group, the candidate must:
 - be enrolled full or part-time in a course or program of instruction at Fleming College. "Program of instruction" refers to a group of related courses which upon completion lead to a degree, diploma or certificate.
 - be a student in good standing; and
- a) be a student for the duration of the term they would serve (should the elected student graduate prior to the expiration of their term, they may remain as a Governor until August 31st of the year in which they graduate).
-

- b) For the **academic/administrative/support staff** constituent group, the candidate must:
 - be an employee working at Fleming College in a full-time/part-time/sessional/partial load position;
 - be an employee of their consistent group for the duration of the term they would serve; and,
 - not be a member of the Senior Management Team.
- c) The following individuals are disqualified from being an internal governor candidate:
 - an individual who is less than 18 years of age, or
 - an individual who has the status of a bankrupt, or
 - an individual who is a student or an employee of another postsecondary institution, or
 - an individual who is an employee of the federal or provincial government.
- d) Qualified candidates are eligible to run in only one of the constituent groups as defined.
- e) Where only one candidate has been officially nominated and deemed qualified for candidacy then the candidate will be declared elected by acclamation.

5.3 – Confirmation of Candidacy

- a) The Election Officer will review all nominees and determine if they are qualified for candidacy using the applicable criteria.
- b) Nominees who have met the required criteria for their respective constituent group will be confirmed as candidates qualified to stand for election.
- c) Prior to campaigning all qualified candidates must meet with the Election Officer and Senior Community Relations Lead to review and agree to abide by the Election of Internal Members to the Board of Governors, Board Procedure.
- d) Failure to meet with the Election Officer and Senior Community Relations Lead will result in the nominee's disqualification for candidacy.

5.4 – Notice of Election

- a) Notice of the election will be communicated by the President's Office via website, college email and the college's social media platforms.
- b) Should no candidate for a constituent group be nominated, the election period for that constituent group may be extended at the discretion of the Governance Committee.

5.5 – Campaigning

- a) The campaigning period will commence at least ten (10) days prior to the election date (final day of voting).
- b) The Senior Community Relations Lead, on behalf of the candidates will:
 - notify each college constituent group via college email of their internal Governor candidates for election; and,
 - announce each of the internal Governor candidates for each constituent group using the college's email and social media platforms.
- c) Candidates must ensure their campaign materials are reviewed and endorsed by the Senior Community Relations Lead prior to posting/publishing.
- d) Candidates must adhere to all College policies and procedures including (but not limited to) the policies and procedures related to employee and student conduct, discrimination and harassment, and posting of signs.
- e) Campaigning concludes end of business on the day prior to election date.
- f) No lobbying for candidates may occur on election day. Failure to comply with sec. 8.5 will result in the candidates disqualification.

5.6 – Voting

- a) A voter is a member of the constituent group as defined above, who is permitted to cast a ballot in the internal Governor election.
- b) Voting will take place using the college's electronic voting system through Fleming College's Business Intelligence and Analytical Services. The electronic voting system will require voters to log in and be authenticated as an eligible voter.
- c) Voting will open and close at a designated date and time as determined by the Election Officer.
- d) Voting will close no later than one (1) month prior to the regular meeting of the Board in June of each year.

5.7 – Election Results

- a) Votes will be tabulated by Fleming College's Business Intelligence and Analytical Services.
- b) Fleming College's Business Intelligence and Analytical Services will provide to the Election Officer and the Senior Community Relations Lead the official tabulation of the election results no later than 1 (one) business day after the vote closes.
- c) The Election Officer will notify the President, the Chair of the Governance Committee, and the Chair of the Board of Governors of the election results in writing. Notification will include the name(s) of the internal Governors either elected or acclaimed.
- d) The Election Officer will advise all candidates of the election results in writing, via college email.
- e) The Senior Community Relations Lead will advise the College community of the election results via college email.
- f) The Governance Committee will submit the names of the elected or acclaimed internal Governors to the Board of Governors for official appointment at the next scheduled Board meeting.
- g) In the event that two candidates for a constituent group receive the same number of votes the result will be determined by the Governance Committee. The decision of the Governance Committee is final and binding.

5.8 – Election Appeal

- a) Within five (5) business days of the election results, a candidate may appeal the election result by submitting their appeal in writing to the Office of the President.
- b) Ten (10) days after receiving the nominee's appeal, an Election Appeal Committee consisting of the College President, the Chair of the Governance Committee, and the Chair of the Board of Governors will review the appeal and render a decision.
- c) The decision of the Election Appeal Committee is final and binding.

5.9 – Terms

- b) Term limits are stipulated by the Regulation under the Ontario Colleges of Applied Arts and Technology Act, 2002 and are in accordance with Sir Sandford Fleming College's By-law 1. sec. 5.0.
- c) All Internal Governors take office on the first day of September in the year of their election.
- d) Internal Governors, other than the elected student, are elected for a term not to exceed three (3) years.
- e) Internal Governors, other than the elected student, are eligible for re-election for successive terms not to exceed six (6) years in total; however, following two (2) years' continuous absence from the Board, an individual is eligible for re-election.
- f) The elected student shall serve a two (2) year term and are eligible for re-appointment

so long as they maintain their status as a student as defined in section 3.2 (d). A student shall not serve for more than three (3) years consecutively; however, following two (2) years' continuous absence from the Board, a student is eligible for re-election.

- g) Should the elected student graduate prior to the expiration of their term, they may remain as a Governor until August 31st of the year in which they graduate.

5.10 – Mid-term Vacancies

- a) The Election Officer will report internal Governor mid-term vacancies to the President, the Chair of the Governance Committee, and the Chair of the Board of Governors.
- b) The Governance Committee and the Election Officer will assess the circumstances surrounding the vacancy and determine the appropriate course of action.

6.0 – Related Documents

- Fleming College Bylaw #1
- Ontario College of Applied Arts and Technology Act, 2002, Ontario Regulation 34/03
- Policy **XX-XXX** - Election of Internal Members to the Board of Governors

Procedure Revocation

- This procedure has been renumbered to align with College Policy and Procedure guidelines. This procedure was previously labelled BP-003.

7.0 – History of Amendments & Reviews

Date Approved	Approved By	List of Approved Amendments / Review
June 28, 2017	Board of Governors	Operating Procedure BP-003 approved by the Board of Governors, June 28, 2017
March 23, 2022	Board of Governors	BP-003
XXX		

BOARD PROCEDURE: Expenses Regarding Governor Travel

REFERENCE NUMBER:	BP-002
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 1998; June 2004 (By-law 1-102 Appendix E); June 22, 2011; June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

No remuneration is paid to any Board member.

All reasonable expenses by a member of the Board engaged in meetings, Board development or representation on behalf of the Board or College **on sanctioned business** shall be reimbursed in accordance with the Broader Public Sector Directive on Expenses. Examples of allowable expenses are: mileage (reimbursed at the rate allowed to staff as set by the Management Board of Cabinet) for travel to attend meetings of the Board and its committees, College Convocations and other requested events; meals, overnight expenses and accommodation for a Board Retreat, regional or provincial meeting or conference; workshop and conference registrations.

The *Fleming College Expenses Directive* provides further details on allowable expenses and will be strictly enforced. A copy of this Directive is available to Board members through the Board Office.

Board members must submit expense claims on the College Expense Statement supported by original, detailed receipts for travel, meals, accommodation and other necessary expenses to the Budget Manager (Board Secretary) in a timely manner and at least quarterly.

The College Board cannot pay for expenses which may be incurred by a Board member's spouse/partner or guest. In instances where a spouse/partner or guest attends a function, any additional costs which result will be borne personally by the Board member.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)

BOARD PROCEDURE: College Liability Insurance

REFERENCE NUMBER:	BP-007
APPROVAL DATE:	<i>Original:</i> November 6, 1996
REVISION DATE(S):	October 198; June 23, 2004 (By-law 1-102 Appendix D); May 31, 2009 (new provider); June 28, 2017; June 1, 2019
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

**INSURED: THE SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY
AND/OR THE FLEMING COLLEGE FOUNDATION**

General Liability Insurance

- Limit of Liability - \$25,000,000 (Umbrella Liability policy provides \$15,000,000 in excess Liability coverage limits – Total limit: \$40,000,000)
- \$50,000 Deductible Any One Accident or Occurrence with respect to Bodily Injury and Property Damage including Expenses.
- This Policy provides coverage for Liability arising out of Bodily Injury, Property Damage and Personal Injury (for example Libel and Slander). The Policy provides coverage for Cost to Defend, Settle, Investigate and Negotiate Claim Settlement.
- Non-Owned Automobile Liability
- Legal Liability For Damage To Hired Autos
- Malpractice Liability – separate Malpractice Liability policy in place - \$5,000,000 limit
- Advertising Liability
- Voluntary Medical Payments: Limit – \$25,000 Each Person, \$50,000 Each Accident
- Employers Liability
- Tenants' Legal Liability: Limit – \$25,000,000 Each Occurrence or Accident
- Employee Benefits
- Voluntary Compensation
- Students in extended instructional programs
- Sudden & Accidental Pollution \$1,000,000 per occurrence /Annual Aggregate (120 Hrs Detection/Reporting Period)
- Worldwide Liability (Canada/U.S. With Respect To Non-Owned Auto)

"Insured" means the Named Insured and past, present and future:

- (i) governors, trustees, directors, administrators or executive officers thereof, while acting on behalf of the Insured;
- (ii) teachers, coaches, instructors or other employees, paid and unpaid volunteers, chaperones or aides of the Insured while acting on behalf of the Insured;
- (iii) students while participating in any activity approved by the Insured, and/or Student Unions, Federations, Councils or any similar body;
- (iv) except as in (v) below, persons, firms, organizations or corporations in whose name the Named Insured has contracted to effect insurance, but the insurance provided for such Additional Insured shall be limited to apply solely to liability arising out of the Named Insured's operations;

- (v) owners of real estate rented or leased to the Named Insured, but only with respect to such property and when stipulated by the terms of a lease or rental agreement;
- (vi) boards, councils, commissions and committees which come under the Named Insured's control and in which it maintains active participation and/or College Foundation or similar body;
- (vii) students participating in an "on the job training program";
- (viii) students participating in or forming a part of a School Safety Patrol or participating in a School Safety Program;
- (ix) any person, committee, board, organizations or group involved in recreational activities under the auspices of the Insured.
- (x) any organization that is acquired or formed by the Named Insured and over which the Named Insured maintains ownership or majority interest, other than a joint venture. The insurance afforded hereby shall terminate 90 days from the date any such organization is acquired or formed by the Named Insured;

BOARD MEMBERS' ACCIDENTAL DEATH & DISMEMBERMENT (AD&D)

Class Description: Board of Governors and Foundation Board Members of Sir Sandford Fleming College. (under age 80)

Principal Sum AD&D: \$200,000

Weekly Accident Indemnity Benefit:

- Total Disability 70% of the insured persons regular gross weekly earnings up to a maximum of \$350/week, 0 day wait, payable 104 weeks
- Partial Disability \$175/week, 0 day wait, payable 52 weeks

Please note that the Weekly Accident Indemnity Benefit is only available to Board of Governors and Foundation Board Members of Sir Sandford Fleming College under age 70.

Auxiliary Benefits:

- Paralysis – two times principal sum to a maximum of \$1,000,00
- Family Transportation – \$15,000 maximum
- Funeral Expense – \$10,000 maximum
- Home Alteration and Vehicle Modification – \$15,000 maximum
- Identification Benefit – \$5,000 maximum
- Rehabilitation Benefit – \$15,000 maximum
- Repatriation Benefit – \$15,000 maximum
- Spousal Retraining – \$15,000 maximum
- Workplace Modifications and Accommodation – \$5,000 maximum
- Psychological Therapy – \$5,000 maximum within 2 years
- In-hospital Benefit – 1% principal sum / \$2,500/12 months
- Seat Belt Benefit – 10% of principal sum / maximum \$50,000
- Day Care Benefit – 5% of principal sum / \$5,000/4 years
- Dependent Child Educational Benefit – 5% of principal sum/ \$5,000/4 years
- Bereavement Benefit – \$1,000 maximum

Aggregate Limit: \$4,000,000 per any one accident

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	<ul style="list-style-type: none">• Board approval (Resolution BoG June28-2017 #3)
Revised	June 2019	<ul style="list-style-type: none">• Changes to reflect the General Liability Insurance and Board Member's AD&D policies

BOARD PROCEDURE: Consent Agenda

REFERENCE NUMBER:	BP-009
APPROVAL DATE:	<i>Original:</i> November 28, 2007
REVISION DATE(S):	June 22, 2011 (Policy 1-102L); June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Purpose

- 1.1 To ensure that the Board of Governors has sufficient time at its monthly meetings to deal with substantive policy issues and time to review and strengthen its own operations, minor or non-controversial Board matters will appear on a Consent Agenda for both the Public - and In-Camera Board meetings.

2. Process

- 2.1 The Executive Committee is responsible for preparing agendas for the Board meetings, in consultation with the President and Board Secretary.

- 2.2 In order for an item to be included on the Consent Agenda, it must meet one or more of the following criteria:

- (a) It is non-controversial or routine in nature.
- (b) It is linked with an existing policy.
- (c) It is recommended for inclusion on the consent agenda by one of the Board Standing Committees.

Examples of items that WOULD be included on the Consent Agenda:

- minutes of committee and board meetings
- informational material and reports
- notices and announcements
- routine correspondence
- minor changes in a procedure (e.g. change in a title)
- routine revisions of a policy (e.g. change in the mileage rate)
- updating documents
- confirmation of conventional actions (e.g. a lease renewal for a facility already included in the budget).

- 2.3 The materials listed on the Consent Agenda are provided in advance of the meeting, part of the monthly Board package.

- 2.4 Upon review of the Board package, if any Board member has a question about an item listed on the Consent Agenda, he/she is encouraged to contact the Board Chair, President or Board Secretary in advance of the meeting and request clarification of the item.

Examples of items that would NOT be included on the Consent Agenda:

- approval of the annual budget
- approval of the annual update of the strategic plan
- the auditor's report
- decisions of the Executive Committee.

- 2.6 Items listed on a consent agenda DO NOT require discussion, and the items are approved en bloc. This request may be done prior to the meeting or at the meeting when the consent motion is presented for approval

 “Just a quick question” or “please clarify” are not options: either the item is removed and discussed, or it stays put. The burden of facilitation is on the Chair.
- 2.7 Minor corrections in minutes, e.g. misspelling of a name or an incorrect nomenclature, may be made to the official record by contacting the Board Secretary. Errors or omissions in minutes would necessitate removal of the minutes from the Consent Agenda for discussion as a separate item, for approval as amended.
- 2.8 Any Board member may ask for any item listed on the Consent Agenda to be separated for discussion and/or consideration as a separate item. No motion or vote is required to move an item out of the Consent Agenda.
- 2.9 Items moved out of the Consent Agenda will be added to the regular agenda as "Other Business."
- 2.10 Motions appearing on the Consent Agenda will be considered as approved by the Board of Governors or received for information on a single motion unless a Board member requests an item be moved to the regular meeting agenda for separate consideration.
- 2.11 The minutes will include the full text of the resolutions, reports or recommendations that were adopted as part of the consent agenda.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)

BOARD PROCEDURE: Governor Advocacy

REFERENCE NUMBER:	BP-010
APPROVAL DATE:	<i>Original:</i> February 25, 2009
REVISION DATE(S):	June 22, 2011 (Policy 1-102N); June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	2022

1. Only the Board Chair (or his/her designate) speaks for the Board.

This is a sound principle that ensures that the Board speaks with one voice. It also proves beneficial to individual governors in that there is no expectation that they respond, for example, to media enquiries about the Board position or Board thinking on the issue of the day.

2. Governors are encouraged to use their connections and roles in the community to advocate for Fleming College, within the framework of the conflict of interest policy, by drawing such opportunities to the attention of the Board Chair, the President, or the Executive Secretary to the President/Board of Governors. Discussion leads to agreement on how best to respond to the opportunity.

The Executive Committee will be kept informed of any such initiatives.

3. There are many “ad hoc” opportunities to advocate for the College. Governors are encouraged to do so on the understanding that they are not “speaking for the Board or the College” or providing any stated or implied commitments by the Board or College.

Consistent with the policy that only one person speaks for the Board, it is understood that such discussions or initiatives will not lead to media coverage.

4. The College will prepare and provide Governors with one-page summaries of key points for each issue/advocacy opportunity, thus ensuring consistency and help in qualifying an opinion.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)

BOARD PROCEDURE: President's Performance Evaluation

REFERENCE NUMBER:	BP-013
APPROVAL DATE:	<i>Original:</i> January 11, 2017
REVISION DATE(S):	June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

1. Purpose

- 1.1 At the October 2016 In-Camera meeting of the Board of Governors, it was reiterated that the process of evaluating the President should be completed within the Board year by the members that endorsed the objectives, i.e. in the May/June timeframe, not in the Fall.
- 1.2 The Board directed the Executive Committee to formalize the process.

2. Process

- 2.1 Objectives are established each Fall and approved by the Board no later than November.
- 2.2 Progress towards achievement of objectives will be provided to the Board no later than January/February.
- 2.3 In May, the President provides a self-evaluation for review with the Board Chair/Executive Committee.
 - In assessing performance, the Board Chair may seek Governor input through use of a predetermined methodology (e.g. survey, confidential email).
- 2.4 In June/no later than July, the Board Chair/Executive Committee will complete the evaluation on the prescribed form and establish performance compensation.
 - The Board Chair reviews the final evaluation with the President.
 - The Board Chair provides a directive to the Vice-President responsible for Human Resources with appropriate details relating to the President's compensation, for processing.
 - The completed, signed evaluation form is placed in a sealed envelope marked "confidential" for retention in the President's personnel file.
- 2.5 A high level summary of the results will be tabled at a regular Public Board meeting.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)

BOARD PROCEDURE: Presidential Continuity and Succession

REFERENCE NUMBER:	BP-014
APPROVAL DATE:	<i>Original:</i> January 23, 2012
REVISION DATE(S):	June 28, 2017
EFFECTIVE DATE:	Current
SCHEDULED REVIEW DATE:	As necessary

1. PURPOSE

- 1.1 The Board of Governors is responsible for ensuring that the College has effective leadership and continuity in the event of an absence, whether planned or unplanned, of the President, Sir Sandford Fleming College.

2. PROCESS**2.1 Acting President**

The President will ensure that at least two other members of the senior team are capable of functioning effectively as Acting President on a short-term basis. The President is responsible for appointing the Acting President who will assume those responsibilities while carrying out his/her normal duties. The role of Acting President normally carries with it no changes in job description or compensation.

2.2 Interim President

In the event of circumstances that require an Interim President with no other duties, the President and/or the Vice-President responsible for Human Resources will make a recommendation to the Board concerning who should act in the interim role. The Board has responsibility for appointment of the Interim President. The Board Chair will negotiate a contract with the Interim President for the anticipated term of the role including plans for responsibilities upon completion of the role.

2.3 Selecting a New President

When the presidency will become vacant because of completion of the President's term or because of other circumstances, the Board standing committee responsible for human resource functions, utilizing the Vice-President responsible for Human Resources as a resource, will determine the process to fill the vacancy.

At a minimum, the process will include:

- (a) Appointing a Presidential Search Committee to carry out the process, comprised of Board members and staff, with the Board Chair as the 'Hiring Manager'.
- (b) Selection of an executive search firm to source candidates and carry out designated steps in the process.
- (c) Determination of key selection criteria and specific process components with the advice of the selected executive search firm.
- (d) Negotiating a contract with the preferred candidate with advice from legal counsel and the Vice-President responsible for Human Resources. The Board Chair has the authority to sign the contract on behalf of the Board of Governors.
- (e) Developing internal and external communications once the appointment is confirmed.

History of Amendments/Reviews:

Section(s)	Date	Comments
All Board policies and procedures were included in the overall review of By-law 1-102	April-May 2017	• Board approval (Resolution BoG June28-2017 #3)



Board of Governors

Briefing Note



FLEMING

Topic: Environmental, Social and Governance (ESG) Committee Report
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommendation

That the Board of Governors receive the September 11, 2023 Environmental, Social and Governance (ESG) Committee Report for information.

Overview

ESG Status Update

Over the last year, Fleming College and Vassara have worked together to develop an ESG Strategy. The ESG Strategy identifies key initiatives that, when implemented will increase revenue while reducing operating costs and risk at the College.

On January 25, 2023, the Board of Governors approved proceeding with the ESG implementation consistent with the Report titled '*ESG a financial Imperative*', allowing the College to proceed to the implementation stage.

This ESG Implementation Plan is focused on developing the ESG foundational structures upon which the ESG initiatives will be built. As such this is considered the first of a three-horizon implementation and is targeted for completion by the end of 2023.

Strategy: Fleming will achieve its Environmental, Social and Governance Goals through a deep integration strategy where ESG impacts will form a key part of the decision process for all major initiatives

Environmental Objective: An environmentally sustainable College with Net Zero Carbon emissions.

Social Objectives: A safe, diverse and inclusive College where initiatives are rooted in the betterment of all.

Governance Objectives: An aligned College where all major decisions serve to better the environment and social well being of the stakeholders.

Initiatives and Key Priority Indicators were reviewed for each element. The full presentation is included in supplementary materials for information.

Terms of Reference

The ESG Steering Committee will be Governed by a ESG Terms of Reference. The Terms of Reference include:

- Duties and responsibilities
- Reporting requirements
- Meeting timelines;
- Number of committee members; and
- Committee members expertise

ESG Commitment Statement and ESG Policy Statement

An ESG Commitment Statement encapsulates the College's commitment to ESG principles. Such a statement becomes an important tool in communicating the ESG initiative to the broader college community and external stakeholders

The committee approved and adopted the following ESG Commitment Statement and ESG Policy Statement.

Commitment Statement:

Fleming College is committed to creating a positive environment for our students, staff, and the community at large. That means ensuring that we are operating sustainably, governing transparently and promoting equity. When we lead by example, we provide students with the knowledge and tools they need to create a better, socially just world.

ESG Policy Statement:

As a higher education institution, we believe it is our role to prepare students for success in a world heavily impacted by environmental, social justice and governance issues. We also believe that the best teachers lead by example. At Fleming College, environmental, social justice and governance objectives are not just a checked box. We integrate our ESG strategy into all major decisions – everything from operational directives to promoting initiatives that create a safe and diverse community. This does not mean that ESG is the only factor considered when making decisions, but it does form a key part of the overall direction of the College. The strategy contains a comprehensive set of commitments and ambitious targets which will be analyzed and reported annually to ensure full transparency. From a business and academic perspective, the College not only strives to offer an excellent academic product but a vision and operating protocol that is in alignment with our stakeholder's human sensibilities.

ESG Strategy and Goals

The committee approved and adopted the following ESG Strategy and Goals:

ESG Strategy:

Fleming will achieve its Environmental, Social and Governance Goals through a deep integration strategy where ESG impacts will form a key part of the decision process for all major initiatives.

This high level strategy can be translated into overarching objectives for each of the environmental, social, and governance domains.

The following are the proposed objectives:

- **Environmental Objective.** An environmentally sustainable College with Net Zero Carbon emissions. This objective aims to achieve:
 - Reduced operating cost
 - Budget predictability
 - Increased revenue through additional student enrollment
 - Reduced carbon emissions
 - Reduced transition risk
 - Enhanced corporate reputation

- **Social Objective.** A safe, diverse and inclusive College where initiatives are rooted in the betterment of all.

This objective aims to achieve:

- Increased revenue through additional student enrollment
- Retention of employees
- Increased productivity from employees
- Reduced operational costs due to training new employees
- Enhanced corporate reputation
- Reduced reputational risk

- **Governance Objective.** An aligned College where all major decisions serve to better the environment and social well being of the stakeholders.

This objective aims to achieve:

- Reduced reputation risk
- Reduced corporate risk

The proposed strategy and objectives will provide high-level direction to the ESG work.



Board of Governors

Briefing Note



Topic: College Quality Assurance Audit Process- Final Report
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Dr. Nathaniel Leach, Dean, General Arts and Science and Quality

Recommendation

That the Board of Governors receive the report on the College Quality Assurance Audit Process (CQAAP) for information.

Overview

On October 3, 2023, the Board of the Ontario College Quality Assurance Service (OCQAS) approved Fleming's final CQAAP Audit Report. This report awarded Fleming a rating of "Mature Status" for its Quality Assurance processes, which is the highest available rating, and praised the work that the College has accomplished since its 2018 Audit.

This process reviewed all aspects of the College that touch on the quality of its academic delivery, from curriculum and teaching to policy and procedure to student supports. Fleming received several commendations for Quality Assurance practices considered to be particularly exceptional, as well as 6 recommendations in the spirit of continuous improvement to further enhance our practices. This is a very positive result for Fleming.

Work on the CQAAP began at the college in January 2022 with extensive evidence-gathering, culminating in the submission of a self-study report in February 2023 and a virtual site visit in May 2023, which included interviews with all levels of College stakeholders from the Board and Senior Management Team through to academic leaders, managers of academic support areas, faculty, students, and PAC (Program Advisory Committees) members. The auditors were impressed by the level of engagement, cooperation and care about their work demonstrated by all stakeholders at the College.

As is required by the process, Fleming will submit a report 18 months after receipt of the Final Report, that will outline the progress made towards addressing the 6 recommendations made by the auditors. A steering committee consisting of leaders from relevant departments across the college will be struck and will produce a plan to work on these recommendations, with a view to producing the required report in Winter 2025.

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

The CQAAP is a review of the institution's academic quality, and thus underpins its core business and all aspects of its strategic direction.

Risks and Considerations

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

Supporting Documentation

- Final Audit Report



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

FLEMING COLLEGE

DATE OF SITE VISIT: May 1, 2, 5, 2023

PREPARATION DATE: May 5 to June 6, 2023

SUBMISSION DATE: June 6, 2023

**PREPARED BY: Alan Davis, Kelly Fox and Deidre
Bannerman**



Table of Contents

APPROVAL OF THE AUDIT REPORT	3
EXECUTIVE SUMMARY	4
1. Conclusions	4
2. Results	5
AUDIT PROCESS.....	6
1. Self-Study Documentation Review	6
2. Site Visit.....	7
3. Final Assessment and Draft Report	7
Compliance with Standards and Requirements	8
Standard 1 PROGRAM QUALITY MANAGEMENT SYSTEM.....	8
Evaluative Narrative.....	8
Standard 2 VOCATIONAL LEARNING OUTCOMES AS THE CENTRE OF PROGRAM DEVELOPMENT (THROUGHOUT THE PROGRAM LIFECYCLE)	10
Evaluative Narrative.....	10
Standard 3 CONFORMITY WITH GOVERNMENT REQUIREMENTS.....	11
Evaluative Narrative.....	11
Standard 4 PROGRAM DELIVERY AND STUDENT ASSESSMENT	12
Evaluative Narrative.....	12
Standard 5 EXISTENCE, MONITORING AND COMMUNICATION OF POLICIES AND PRACTICES THAT INFLUENCE AND IMPACT ACADEMIC QUALITY	13
Evaluative Narrative.....	13
Standard 6 AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES.....	16
Evaluative Narrative.....	16
Overall impressions.....	19
STIPULATIONS	21
1. Commendations.....	21
2. Affirmations	22
3. Recommendations.....	23




APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for **Fleming College**

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college President, members of the audit panel, and the Chair of the OCQAS Management Board. The signatures of the representative parties demonstrate their acceptance of the content of this report.


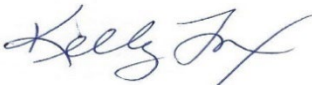
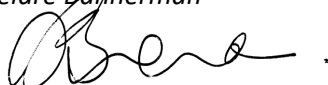
COLLEGE PRESIDENT

Signature: 	Date: October 10, 2023
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CHAIR- OCQAS MANAGEMENT BOARD

Charles Pankratz Signature: 	Date: October 3, 2023
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AUDIT PANEL MEMBERS

Chair - Alan Davis Signature: 	Date: July 4, 2023
Panelist - Kelly Fox Signature: 	Date: July 4, 2023
Panelist – Deidre Bannerman Signature: 	Date: July 4, 2023



EXECUTIVE SUMMARY

1. Conclusions

General comments and summary of the findings of the audit panel.

The 2018 quality audit review at Fleming included many important recommendations and affirmations. Despite coping with the pandemic of 2020-2022 and a large turnover of key staff, the 2023 QA self-study shows that the College has grown, improved and expanded its QA framework.

It is clear that Fleming deeply cares about the quality of the programs and services it offers, and there is plenty of informal engagement beyond the formal QA Framework. Ensuring consistency of formal QA across all schools and divisions without stifling this culture is important, and is ongoing.

The self-study was an honest and complete appraisal of the work undertaken since 2018 and of the work still required as QA evolves.

Fleming can be considered a leader in Ontario and beyond in some key areas. Its Indigenous Perspectives Designation is a model to be widely copied, and its introduction of processes such as the Major Program Modification triage, Program Efficacy Review etc. are commendable.

Overall, the people at Fleming just make things work, and with quality: the leadership, the front-line faculty and staff, those in corporate and academic services, the highly engaged students, and the community as represented by the Board and the Program Advisory Committees.

The assignment of a “Mature effort” is based on the track record Fleming has with this process and the considerable work that has occurred in 2018, with 4 out of 6 standards met and, in the team’s judgment, every confidence that the other 2 standards can be met in the near future.



2. Results

a. Audit Results

Standard	Result		
1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision: *(select one)*

- Mature Effort
- Organized Effort
- Formal Effort



AUDIT PROCESS

1. Self-Study Documentation Review

- a. Description of the process used to review the materials received from the college.

The audit team members received the Self-Study on February 22, 2023 and reviewed the 1st round of assessment results with OCQAS on March 7. A second round of review was then undertaken on March 10, and an analysis of the auditors' and OCQAS preliminary rankings was provided by OCQAS on March 15.

The audit team met on March 31 and a list of questions and a request for supplemental information was sent to Fleming on April 4. The response was received on April 17.

Before the site visit, the schedule of meetings was sent by Fleming on April 24 and a list of questions to guide the audit visit was prepared by the audit team. The audit team met again on April 25 to review the supplemental response and to strategize for the visit

During the site visit in the week of May 1-5, each of the 3 members took the lead to focus on 2 of the 6 standards and then all contributed to each ranking and commentary in preparation for the exit interview and this report.

- b. Comments on the college's **current state of quality assurance activities.**

Building on the affirmations and recommendations of the 2018 audit, Fleming has invested much time and effort into building systems and process to make quality assurance more robust and consistent across the College. Its efforts seem to have been hampered by several factors:

- the impacts of the 2020-2022 pandemic, which were cited several times as impeding work that had been scheduled;
- a lot of churn among key staff, especially on the academic areas, and
- the common issues of a smaller institution trying to develop and implement quality assurance processes that are expected across all institutions.

Fleming has a deep and long-standing culture of informally collecting feedback from students, graduates and the community and acting upon that feedback as it continuously improves its programs, several of which are unique and highly regarded. It is obvious that Fleming cares about its students and about their success, at all levels. The challenge is to not interfere with this informal approach, but to leverage it into a transparent, fair and consistent QA system.



c. Comments on the **relevancy and **adequacy** of the Self-Study Report.**

The self-study was well-written, with many links (that all worked!) to documentation presented as evidence. Additional evidence was promptly provided upon request. It was entirely relevant and adequate.

d. Comments on the college's ability to meet the **Program Selection requirements established by the OCQAS.**

These requirements were met. The programs put forward were:

- Artist Blacksmith (ABS)- Ontario College Certificate (Applied Arts)
- Computer Security and Investigation (CSI)-Ontario College Advanced Diploma (Technology)
- Early Childhood Education (EC)- Ontario College Diploma (Human Services)
- Generator Service Technician (EPG)- Ontario College Diploma (Technology)
- Museum Management and Curatorship (ACM)- Ontario College Graduate Certificate (Applied Arts)

The last 3 were submitted to review throughout the entire self-study report.

2. Site Visit

a. Comments on the logistics of establishing and conducting the Site Visit.

The site visit was conducted virtually, with OCQAS operating the Zoom platform, moving people between "rooms" seamlessly. A few connectivity issues were encountered by a few people but that did not impact the audit.

b. Comments on the 'exit meeting' held with the Senior Administrators from the college at the end of the site visit.

The exit meeting was brief and cordial, with the audit team providing a brief overview of its findings at that point. The team took the opportunity to acknowledge the work of Nat Leach and his staff and everyone Fleming for taking the process seriously and for making the team feel welcome.

3. Final Assessment and Draft Report

a. Description of the process used by the audit panel to review all supplemental materials and information collected prior to or during the site visit.

The audit team members were involved in receiving the Self-Study on February 22, 2023 and reviewed the 1st round of assessment results with OCQAS on March 7. A second round of



review was then undertaken and March 10, and an analysis of the auditors' and OCQAS preliminary rankings was provided by OCQAS on March 15th.

A list of questions and request for supplemental information was sent to Fleming on April 4. The response was reviewed on April 17.

Before the site visit, the schedule of meetings was sent by Fleming on April 24 and a list of questions to guide the audit visit was prepared by the audit team.

During the site visit in the week of May 1-5, each of the 3 members took the lead to focus on 2 of the 6 standards and then all contributed to each ranking and commentary in preparation for the exit interview.

- b. Comments on how the supplemental materials impacted the audit panel's final assessment.

The supplemental information updated some information (e.g., the organization chart) and provided more clarity to the requirements.

- c. Description of the process used by the audit panel to draft the final report.

Each of the 3 audit team members took the lead to focus on 2 of the 6 standards and then all contributed to each ranking and commentary as provided in this report.

COMPLIANCE WITH STANDARDS AND REQUIREMENTS

Standard 1 PROGRAM QUALITY MANAGEMENT SYSTEM

Requirement	Result		
1.1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
1.7	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

1.1 Has established mechanisms that operationalize the Board of Governors' (BOG) responsibility to ensure quality assurance is embedded in the strategic direction of the organization.

Fleming has the policies and processes in place to ensure that the Board understands, ensures compliance with, and makes decisions based on the Fleming QA standards. Reports are provided the Board and to the Fleming community with regard to compliance to these policies (e.g., the annual report on the state of PACs).



QA is implicit in the 2019-24 strategic plan and explicit in the corresponding academic plan. Fleming has a rather unusual and flat senior team structure with a split portfolio on the academic side reporting the Executive VP Academic This is where the central QA function (AQ Office in Fleming terminology) is housed, reporting the AVP for Academic Operations who works closely with the other AVP for Academic Experience (to whom the Deans report).

1.2 Ensures that there are established mechanisms for:

- new program development;
- program review;
- program revision;
- program renewal;
- program suspension and cancellation

that support program quality and are applied consistently across all programs.

Fleming has a complete and well-documented set of policies, procedures, templates etc., to ensure the program lifecycle is fully assessed with respect to quality. Affirmation 1 speaks to the ongoing work needed to evolve the co-ordination of the QA policies and processes.

1.3 Has mechanisms for gathering, collating and analyzing data and information from various sources and stakeholders that are related to program quality.

Fleming has a robust system of gathering, collating and analysing data to inform program quality. It also has a strong tradition of seeking informal feedback in course and programs, and as the QA framework evolves, the audit team recommends that Fleming try to leverage this valuable source of feedback more consistently as described in Affirmation 2.

1.4 Uses data and information collected from various sources and stakeholders to assess program performance and inform recommendations.

Fleming has number of processes where data and feedback inform annual program review, cyclical program review, new program proposals, and program efficacy review. Affirmation 2 speaks to the need for some alignment to avoid duplication and the better capture the improvement that programs need to make as a result of the QA reviews.

1.5 Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.

Deans and Chairs seem to be clear of their obligations to ensure (in collaboration with co-ordinators and faculty) the implementation of recommendation and actions arising from the various QA processes. There is also good documentation to show how the implementation is tracked.

1.6 Has mechanisms for managing and communicating changes to programs and/or courses to keep them current and relevant with industry, provincial standards and professional body requirements.

Changes are approved by the Academic Deans and forwarded to the curriculum specialists in the AQ office. This process of tracking changes seems to be clearly understood and consistently applied, and PACs are also informed as needed,



Fleming has added a Major Change Report process for larger changes which is still being implemented. See Affirmation 1.

1.7 Manages program maintenance records arising from program lifecycle QA processes.

Fleming has a repository of all QA documents on the AQ website, and includes:

- CVS validations and Ministry funding approvals, wherever available.
- curriculum maps,
- annual and cyclical program reviews from previous years,
- program improvement plans,
- school improvement plans
- PAC minutes.

These documents are accessible to academic units in support of their QA obligations.

Standard 2 VOCATIONAL LEARNING OUTCOMES AS THE CENTRE OF PROGRAM DEVELOPMENT (THROUGHOUT THE PROGRAM LIFECYCLE)

Requirement	Result		
2.1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2.2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2.3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

2.1 Ensures the existence, relevance and dissemination of Program Vocational Learning Outcomes (PVLOs) as the starting point for any program lifecycle activity regardless of the program location or delivery method.

Program Vocational Learning Outcomes for all programs are publicly available on the Fleming website and form the starting place for all program lifecycle activities: new program development, program review processes, and program revision or renewal. These PVLOs are used to guide comparable processes at their locations including Fleming College Toronto with its partner.

2.2 Ensures that program course structure, course sequence, and course learning outcomes are derived from, and flow coherently from, the Program Vocational Learning Outcomes (VLOs) and Essential Employability Skills and are disseminated.

Course curricula are linked to the PVLOs by a robust course mapping process at Fleming as part of new program development, program review and for major program revisions and renewal. The process is well supported by the Learning Design and Support (LDS) team.

The results of the mapping are widely shared, especially through the course outlines given to students and through handbooks and manuals associated with programs. Affirmation 3 speaks to further development of these processes.

2.3 Ensures that course learning activities, assessments, and Prior Learning Assessment Recognition (PLAR) mechanisms are consistent with and appropriate to the course learning outcomes, PVLOs and EESs, and support meaningful acquisition of the required skills and knowledge.



At Fleming, courses are mapped to PVLOs, which are used to generate course learning outcomes, and thus assessments and learning activities. This is documented in the Curriculum Reports for each program, which list the PVLOs and show the mapping of all courses to both PVLOs and EESs, as well as weekly mapping of assessments and activities to course learning outcomes. These Curriculum Reports are produced by the Business Intelligence Analyst in Academic Operations (AO), are based on approved course outlines.

Course outline approvals are tracked by Academic Operations, and a Course Outline Report is sent weekly to the academic leadership teams of the schools.

With regard to PLAR, it appears to be not widely understood at Fleming except in a few courses. As the self-study says: *the PLAR process has not always been identified in a consistent and clear manner in its alignment to course learning outcomes*, and this will be part of the audit team’s recommendations. Affirmation 3 speaks to further development of these processes.

Standard 3 CONFORMITY WITH GOVERNMENT REQUIREMENTS

Requirement	Result		
3.1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3.2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3.3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3.4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

3.1 Ensures that program titles are consistent with established CVS Titling Protocols.

The college’s Program Standards and Program Descriptions operating policy ensures appropriate program titling as well as compliance with Ministry protocols and the Credentials Framework are achieved during the New Program Development, Program Review, and Program Revision processes.

3.2 Ensures that programs of instruction meet or exceed the provincial credential validation framework (CVF).

VLOs and Essential Employability Skills and are mapped during the New Program Development, Program Review, and Program Revision processes.

The College has a General Education Policy that sets out general education requirements.

3.3 Ensures that programs of instruction have appropriate Program Advisory Committees (PAC) and that mechanisms exist for the PAC to provide meaningful input into program relevance and quality.

The College has a Program Advisory Committee policy and has established PACs for each program/clusters of programs. PAC members feel informed and engaged in the QA process including the ability to provide input of current issues and trends. PACs, and their input, are seen as valuable by faculty and program coordinators.



3.4 Ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner to assure that all programs are current.

The evidence provided demonstrates that the Standards Implementation Workflow process ensures that changes to provincial standards are communicated to all relevant stakeholders and implemented in a timely manner to assure that all programs are current. This ensures that the program standards are updated and compliant within the expected timelines.

Standard 4 PROGRAM DELIVERY AND STUDENT ASSESSMENT

Requirement	Result		
4.1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4.2	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4.3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4.4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

4.1 Ensures that instructional activities and assessments are consistent with and appropriate to the course learning outcomes, and well suited to all locations and delivery methods.

The evidence provided demonstrates that Fleming has a range of QA mechanisms and processes that ensure that programs are developed and delivered in a manner that is consistent with the course learning outcomes regardless of location or delivery method.

All program review processes also include a learning plan and assessment requirements for each semester in which the course is offered.

The consistency is maintained through oversight of the Dean or Academic Chair of the School in which the course is based and by ensuring they sign the course change forms.

4.2 Engages faculty in regular experimentation, sharing and evaluation of new strategies, methods and tools for teaching and learning that are consistent with best practices and support ongoing development across all programs of instruction.

The Learning Design and Support (LDS) Team at Fleming provides opportunity and support for experimentation with new methods of teaching / learning (e.g., Virtual Teacher’s Lounge, Teaching and Learning Days and the Faculty Showcase sessions) however it does not appear to be a consistent practice embedded throughout the college.

The college is encouraged to monitor how many faculty members are experimenting with teaching and learning practices and how they are sharing the impact or results (see Affirmation 6).

4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.



The college has a Grading and Academic Standing policy and a Grading Administration procedure in place regarding prompt feedback to students on assessments. Students shared that they received timely feedback from faculty, either electronically or in-person. Students felt that their assessments were aligned with the program and course expectations and the breakdown of the marking systems allowed them to know expectations. College policies are available on student portal.

4.4 Provides holistic, integrated activities for imminent program graduates to demonstrate their capabilities with regard to the PVLOs.

Graduates and imminent graduates felt confident that they were ready to be entry-level practitioners. Fleming maintains excellent alumni relations.

Faculty at Fleming offer many opportunities for work integrated learning, experiential learning, authentic assessments and applied projects to achieve the CLOs and the VLOs.

Regarding student experiences, students felt faculty supported and enhanced their learning experiences.

Standard 5 EXISTENCE, MONITORING AND COMMUNICATION OF POLICIES AND PRACTICES THAT INFLUENCE AND IMPACT ACADEMIC QUALITY

Requirement	Result		
5.1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.2	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.4	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.7	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5.8	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

5.1 Ensures that all applicable college, department, and program academic policies and procedures are published and communicated to all relevant stakeholders and applied consistently.

All Fleming College academic policies and procedures are available on the external College website and accessible via a direct link under the “Student Life” tab on the College’s main page as well as on the “Policies and Procedures” page of the internal employee-facing website. New or updated policies and procedures are delineated with a “**new” or “Updated” notation, as applicable. The employees are aware of the location of policies and procedures.

A new role was developed at the institution, Policy and Privacy Officer. Templates and compliance with AODA have been prioritized.

5.2 Ensures that established academic policies and procedures are reviewed and monitored regularly and consistently.



A master tracking document has been created and maintained by the Policy and Privacy Officer. The establishment of the new role has been beneficial to ensure monitoring is occurring and Policy Authorities are notified about policies nearing review dates. While implementation of the new role has been in place for 1.5 yrs., there are still a few inconsistencies in the practice of updating policies and procedures across Policy Authorities. Most support service providers interviewed weren't aware of policy changes unless policy updates had been initiated by them. Those who were aware, was a result of sitting on various committees.

The response to the audit panel with additional questions or areas requiring further investigation, it was identified the Policy and Privacy Officer planned to send a regular report with policy and procedure status updates to policy authorities, in addition to the reporting that already takes place to the Senior Management Team, but it is not clear if it was sent this quarter.

5.3 Ensures that academic policies and procedures regarding **admission** are established and applied for all programs offered by the college.

Admission to Fleming College programs is governed by Policy 5-501: Admission and the Minister's Binding Policy Directive: Admissions Criteria. The policy is implemented by the Office of the Registrar, and is further governed by three operating procedures:

- #5-501A: Applicant Eligibility Determination Process,
- #5-501B: Oversubscribed Program Selection Process, and
- #5-501C: Appeal of Admission Decisions Process

These policies and procedures are available on the College's public website. The service staff was acutely aware of applicable policies and procedures and was also included in the development/revisions of or were communicated changes of policies when they occurred.

5.4 Ensures that academic policies and procedures regarding student **progression** are established and applied for all programs offered by the college.

Grading and student progression at Fleming are governed by Policy 2-201C: Grading and Academic Standing and OP #2-201D: Grading Administration. The regulations around academic probation are established in OP #2-201E: Academic Standing Procedure. The RO also has a Standard Operating Procedure governing the probation process.

The policy and procedures related to this requirement have not been updated since 2017, however, it is recognized that a working group has been struck to make recommendations upon completion of the pilot in place W'23 to improve the progression process. While the working group is making progress, it seems as though they haven't quite finalized their efforts yet. The group was to have completed their deliverables by March 2023. It is not clear that the deliverables are met (as per Probation & Retention Working Group, Terms of Reference).

5.5 Ensures that academic policies and procedures regarding prior learning and transfer credit (**recognition**) are established and applied for all programs offered by the college.



Fleming created a new structure for its policies and procedures on transfer credit and prior learning. There is a new Policy, 2-210: Recognition of Prior Learning, which is supported by three new Operating Procedures:

- 2-210A: Transfer Credit,
- 2-210B: Articulation Agreements, and
- 2-210C: Prior Learning Assessment and Recognition.

Students and graduates interviewed during the site visits were not aware of PLAR processes or did not know how students were able to obtain recognition for life experiences. They seemed to be more aware of credit transfer, though none had personally applied for credit transfers.

5.6 Ensures that academic policies and procedures regarding **accommodation** and **assessment** are established and applied for all programs offered by the college.

Student accommodations are addressed by Policy 7-701: Access and Accommodation for Students with Disabilities and further governed by operating procedure:

- OP #7-701: Access and Accommodation for Students with Disabilities.
The Policy establishes Fleming's commitment to "building an inclusive and accessible learning and working environment" and establishes a framework whereby accommodations can be requested, and appropriate accommodations are determined.

The policy and procedures related to this requirement have not been updated since 2016. The Directors/Heads of Service Departments noted they have a group of students with disabilities who are engaged to update policies and procedures.

5.7 Ensures that academic policies and procedures regarding awarding of credentials (**certification**) are established and applied for all programs offered by the college.

Awarding of credentials is governed by Policy 5-502: Issuance of Credentials and further governed by operating procedures:

- Operating Procedure 5-502: Issuance of Credentials, and
- Operating Procedure #2-213F: Programs of Instruction and College Credentials.
-

The Issuance policy has been revised in Winter 2023 to include an expanding range credentials (degrees & microcredentials).

5.8 Ensures that appropriate academic policies and procedures exist regarding the establishment of informal and formal arrangements with external educational bodies (e.g., partner institutions) with regard to program admission, progression, laddering, awarding of additional credentials, certifications, and QA.

Falling under the larger umbrella of Policy 2-210: Recognition of Prior Learning, Articulation agreements are governed by the newly approved Operating Procedure:

- #2-210B: Articulation Agreements.

Articulations are centralized within Academic Operations.



Students and graduates interviewed were mostly aware of laddering and articulations arrangements. They spoke to international university opportunities. They noted their program coordinators or professors spoke about it in classes.

The service areas such as The Office of the Registrar seemed acutely aware of their TREBAS partnership and had established processes to address such things are awarding of credentials. The relationship with TREBAS is very new (less than 12 months). Quality policies and processes are still under development. The private college partner must use Fleming curriculum and course outlines. A process to assure quality program delivery by the partner hasn't been identified.

Standard 6 AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES

Requirement	Result		
6.1	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6.2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6.3	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6.4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6.5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6.6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Evaluative Narrative

6.1 Ensures that faculty involved in the program:

- possess the combination of experience and qualifications appropriate to, and required by, the program credential, the field of study, and the curriculum they are hired to teach;
- undergo appropriate selection and hiring processes;
- receive appropriate academic guidance and onboarding;
- are provided with developmental feedback and are appropriately evaluated (performance appraisal).

Academic hiring practices and support guides are consistent with the College's standard practices.

Onboarding practices are two-pronged – new employee and new faculty that are standardized as guided by the HR onboarding guide. New faculty are further onboarded through participation in the New Faculty Experience program, a full year program designed by LDS, focusing on teaching and learning best practices.

Beyond a faculty member's probationary period employed at the college, performance appraisals are not performed. Faculty interviewed referenced a significant number of administrative/supervisory personnel changes to potentially explain why they may not have been reviewed (one faculty noted in 8 yrs as a FT faculty they had 13 different supervisors).



To date a very limited number of faculty have participated in a pilot of the new Faculty Development Process (FDP). No faculty members interviewed during the site visit had participated in the FDP.

6.2 Ensures that faculty execute their professional responsibilities by establishing and communicating appropriate expectations, using mechanisms to indicate whether expectations are being met, and are engaging in ongoing professional development activities.

In addition to conducting professional duties in accordance with the college's policies and procedures (as per previous sections of this report), professional conduct is also prescribed by the Code of Conduct (ensuring a respectful and inclusive work and learning environment), Intellectual Property, Copyright, Integrity in Research and Scholarship, Conflict of Interest policies and operating procedures.

The LDS Team communicates professional development opportunities in a weekly email to all faculty. The Team also supports faculty in the development of their personal PD plan which can be shared with Chairs for tracking and appropriate resource planning. Students complete the new Course Experience Feedback forms each semester to assist where additional PD needs may be required.

6.3 Ensures that there are established regular mechanisms for all academic support and advising services to determine the quality and adequacy of those services and to implement changes where required.

It was revealed that most support and advising services have informal methods to measure service levels. Although there are a few targeted mechanisms (i.e. First Year Student survey, Residence Survey, Early Leavers survey and the new Course Experience Feedback), it was not clear, during service area interviews, how/if the data and/or results from those tools were used.

Library services seems to be engaged with BIRS in collecting data to make data-driven service decisions.

The status of the Student Success Strategy is unclear.

Students noted that receiving individualized services at some program locations were slightly more difficult, than the bigger campuses. Fleming has 3 campuses and several access sites.

6.4 Ensures that support learning services staff providing student support services:

- possess the combination of experience and qualifications appropriate to their roles;
- undergo appropriate selection and hiring processes;
- receive appropriate orientation, guidance and onboarding;
- are provided with continuous support in their professional development;
- are provided with developmental feedback and are appropriately evaluated (performance appraisal).

Academic support hiring practices and support guides conform with the College's standard practices.



Learning services support staff receive onboarding appropriate to their specific position, and leaders employ the onboarding guide provided by HR.
Professional development is governed by the Employee Development policy and PD – Support Staff operating procedure.

While it is slightly inconsistent across departments, support staff typically undergo regular performance reviews (a short form done annually, and a longer form done every three years). It seems COVID caused a disruption to the regular performance review cycle that most SS undertook.

6.5 Ensures that support learning services staff execute their professional responsibilities by participating in continuing professional development or education.

Fleming supports professional development amongst its employees through the Employee Professional Development policy and operating procedures.

Support staff identify three areas in which to pursue professional development opportunities within the annual performance review process. The PD areas should be related to their position but may also include broader professional development goals.

Support staff PD plans are reviewed annually by the employee and their supervisor.

6.6 Ensures that there are effective processes for identifying, reviewing and addressing needs related to:

- adequacy of faculty and support learning services staff;
- adequacy and quality of learning resources;
- adequacy of informational technology resources that relate to program delivery and student use;
- adequacy and quality of equipment and facilities needed for instruction.

The College has processes in place to allocate resources to align with their strategic, business, and academic plans.

The capital resource investments process includes an annual submission of requests for capital by each school and department. School Deans prioritize their submissions using criteria based on the strategic goals of the institution.

At the academic division level, considerations also include the results of program review, PAC recommendations, enrolment, and Program Efficacy Review results.

Committees, like Strategic Enrolment Management, are cross-departmental to ensure wholistic perspectives are considered and alignment with the institution's strategic direction. Additionally, the Directors/Heads of Service Departments group confirmed that resourcing needs are communicated and refined through the annual budgeting process. The process is planned well in advance, collaborative and allows for adjustments.



OVERALL IMPRESSIONS

Comment on the **comprehensiveness**, **adequacy**, and **effectiveness** of the college's implementation of its quality assurance processes/ mechanisms/ activities, therefore the college's compliance to its quality assurance policies and its ability to meet the Standards and Requirements.

Quality assurance is very much part of the culture at Fleming, with many routine and informal processes, and a formal QA framework which is robust though somewhat still in flux. New commitments flowing from the 2018 audit were interrupted by the pandemic and by the large turnover of key staff, and the Self-Study provides a very comprehensive update to the 2018 audit's recommendations and affirmations.

The leadership for QA is unusually structured, with one of the Deans being responsible for its implementation and thus reporting to 2 AVPs, and the audit team encourages Fleming to continue to monitor the efficacy of this arrangement, and have more obvious link to the Executive VP Academic and President.

On the other hand, there is a highly collaborative approach and a matrix style of management of the processes among the academic portfolios, the LDS and the Business Intelligence Unit. Many of the key elements of a robust QA system are in place and Fleming should be proud of what it has achieved so far. The audit team did notice that some processes are implemented differently (e.g. Policy and Procedure development/updating).

Talking with the faculty, there seemed to be something of a gap between QA as expressed in the self-study and their understanding or interest, but this could be because the processes are new and no doubt it will be more widely understood. Also, in the small programs with only part-time coordinators and few, if any, FT faculty, there is a limit to what can be embraced at a college-wide level. (Like other Ontario colleges the audit team is aware of, the performance evaluation processes for faculty and staff as they relate to QA are not yet fully realized or consistently applied.)

Student services appear not to have coherent, formal QA processes in place to the same degree as the programs and courses, but Fleming is aware of this and committed to more work.

It should be noted the audit team was not provided with an opportunity to speak with any international students studying at Fleming College, which should become routine in such QA audits in Ontario colleges.

The audit team was impressed with the competence and interest in QA of the diverse corporate and support services who support the academic enterprise.



The members of the Board that the team met with were knowledgeable and supportive of Fleming's progress in recent years and are committed to the QA framework, as were the member of the Program Advisory Committees.



STIPULATIONS

1. Commendations

Standard 1.

- The team commends Fleming in offering the Indigenous Perspectives Designation (IPD) as an option to students within approved programs. The IPD incorporated into QA processes for those programs, and curriculum development takes place across the entirety of the program's curriculum. See Standard 2 commendations also.
- The Major Program Modification Process is an excellent response to the matter of approving and documenting changes in between review cycles.
- The audit team is impressed with the Program Efficacy Review (PER) process and its tiered approach to determining whether program cancellation or suspension proposals should be brought forward to the Senior Management Team (SMT) and the Board of Governors.
- The team also commends the concept of the Program Implementation Committee which uses information from internal stakeholders to assess the College's capacity to deliver a new program.
- Program Improvement Plans enable both faculty and academic leadership to track progress on approved items. Deans can enter all approved items from the PIP's on their School Improvement Plans, and provide updates to the Associate Vice President, Academic Experience on their implementation. This is a strength noted by the audit team.
- The audit team was impressed with the comprehensive repository of all documents relevant to program review and program improvement is housed on the AQ website.
- The annual Quality Report to be completed at the end of every program review cycle for each program within the school is also noted as an easily accessible snapshot of program compliance with Quality Assurance requirements.

Standard 2

- The team commends Fleming on the mapping and review process for the Indigenous Perspectives Designation (IPD) as well as the designation of eligible programs which have been mapped to the Indigenous Learning Outcomes.
- The team was impressed by the work of the Learning Design and Support team as exemplified for instance in the Program-Level Curriculum Development Handbook and its many training workshops and presentations.
- The Curriculum Reports produced by the Business Intelligence Analyst in Academic Operations are exemplary.

Standard 3

- Fleming has implemented a pre-audit of all Ministry requirements.



Standard 4

- Faculty are provided with safe opportunities to practice "micro-lesson" teaching experimentation and opportunities to obtain peer feedback

Standard 5

- For policy and procedure updates, Student Service departments work in consultation, with a panel of students with disabilities.

Standard 6

- PT faculty are permitted to audit courses to get exposure to a new delivery. Each is given time on the SWF for auditing/class time.

2. Affirmations

Affirmation 1: (Requirements 1.2 and 1.6) Fleming has made substantial progress in developing its more consistent approach to QA but it recognises (and the audit team supports) that some internal organizational processes need to be improved to better align QA, including the use of the new Major Change form and in the relevant aspects of the curriculum change processes.

Affirmation 2: (Requirement 1.3 and 1.4) The audit team supports Fleming's affirmation to "create a plan to better align Program Review and Program Efficacy Review (PER) processes to minimize duplication of efforts and to ensure that decision-making is based on an integrated process that incorporates all available information from both processes". This seems to be an on-going issue, but Fleming has a clear understanding of the matter and where changes need to be explored, including having a single unified Program Improvement Plan for clearer reporting to SMT and the Board.

Affirmation 3: (Requirement 1.2) Fleming has made changes to the cyclical review process and the efficacy of these changes will (as the College affirms, and the audit team agrees) be assessed.

Affirmation 4: (Requirement 3.3) Fleming is committed to continuing the process of improving PAC processes to ensure that PACs become more effective mechanisms for driving program change in order to maintain program currency, relevance and alignment with the labour market.

Affirmation 5: (Standard 4.1 and 4.3) Fleming will create a course-level Quality Assurance Policy and related Procedures to formalize and improve consistency of course-level requirements across the College.

The planned suite of Operating Procedures includes the following: Course Outlines, Course and Curriculum Development and Revision, Course Resources, Evaluation and Assessment, Learning Management System, Learning Environment, Class Cancellation, and Off-Campus Activity.



Affirmation 6: (Standard 4.2) Fleming will create a plan to promote instructional innovation in order to capitalize on lessons learned during the pandemic, and further promote and support creative and diverse pedagogies.

This will begin with a revision of the Curricular and Instructional Innovation Policy and will include exploring ways of promoting faculty engagement with innovative teaching practices more broadly across programs and developing strategies for further promoting culturally responsive pedagogies.

Affirmation 7: (Requirement 5.5) The auditors support Fleming's resolve to implement, track, and assess the efficacy of its new Policy and Procedures relating to the assessment of prior learning.

Affirmation 8: (Requirement 5.8) is fully supported. Recognizing that the partnership is new, there needs to be appropriate academic leadership connections for oversight of curriculum and course content delivery alignment. Currently, the academic leaders (Deans/Chairs) seemed disconnected from programming with their PPP. The auditors are assured Fleming will track compliance of implementation for higher/broader level QA processes (like program review and PACs). It is equally important, however, that quality of course content delivery (to support student success) is consistent with that of Fleming delivery expectations (student learning experiences should be the same or very similar regardless if they are Fleming or FCT students).

Affirmation 9: (Requirements 6.1 and 6.2) is strongly supported and related to the Recommendation below re: 6.1

Affirmation 10: (Requirement 6.3) is supported and is related to the Recommendation below re: 6.3. There is a need to collect data to measure efficacy of student support services and complete the development of the Student Success Strategy (which the team assumes will include strategies to measure efficacy of service areas).

3. Recommendations

Recommendation #1 (R2.3)

PLAR has waxed and waned in higher education over the decades, but there is a new urgency as adult learners especially look to colleges to re-skill and upskill. The learning they have acquired outside of the classroom must be authentically assessed, and credit fairly assigned. The team recommends that Fleming look at provide better guidance and support for faculty to identify PLAR options for the courses they teach, and communicate those to students.

Recommendation # 2 (R4.1)

While the college Curriculum Mapping Process ensures that the VLOs are assessed throughout the program it was clear that manual and electronic processes were used. It is recommended that an electronic process be utilized for consistency and accuracy.



Recommendation #3 (R4.2)

The college is encouraged to institute a formalized monitoring/tracking process that accounts for how faculty are experimenting with different teaching and learning practices and how they are sharing the impact or results (Affirmation 6)

Recommendation #4 (R5.2 and 5.4)

While implementation of the new Policy and Privacy Officer role has been in place for 1.5 yrs., there are still inconsistencies in the practice of updating policies and procedures and subsequent communication to front-line staff who are impacted by those changes. It is recommended that if consistencies are occurring with Policy Authorities through updating/development stages that support be provided, and a communication and awareness strategies be adopted.

Additionally, it is recommended that the college continue with the working group to make recommendations to improve the progression process and subsequently update the policy and procedure accordingly.

Recommendation #5 (R6.1)

Faculty performance appraisal should occur cyclically for non-probationary faculty (beyond the requirements for probationary faculty as per the Collective Agreement). Alternatively, a scheduled roll-out and implementation of the Faculty Development/Review Process for all faculty is recommended. (Related to Affirmation 9)

Recommendation #6 (R6.3)

It was revealed that most support and advising services have informal methods to measure service levels (excluding the Library and Learning Services, which has a strong propensity for data-driven service level decision-making, as evident by ongoing work with BIRS representatives for various initiatives). It is not clear, if data and/or analysis of the data from other specific tools is used. It is recommended that Fleming adopt a mechanism to measure the effectiveness of key student services, and use the data to make decisions about level of supports.



Board of Governors

Briefing Note



Topic: Fleming's 2024-2029 Applied Research Strategy
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Brett Goodwin, EVP Academic and Applied Research & Innovation

Recommendation

That the Board of Governors of Sir Sandford Fleming College approve the Applied Research Strategy for implementation immediately.

Overview

In January 2023, we embarked on the process of developing a 5-year strategic plan for Applied Research at Fleming College. SHIFT Health was contracted to support the work but the Office of Applied Research and Innovation was heavily involved throughout.

The Applied Research Strategy was informed by an environmental scan of top ranked colleges and small universities in the research arena, a scan of funding agency priorities, interviews with relevant parties both internal and external, a session with internal members, and a review session with external research experts.

This process supported the creation of a strategy with:

- Vision and mission in alignment with the current Fleming strategic plan.
- Six driving principles: research excellence and impact; agility; equity, diversity and inclusion; indigenization; community; and sustainability.
- Three strategic goals:
 - Strengthening applied research excellence;
 - Increasing recognition for the work we do with partners;
 - Integrating research across the college.
- Three outcomes we will achieve if we meet our strategic goals:
 - Become a recognized leader and partner of choice in the applied research domains that we specialize in;
 - Increased expertise, capacity, and funding to carry out impactful research;
 - Enhanced experience, productivity and capabilities of faculty, staff, and students in research.
- An impact statement that summarizes the effect this strategy will have if fully realized.

Further the strategy lays out measures of success, action plans, and strategic targets for each year of the plan for each strategic goal which will allow us to track progress toward implementing the strategy. The Fleming's 2024-2029 Applied Research Strategy is attached for review.

While the last few years have shown substantial growth in research funding and activity at Fleming, this 2024-2029 Applied Research Strategy provides a roadmap for continuing and increasing the growth of, and impact from, research at Fleming.

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

While the current Strategic plan is coming to an end, it calls for expanding applied research across the college, diversifying revenue streams, expanding partnerships and innovation, embracing technology, and being a welcoming place for all. All of these components are incorporated into the 2024-2029 Applied Research Strategy.

Risks and Considerations

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

- The Applied Research Strategy calls for investment in funding, people, space, and equipment. While the bulk of those will be funded through procuring grant and industry partner funds, there will still be a need to hire people and manage use of space for Applied Research activities. The impact of this work on the rest of the college will need to be managed.
- Without pursuing this Applied Research Strategy we will not be able to continue the trajectory of growth we have experienced in Applied Research.

Supporting Documentation

- Fleming Applied Research Strategy_Shift Health_1027.pdf



FLEMING

Fleming College: Applied Research Strategy

September 27, 2023

Table of Contents

Section	Slide Number
Background & Context	<u>6</u>
Strategic Plan	<u>9</u>
<i>Applied Research Strategy At-A-Glance</i>	<u>10</u>
<i>Vision, Mission & Principles</i>	<u>11</u>
<i>Strategic Goals</i>	<u>13</u>
<i>Outcomes & Impact</i>	<u>23</u>
High-Level Implementation Plan	<u>24</u>
<i>Action Plan for Strategic Goal #1</i>	<u>26</u>
<i>Action Plan for Strategic Goal #2</i>	<u>30</u>
<i>Action Plan for Strategic Goal #3</i>	<u>35</u>
Key Operational Enablers	<u>40</u>
<i>Funding</i>	<u>42</u>
<i>People</i>	<u>43</u>
<i>Infrastructure</i>	<u>44</u>
Appendix	<u>45</u>

↖ Click on the slide number to advance to a section



Letter from the President

I am thrilled to present Fleming College's new Applied Research Strategy, a roadmap that will guide our research efforts for the coming years.

We have been working hard to meet our 2019-2024 Strategic Plan commitments for growing applied research at Fleming. As a result, we have built two new research centres, forged important partnerships, generated new knowledge for our partners, expanded experiential learning opportunities for our students, and have made meaningful contributions to the socioeconomic wellbeing of our communities.

I am pleased that we have developed an evidence-based Applied Research Strategy that is unique to Fleming College. We will strategically build on our existing strengths while taking bold action on pursuing new opportunities. Moving forward, our applied research enterprise will become a critical driver of the College's commitment to creating economic prosperity and transforming communities through education and innovation. Our applied research enterprise, one of the region's best-kept secrets, is already garnering attention and through this Strategy, will no longer be kept secret.

Thank you to everyone who helped develop this plan, including Shift Health, members of the Board of Governors, and our internal and external stakeholders. I look forward to seeing our expanded vision and strategy for our applied research enterprise become a reality.

Maureen Adamson

President,
Fleming College



Letter from the Executive Vice President, Academic and Applied Research & Innovation

Thank you to all the internal stakeholders, external partners, industry experts, and to Shift Health, who helped us create Fleming College's new Applied Research Strategy.

Over the next five years, we are committed to meeting the key priorities and milestones of the plan, ensuring that the growth of our applied research enterprise is calculated and well-supported. Through these investments, we will grow and strengthen our existing three research centres while increasing our expertise and capacity in other strategic research areas.

I am particularly excited for the strategy's new approaches to carrying out applied research at Fleming. Robust marketing activities will help us build a strong brand for applied research and help us become a widely recognized home for innovation. We will Indigenize and strengthen our approaches to applied research through Indigenous Ways of Knowing and through meaningful and respectful engagement with Indigenous communities.

We will also find new ways to integrate applied research into existing academic programs, increasing opportunities for our students to engage in research.

Overall, I think this plan will revolutionize applied research at Fleming.

Brett Goodwin

Executive Vice President, Academic and Applied Research & Innovation
Fleming College



Acknowledgements

The development of Fleming's 2024-2029 Applied Research Strategy was spearheaded by the Office of Applied Research and Innovation and supported by the President's Office and Board of Governors.

The Office of Applied Research and Innovation engaged a diverse set of key internal and external stakeholders, from Fleming's community of research staff, faculty, Board of Governors and industry and community partners. We would like to thank these individuals for sharing their time and insights to inform the development of an evidence-informed strategic plan that will guide the growth of our applied research enterprise.



Background and Context



Fleming College has a strong applied research track record and has actively taken steps to expand its applied research enterprise in recent years. Through these efforts, we have built three research centres, including one NSERC supported Technology Access Centre, and have established ourselves as an expert research partner in water and wastewater management, aquaculture and advanced mechatronics and industrial internet of things. We have supported applied research that has generated new knowledge in the areas of biotechnology, policing, the environment, and Indigenous studies that will make our community healthier, safer and more inclusive and we have helped our industry partners develop and optimize unique, sustainable products and processes. We have expanded experiential learning opportunities for our students through applied research, which enhances both experience as well as employability.

With a desire to build on this momentum, we have developed an evidence-based Applied Research Strategy to chart the path forward for the applied research enterprise. The Strategy will inspire faculty, staff and students, mobilize community support and set the stage for our growth as a recognized leader in Canadian applied research.



Through the evidence-based strategy and implementation plan, we aim to:

- Substantiate Fleming's differentiating value proposition in the research space;
- Inspire faculty, staff and students and engage industry and community partners;
- Mobilize community and philanthropic support and diversify and grow revenue streams;
- Position Fleming to compete for federal and provincial funding opportunities; and
- Futureproof a vibrant and competitive research enterprise.

Ultimately, the applied research enterprise will be a critical driver of Fleming's vision to create economic prosperity and transform communities through education and innovation.

Strategic Plan



Applied Research Strategy At-A-Glance

Vision

Creating prosperity and transforming communities through education and innovation.

Mission

Fostering dynamic and inclusive collaboration among Fleming's partners to address real-world challenges through knowledge generation and innovation to enrich education, enhance social wellbeing and drive economic prosperity.

Principles

◆ Research Excellence and Impact ◆ Agility ◆ Equity, Diversity and Inclusion ◆ Indigenization ◆ Community ◆ Sustainability ◆

Strategic Goals

1. Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

2. Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

3. Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Outcomes

- ◆ Recognized leader and partner of choice in applied research domains of interest to Fleming's community and funders ◆
- ◆ Expertise and capacity to deliver impactful research outputs and unlock new funding opportunities to ensure operational/financial sustainability ◆
- ◆ Enhanced experience, productivity and capabilities of faculty, students and staff ◆

Impact

The applied research enterprise enriches the Fleming experience for its community, catalyzes the development of knowledge and innovative solutions for real-world challenges, and propels socioeconomic development.

Fleming's Applied Research Vision and Mission

The Vision and Mission for Fleming's Applied Research enterprise is reflective of our commitment to drive socioeconomic wellbeing and prosperity through education and innovation.

Vision

Creating prosperity and transforming communities through education and innovation.

Mission

Fostering dynamic and inclusive collaboration among Fleming's partners to address real-world challenges through knowledge generation and innovation to enrich education, enhance social wellbeing and drive economic prosperity.



Principles

Six core principles are embedded within Fleming's applied research enterprise and will be critical to the success of the enterprise.



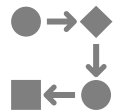
Research Excellence and Impact

Using state-of-the-art equipment and leading-edge approaches to generate high-quality research outputs that are ready to be implemented and impactful.



Community

Engaging internal and external communities, such as faculty, staff, students, Indigenous peoples and businesses, to ensure relevance of research and enable knowledge transfer for social and economic benefit.



Agility

Tackling applied research projects and adapting as new opportunities emerge, timelines change and the needs of partners evolve.



Indigenization

Partnering with Indigenous communities to bring Indigenous perspectives, priorities and ways of knowing into applied research.



Sustainability

Ensuring applied research priorities and innovation activities embed and enhance environmental sustainability and ecological stewardship.



Equity, Diversity and Inclusion

Embedding equity, diversity and inclusion into research projects and teams to ensure that research processes and outcomes are relevant to and benefit diverse communities.



FLEMING

Fleming's Applied Research Strategic Goals

We have established three strategic goals that will enable the college to sustain and build on existing strengths, pursue emerging opportunities and become a leader in applied research.



Goal 1. Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.



Goal 2. Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.



Goal 3. Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.



Strategic Goal #1: Strengthen Applied Research Excellence

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Context

As the Governments of Canada and Ontario continue to invest in applied research, they have identified several priority research areas, many of which align with Fleming's current research interests and expertise including cleantech, agriculture and agri-food and advanced manufacturing. We have established a strong foundation for our applied research enterprise with three research centres and have developed strengths in the areas of water and wastewater management (CAWT), aquaculture (CIAP) and advanced mechatronics (CAMIIT).

Our current research strengths and expertise offer opportunities for expansion of research into strategically adjacent areas that are also aligned with government priorities and community needs including biotechnology, artificial intelligence and climate change and sustainability. We also have the opportunity to establish a transformative landmark initiative that will drive applied research forward in our areas of expertise while also serving our community and contributing to the training of highly qualified personnel.

To maximize the impact of our applied research activities and outputs, there's also an opportunity for us to expand capacity and expertise in advanced analytics as partners and industry move towards becoming more data-driven.

CAWT: Centre for Advancement of Water and Wastewater Technology

CIAP: Centre for Innovative Aquaculture Production

CAMIIT: Centre for Advancement in Mechatronics and Industrial Internet of Things



Strategic Goal #1 and Priorities

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Strategic Priorities

- a) Support the continued growth of Fleming's three research centres and enable the evolution of the applied research enterprise in strategically adjacent research areas.
- b) Strengthen research data management and analytics capabilities to support Fleming's applied research excellence and maximize the speed and impact of research projects.
- c) Connect all schools more deeply into applied research to enable integration of expertise within research centres and increase applied research capability and reach.
- d) Define and lead a landmark initiative that will be transformative for applied research in Canada.

Strategic Goal #1 and Measures of Success

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Measures of Success



Improved ranking on the list of Canada's Top 50 Research Colleges¹



Square footage of facilities for applied research



Number and value of new equipment supporting applied research



Number of publications and seminars or conferences attended



Number and types of grants and amount of funding awarded



Number of projects with integration of advanced data and analytics



Number of interdisciplinary projects involving two or more Fleming Schools/Research Centres

1. Fleming is ranked #35 on the 2022 Canada's Top 50 Research Colleges list.

Strategic Goal #2: Become a recognized partner-centred applied research hub

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Context

Canadian colleges play a crucial role in advancing practical solutions to real-world issues through collaborative applied research. Within this context, Fleming has established multiple research partnerships across sectors. These include collaborations with industry such as Echologics, Horizon Aircraft and Molok North America, as well as community partners including the Indigenous Police Chiefs of Ontario, Ontario Provincial Police, and World Wildlife Fund Canada. We are also actively involved in multi-stakeholder research networks like the EaRTH District and SONAMI.

As we look to expand the research enterprise to meet the needs of our community, we have the opportunity to build on existing and establish new partnerships through broadening our expertise and services in applied research and diversifying the in ways in which we connect with partners.

We also have the opportunity to clearly articulate our role and capabilities in applied research to amplify our visibility and reputation within the community.



Strategic Goal #2 and Priorities

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Strategic Priorities

- a) Build a strong brand for applied research at Fleming through the development of robust marketing and communications capabilities.
- b) Establish an advisory board for Fleming's applied research enterprise utilizing current network with leaders from the community to guide and track the progress of applied research at Fleming.
- c) Engage Indigenous communities with support from Fleming's IEC to identify questions to be addressed through applied research and to strengthen approaches to applied research through Indigenous ways of knowing.
- d) Embed the research enterprise within the community through the Fleming College information office in Peterborough Square and host networking events to increase visibility and accessibility of the enterprise to local business, community partners and prospective students and to stay apprised of the applied research needs/interest of the community.
- e) Expand expertise within the research enterprise to strengthen capabilities along the innovation lifecycle and diversify revenue streams.



Strategic Goal #2 and Measures of Success

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Measures of Success



Number and diversity of partners (e.g. new and long-standing partners, industry, community partners, academic partners, geographical reach)



Number of projects co-led with Indigenous peoples and communities



Number of products/processes developed or enhanced (e.g. conceptualized, commercialized, improved)



External awareness and perception of Fleming's applied research enterprise (assessed through surveys)



Number of applied research projects



Number of social innovation outputs (e.g. knowledge, programs, networks) developed or enhanced by research findings



Amount of funding/revenue leveraged from partners

Strategic Goal #3: Enhancing the Fleming experience with applied research

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Context

Our applied research enterprise is overseen by the Office of Applied Research and Innovation (OARI), with research led and conducted by research staff from the research centers, as well as by faculty and students. Continued growth of the research enterprise will benefit from greater integration of talent across the college into applied research to enhance the Fleming experience, while also building research capacity.

We can draw on the knowledge and talent that currently exists within the college by allocating time for research and providing training to support faculty and staff. Greater integration of students into research will support the training of highly qualified personnels by building research capacity and providing students with practical experience that can increase student employability.

Finally, building applied research capacity within OARI and other administrative departments will enable increased operational support in grant-writing, business development and marketing and communications.



Strategic Goal #3 and Priorities

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Strategic Priorities

- a) Empower faculty and staff to lead/support research in new and existing areas of interest/experience by providing time and resources dedicated to research.
- b) Embed applied research into all schools to increase applied research opportunities for students and support their training as highly qualified personnels.
- c) Expand support capacity through hiring and provide training to applied research support staff, including OARI and research centres, to strengthen applied research capabilities.
- d) Connect the OARI to other Fleming departments to maximize opportunities for partnerships/funding and enable a holistic approach to applied research questions.

Strategic Goal #3 and Measures of Success

Strategic Goals

Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Measures of Success



Number of academic programs offering applied research integrated courses and experiential learning



Number of applied research training sessions/programs offered to faculty and support staff



Number and percentage of students participating in applied research



Number and percentage of faculty participating in applied research



Number of events (e.g. Research Expo Day) organized with a focus on applied research



Amount of funding awarded to students/faculty members for applied research



Number of Fleming internal stakeholders attending or participating in research-focused events

Outcomes and Impact

Applied research at Fleming will improve existing or develop new products, programs, policies and practices that address industry and societal needs.

Outcomes

1

Recognized leader and partner of choice in applied research domains of interest to Fleming's community and funders



Expertise and capacity to deliver impactful research outputs and unlock new funding opportunities to ensure operational and financial sustainability



Enhanced experience, productivity and capabilities of faculty, students and staff

Impact

The applied research enterprise enriches the Fleming experience for its community, catalyzes the development of knowledge and innovative solutions for real-world challenges and propels socioeconomic development.

High-Level Implementation Plan

A Commitment to Action:

Fleming is committed to translating our bold vision and strategy for our applied research enterprise into reality. The following slides outline a high-level implementation plan for Fleming’s applied research enterprise over the next five years—including key priorities, critical steps and timelines—to give our community a sense of what needs to be done and when we envision achieving these milestones.

We recognize that our approach to implementation must be flexible and responsive to our dynamic environment, and we will work closely with our internal stakeholders, external partners and community to optimize our approach to strengthening the applied research enterprise.



Action Plan for Strategic Goal #1



Goal 1. Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
A. Support the continued growth of Fleming’s three research centres and enable the evolution of the applied research enterprise in strategically adjacent research areas.	Reflect on the Applied Research Strategy and update or develop operating and growth plans for each research centre, outlining key milestones and activities (e.g. TAC application/renewal) and the financial/human resources required to support growth			
	Implement the plans as each research centre progresses to ensure its growth is well-supported (e.g. create an applied research portal to identify and track project opportunities)			
	Identify emerging needs, trends and opportunities by engaging with internal stakeholders to understand budding areas of interest and external stakeholders to gauge demand for each applied research centre to support the growth and expansion of the enterprise			




Initiation of Step



Ongoing



Action Plan for Strategic Goal #1

 **Goal 1.** Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
B. Strengthen research data management and analytics capabilities to support Fleming’s applied research excellence and maximize the speed and impact of research projects.	Assess the current state of data management and analytics capabilities within the college	■		
	Assign (or hire, if necessary) a member of the research enterprise to be responsible for overseeing the development and implementation of a data management and analytics strategy and initiatives	■		
	Invest in the necessary technological infrastructure, including hardware, software, and cloud solutions, to support data storage, processing, and analysis		■	■
	Provide training, upskilling and partnering opportunities for researchers and staff to enhance their data literacy and analytical skills and integrate analytics across all relevant research projects		■	■

■ Initiation of Step ■ Ongoing



Action Plan for Strategic Goal #1



Goal 1. Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
C. Connect all schools more deeply into applied research to enable integration of expertise within research centres and increase applied research capability and reach.	Conduct an assessment to identify overarching research themes or areas in Fleming's Research Centres (e.g. CIAP, CAWT) that align with the strengths of each school (e.g. School of Environmental and Natural Resource Sciences) and have potential for interdisciplinary collaboration			
	Create awareness of Fleming's commitment to applied research (e.g. internal marketing and communications, research showcases, site tours) and encourage faculties from all schools to consider and conduct faculty-led research initiatives			
	Develop a mechanism (e.g. forum, conference) to engage representatives from all schools and programs to encourage collaborations, exchange success stories and explore new interdisciplinary research topics			



Initiation of Step



Ongoing



Action Plan for Strategic Goal #1



Goal 1. Strengthen applied research excellence by deepening and integrating existing research expertise, pursuing strategically adjacent research areas and unlocking the potential of advanced analytics.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
D. Define and lead a landmark initiative that will be transformative for applied research in Canada.	Assemble a Steering Committee to oversee the development and implementation of an applied research landmark initiative	■		
	Define a clear vision for the initiative that addresses a significant challenge or opportunity in applied research (e.g. research network in areas such as environmental impact management, Indigenous reconciliation or AI; build an incubator at Fleming)	■		
	Identify and engage key stakeholders, including government agencies, industry partners, academic institutions, researchers, and community organizations to ensure that the initiative's vision aligns with the priorities of funders, industry and the community	■	■	
	Identify and pursue potential sources of funding (e.g. grants, private sector investments, and philanthropic contributions)		■	■
	Implement the landmark initiative (e.g. build a new space, recruit a diverse and skilled team of experts to support the initiative)			



Initiation of Step



Ongoing



Action Plan for Strategic Goal #2

 **Goal 2.** Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
A. Build a strong brand for applied research at Fleming through the development of robust marketing and communications capabilities.	Establish a marketing and communications team for the applied research enterprise to build a brand and content strategy (e.g. mix of case studies, videos, infographics) and government relations (GR) plan ¹ that articulates Fleming's research capabilities and success stories to the internal and external community (e.g. current and potential partners, government, funders)			
	Build on existing website and social media profiles to showcase the research enterprise's initiatives, projects and partnerships (e.g. consider engaging a brand strategy firm)			
	Engage with the local and national media, community organizations and partners to jointly promote research projects and initiatives through co-branded marketing efforts			

 Initiation of Step  Ongoing

Action Plan for Strategic Goal #2

 **Goal 2.** Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.




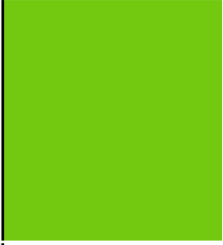
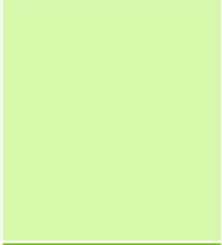
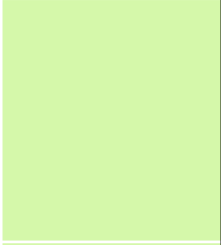



Priority	Critical Steps	Year 1	Year 2	Year 3-5
B. Establish an advisory board for Fleming's applied research enterprise utilizing current network with leaders from the community to guide and track the progress of applied research at Fleming.	Develop the terms of references for the advisory board, including its purpose, objectives and scope of responsibilities such as providing guidance, strategic insights and feedback on applied research initiatives in various areas of research, industry sectors and community engagement			
	Identify and invite a diverse group of community leaders, industry experts, entrepreneurs, and professionals (e.g. Chamber of Commerce, local economic development agencies, business and community groups) who have interest in applied research and/or its impact on the community			
	Provide an orientation session for new advisory board members to familiarize them with Fleming's applied research enterprise and schedule regular advisory board meetings			

 Initiation of Step  Ongoing



Action Plan for Strategic Goal #2

 **Goal 2.** Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
C. Engage Indigenous communities with support from Fleming’s IEC to identify questions to be addressed through applied research and to strengthen approaches to applied research through Indigenous ways of knowing.	Provide training for researchers, faculty, students and staff to enhance their understanding of how Indigenous ways of knowing can contribute to and enhance applied research questions and outputs			
	Engage with Fleming's IEC to develop a strategy to engage Indigenous community leaders and relevant organizations to establish respectful, trusting relationships and explore potential partnerships between Fleming and Indigenous communities in addressing the communities' needs with applied research			
	Collaborate with Indigenous leaders to lead and integrate Indigenous research methodologies and ways of knowing into applied research projects			

 Initiation of Step
  Ongoing

Action Plan for Strategic Goal #2


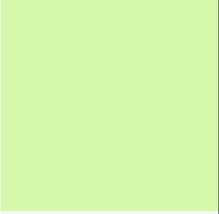
 **Goal 2.** Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
D. Embed the research enterprise within the community through the Fleming College information office in Peterborough Square and host networking events to increase visibility and accessibility of the enterprise to local business, community partners and prospective students and to stay apprised of the applied research needs/interest of the community.	Develop an engagement plan that aligns with the marketing plan (under Goal #2, Priority A) to increase visibility of Fleming with local businesses and community partners	■		
	Engage the Information Office in Peterborough Square to find space and/or time for showcasing applied research projects, opportunities for partners and develop mechanisms for community members/potential partners to connect with Fleming's applied research enterprise through the office			
	Organize networking opportunities (e.g. mixers, pitch competitions, conferences) for Fleming researchers, students, faculty and staff to engage in conversations, spark innovative ideas and establish new collaborations for applied research with local businesses, organizations and community groups		■	■
	Establish a mechanism (e.g. community or partner surveys) for continuous feedback from the community on research priorities/interest		■	■

■ Initiation of Step ■ Ongoing


Action Plan for Strategic Goal #2




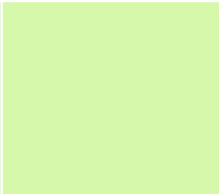
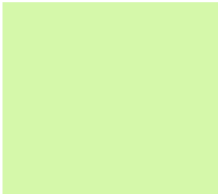

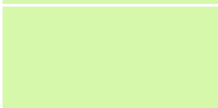



 **Goal 2.** Become a recognized, accessible and nimble partner-centered applied research hub, providing support to develop new knowledge and drive innovation.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
E. Expand expertise within the research enterprise to strengthen capabilities along the innovation lifecycle and diversify revenue streams.	Conduct a gap analysis to assess the current expertise and skill sets within the research enterprise and determine the skills (e.g. grant writing) needed to cover various stages of the innovation continuum, from ideation to commercialization			
	Provide ongoing professional development opportunities (e.g. innovation-focused training sessions, workshops, and seminars) to enhance existing and acquire new skills			
	Explore and broaden applied research fee-for-service offerings along the innovation continuum (e.g. product certification and commercialization, intellectual property management, business and technical consulting) based on existing expertise and capabilities			

 Initiation of Step
  Ongoing

Action Plan for Strategic Goal #3


 **Goal 3.** Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
A. Empower faculty and staff to lead/support research in new and existing areas of interest/experience by providing time and resources dedicated to research.	Support mechanisms (e.g. course release) that provide time and resources to faculty interested in participating in applied research projects (e.g. increase the number of contract faculty available to back-fill teaching release)			
	Offer training (e.g. workshops) tailored to the career stage and/or experience of faculty and staff to develop research skills (e.g. research methodologies, proposal writing, ethics, data management, EDI) for applied research and course-based research			
	Provide access to resources (e.g. libraries, databases, research facilities) to support faculty- and staff-led research projects			
	Introduce faculty and staff to potential research partners within and outside the institution, including industry representatives, government agencies, and community organizations			
	Expand the iGRO program to provide seed funding that supports faculty- and staff-led research projects, allowing them to explore new ideas and gather preliminary data			

 Initiation of Step  Ongoing




Action Plan for Strategic Goal #3

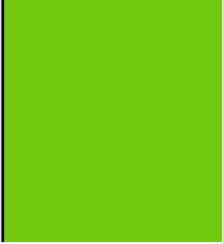




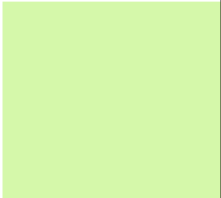
 **Goal 3.** Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
B. Embed applied research into all schools to increase applied research opportunities for students and support their training as highly qualified personnels.	Engage academic leadership (e.g. Deans of Schools) to integrate applied research into academic plans in areas where there are synergies and applied research can enhance curriculum, student learning, and industry relevance	■		
	Develop an operational plan to create or bolster the necessary systems/infrastructure/resources (e.g. Work Integrated Learning Office, support roles, course structure, space, analytical tools, reference library access) to support students in applied research	■		
	Create awareness among students about the benefits of participating in research projects by offering information sessions, workshops, and seminars and developing a centralized platform to showcase opportunities in applied research	■	■	■
	Integrate applied research components into existing courses or develop new courses that offer students research opportunities		■	■

■ Initiation of Step ■ Ongoing


Action Plan for Strategic Goal #3

 **Goal 3.** Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
<p>C. Expand support capacity through hiring and provide training to applied research support staff (including OARI and research centres) to strengthen applied research capabilities.</p>	<p>Review and prioritize areas of support identified in the landscape assessment (e.g. grant writing, EDI, finance, business development, commercialization support) that will generate the greatest impact in the near- and long-term</p>			
	<p>Offer training and development programs for staff to enhance their knowledge of applied research processes, project management, best practices and other relevant areas</p>			
	<p>Conduct a targeted recruitment process to attract candidates with relevant skills and experience in applied research (e.g. hire faculty and staff with research expertise and interest, integrate research experience into hiring evaluation rubric)</p>			

 Initiation of Step  Ongoing

Action Plan for Strategic Goal #3

 **Goal 3.** Enhance the Fleming experience by seamlessly integrating applied research into teaching, learning, administration and practice.

Priority	Critical Steps	Year 1	Year 2	Year 3-5
D. Connect the OARI to other Fleming departments to maximize opportunities for partnerships/funding and enable a holistic approach to applied research questions.	Engage other Fleming departments and offices (e.g. Advancement and Alumni Relations, Indigenous Education Council) to understand their priorities/activities and identify opportunities for OARI involvement to further support the applied research enterprise (e.g. OARI to work with Advancement and Alumni Relations to secure donations)			
	Continue to maintain open lines of communication between the OARI and other college offices and departments to encourage interdisciplinary collaboration and provide access to applied research			

Initiation of Step
 Ongoing



Strategic Targets

Strategic Goal	Cumulative Targets to Achieve by Year 5	Year By Year Target Numbers				
		Year 1	Year 2	Year 3	Year 4	Year 5
Goal #1: Strengthen applied research excellence	Rank in the Top 10 of Canada's Top 50 Research Colleges	Top 30	Top 20	Top 15	Top 12	Top 9
	Increase square footage of applied research facilities by 15%	0%	0%	0%	15%	0%
	Increase the amount or value of equipment for applied research by 40%	5%	5%	5%	20%	5%
	Increase the number of research publications by 60%	0%	0%	20%	20%	20%
Goal #2: Become a partner-centered applied research hub	Increase the number of total partners by 45%	5%	10%	10%	10%	10%
	Increase the number of products developed or enhanced through applied research by 45%	5%	10%	10%	10%	10%
	Increase the number of social innovation outputs developed or enhanced through applied research by 20%	0%	5%	5%	5%	5%
Goal #3: Enhance the Fleming experience with integration of applied research	Increase the number of faculty participating in applied research by 20%	0%	5%	5%	5%	5%
	Increase training sessions to support faculty and staff by 85%	5%	20%	20%	20%	20%
	Increase the number of academic programs offering applied research opportunities to students by 45%	5%	10%	10%	10%	10%

Key Operational Enablers



Overview of key enablers

Three key enablers will be critical for scaling research operations, increasing research productivity and translating Fleming's bold vision and strategy into reality:



Funding

Financial resources to expand and sustain research activities at Fleming



People

Faculty and staff who will lead and support new research and research-support activities



Infrastructure

State-of-the-art research facilities and equipment that will support the growth of the research enterprise

Funding



To support the priorities outlined in the Strategic Plan and eventually achieve financial sustainability, Fleming will need to:

Increase funding from existing sources:

- College contribution to research
- Federal government funding (e.g. NSERC, FedDev, CFI)
- Provincial government funding (e.g. ORF, OCI)
- Fee for service contracts (e.g. validation testing, prototyping, product design)
- Industry, community partner, and/or research network contributions (cash/in-kind)

Pursue new funding sources, examples include:

- Philanthropic contributions¹ (e.g. alumni, private donors, foundations, charities, NGOs)
- Join or establish new research networks
- Regional economic development grants
- Additional federal and provincial government funding (e.g. SSHRC, Mitacs, Canada Research Support Fund)

¹OARI to collaborate with Fleming's Advancement and Alumni Relations Office
NSERC: National Sciences and Engineering Research Council; CFI: Canada Foundation for Innovation; ORF: Ontario Research Fund; OCI: Ontario Center for Innovation; NGO: non-governmental organizations; SSHRC: Social Sciences and Humanities Research Council

People



To scale the capacity of Fleming's research enterprise, it is estimated that strategic hiring of 8-10 full-time equivalents will be needed over the next five years across the following areas (with examples of key roles¹):

Researchers and Research Operation Support

Research Data Management & Analytics Specialist, Research Support Specialist, Grant Writer, Intellectual Property & Commercialization Officer, EDII Support Specialist, Faculty² with research expertise and interest

Partnership and Communication

Business Developer, Research Partnership and Community Relations Manager, Marketing and Communications Officer

Skills Development and Training

Research Training Coordinator

¹ See Appendix for additional examples of applied research support roles at benchmarking institutions

² Additional faculty capacity for research may be achieved through mechanisms such as course release supported by grant-funded research projects; specific mechanisms, costs and guidelines will need to be defined by Fleming

EDII: Equity, Diversity, Inclusion & Indigeneity

Infrastructure



Based on Fleming's and benchmark organizations' historical spend on research centres, buildings and equipment¹, it is estimated that \$10 – 15 million of infrastructure investment (funded through federal and provincial grants) will be needed over the next five years; examples of key infrastructure include:

- Infrastructure and equipment to grow existing research centres (e.g. completion of CIAP hatchery)
- Relevant infrastructure and equipment for expansion into strategically adjacent and new research areas (e.g. biosafety cabinets)
- Technological infrastructure, including hardware, software, and cloud solutions, to support data storage, processing, and analysis
- Dedicated office/research space for Fleming's landmark applied research initiative and partner/community engagement

¹ See the Appendix for Reference Data for Infrastructure Investments
CIAP: Centre for Innovative Aquaculture Production

Appendix

Glossary of Abbreviations

Abbreviation	Full Form
AI	Artificial Intelligence
CAMIIT	Centre for Advancement in Mechatronics and Industrial Internet of Things
CAWT	Centre for Advancement of Water and Wastewater Technologies
CIAP	Centre for Innovative Aquaculture Production
CFI	Canada Foundation for Innovation
EaRTH District	Environmental and Related Technologies Hub District
EDI	Equity, diversity and inclusion
IEC	Indigenous Education Council
iGRO	Internal Grant for Research Opportunities
NGO	Non-governmental organization
NSERC	National Sciences and Engineering Research Council
OARI	Office Applied Research and Innovation
OCI	Ontario Centre for Innovation
ORF	Ontario Research Fund
SSHRC	Social Sciences and Humanities Research Council
SONAMI	Southern Ontario Network for Advanced Manufacturing Innovation
TAC	Technology Access Centre

Information Sources

The Strategy and Implementation Roadmap are informed by inputs from diverse stakeholders and multiple sources including:



Primary and secondary research to develop an understanding of the Canadian applied research landscape and funding priorities;



Review of benchmarks to understand best practices and lessons learned from leading Canadian applied research colleges and small universities;



Consultations and workshop with external partners, funders and research subject matter experts to understand the needs of industry and community partners; and



Consultations and workshop with internal stakeholders to gather perspectives on the strategic vision, unique value proposition, research priorities and opportunities for Fleming's applied research enterprise.

Reference Data for Infrastructure Investments

Data from Fleming

- Fleming 2019 – 2023 capital, building & equipment spent: ~4.9M
- Fleming 2024 budget spend on capital, building & equipment: ~2.4M
- Funding to establish CIAP and CAMIIT: ~8M ([Source](#))

Total research income/funding of benchmark organizations:

- Lambton: 2021-2022 sponsored research income: 14M
- Niagara College: 2021-2022 total funding: 35M
- Sheridan: 2021-2022 external funding: 7M
- George Brown: 2021-2022 sponsored research income: 8.4M

Example Support Roles at Benchmark Organizations

Benchmark	Research Support Roles	
Lambton College	Research Operations	Manager of Research Development and Outreach
		Manager of Research Operations
		Finance Coordinator
	Research Partnerships	Research and Outreach Developer
		Project and Partnership Developer
Marketing & Communications	Promotional Material Developer	
Niagara College	Research Partnerships	Associate Director of Strategic Partnerships
		Research Network Manager
	Business Development	Manager of Business Development
		Business Development Coordinator
	Research Operations	Manager of Finance Operations and Compliance
		Research Services Support Officer
	Marketing & Communications	Communications Lead
		Web and Graphic Design Officer

Example Support Roles at Benchmark Organizations

Benchmark	Research Support Roles		
<p style="text-align: center;">Sheridan College</p>	<p style="text-align: center;">Research Operations</p>	Research Grant Support Officer	
		Research Finance Administrator	
		Special Projects Assistant	
		Technical Operations Specialist	
	<p style="text-align: center;">Business Development</p>	Research Development Lead	
	<p style="text-align: center;">Marketing & Communications</p>	Research Communications Officer	
<p style="text-align: center;">George Brown College</p>	<p style="text-align: center;">Research Operations</p>	Manager of Research Budget, Reporting & Asset Management	
		Research Resource Coordinator	
		Senior Program Manager	
		Finance and Administrative Assistant	
		<p style="text-align: center;">Business Development</p>	Senior Business Development Manager
			Manager of Industry Liaison & Business Development
		<p style="text-align: center;">Marketing & Communications</p>	Knowledge Transfer Coordinator
		Information Architect	





Board of Governors

Briefing Note



FLEMING

Topic: Finance and Audit Committee Report
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommendation

That the Board of Governors receive the November 15, 2023 Finance and Audit Committee Report for information.

Overview

Financial Position Reports - September 30, 2023, and Budget Update/Forecast

The Committee reviewed and discussed Financial Position Reports as at September 30, 2023 and the Budget Forecast.

Committee recommendations to the Board of Governors are included in the appended briefing note.

Audit

The Audit Planning Report for the year ending March 31, 2024 was presented by Ms. Diane Del Monte, Partner KPMG LLP, along with the Report on Special Audits Performed in 2022-2023.

The report addresses the following areas:

- Updates to our Audit Plan including Materiality
- Audit risks
- Key Milestones and deliverables
- Proposed fees
- Newly effective and upcoming changes to accounting standards.

Special Audits Performed in 2022-2023

The College has several externally funded projects that require an audit each fiscal year. The due dates for each of the 8 projects fall after the College's Audited Financial Statements and accordingly are completed subsequent to the presentation of the entity financial statements.

Appointment of External Auditors

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

Committee recommendations to the Board of Governors are included in the appended briefing note.

Supporting Documentation

- Briefing Note: Financial Position Reports - September 30, 2023, and Budget Update/Forecast
- Financial Statements
- Briefing Note: Appointment of External Auditors



Board of Governors

Briefing Note



Topic: Financial Reports for the (6) Months Ending September 2023, Budget Update
Report To: Finance and Audit Committee
Meeting Date: November, 22, 2023
Prepared By: Drew Van Parys, EVP, Corporate Services
 Greg Edwards, Interim VP, Finance
 Leah Koehler, Manager Financial Planning and Analysis

Recommendation

That the Board of Governors receive the Financial Reports for the (6) Months Ending September 2023 for information, *and*

Approve the final budget update as presented.

Overview

This Briefing Note provides (a) an overview of the financial reporting package for the (6) months ended September 2023, and (b) next steps regarding Budget Update – which is the financial forecast for the current fiscal year. Included in the package is the Statement of Revenue and Expenditures, Cash Flow Projection, Balance Sheet as at September 30, 2023, and forecasted financial health indicators.

Analysis of the year-to-date financial data forecasts a year end surplus of \$24.4M, with changes to budget noted below. At a high-level, the College has seen significant increases in enrollment, both at our home campuses and the Toronto campus, which is driving the significant increase in expected surplus relative to budget.

Statement of Revenue and Expenses – Year-over-Year (YOY) comparison

Total revenues have increased YOY by \$92.6M. The largest driver of this increase (\$59M) is attributable to the Fleming College Toronto (FCT) campus – pursuant to our Public-Private Partnership (Private Career College). The comparative period reflects the first semester of operations of FCT, who had approximately 600 students in its initial intake last fall vs over 4,000 students in the Fall 2023 semester.

International students at our home campuses contribute \$25.9M of increased revenue in the current YTD results due to the significant increase in home campus enrollment. A summary of enrollment in the Current Year (CY) vs Prior Year (PY) is as follows:

Term	PY		CY		Variance	
	International	Domestic	International	Domestic	International	Domestic
Spring	735	972	1630	947	895	-25
Fall	1646	3247	3810	3249	2164	2
Winter	2412	3093	3988	3435	1576	342
Total	4793	7312	9428	7631	4635	319

Other income is a large contributor to the YOY increase in total revenue, showing a \$9.1M increase over the comparative period. The increase in other income is due to (a) increased interest income – as the College takes advantage of short-term investment opportunities because of increased cash balances, (b) increased rebate from our International Student Payment processor (CIBC) – due to increased international enrollment, and (c) increased ancillary fees such as the international student healthcare plan.

Total expenses have increased \$54M in the current year-to-date as compared to the prior year. The majority of this change is related to payments for the operation of FCT – accounting for \$45.5M of the increased expenses. As noted above, this increase is due to (a) FCT commencing operations in the Fall 2022 semester, and (b) the significant enrollment growth at FCT.

Total non-salary operating expenses have increased in the current YTD period by \$3.6M as compared to the prior period, largely attributable to increased enrollment in the form of increased instructional support (\$0.7M) and international payments (\$1.3M). International payments consist of agent commissions and the premiums on international health insurance.

Salaries and Benefits have increased \$4.9M in the current period as compared to the prior period. Approximately \$1.8M of this increase is directly related to increased enrollment, as much of the increased teaching requirements have been filled by part-time academic instructors. The balance of the increase in salaries and benefits is attributable to (a) retro payments pursuant to Bill 124 and (b) new hiring pursuant to the complement management working group.

Balance Sheet

The following explain key variances (>\$500K) on the balance sheet:

Cash and investments – increase of \$89.3M over the previous year, largely driven by increased international enrollment. Management continues to expand short-term investments to match deferred revenue, taking advantage of student prepayments to generate incremental interest income.

Prepaid and inventory – Prepays have increased \$630K over the prior year, primarily due to the payment of various multiyear software licenses.

Restricted and long-term investments – decrease of \$2.5M as compared to the prior year due to the transfer of non-ministry endowments to Fleming Foundation in August of the current year.

Accounts payable - increase of \$16.7M compared to the prior year due to an accrual of expected payment to our public-private partner related to the Toronto campus.

Payroll – increase of \$1.2M compared to the prior year, this is due to the timing of pay cycles, as well as the current pay cycle including retro pay pursuant to Bill 124.

Deferred revenue – increase of \$28.2M over the comparative period. Deferred revenue largely consists of prepayment of tuition by international students. As enrollment has increased, so too has deferred revenue.

Forecast - Statement of Revenue and Expenditures, Budget Update

The College sector is required to formally submit a mid-year 'budget update' to the Ministry of Colleges and Universities Consistent with the prior year, Fleming effectively embeds our in-year forecasting into the budget update process. That is, the 'budget update' that is submitted is the mid-year forecast.

The following provides a high-level commentary regarding changes regarding forecasted Revenues and Expenditures to budget (i.e., comparing forecasted results to budget). Note that expenses related to SSM, and externally funded projects, are essentially 'flow-through' in the sense that there are offsetting revenues and expenses – and accordingly have been omitted from the below discussion.

Operating grants – The main driver of the expected increase of \$1.4M to budget related to grants are new programs related to pre-apprenticeship.

Tuition revenue – Full-time tuition revenues are projected to be \$24.5M higher than the budget. International tuition is projected to be \$24.9M higher than budget, offset by a slightly lower domestic tuition. A summary of enrollment relative to budget is noted below:

Term	Budget		Actual		Variance	
	International	Domestic	International	Domestic	International	Domestic
Spring	1328	909	1630	947	302	38
Fall	2175	3418	3810	3249	1635	-169
Winter	2344	3435	3988	3435	1644	0
Total	5847	7762	9428	7631	3581	-131

Other income – Other income is forecast at \$13.2M higher than budget. \$8.9M is due to increased interest and other income that is directly related to investment of surplus cash. A further \$2M of the increase is related to International Health Insurance premiums and \$2.1M from non-ancillary related student fees.

Private Career College – \$14.8M in increased revenue to budget represents significant growth in the PCC operations (Fleming College Toronto). Overall, there is a 17% increase in expected enrolment.

Term	Budget	Actual	Variance
	International	International	International
Spring	2446	2427	-19
Fall	2961	4141	1225
Winter	3205	3485	280
Total	8567	10053	1486

Salaries and benefits – in aggregate salaries and benefits are expected to increase \$13.3M compared to budget. A large driver of this is the retro pay pursuant to Bill 124 being struck down, resulting in incremental payments covering almost 2 years, and a further increase on a prospective basis. In total Bill 124 has had an approximate \$5.5M negative effect on the budget. A further increase of \$7.1M in part-time academic salaries is expected to be incurred due to increased enrollment.

Instructional support – increase of \$0.6M due to increased enrollment.

Finance and banking – increase of \$1.1M resulting from higher expected chargebacks for new funded projects as well as the international student employment program. At year end, the budget impact will actually be increased salaries (e.g., student wages) however given the unknown nature, this has been reflected through department chargebacks.

International payments – expected increase to budget of \$6.7M, attributable to increased agent commissions and the cost of international health care.

Investments - expected increase to budget of \$3.2M. Investments represent strategic improvements that are categorized as expenses for accounting purposes. A number of projects are planned to improve the overall student experience, including the safety of students.

PCC expenses – as noted above, this represents expenses for our Private Career College. The increase is proportional to the increase in PCC revenues.

Financial Ratios/Indicators

The below table sets out the financial health indicators for Fleming, based on projected results for fiscal 23-24. With the exception of the net assets to expense ratio, all metrics are a 'pass'. The net assets to expense ratio is projected to fall just below the benchmark level, due to PCC expenses being included in the denominator.

Ratio	Benchmark	Projected March 31/24	Pass/Fail
Annual Surplus	> \$0	\$24M	Pass
Accumulated Surplus	> \$0	\$65M	Pass
Quick Ratio	>= 1.0	6.0	Pass
Total Debt to Asset Ratio	<= 35%	10.2%	Pass
Debt Servicing Ratio	<= 3%	0.6%	Pass
Net Assets to Expense Ratio	>= 60%	57%	Fail
Surplus (Deficit) to Revenue Ratio	>= 1.5%	8.5%	Pass

Summary

The following table summarizes forecasted changes to budget (\$M):

Approved budget surplus	6.7
Operating grant revenue	1.4
Tuition fees	24.1
Other income	13.2
PCC net operations (14.8 – 8.9)	5.8
Salaries and Benefits	(13.3)
Operating expenses	(9.7)
Investments	(3.2)
Other	(0.6)
Forecasted surplus	24.4

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

Strengthen Flemings financial health and sustainability to ensure new/existing programs, services and infrastructure are supported, funded and optimized.

Risks and Considerations

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

Supporting Documentation

- Statement of Revenue and Expenditures for the (6) months ending September 30, 2023
- Cash Flow Projection for the year ending March 31, 2024
- Balance Sheet as at September 30, 2023
- Financial Health Indicators as at September 30, 2023

SIR SANDFORD FLEMING COLLEGE
Attachment 2 - Statement of Revenue and Expenditures
For the 6 months ending September 30, 2023

	Current Year					Prior Year					Forecast		
	Actual To 30-Sep-23	Budget 31-Mar-24	Budget \$ Remaining	Budget % Remaining	expand for details	Actual To 30-Sep-22	Actual 31-Mar-23	Prior YTD \$ Remaining	Change Over Prior YTD %	expand for details	Fiscal Year Projection	Projected Variance	expand for details
Revenue													
Operating Grants	\$ 21,823,934	\$ 44,102,279	\$ 22,278,345	50.5%		\$ 21,068,866	\$ 47,764,004	\$ 26,695,138	(5.4%)		\$ 45,544,042	\$ 1,441,763	
Domestic Full-time Tuition	8,371,892	12,870,993	4,499,101	35.0%		8,714,046	12,425,743	3,711,697	5.1%		12,481,792	(389,201)	
International Full-time Tuition	45,786,607	44,475,899	(1,310,708)	(2.9%)		19,853,842	34,408,246	14,554,404	(45.2%)		69,345,991	24,870,092	
Full-time Tuition	54,158,500	57,346,892	3,188,392	5.6%		28,567,888	46,833,989	18,266,101	(33.4%)		81,827,783	24,480,891	
Part-time and Other Tuition	2,170,455	3,201,993	1,031,538	32.2%		2,253,529	3,022,769	769,240	6.8%		2,775,119	(426,874)	
Student Tuition Fees	56,328,955	60,548,885	4,219,930	7.0%		30,821,417	49,856,758	19,035,341	(31.2%)		84,602,902	24,054,017	
Other Income	17,204,588	17,274,148	69,560	0.4%		8,149,257	20,826,190	12,676,933	(60.5%)		30,448,575	13,174,427	
Amortization of Deferred Capital Contributions	2,217,571	4,799,850	2,582,279	53.8%		2,286,096	4,760,730	2,474,634	1.8%		4,799,850	-	
Total Operating Revenues	97,575,048	126,725,162	29,150,114	23.0%		62,325,637	123,207,683	60,882,047	(26.4%)		165,395,369	38,670,207	
Service System Management	8,345,592	17,051,331	8,705,739	51.1%		8,382,062	15,952,366	7,570,304	3.6%		17,051,331	-	
Tuition Holdback & Ministry Bursaries	631,199	2,550,000	1,918,801	75.2%		608,294	2,199,867	1,591,573	2.9%		2,550,000	-	
Externally Funded Special Projects	3,888,956	8,595,866	4,706,910	54.8%		5,407,258	12,445,154	7,037,896	(1.8%)		10,141,606	1,545,740	
Ancillary Operations	3,397,210	5,623,715	2,226,505	39.6%		3,430,073	5,897,516	2,467,443	(2.2%)		5,623,715	-	
Private Career College	64,607,689	71,521,178	6,913,489	9.7%		5,649,397	18,669,791	0	9.7%		86,339,545	14,818,367	
Total Revenue	\$ 178,445,694	\$ 232,067,252	\$ 53,621,558	23.1%		\$ 85,802,720	\$ 178,372,378	\$ 79,549,263	(21.5%)		\$ 287,101,566	\$ 55,034,314	
Expenditures													
Salaries and Benefits													
Academic, Full Time	\$ 12,624,747	\$ 23,911,714	\$ 11,286,967	47.2%		\$ 11,473,498	\$ 23,254,382	\$ 11,780,883	(3.5%)		\$ 25,063,523	\$ 1,151,809	
Administration, Full Time	5,111,615	11,913,685	6,802,070	57.1%		4,826,562	10,360,318	5,533,757	3.7%		13,091,540	1,177,855	
Support, Full Time	7,834,263	15,713,703	7,879,440	50.1%		7,200,554	14,552,594	7,352,039	(0.4%)		16,562,600	848,897	
Salaries, Full Time	25,570,625	51,539,102	25,968,477	50.4%		23,500,614	48,167,294	24,666,679	(0.8%)		54,717,663	3,178,561	
Academic, Part Time	7,762,540	16,184,403	8,421,863	52.0%		6,028,336	14,410,298	8,381,962	(6.1%)		23,262,811	7,078,408	
Other, Part Time	986,670	3,165,335	2,178,665	68.8%		737,809	1,960,960	1,223,151	6.5%		3,865,335	700,000	
Salaries, Part Time	8,749,210	19,349,738	10,600,528	54.8%		6,766,145	16,371,258	9,605,113	(3.9%)		27,128,146	7,778,408	
Benefits	7,889,055	16,225,728	8,336,673	51.4%		7,025,447	14,417,562	7,392,115	0.1%		18,541,700	2,315,972	
Total Salaries and Benefits	42,208,890	87,114,568	44,905,678	51.5%		37,292,206	78,956,114	41,663,908	(1.2%)		100,387,509	13,272,941	
Non-Salary Expenses													
Instructional support	4,376,511	6,816,158	2,439,647	35.8%		3,673,500	5,455,044	1,781,544	3.1%		7,410,768	594,610	
Travel and Professional Development	545,394	1,610,592	1,065,208	66.1%		306,377	1,067,913	761,537	(5.2%)		1,756,934	146,342	
Advertising	697,338	1,906,876	1,209,538	63.4%		524,526	1,784,137	1,259,610	(7.2%)		1,971,745	64,870	
Telephone, Audit, Legal & Insurance	765,316	1,694,627	929,311	54.8%		1,115,909	1,777,871	661,962	17.6%		2,105,158	410,531	
Equipment Maintenance	295,824	913,194	617,370	67.6%		295,160	703,424	408,264	9.6%		913,194	-	
Plant and Security	1,329,518	3,380,905	2,051,387	60.7%		425,051	3,692,006	3,266,955	(27.8%)		3,686,044	305,139	
Rentals and Taxes	191,864	855,706	663,842	77.6%		454,648	687,245	232,597	43.7%		855,706	-	
Utilities	718,602	2,910,195	2,191,593	75.3%		840,966	2,742,587	1,901,921	6.0%		2,925,850	15,655	
Contract Services Trent	2,418,642	2,865,258	2,865,258	100.0%		-	2,755,375	2,755,375	0.0%		2,865,258	-	
Finance and Banking	(58,630)	(442,852)	(384,222)	86.8%		(707,954)	(2,229,879)	(1,521,925)	18.5%		641,838	1,084,690	
International Payments	1,862,008	8,060,906	6,198,898	76.9%		685,462	7,046,129	6,360,668	(13.4%)		14,718,386	6,657,480	
Service Fees	2,253,006	6,422,577	4,169,571	64.9%		1,744,948	4,886,181	3,141,233	0.6%		6,825,592	403,015	
Long Term Debt Interest	59,581	112,000	52,419	46.8%		63,573	136,901	73,328	(6.8%)		112,000	-	
Amortization of Capital Assets	3,276,937	6,668,277	3,391,340	50.9%		3,278,404.44	6,856,232	3,577,827	(1.3%)		6,671,446	3,169	
Total Non-Salary Expenses	16,313,259	43,774,419	27,461,160	62.7%		12,700,570	37,361,466	24,660,896	(3.3%)		53,459,921	9,685,502	
Total Operating Expenditures	58,522,148	130,888,987	72,366,839	55.3%		49,992,776	116,317,580	66,324,804	(1.7%)		153,847,430	22,958,443	
Investments	612,104	1,977,257	1,365,153	69.0%		318,488	1,081,705	763,218	(1.5%)		5,171,345	3,194,088	
Service System Management	7,991,272	16,633,985	8,642,713	52.0%		8,168,709	15,493,430	7,324,721	4.7%		16,630,816	(3,169)	
Tuition Holdback & Ministry Bursaries	631,199	2,550,000	1,918,801	75.2%		608,294	2,199,867	1,591,573	2.9%		2,550,000	-	
Externally Funded Special Projects	3,869,706	8,595,216	4,725,510	55.0%		4,839,736	12,184,165	7,344,430	(5.3%)		10,140,956	1,545,740	
Ancillary Operations	2,418,642	4,348,910	1,930,268	44.4%		1,627,120	4,879,920	3,252,801	(22.3%)		4,998,910	650,000	
Private Career College	50,136,123	60,393,942	10,257,819.13	0.17		4,602,280	15,839,380	11,237,100	(54.0%)		69,360,043	8,966,101	
Net Asset Adjustment	-	-	-	-		-	419,177	419,177	-		-	-	
Total Expenditures	\$ 124,181,194	\$ 225,388,297	\$ 101,207,103	44.9%		\$ 70,157,402	\$ 168,415,225	\$ 87,020,723	(6.8%)		\$ 262,699,500	\$ 37,311,203	
Net	\$ 54,264,501	\$ 6,678,955	\$ (47,585,546)	(712.5%)		\$ 15,645,318	\$ 9,957,153	\$ (7,471,460)			\$ 24,402,066	\$ 17,723,111	

SIR SANDFORD FLEMING COLLEGE

Attachment 2 - Cash Flow Projection

	Projected 31-Mar-24
Revenue	287,101,566
Expenditures	262,699,500
Net	24,402,066
Cash Flow	
Opening Cash	56,958,704
Change as per Statement of Revenue and Expenditures	
Net Income (Loss)	24,402,066
Non Cash: Amortization Expense	7,363,409
Non Cash: Amortization of Deferred Capital Contributions	(4,799,850)
Change as per Balance Sheet	
LTD Principal Repayments	(1,696,990)
Capital Purchases	(14,724,115)
Capital Grants Received	5,246,916
AP	(2,710,210)
AR and Prepays	1,480,237
Investments	(30,000,000)
Deferred fees	29,595,516
Ending Cash	71,115,683

SIR SANDFORD FLEMING COLLEGE

APPLIED ARTS AND TECHNOLOGY

Attachment 3 - Balance Sheet

As at September 30, 2023

	Actual as at 30-Sep-23	Actual as at 30-Sep-22	Change	%	Projected 31-Mar-24	Actual as at 31-Mar-23
Assets						
Current assets:						
Cash	95,188,532	80,489,447	14,699,086	18.3%	71,115,683	56,958,704
Investments	128,613,358	54,024,145	74,589,213	138.1%	132,204,060	102,204,060
Grants and reimbursements receivable	3,649,089	3,459,380	189,709	5.5%	4,800,000	5,797,298
Accounts receivable	5,642,309	5,536,406	105,903	1.9%	4,094,700	7,239,006
Inventory and prepaid expenses	1,151,703	520,960	630,743	121.1%	5,935,737	3,679,670
Due from FCI	405,300	-	405,300		405,300	
Total Current assets	234,650,291	144,030,338	90,619,953	62.9%	218,555,480	175,878,738
Restricted and long-term investments	6,992,822	9,544,123	(2,551,301)	-26.7%	8,340,992	12,778,968
Capital assets	114,100,306	112,986,338	1,113,968	1.0%	121,908,660	114,547,954
Total Assets	\$ 355,743,419	\$ 266,560,799	\$ 89,182,620	33.5%	\$ 348,805,132	\$ 303,205,660
Liabilities, Deferred Contributions and Net Assets						
Current liabilities:						
Accounts payable and accrued liabilities	39,398,416	22,748,405	16,650,011	73.2%	24,128,248	24,128,248
Accrued payroll and employee benefits	11,515,146	10,282,174	1,232,971	12.0%	11,048,400	12,156,631
Grants received in excess of entitlements	928,233	1,126,038	(197,805)	-17.6%	1,067,600	4,986,228
Deferred revenue	106,564,393	78,365,262	28,199,131	36.0%	142,596,900	110,684,735
Current portion of long-term debt	661,584	716,385	(54,801)	-7.6%	1,354,344	1,312,991
Total Current liabilities	159,067,772	113,238,264	45,829,508	40.5%	180,195,492	153,268,833
Long-term debt	8,237,363	9,934,353	(1,696,990)	-17.1%	6,499,020	8,237,363
Employee future benefits	4,164,300	3,629,000	535,300	14.8%	4,164,300	4,164,300
Asset retirement obligation	1,116,919	-	1,116,919		1,116,919	1,116,919
Deferred contributions:						
Expense of future periods	1,594,108	2,342,042	(747,933)	-31.9%	3,502,073	3,502,073
Deferred capital contributions	81,552,840	82,871,273	(1,318,433)	-1.6%	84,126,752	83,679,686
	83,146,948	85,213,314	(2,066,366)	-2.4%	87,628,825	87,181,759
Net assets:						
Invested in capital assets	23,850,382	22,968,956	881,426	3.8%	32,461,012	23,850,382
Internally restricted	90,000	80,000	10,000	12.5%	90,000	90,000
Unrestricted net assets:						
Operating:	-	-				
Opening balance	26,891,404	17,406,500	9,484,904	54.5%	14,661,700	25,835,889
Excess of revenue over expenditures	54,264,501	15,645,318	38,619,183	246.8%	26,965,625	-
Employee future benefits	(4,164,300)	(3,629,000)	(535,300)	14.8%	(4,164,300)	(4,164,300)
Vacation pay accrual	(5,572,206)	(5,688,329)	116,123	-2.0%	(5,572,206)	(5,572,206)
Sick leave gratuity	-	-	-		-	-
Derivative accrual	-	-	-		-	-
Restricted for endowment	5,705,851	7,787,423	(2,081,573)	-26.7%	4,758,745	9,196,721
Accumulated remeasurement gain	(1,055,514)	(25,000)	(1,030,514)		-	-
	100,010,117	54,545,868	45,464,249	83.4%	69,200,576	49,236,486
Total Liabilities, Deferred Contributions and Net Assets	\$ 355,743,419	\$ 266,560,799	\$ 89,182,620	33.5%	\$ 348,805,132	\$ 303,205,660

SIR SANDFORD FLEMING COLLEGE
Attachment 4 - Financial Sustainability Metrics (Indicators)
As at September 30, 2022

Ratios	Benchmarks	Current Year		Prior Year	
		Projected 31/Mar/24	Actual 30/Sep/23	Actual 31/Mar/23	Actual 31/Mar/22
Annual Surplus/(Deficit) (in millions of \$)	> \$ 0	\$ 24	\$ 54	\$ 10	\$ (1)
Accumulated Surplus/(Deficit) (in millions of \$)	> \$ 0	\$ 65 Pass	\$ 95 Pass	\$ 41 Pass	\$ 31 Pass
Quick Ratio	> 1:1	6.0 Pass	4.5 Pass	4.7 Pass	2.6 Pass
Debt to Assets Ratio	< 35.0 %	10.2% Pass	14.2% Pass	17.0% Pass	23.5% Pass
Debt Servicing Ratio	< 3.0%	0.6% Pass	0.4% Pass	1.2% Pass	1.0% Pass
Net Assets to Expense Ratio	> 60.0%	56.6% Fail	142.5% Pass	73.5% Pass	82.5% Pass
Net Income to Revenue Ratio	> 1.5%	8.5% Pass	30.4% Pass	5.6% Pass	(0.8%) Fail



Board of Governors

Briefing Note



Topic: Appointment of External Auditors
Report To: Finance and Audit Committee
Meeting Date: November 22, 2023
Prepared By: Drew Van Parys, Executive Vice President, Corporate Services
Greg Edwards, Interim VP, Finance

Recommendation

That the Board of Governors appoint KPMG LLP as the College's external auditors for the fiscal year ending March 31, 2024.

Overview

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

Fleming College issued an RFP for the 2019/2020 fiscal year and the contract was awarded to KPMG LLP. The term of the contract is five (5) years beginning March 31, 2020 and expiring March 31, 2025, with an option to renew for an additional five (5) years. Management is satisfied with the work of the Partner for the March 31, 2023 audit field work.

The fees for 2023-24 are slightly higher than the prior year, as outlined on Page 16 of the Audit Planning Report. Proposed cost are \$82,500 for the annual financial audit, \$13,000 for Service System Manager Audit Report, \$13,645 for the enrolment audit and \$3,400 to \$4,100 for each separately funded project audit.

At the meeting of November 15, 2023 the Finance and Audit Committee recommended that the Board of Governors appoint KPMG LLP as the College's external auditors for the fiscal year ending March 31, 2024.

Risks and Considerations

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

Supporting Documentation

N/A



Board of Governors

Briefing Note



FLEMING

Topic: Governance Committee Report
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director Corporate Affairs, Governance and Risk Management

Recommendation

That the Board of Governors receive the October 4, 2023 Governance Committee Report for information.

Overview

Board Recruitment - Academic Governor Appointment

The Committee discussed 2023/2024 Board of Governors composition following the resignation of Academic Governor Joanne Hodge in summer 2023.

In accordance with Board of Governors Procedure BP-003, on September 15, 2023 an official call for nominations for an Academic Governor (term commencing Fall 2023) occurred. At the close of the nomination period on September 29, 2023 there was only one (1) nominee for the Academic Governor position. The nominee met and submitted all the requested criteria.

Committee recommendations to the Board of Governors for this appointment is included in the appended briefing note.

Board Recruitment - Lieutenant Governor In Council Appointment Update

The Board of Governors has submitted a recommendation to the Ministry of Colleges and Universities, and through them to the Public Appointments Secretariat. There were no updates available at the time of the meeting. Management continues to engage MCU in process updates.

Governance Policy and Procedure Review

College Policies and Procedures must be current and compliant with all applicable laws and regulations, and consistent with all related industry directives including the Ministry of Colleges and Universities' binding policy directives. The College Policy and Procedure Management Framework and associated Operating Procedure, 1-105, stipulates a Mandated substantive Review period of at least once every 3 years, or as required.

As part of a comprehensive policy and procedure review underway, and in consideration of implementation of the Ontario Not For Profit Corporations Act and revised Bylaw in June 2022, recommendations were tabled and discussed as related to all Board of Governors governance policies and procedures.

Committee recommendations to the Board of Governors for governance policy and procedure revisions and revocations are included in the appended briefing note, and will be included in the Board of Governors Consent Agenda.

Board of Governors Retreat – November 2, 2023

President Adamson reviewed planning underway for the upcoming Board Retreat, including a draft agenda overview. The committee thank President Adamson for the work underway and provided feedback on the sessions agenda, flow and guest Q&A's.

2023/24 Annual Declaration and Consent Report

Completion of a written Declaration and Consent, within 10 days of appointment, is a requirement of ONCA (the Ontario Not for Profit Corporations Act). Management circulated the form and responses have been received from 100% of governors.

The summary of governor disclosures was included in the committee material, for awareness, in consideration of any potential conflicts of interest.

Supporting Documentation

- Briefing Note: Academic Governor Appointment

November 22 Consent Agenda

- Briefing Note: Governance Policy and Procedure Review
 - Fleming College Bylaw #1 [By-Laws & Board Procedures | Board of Governors \(flemingcollege.ca\)](#)
 - 4-414 Travel and Expenses Policy [College Policy #4-414 Travel and Expenses \(flemingcollege.ca\)](#)
 - 1-108 Enterprise Risk Management Policy [1-108 Enterprise Risk Management | Policies & Procedures \(flemingcollege.ca\)](#)

 - 6.1 Procedure: Delegations to the Board (*Approve*)
 - 6.2 Procedure: BP-002 Expenses Regarding Governor Travel (*Revoke*)
 - 6.3 NEW POLICY: Election of Internal Members to the Board of Governors (*Approve*)
 - Procedure: Election of Internal Members to the Board of Governors (*Approve*)
 - 6.4 Procedure: College Liability Insurance (*Revoke*)
 - 6.5 Procedure: Consent Agenda (*Revoke*)
 - 6.6 Procedure: Governors Advocacy (*Revoke*)
 - 6.7 Presidents Performance Evaluation (*Revoke*)
 - 6.8 Presidential Continuity and Succession (*Revoke*)



Board of Governors

Briefing Note



FLEMING

Topic: Academic Governor Appointment
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Trish Matthews, Director, Corporate Affairs, Governance and Risk Management

Recommendation

That the Board of Governors approve the appointment of Todd Hataley to the role of Academic Governor for the 2023-2024 and 2024-2025 Terms.

Overview

In accordance with Board of Governors Procedure BP-003, on September 15, 2023 an official call for nominations for an Academic Governor (term commencing Fall 2023) occurred. At the close of the nomination period on September 29, 2023 there was only one (1) nominee for the Academic Governor position. The nominee met and submitted all of the requested criteria.

The newly acclaimed Academic Governor, who will begin their term effective November 22, 2023 (following Board of Governors appointment) is Todd Hataley. T. Hataley is a full-time faculty member in the School of School of Health and Community Service

T. Hately's statement of intent: *My position, and that which I would promote, is the role of Fleming College in meeting the needs of community partners. I believe that the College must be at the leading edge of working with established and emerging partners. This would include skills development to meet present demand, identifying new trends, and providing students with the skills necessary for future success.*

Colleague nominations:

Todd is an active participant in several key strategic priorities of the college in that he is the program coordinator for the Police Foundations program as well as a full-time faculty member and is also actively engaged in applied research in the policing field on behalf of the College. Todd is a progressive and innovative thinker and an excellent collaborator on all projects he is involved with. He would be a wonderful addition to our Board of Governors.

– **Nick Stone, Dean, School of Community And Health Services**

Todd brings a wealth of knowledge and experience. He embraces change and moving forward and is very well respected. His passion and support for teaching, supporting students and his colleagues is outstanding. Todd also plays a strong role in research and consistently goes above and beyond. Huge asset for BoG.

– **Lorie Blundon, Chair, School of Community And Health Services**

Please accept this as my written support for the nomination of **Professor Todd Hataley** to the Sir Sandford Fleming College Board of Governors in the role of Academic Staff Member Representative for the 2023-2024 and 2024-2025 terms. I have known Professor Hataley in a personal and professional capacity for five years. The Board would benefit greatly from his dedication and collegiality. Professor Hataley has a remarkable ability to develop innovative ideas and the strategies to see them through. He is sure to be a valued member of the Board.

- **Dr. Jamie Ferrill, Fleming College Faculty.**
Discipline Lead, Lecturer. Financial Crime Studies, Research Fellow.
Fellow, Institute of Intergovernmental Relations, Queen's University.
Joint Editor-in-Chief, Salus Journal

I have known Todd Hataley in a professional and personal capacity for 22 years. Todd is a consummate professional and academic, who is full of innovative ideas and the drive to see them through. His diverse and multifaceted experience in different professional capacities over his lifetime gives him impeccable credentials as Academic Representative on the Board of Governors.

- **Christian Leuprecht, PhD, Fleming College Faculty**
Class of 1965 Distinguished Professor in Leadership .
Director and Editor-in-Chief, Canadian Military Journal .
Director, Institute of Intergovernmental Relations, School of Policy Studies, Queen's University.
Chair, Ontario Research Fund Advisory Board.
Adjunct Research Professor, Australian Graduate School of Policing and Security, Charles Sturt University.
Adjunct Professor, College of Business, Government and Law, Flinders University. Senior Fellow, Macdonald Laurier Institute
Department of Political Science, Royal Military College of Canada, National Defence

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

This appointment fulfills requirements of the **Ontario College of Allied Arts and Technology Act, 2022**, Section 4.1, and **Fleming College Bylaw-1**, Section 4.2, which states that the composition of the Board shall be composed of 17 voting Governors as follows, **b (ii): one Academic Staff member, duly elected by the members of the College's academic staff in accordance with the election policy, for a term prescribed by the Board.**

In accordance with Board of Governors Procedure BP-003, as there is only one nominee who meets the requested criteria, no election is required and the nominee is acclaimed.

Risks and Considerations

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

Supporting Documentation

- None.



Board of Governors

Briefing Note



Topic: Accessibility for Persons with Disabilities Policy # 3-341
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Kirsten Redmond, Director, Equity, Diversity & Inclusion and Organizational Development;
 and
 Al Lambert, Executive Vice President, Human Resources and Organizational Effectiveness

Recommendation

That the Board of Governors approve *Accessibility for Persons with Disabilities Policy 3-341*; and approve the revocation of *Access and Accommodation for Students with Disabilities Policy 7-701*, for implementation September 28, 2023.

Overview

To comply with Accessibility for Ontarians with Disabilities Act (AODA) requirements, Fleming College must have current policies and procedures related to accessibility and support to persons with a disability.

The College currently has two separate policies related to this issue: *Accessibility for Persons with Disabilities 3-341* and *Access and Accommodation for Students with Disabilities 7-701*. The Policy and Procedure Committee, which has oversight to ensure that College policies and procedures align with legislation, the College’s objectives, and best practices, compared the policies resulting in the recommendation that the College amalgamates these policies into one: *Accessibility for Persons with Disabilities 3-341*, and the recommended Policy Authority for it should be Human Resources.

This will provide the College with one policy specific to this issue under which departments may have procedures to guide application specific to their departmental needs. There is currently an existing procedure for student services that is recommended to remain in place (OP 7-701).

Overview of Changes

The table below captures the major changes/additions to the policy.

Policy Section #	Section Title	Description of Change
1.0	Policy Overview	Added: “.. and is also committed to inclusive design, systematic removal of barriers, and accommodating needs related to accessibility. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.” to the first paragraph.
3.0	Definitions/Acronyms	Added: definition for <i>Accommodation</i>

4.0	Scope	Revised to add: “...every person who acts on behalf of and interacts with Fleming College including students, employees, third party contractors, members of the community and volunteers. All areas of the College are accountable for ensuring accessibility for persons with disabilities.”
5.0	General Principles	<p>Added bullets to subsection to 5.1 Dignity: “:a) respect for the individual privacy and confidentiality by all Fleming employees who play a role in any accommodation process; b) ensuring that persons with disabilities are full participants in their accommodation process; and c) promoting the autonomy of persons with disabilities.</p> <p>Added to subsection 5.3 Integration: “The principle of integration begins with inclusive design. Under its AODA obligations, the College is committed to the principles of inclusive design. Following these principles includes prevention and removal of barriers, including physical, systemic and attitudinal barriers, so persons with disabilities can access their employment, programs, classes, etc., facing the same duties and requirements as all other members of the College Community and without impediment.”</p>
6.0	Related Documents	<p>Added: References to align with the policy: “Accessibility for Ontarians with Disabilities Act, Canadian Constitution Act, Ontario Human Rights Code, Education Act”</p> <p>Removed: College Policy 7-701</p>

Alignment with Fleming Strategic Direction and the Strategic Mandate Agreement

Fleming College strives to be a welcoming place for all; To empower and support our staff, students, and communities. Compliance with AODA aligns with the policies of the college and work toward achieving the goals and objectives to maintain accessibility compliance.

Risks and Considerations

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

Additional Considerations:

- One policy allows for standardized best practice across the college.

Supporting Documentation

- 6.1 Accessibility for Persons with Disabilities Policy # 3-341 (approval requested)
- 6.2 Access and Accommodation for Students with Disabilities Policy # 7-701 (revocation requested)

- 6.3 Operating Procedure 7-701, Access and Accommodation for Students with Disabilities (*FYI only - no change*)

Access and Accommodation for Students With Disabilities	
Policy ID:	#7-701
Manual Classification:	Section 7 – Learning Resources and Support Services
Approved by Board of Governors:	<i>Original:</i> December 2, 1998 <i>Revisions:</i> May 27, 2004; March 25, 2009; January 27, 2016
Effective Date:	January 27, 2016
Next Policy Review Date:	January 2021
Administrative Contact for Policy Interpretation:	Director, Counselling & Accessible Education Services
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes # 7-701 OP <input type="checkbox"/> No <i>Access and Accommodation for Students With Disabilities</i>

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. Counselling & Accessible Education Services is responsible for leadership in the delivery of accommodations and services for students with disabilities at Fleming. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

Purpose

This policy is intended to support the College's duty to accommodate under the *Ontario Human Rights Code* by establishing a formal approach to the process of providing students with disabilities access to disability accommodations and services as well as to meet the requirements of the AODA Customer Service Standard.

Scope

This policy shall apply to all students enrolled at Fleming whether full-time or part-time.

Definitions/Acronyms

Accommodation: An academic accommodation is an individualized adjustment to how a student accesses or participates in a course or program. Academic accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements.

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is 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 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.

Disability: Section 10 (1) of the *Ontario Human Rights Code* defines “disability” as follows:

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder, or
- e. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

The *Policy and Guidelines on Disability and the Duty to Accommodate* elaborates on this definition to emphasize the subjective component of “Disability”. The term should be interpreted in broad terms and includes both present and past conditions, as well as a subjective component based on perception of disability.

Because it may not be obvious, it is worth noting that this definition of disability includes learning disabilities, mental illness, attention deficit/hyperactivity disorder, and autism spectrum disorders.

General Principles

This policy echoes the principles articulated in the Ontario Human Rights Commission document *Policy and Guidelines on Disability and the Duty to Accommodate* (Section 4).

Respect for Dignity

All practices and procedures related to the accommodation of students with disabilities are grounded in a respect for the student’s dignity. This specifically includes:

- respect for the student’s privacy and confidentiality by all Fleming employees who play a role in the accommodation process;
- always ensuring that the student with a disability is a full participant in the accommodation process;
- promoting the autonomy of students with disabilities.

Individualized Accommodation

Each student’s needs are unique and as such the accommodations provided to students are always determined based on the student’s needs vis-à-vis their program or course requirements.

Integration and Full Participation

The principle of integration and full participation begins with inclusive design. Under its AODA obligations, the College has committed to principles of Universal Design for Learning. Following this is the prevention and removal of barriers, including physical, systemic and attitudinal barriers, so students with disabilities are able to access their programs and face the same duties and requirements as other students with dignity and without impediment.

Where barriers continue to exist then accommodation should be provided short of undue hardship. Accommodating students with disabilities by providing them with differential treatment must be done in a manner that best promotes their dignity and integration.

Related Documents

- Ontario Human Rights Commission Policy and Guidelines on Disability and the Duty to Accommodate available at <http://www.ohrc.on.ca/en/book/export/html/2461>
- Ontario Human Rights Commission Guidelines on Accessible Education, available at <http://www.ohrc.on.ca/en/guidelines-accessible-education>
- Administrative Operating Procedure #7-701 OP, *Access and Accommodation for Students With Disabilities*
- College Policy #3-341, *Accessibility for Persons With Disabilities*
- Administrative Operating Procedure #3-341 OP, *Accessibility for Persons With Disabilities*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

Appendices

N/A

History of Amendments/Reviews:

Section(s)	Date	Comments
New Policy	1988	• Board approval of policy (Resolution BoG Dec2-1998 #2)
Full Policy review	May 27, 2004	Review noted
Procedure reviewed and revised	March 13, 2008	Review noted
Revised Policy and Appendix 1	March 2009	• Board approval of revised policy (Resolution BoG March25-2009 #3)
Regular review	Jan 2013	Review undertaken as required under the Multi-year Accessibility Plan
Regular review	Dec 2015	Review undertaken as required under the Multi-year Accessibility Plan; new format (separation of procedure from policy); updated language; addition of definitions • Board approval of revised policy (Resolution BoG Jan27-2016 #1)

Policy Title:	Accessibility for Persons with Disabilities
Policy ID:	#3-341
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors (BoG):	March 25, 2009
Originally Approved	March 2009
Revision Date:	September 2023
Effective Date:	TBD
Next Policy Review Date:	June 2026
Contacts for Policy Interpretation:	Vice President, Organizational Effectiveness & Human Resources

1.0 - Policy Overview

This policy (the “**Policy**”) provides a framework to Fleming College’s (the “**College**”) commitment in building an inclusive and accessible learning and working environment, and is also committed to inclusive design, systematic removal of barriers, and accommodating needs related to accessibility. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

Fleming believes in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises.

2.0 - Purpose

The purpose of this policy is intended to guide the College in meeting the requirements of the Accessible Customer Service Standard, Ontario Regulation 429/07, and the Integrated Accessibility Standards, Ontario Regulation 191/11, set forth under the AODA, as they apply to the College, an educational/training institution as defined in the Education Act.

3.0 - Definitions and Acronyms

The following definitions and acronyms apply in this Policy:

ACSS: Accessible Customer Service Standard, Ontario Regulation 429/07

Accommodation: An individualized adjustment to how a person interacts and accesses the College. Accommodation may be systemic or individualized to a person's specific needs.

AODA: Accessibility for Ontarians with Disabilities Act (2005)

Disability: The definition of disability used in this policy is the same as that used by the AODA and the Ontario Human Rights Code. That is, a disability is:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

IASR: Integrated Accessibility Standard Regulation 191/11

Reasonable: Those accommodations which do not impose undue hardship on the College which may include but is 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 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.

4.0 - Scope

This policy applies to the College, every person who acts on behalf of and interacts with Fleming College including students, employees, third party contractors, members of the community and volunteers. All areas of the College are accountable for ensuring accessibility for persons with disabilities.

5.0 – General Principles

Consistent with the ACSS, the College affirms its commitment to promoting the following principles in all of its policies and interactions with persons with disabilities:

5.1 – Dignity: Treating individuals with disabilities as customers and clients who are as valued and deserving of effective and full service as any other customer. Individuals with disabilities will not be expected to accept lesser service, quality, or convenience. All practices and procedures related to accommodation of persons with disabilities are grounded in a respect for individual dignity. Specifically, this includes:

- a) respect for the individual privacy and confidentiality by all Fleming employees who play a role in any accommodation process;
- b) ensuring that persons with disabilities are full participants in their accommodation process;
- c) promoting the autonomy of persons with disabilities.

5.2 – Independence: Freedom from the control or influence of others; freedom to make your own choices.

5.3 – Integration: The principle of integration begins with inclusive design. Under its AODA obligations, the College is committed to the principles of inclusive design. Following these principles includes prevention and removal of barriers, including physical, systemic and attitudinal barriers, so persons with disabilities can access their employment, programs, classes, etc., facing the same duties and requirements as all other members of the College Community and without impediment.

5.4 – Equal Opportunity: Treating those with disabilities in accordance with their individual merits, capabilities, circumstances, or characteristics, rather than on the basis of stereotypical assumptions. People with disabilities should not have to make significantly more effort to access or obtain service, and they should not have to accept lesser quality or more inconvenience.

6.0 - Related Documents

- Accessible Customer Service Standard, Ontario Regulation 429/07
- Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005
- Canadian Constitution Act, 1867-1982
- Ontario Human Rights Code, R.S.O. 1990
- Education Act, R.S.O. 1990
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Multiyear Accessibility Plan 2019 – 2024
- College Operating Procedure #OP 3-341 Accessibility for Persons with Disabilities
- College Operating Procedure #OP 7-701, Access and Accommodations for Students with Disabilities
- College Policy #3-311, Harassment and Discrimination Prevention
- College Policy #3-342, Return to Work Policy and Medical Accommodation Policy
- College Policy #4-423, Campus Security

History of Amendments/Reviews

Date Approved	List of Approved Amendments / Review
March 2009	Policy approved

January 2013	Reviewed and revised
January 2016	Reviewed and revised
September 2023	Reviewed and revised

ADMINISTRATIVE OPERATING PROCEDURE

Access and Accommodation for Students With Disabilities	
Procedure ID:	#7-701 OP
Approved by:	Executive Leaders Team – January 14, 2016
Effective Date:	January 27, 2016
Next Review Date:	January 2019
Monitoring Responsibility:	Director, Counselling and Accessible Education Services
Linked to a College Policy:	<input checked="" type="checkbox"/> Yes # 7-701 <input type="checkbox"/> No
	<i>Access and Accommodation for Students with Disabilities</i>

Policy Statement

At Fleming College, we are committed to building an inclusive and accessible learning and working environment. We believe in and promote the rights of all persons with disabilities as enshrined in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Accessibility for Ontarians with Disabilities Act (AODA, 2005) and its related Accessibility Standards Regulations. The College supports the intent of the AODA and its goal of achieving accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodations, employment, buildings, structures and premises. The College also affirms the rights of all persons, including those with disabilities, to have access to equal opportunity in employment, education, accommodation or business dealings with the College.

The College commits to inclusive design, systematic removal of barriers and accommodating the remaining needs. Counselling & Accessible Education Services is responsible for leadership in the delivery of accommodations and services for students with disabilities at Fleming. This includes setting operational procedures, administration of funding targeted for the provision of services for students with disabilities received by the government and working with other areas of the College to promote the systematic removal of barriers.

Definitions/Acronyms

Academic Accommodation: An academic accommodation is an individualized adjustment to how a student with a disability accesses or participates in a course or program. These accommodations are individualized to the student's specific needs and the program requirements. Academic accommodations do not alter the learning outcomes or essential program requirements. Examples include, use of an ASL interpreter, use extra time to complete tests, or taking a reduced course load.

A reasonable accommodation is one which does not impose undue hardship on the College in the form of 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 or property; or significant disruption of College operations.

Alternative Text: Print textbooks can create barriers to learning for students with a variety of disabilities. Alternate format textbooks is an accommodation for such students. One of the most common alternate formats students with disabilities access is electronic formats that can be read by text-to-voice software such as Kurzweil, Texthelp or JAWS. Braille textbooks is another format.

Assistive Devices: Any device to assist a person perform a particular task that they might not otherwise be able to do well or at all (usually because of a limitation in their mobility, vision, hearing, dexterity, communication or mental functions). With the aid of these devices, students with disabilities are better able to access their program curriculum or the broader college community and its services with greater independence. Examples include wheelchairs, prostheses, mobility aides, hearing aids, visual aids, and specialized computer software and hardware.

Disability Documentation: In general, disability documentation should be written by a health care professional who is qualified to diagnose the condition and identify the difficulties it may have on the student in school or at work. Students with disabilities may generally be expected to provide documentation that states that the student has a disability, the limitations or needs associated with the disability, whether the student can perform the essential duties or requirements of their academic program, with or without accommodation and the type of accommodation(s) that may be needed to allow the student to fulfill the essential duties or requirements of their program.

Operating Procedure

1.0 Requesting Accommodation Due to a Disability

- 1.1 The College will communicate to students and potential students the mechanism by which requests for accommodations are made. The following are examples of how this occurs:
 - The Admissions department includes, as part of the general information that is mailed to students who have been accepted, specific instructions regarding disclosure procedures for disability needs.
 - Disability accommodation information is provided in college calendars and other college publications.
 - Disability accommodation pamphlets are displayed prominently at college recruitment events.
 - Staff inform people about such procedures by phone.
 - A web page on disability accommodations is established on the college's web site at <https://department.flemingcollege.ca/aes/>
- 1.2 A student who wishes to request accommodation has a responsibility to communicate their needs in sufficient detail and lead time, and to cooperate in consultations to enable the college to respond to the request.

Some forms of accommodation require substantial notice of 10 weeks or more. Examples include but are not limited to: Braille, alternate format textbooks, American Sign Language interpreters. Failure to provide sufficient notice may negatively affect the college's ability to respond to accommodation needs without a resulting delay.

Students who require accommodations must contact the college to schedule an appointment with a counsellor to discuss their needs.

- 1.3 Returning students wishing to continue accommodation arrangements are required to meet with a college counsellor prior to or at the beginning of each semester to discuss renewal of or changes to the previous arrangements.

2.0 Determining Accommodation Requirements

- 2.1 The college counsellor will assess the request for accommodation using the definition of disability from the Ontario Human Rights Code (see definitions).
- 2.2 After meeting and consulting with the student with a disability, and after referring to pertinent disability documentation, the counsellor will recommend appropriate accommodations.

- 2.2.1 In situations where a student does not have disability documentation, the counsellor will work with the student to help them acquire it. This could mean having the student or counsellor contact the student's high school to obtain copies of documentation on file or in cases where no disability has been previously diagnosed, the counsellor will provide the student with a plan for obtaining a diagnosis from a qualified health professional. While the student is in the process of obtaining disability documentation, they may access "interim accommodations" which are limited to extra time for tests (1.5x), learning strategies instruction and tutoring supports (note taking assistance may also be provided if the college has already hired a note taker for the student's courses). Interim accommodations are not renewed the following semester if the student does not follow through on their requirements to obtain documentation.
- 2.3 Formal procedures are in place for students to access most academic accommodations. This is done in order to facilitate their implementation. For example, many students require additional time for tests or to write their tests in a quiet location. The Accessible Education Services department has a form that students with disabilities and their professors must complete in order for AES staff to properly schedule space and invigilators.
- 2.4 The college counsellor will consult with others as appropriate (e.g., faculty, facilities) to discuss recommended accommodations and arrange implementation.
- 2.5 Faculty are not automatically informed about services and accommodations required for a student with a disability. Students are encouraged to advocate for themselves and the assistance they need. Counsellors provide their students with a memo which outlines their accommodations that the student may choose to share with their professors.

3.0 The Admissions Process

Any assessment of an applicant's ability to meet the published admission requirements will be based on the applicant's functional ability at the time of the application. Anticipated physical or mental deterioration or incapacity will not be a factor in any assessment.

Prospective students must not be excluded from college programs due to a perception that it is unlikely the applicant will be successful in obtaining employment due to disability or lack of accommodations for that disability in the labour market. However, all students should be counselled as to the possibilities and realities of future employment in order to be able to make an informed decision. As part of the process, counsellors may link the student with faculty, coordinators, health services or other suitable sources of information to enable the prospective student to feel fully informed. The decision to apply or not rests with the prospective student.

4.0 Students on Placement

Once accepted into a program, students with disabilities are presumed to be capable of fulfilling the essential requirements of the program providing the necessary accommodation is maintained.

Employers or supervisors who accept college students for placement are subject to the same legislation on which this policy is based. Unless the placement might constitute a risk to others, written consent from the student is necessary before the college will inform an employer about a student's disability.

Complaint Procedure

Occasionally disputes may arise concerning the provision of accommodations for students with disabilities. Students may choose to discuss the issue with their counsellor. For matters not resolved at that level, the student may choose to pursue a complaint under the College's Harassment and Discrimination complaint procedures (available at <https://department.flemingcollege.ca/hr/working-at-fleming/policies-and-procedures/>).

Related Documents

- College Policy #7-701, *Access and Accommodation for Students with Disabilities*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- Administrative Operating Procedure #3-311 OP, *Harassment and Discrimination Prevention*

History of Amendments/Reviews:

Section(s)	Date	Comments
Procedure revised	March 13, 2008	Review noted
Appendix 1 under Procedure revised	March 25, 2009	Policy approved by Board (Resolution BoG March25-2009 #3)
Full review	December 2015	Review undertaken as required under the Multi-year Accessibility Plan - new format; updated language



Board of Governors

Briefing Note



Topic: Policy Revision: #2-201A Academic Integrity
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Brett Goodwin, Executive Vice President Academic and Applied Research and Innovation and Theresa Knott, Associate Vice President, Academic Experience

Recommendation

That the Board of Governors approve revised the revised Academic Integrity Policy #2-201A for implementation January 8, 2024.

Summary

Policy #2-201A Academic Integrity was scheduled for review in 2022. The policy was reviewed and a number of revisions were made as a result of the review.

The revision made allow for the following:

- Alignment with the International Centre of Academic Integrity (ICAI) fundamental values of academic integrity
- Clarity of procedures and responsibilities of faculty, records staff, and academic integrity staff
- Addition of a warning level: where a genuine error occurs, Faculty may give a warning to encourage and support learning.
- Addition of restorative resolution options

The revised policy has been vetted by the following stakeholders with their suggestions incorporated where appropriate:

- Academic Council (Monthly updates from working group Sept 2022 - May 2023)
- Deans and Chairs (April 2023)
- Artificial Intelligence working group (September 2023)
- Support Staff Union (September 2023)
- Faculty Union (September 2023)
- Policy and Procedures Committee (November 2023)

Overview of Changes

Section	Policy 2-201A: Description of Changes
1.0	Removal of wording in “policy statement” now reflected as “Policy Overview”
2.0	Adjustment to “purpose” wording
3.0	Adjustment to definition for “Academic Integrity”
3.0	Addition of the term and definition for “Violation”
3.0	Addition of the term and definition for “College Community”
3.0	Addition of the term and definition for “Restorative Resolution”
4.0	Adjustments/additions to “general principles” section

Section	PROCEDURE 2-201A: Description of Changes
1.0	Addition of purpose statement
2.0	Adjustment to wording in definition of “Academic Assessment”
2.0	Adjustment to wording in definition of “Sanction”
2.0	Adjustment to wording in definition of “Term/Semester”
2.0	Addition of the term and definition for “Violation Levels”
2.0	Addition of the term and definition for “Violation Types”; these were previously outlined in the procedure itself. Adjustments to the definitions throughout
3.0	Removal of the section titled “Roles and Responsibilities”, incorporating this into the OP directly under the applicable category
3.1	Addition of section titled “Education”
3.2	Addition of section titled “Identification of Violations”
3.3	Addition of section titled “Reporting of Violations”; previously, this was titled “step-by-step process for reporting a violation”
3.4	Addition of section titled “Violation Levels”; previously, this was titled “Types of Violations”
3.4 a	Addition of “warning” level
3.4 c	Adjustment to “Level 2 Violation” examples
3.4 d	Adjustment to “Level 3 Violation” examples
3.4 e	Adjustment to “Level 4 Violation” examples
3.5	Addition of “warning” sanction and merging of optional sanctions into one subheading “Sanctions”
3.6	Addition of “Restorative Resolution Process”
3.7	Addition of “Application of Sanctions”
3.8	Addition of “Appeal Process”

Changes are highlighted in yellow in the attached Policy #2-201A: Academic Integrity document. The associated Procedure is included for reference. The Procedure was revised to align with the proposed revisions to the Policy. The revised Procedure has been accepted by SMT, pending approval of the Policy.

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

Fleming College is committed to providing an environment that encourages all students to learn, create and share knowledge responsibly, with the highest level of Academic Integrity. This aligns with our commitment to focus on the needs of our students as outlined in the Fleming College 2019-2024 strategic plan. We will ensure our graduates have the transferrable skills sought after by employers while supporting graduation as an SMA3 metric.

Risks and Considerations

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

- Without revising our Academic Integrity policy and procedures we jeopardize our commitment to students to support the consumption & mobilization of knowledge in a responsible manner.
- Without revising our Academic Integrity policy and procedures we jeopardize our relationships with employers who rely on our students to share knowledge responsibly.

Supporting Documentation

- #2-201A: Academic Integrity Policy
- #OP 2-201A: Academic Integrity Procedure

Policy Title:	Academic Integrity
Policy ID:	2-201A
Manual Classification:	Academic Affairs
Approved by Board of Governors (BoG):	TBD
Effective Date:	TBD
Next Policy Review Date:	TBD
Contacts for Policy Interpretation:	Executive Vice President, Academic and Applied Research and Innovation

1.0 - Policy Overview

Fleming College is committed to providing an environment that encourages all students to learn, create and share knowledge responsibly, with the highest level of Academic Integrity. This policy identifies the scope, defines relevant terms and outlines general principles of Academic Integrity. This policy applies to all students and employees of Fleming College.

2.0 – Purpose

Maintain and promote a high standard of Academic Integrity by ensuring accountability and educational opportunities on academic honesty, for all members of the college.

3.0 - Definitions and Acronyms

The following definitions and/or acronyms apply in this Policy and its associated Procedure(s):

Academic Integrity: Within an academic environment, “a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action” (ICAI, *Fundamental Values Project*, 1999).

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

Violation: An act by a member of the college community which is determined to provide the individual or assist another individual with an unfair academic advantage. Specific types of violations are defined under Operating Procedure# (OP)-2-201A, Academic Integrity.

Restorative Resolution

Any of a number of restorative processes involving the affected parties, including representatives of the community, in reaching a resolution that repairs any negative impact caused and rebuilds trust between the responsible party, the affected parties, and the community (as defined by MacEwan University, 2023).

4.0 - Scope

Office of the Associate Vice-President Academic Experience

The Office of the Associate Vice-President Academic is responsible for the development, implementation, communication, support, and training of this Policy and its related procedures.

Faculty

Faculty are responsible for educating their students on the importance of Academic Integrity with respect to their course(s), field of study, and the impact of Academic Integrity on student success.

Faculty are responsible for identifying and evaluating suspected violation in a fair manner and reporting violations, where a violation is observed by an invigilator, as outlined in #OP-2-201A Academic Integrity.

Invigilators

Invigilators employed by the college are responsible for reporting academic violations to the course Faculty.

Office of the Registrar

The Office of the Registrar is responsible for the official documentation of violations on the student record as outlined on violation forms.

Library and Learning Services

Library and Learning Services provides support for matters related to Academic Integrity through faculty consultation and support, metrics, and reporting education and awareness, and research.

In consultation with faculty and administration, Library and Learning Services oversees the development and monitoring of educational sanctions and provides metric reporting as directed by the Office of the Vice-President, Academic.

Academic Integrity staff will support and assist to facilitate restorative resolution processes as outlined in OP#-2-201A, Academic Integrity.

Academic Integrity staff will provide additional details regarding student violations to Faculty, Program Co-Ordinators, Academic Chairs, Deans, and the Office of the Associate Vice-President Academic as required for the proper application of academic policies and procedures.

Students

Throughout their studies, each Student is responsible for understanding academic integrity, seeking clarity where necessary, and complying with the policy and any sanctions assigned to them following a violation.

All College Employees

All College Employees are responsible for upholding the credibility and value of a Fleming College education by reporting all Academic Integrity violations. Choosing to intentionally disregard Student Academic Integrity violations may result in disciplinary actions.

5.0 – General Principles

- 5.1 - Fleming College is committed to educating all members of the college community on academic integrity, with a commitment to the six fundamental values of honesty, trust, fairness, respect, responsibility and courage as defined by the International Centre for Academic Integrity (ICAI, 2013).
- 5.2 - Fleming College is committed to addressing academic integrity concerns as educational opportunities for skill development while maintaining the integrity of our academic programs.
- 5.3 - All members of the college community maintain an environment of academic integrity in all aspects of academic life including learning, teaching, research and administration and comply with the standards outlined by this policy and related procedures.
- 5.4 - Consistent with a traditional Indigenous approach, Fleming College recognizes there may be opportunity for restorative resolutions in some situations where an academic integrity violation has occurred and support the use of restorative resolutions, consistent with related administrative operating procedure(s).
- 5.5 - Sanctions for violations of academic integrity will be assigned proportionately based on the severity and level of intent of the act. as outlined in the related administrative operating procedure(s).

6.0 - Related Documents

- Administrative Operating Procedure #OP-2-201A, Academic Integrity
- College Policy #9-904, Copyright Policy
- College Policy # 2-214, Integrity in Research and Scholarship
- College Policy # 2-219, Academic Appeal and Administrative Operating Procedure
- College Policy # 5-506, Student Rights and Responsibilities
- College Policy # 3-310, Freedom of Information and Protection of Privacy Act
- Guidelines for Professional Practice for Students and Faculty

History of Amendments/Reviews

Date Approved	Approved By	List of Approved Amendments / Review
2017	Board of Governors	Original Policy Approved <i>Note: This policy was preceded by Policy 2-201 prior to creation of this policy in 2017</i>

Procedure Title:	Academic Integrity Procedure
Procedure ID:	#OP 2-201A
Manual Classification:	Academic Affairs
Linked to Policy:	Policy #2-201A Academic Integrity
Approved by Senior Management Team (SMT):	TBD
Effective Date:	TBD
Next Review Date:	TBD 2025
Contact for Procedure Interpretation:	Associate Vice-President, Academic Experience

1.0 – Purpose

The purpose of this procedure (the “**Procedure**”) is to set out instructions for the evaluation, reporting, and documentation of Academic Integrity violations, and to outline the subsequent consequences of violations.

2.0 – Definitions and Acronyms

Academic Assessment: Any course work that measures the learning outcomes a student has gained in a course. This may come in the form of online, written, or verbal assignments, quizzes, tests, projects, behavioral assessments, exams and/or any other evaluation.

Sanction: An academic penalty or educational requirement applied to the person(s) involved in a violation.

Suspension: The exclusion from classes, field placement, other privileges and/ or activities for a stated period of time.

Term/Semester: A period of study in the academic year which is normally fifteen (15) weeks in the Fall and Winter, and normally fourteen (14) weeks in the Spring; recognizing that non-standard study periods exist in some programs.

Violation Levels: Reference to the severity of the academic violation. A faculty member will determine what level of violation has occurred based on the severity and level of intent, implementing the mandatory academic and educational sanctions and any other optional sanctions deemed appropriate.

Violation Types: The following are examples of types of academic integrity violations, but are not intended to be an exhaustive list:

- a) **Aiding Academic Dishonesty** — Allowing another student to copy assessment work, buy/sell assignments for the purpose of plagiarism, and/or providing a student with their private student login information for the purpose of having someone else complete their academic assessment work.
- b) **Cheating:** An unethical or dishonest act carried out by a student to gain assessment marks. Examples include (but are not limited to): use of unauthorized electronic

devices, applications or other aids for assessments; sharing/use of assessment materials improperly obtained; and/or, improper or disruptive behaviour during an academic assessment.

- c) Copyright Infringement:** The reproduction of a work which is protected by copyright, in whole or a substantial proportion of, without expressed permission or legal authority. Examples include photocopying or taking pictures of copyright-protected books beyond that which is acceptable for personal use, and/or selling a copy of a copyright-protected work to another person.
- d) Misrepresentation:** An act whereby the individual provides false representation of themselves. Examples include (but are not limited to):
- **False Identity:** A student who logs into another student's account for the purpose of completing academic assessment work on their behalf or assuming another student's identity for the purpose of writing a quiz, test, or exam.
 - **Forgery:** Creating and/or submitting false documents such as employer co-op/placement/applied project feedback, medical notes, reports, and/or signing another person's name.
 - **Plagiarism:** Taking someone else's work or ideas and passing them off as one's own. This may take the form of: material copied directly from source but represented as paraphrased, with citation(s); material paraphrased or copied verbatim from source without citation(s); submission of an assessment previously submitted for grading in another course or institution; submission of an assessment copied from another person without their knowledge; submission of an assessment written by a third party and represented as their own. This may take the form of contract cheating (work-for-hire) or as copying of an assessment with the other's knowledge;
- e) Sabotage:** Taking intentional action to prevent another student from successfully completing an academic assessment. Examples include (but are not limited to) destroying someone's work, removing/destroying reserved content, and/or deleting another student's computer files.
- f) Unauthorized Collaboration:** Working with one or more individuals to complete academic assessments that are intended to be completed on one's own. Examples include (but are not limited to) collaborating as a group during an online, D2L or take-home assessment, and/or splitting up assignment work without faculty permission.

3.0 – Operating Procedure

3.1 – Education

All students and employees will be provided with access to educational material on concepts related to academic integrity.

All students and employees responsible for academic delivery and support are expected to familiarize themselves with Policy #2-201A Academic Integrity and related procedures and always apply the fundamentals of academic integrity.

3.2 - Identification of Violations

- a) Faculty will use their professional knowledge, skills, and judgement to determine: the level of academic violation (as described below); the appropriate educational sanction; the optional sanction(s) for the student; and the consequent action if the mandatory sanction(s) is incomplete.
- b) Assessment work may be reviewed by faculty and relevant staff for original content utilizing plagiarism software and services, taking into account the terms of use of such software and colleges practices on their use.
- c) In cases where technical advice is needed, administrators and support staff from service divisions (e.g., IT services) may assist in such investigations, following appropriate college policies and procedures.
- d) When an Academic Integrity violation is suspected, whenever possible Faculty will meet with student(s) individually to discuss the suspected violation and the resulting consequences of a violation.
- e) Where it is identified that a student is Aiding Academic Dishonesty but is not in the Faculty's course, the Academic Chair will be responsible for determining the most appropriate Faculty member to meet with the student(s) and complete the reporting process.
- f) Where a violation has been identified that has affected others (student(s) and/or faculty), the faculty or student may request restorative resolution process be initiated. To engage in a Restorative Resolution process, the following conditions must be met:
 - both the party (or parties) harmed, and the student must voluntarily agree to fully participate; and,
 - the Academic Chair is satisfied that proceedings will not risk further harm to participants; and,
 - the student has indicated acceptance of responsibility for their actions; and,
 - the student shows a willingness to reflect on their actions and repair harms.

Where these conditions are met, the recording of the violation will be placed on hold pending the outcome of the restorative resolution process noted in section 3.6.

Students who have previously engaged in a restorative resolution for academic integrity violations may be denied the opportunity to engage in future restorative resolution processes at the discretion of the Academic Chair.

3.3 – Reporting of Violations

Once a violation is confirmed to have occurred, the following steps will be taken to report to record the violation:

- a) Faculty will review student(s) record for previous violations. Where additional information is sought on previous violations, faculty may contact academicintegrity@flemingcollege.ca with their inquiry.

- b) Faculty will complete the Academic Integrity [Violation Form](#) online, which will include the following information:
- Course Information,
 - Student Information,
 - Level and Type of Violation – including description of what has occurred,
 - Record of Previous Violations (if any),
 - Academic and Educational Sanctions, including due date for completion of educational sanctions, which should consider the need for education to take place prior to another assessment to assist the student in being successful, and
 - Possible consequences where sanctions are not completed.
- c) Faculty will receive a copy of the submitted [violation form](#) via email.
- d) Faculty shall formally notify the student of the violation and assigned sanctions. A copy of the [violation form](#) may be shared with the student. If multiple students are involved, personal information of all students other than the one to which the notification is being prepared shall be removed from the form to ensure the confidentiality of each student involved before sending it.
- e) If a Level 3 violation is submitted, the program coordinator should be notified as the sanctions may impact academic progression.
- f) The Records Office will record details of the violation on the student record and save a copy of the [violation form](#) in the student's file. Violations are not recorded on student transcripts. Records staff or Academic Integrity staff may follow up with faculty to clarify information and to ensure fairness of policy application.
- g) Information on the [violation form](#) may be shared with Academic Leaders and Academic Integrity Office. When required, a general report may be shared with Fleming College Board of Governors that should not include student names or student ID numbers.
- h) Access to Academic Integrity Violation records will be restricted to appropriate College staff as per Policy 1-111 Access to Information and Protection of Privacy. These records may be subject to Access to Information requests under the Freedom of Information and Protection of Privacy Act.

3.4 - Violations Levels

Academic integrity violations are assessed according to the severity and the intent involved in the act as identified by faculty:

- a) **Warning:** Where a student has made a genuine error in an assessment, Faculty may give a warning to encourage and support learning. Warnings will not be considered a violation, but a learning opportunity. A warning will be recorded on the student record to identify to other faculty that this opportunity has been given to the student.
- b) **Level 1 Violation:** Violations in the Level 1 category may be minor in nature and affect a small portion of assessment work in question. Examples (*not intended to be an exhaustive list*):
- Failure to acknowledge working with a third party on an assessment without explicit permission from faculty.

- Failure to **attempt** to cite or give proper acknowledgment in a small/minor portion of the assignment.
- c) **Level 2 Violation:** Violations in the Level 2 category are of a more serious or extensive nature than the ones described in Level 1 or are those that affect a larger or more significant portion of the assessment. Examples (*not intended to be an exhaustive list*):
- Recognizing for the first time that a student has breached academic integrity on more than one occasion but has not been previously reported.
 - More than one form of violation within one assignment.
 - Plagiarizing portions of a written assignment or project.
 - Facilitating copying during an exam or in the completion of other work.
 - Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor.
 - Cheating during a test, exam or other type of academic assessment (this could include using prohibited materials such as books, notes, calculators, or other electronic devices).
 - Receiving assistance from others (e.g., research, statistical, computer programming, field data collection help, or technical art/design production help) that constitutes an essential element in the undertaking without acknowledging such assistance in a paper, examination, or project.
 - Repeat violation at Level 1, where education sanctions have taken place, **may** be considered to raise the violation to a Level 2
- d) **Level 3 Violation:** Violations in the Level 3 category affect a sizable proportion of the assessment work done to meet course requirements and/or involve premeditation. Level 3 Violations may even be selected for students who have repeated Level 1 or Level 2 violations. Examples (*not intended to be an exhaustive list*):
- Removing posted or reserved material, preventing other students from having access to materials.
 - Falsification of data or inventing and/or deliberately altering material (e.g., citing a source that does not exist).
 - Engaging in contract cheating through the selling or purchasing of assessments for submission for grades.
 - Collaborating before an exam to develop methods of exchanging information and implementation thereof.
 - Use or distribution of material which has been acquired through unauthorized means.
 - Repeat violation at Level 1 or Level 2, where education sanctions have taken place, **may** be considered to raise the violation to a Level 3
- e) **Level 4 Violation:** Violations in the Level 4 category are reserved for the most serious breaches of Academic Integrity and/or incidents preceded by repeated violations at all previous levels. Examples (*not intended to be an exhaustive list*):
- Providing another student with login information in an attempt to have that person complete the assessment work (false impersonation).
 - Infractions of academic integrity resembling criminal activity (e.g., forging a grade form, stealing an examination, buying an exam, falsifying a transcript).
 - False impersonation in an exam.
 - Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
 - Repeat violation at Level 3, where education sanctions have taken place, **may** be considered to raise the violation to a Level 4

3.5 - Sanctions

Mandatory and/or optional sanctions are assigned based on the violation level. Educational sanction options take the form of modules, workshops and one-to-one meetings can be selected directly on the online form.

a) Mandatory Sanctions

- **Warning:** While there are no mandatory sanctions for warnings, Faculty are strongly encouraged to consider educational options and optional sanctions as outlined in 3.5 b).
- **Level 1 Violation:** Educational sanction as selected by the Faculty. Faculty will determine one or more sanctions (See 3.5 b) for examples).
- **Level 2 Violation:** Educational sanction as selected by the Faculty. A grade of "0" on the assignment will be given.
- **Level 3 Violation:** Educational sanction as selected by the Faculty. A grade of "0" on the course will be assigned.
- **Level 4 Violation:** Educational sanction as selected by the Faculty. Suspension from the College for a minimum of one semester or regular program delivery as per the extenuation circumstances:
 - i. One to Three Semesters: Must be approved by the Dean of the applicable School.
 - ii. Three or More Semester: Must be approved by the Dean in consultation with the Associate Vice-President Academic.

b) Optional Sanctions

Faculty may choose additional sanctions for a Warning, Level 1 or Level 2 Violations.

Examples of suitable **Warning** and **Level 1** Sanctions include (but are not limited to):

- Resubmission of the original assessment piece.
- Submission of a new assessment piece.
- A portion of assessment work receives a grade of "0", or associated penalty at the discretion of the faculty, resulting in a reduced overall grade.

Examples of suitable **Level 2** sanctions include (but are not limited to):

- Submission of a new assessment piece for full or partial grade.
- Presentation to Faculty on Academic Integrity for bonus marks.

3.6 – Restorative Resolution Process

Where the conditions outlined in 3.2 f) have been met, a faculty member or student may request to engage in a Restorative Resolution Process by emailing academicintegrity@flamingcollege.ca or by indicating such on the [violation form](#). Following such a request the following process will be followed:

a) The Academic Integrity staff will notify the Records office to temporarily withhold documentation of the violation.

b) The Academic Integrity staff will obtain written voluntary consent from all participants.

- c) The Academic Integrity staff will identify trained staff and/or faculty to facilitate the restorative process.
- d) The assigned facilitator will meet individually with participants in preparation for a restorative meeting.
- e) The assigned facilitator will support participants in conducting a restorative meeting to allow for reflection and discussion of the violation, harms caused, and steps to repair harm.
- f) Where agreement is met during the restorative meeting for next steps, it will be noted if this agreement is done in lieu of, or in conjunction with formal sanctions for the violation.
- g) Where it has been decided that the violation requires formal documentation and/or sanctions, the Academic Integrity staff will inform the Records office. Alternatively, where it has been agreed not to document the violation, the Academic Integrity staff will request that the Records Office void the violation and make note that the student has taken part in a restorative process.

3.7 – Application of Sanctions

a) Academic Sanctions

- Faculty will implement academic sanctions as required for Warnings, Level 1 and Level 2 violations.
- Records staff will follow internal procedures to implement academic sanctions as required for Level 3 and Level 4 violations.
- Students withdrawing from a course following a violation must complete the assigned sanctions and the violation will remain on the student record.
- Students will not be eligible for refunds in the case of severe disciplinary actions.

b) Educational Sanctions

- Following submission of the violation form the Academic Integrity Office will provide students with instructions for registering/completing their assigned educational sanction.
- Any student who receives an academic integrity violation is solely responsible for registering and/or completing the educational sanction as assigned by their faculty.
- Upon completion of assigned educational sanction the student will provide their faculty with proof of completion. Failure to do so may result in additional consequences as outlined on the initial violation form. Examples (not intended to be an exhaustive list): incomplete in course, meeting with Faculty / Program Coordinator / Academic Chair / Dean, and/or inability to submit future assignments.
- The Academic Integrity Office will notify faculty directly if a student does not complete their educational sanction by the assigned deadline. Faculty will then be responsible for implementing additional consequences as outlined on the original violation form and to advise the student of those consequences.
- The College is responsible for advising students of the timeline associated with the completion of the educational sanction in addition to alerting students to the consequences of not completing the educational sanction on time.

3.8– Appeal Process

Student appeals of academic integrity violations shall be processed under [College Policy # 2-219, Academic Appeal and Administrative Operating Procedure](#).

4.0 – Related Documents

- Administrative Operating Procedure #OP-2-201A, Academic Integrity
- College Policy #9-904, Copyright Policy
- College Policy # 2-214, Integrity in Research and Scholarship
- College Policy # 2-219, Academic Appeal and Administrative Operating Procedure
- College Policy # 5-506, Student Rights and Responsibilities
- College Policy # 3-310, Freedom of Information and Protection of Privacy Act
- Guidelines for Professional Practice for Students and Faculty

5.0 – History of Amendments & Reviews

Date Approved	Approved By	List of Approved Amendments / Review
June 2017	ELT	Original Procedure Approved <i>Note: this Procedure was originally a component of Policy 2-201 prior to 2017, when it was split into a stand-alone document</i>
April 2018	ELT	Reviewed and Updated



Board of Governors

Briefing Note



Topic: Arboriculture (Co-op) (AR) Instructional Settings Modification
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Tania Clerac, Dean, School of Environmental and Natural Resources Sciences

Recommendation

That the Board of Governors approve the instructional settings modification of the Arboriculture (Co-op) (AR) Ontario College Certificate for implementation Winter semester, 2025.

Overview

Summary:

The School of Environmental and Natural Resource Sciences is seeking approval to modify the instructional settings of the Arboriculture (Co-op) Ontario College Certificate. The proposed instructional settings modifications were supported by the Arboriculture Program Advisory Committee (PAC) on April 18, 2023.

Background:

Fleming College's Arboriculture (Co-op) Ontario College Certificate program has been offered by the School of Environmental and Natural Resource Sciences at Frost campus since 1998. The program shares curriculum and equipment with the Urban Forestry Ontario College Certificate and the Urban Forestry Technician Ontario College Diplomas programs.

The proposed changes are a result of Program Advisory Committee (PAC), industry, student/alumni and faculty feedback and are aligned with the Forestry cluster restructuring. The changes will address skill gaps, improve the student experience and student success. The Urban Forestry certificate program is currently undergoing changes to distinguish it from the Urban Forestry Technician program and address labour market needs. The Urban Forestry Certificate program is targeting the same demographic as the Arboriculture program and students tend to move between both programs, or, are completing both certificates. The Urban Forestry program is an alternative for Arboriculture students who are struggling with the climbing requirements. Aligning the curriculum of the Arboriculture program with the changes made to the Urban Forestry program will allow us to keep offering this internal pathway and the opportunity to complete both credentials.

Labour Market Information:

The primary occupational group for Arboriculture (C-op) is NOC 22114 – landscape and horticulture technicians and specialists. Fields of practice for graduates in this occupation include arborists, cultivation technicians, greenskeepers, landscape technicians, tree and shrub specialists, and tree service technicians. Lightcast IO labour market projection software notes that landscape and horticulture technicians and specialists are expected to increase in occupational demand in Fleming catchment area with a total of 134 jobs expected in the local region by 2028 (20.4% increase in jobs from current 2023 estimates). Ontario is projected to have 5,526 jobs by 2028 (21.2% increase in jobs from current 2023 estimates) and Canada is projected to have 15,290 jobs by 2028 (18.4% increase in jobs from current 2023 estimates) for this occupational group¹. Local employment opportunities in 2023 are concentrated in Muskoka District (35.4% of total jobs) Peterborough (28.0% of total jobs),

and Northumberland County (17.1% of total jobs). Projection information for Haliburton County is not available due to insufficient data. Modelling proposed by Employment and Social Development Canada (ESDC) projects a labour market balance at the local, provincial, and national level for landscape and horticulture technicians and specialists. Wage estimates for new labour market entrants is \$19.00/hr. (10th percentile) with a median annual salary of \$55,536. Primary industries that employ landscape and horticulture technicians and specialists in the province of Ontario include other amusement and recreation industries (49.1% of occupations in industry), services to buildings and dwellings (21.9% of occupations in industry), and local, municipal, and regional public administration (17.1% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market Platform recorded a total of 267 landscape and horticulture technicians and specialist occupations across Canada specific to Indigenous employer, jobs seekers or Indigenous communities. A total of 57 employment opportunities (21.3% of total opportunities) were advertised in Ontario².

¹ Lightcast. (2023). Occupational summary for landscape and horticulture technicians and specialists. Retrieved August 2, 2023, from <https://lightcast.io>.

² Vicinity Jobs Inc. (2023). Indigenous labour market platform: Indigenous postings by Occupation. Retrieved August 2, 2023, from <https://indigenoulabourmarkets.ca>.

Curriculum:

There are no changes in Vocational Learning Outcomes or program title, but the course curriculum has been updated and modernized. The changes are based on feedback from the PAC, industry and students/alumni and ensure better alignment with the restructuring of the Forestry cluster, addresses current challenges in curriculum and skill gaps.

Vocational Learning Outcomes

The Vocational Learning Outcomes (VLOs) of the Arboriculture (Co-op) program are not changing as all program learning outcomes and employability outcomes will still be met.

Program Course Curriculum

Changes in Semester 1 of the curriculum will include:

- replacing "APST154 – Career prep" with "Careers in Forestry": similar content but focused on the forestry sector.
- replacing the General Education Elective course with "Woody Plant Identification I" to address skill gaps which aligns with Ministry requirements.

Changes in Semester 3 of the curriculum will include:

- replacing "FSTY7 – Dendrology" with "Woody Plant Identification II": the Dendrology course is too complex and advanced for certificate students; the new course will address the needs of Arboriculture/Urban Forestry certificate students.
- reducing "FSTY99 – Tree Health Management" from a 90 hr to a 60 hr course and add one 45 hr mechanical course: the 90 hr course is tailored to diploma students and certificate students do not require some of the components; reducing the hours will allow us to introduce a new course which addresses the changing way of performing work in the arboriculture field and incorporate missing skills or expand on skills such as sawmill operation, skid steer/tractor operation, backing up a trailer, more in depth hydraulics, canes/rigging etc.

The following table outlines the new proposed course curriculum including the delivery patterns and total course hours.

Table 1: Arboriculture (Co-op) Ontario College Certificate Curriculum		
Course Code and Name	Hours	Delivery Pattern
Semester 1		
FSTY 1 - Advanced Tree Climbing and Pruning	90	2-6 hr lab
FSTY 5 - Tree Climbing Fundamentals	90	2-6 hr lab
FSTY 60 - Tree Sciences and Practices	45	1-1 hr lec, 1-2 hr lab
MECH 45 - Operation and Maintenance of Equipment	90	1-6 hr lab
NEW 1 - Careers in Arboriculture and Urban Forestry	30	1-2 hr lab
NEW 2 - Woody Plant Identification 1	45	1-3 hr lab
Semester 2		
APST 86 - Arboriculture Co-op Placement	450	Co-op
Semester 3		
FSTY 11 - Forest Entomology and Pathology	45	1-1 hr lec, 1-2 hr lab
FSTY 25 - Utility Line Clearing	90	2-6 hr lab
FSTY 49 - Tree Removal	90	2-6 hr lab
NEW 3 - Woody Plant Identification II	45	1-3 hr lab
FSTY 99 - Tree Health Management	60	1-1 hr lec, 1-3 hr lab
NEW 4 - Field Operations	45	1-3 hr lab
Total Hours	1215	

Program Delivery Information (PDI) Update

The instructional hours in the PDI table last approved by the Ministry of Colleges and Universities (MCU) in 2010 are outlined in the following table.

Program Delivery Information (PDI) Section - Total Hours per Student							
	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	105		90				195
Laboratory/workshop/fieldwork	300		300				600
Independent (self-paced)							
One-on-one instruction							
Clinical placement							
Field placement/work placement							
Small group tutorial							
Total	405	0	390				795
	Semester						
Non-Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory		450					450
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total	0	450	0				450

Total	1	2	3	4	5	6	Total
Grand Total	405	450	390	0	0	0	1245

The new PDI table based on the new course curriculum has 45 hours of classroom instruction which is a decrease of 77% from the originally approved 195 hours of classroom instruction. The decrease is offset by an increase of 20% of the laboratory/workshop/fieldwork, reflected in an increase to 720 hours of laboratory/workshop/fieldwork from the originally approved 600 hours. There are no proposed changes in the 450 hours of the co-op placement. These changes emphasize the importance of Work Integrated Learning for the students. The total program hours decrease from 1245 to 1215 which is above the Ontario Credentials Framework recommendations.

We are required to report changes of greater than 25% of any instructional settings to the Ministry of Colleges and Universities (MCU). Even though the total program hours only slightly less than originally approved, the classroom instructional setting has decreased by 77% thus requiring us to report this change.

The following PDI table is the proposed table that will be submitted to the Ministry of Colleges and Universities (MCU) for approval.

Program Delivery Information (PDI) Section - Total Hours per Student							
	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	15		30				45
Laboratory/workshop/fieldwork	375		345				720
Independent (self-paced)							
One-on-one instruction							
Clinical placement							
Field placement/work placement							
Small group tutorial							
Total	390	0	375				765
	Semester						
Non-Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory		450					450
Co-op work placement - Optional							
Degree work placement – Mandatory (shorter than Co-op)							
Total	0	450	0				450
Total	1	2	3	4	5	6	Total
Grand Total	390	450	375				1215

Financial Analysis:

The cost of faculty and support staff is not expected to change. Potentially some cost of curriculum development for part-time faculty but the majority will be completed by full-time faculty. No anticipated implications for student support.

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

The proposed changes are a result of PAC, industry, student/alumni and faculty feedback and are aligned with the restructuring of the entire Forestry cluster. The changes will address skill gaps, improve the student experience and student success. The new curriculum delivery supports the first commitment of the Fleming College Strategic Plan 2019-2024 of being focused on the needs of students and employers in the labour market. These changes support the priority of the Fleming College Jobs First Academic Plan 2019-2024 of responding to the needs of the labour market.

Risks and Considerations

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

Due to the degree of change in program hours and setting, there is a low risk that MCU will not approve the change, therefore necessitating a New Program Proposal. Focusing on the hands-on components is essential to ensure graduates are well prepared for the labour market and aligns with PAC and industry recommendations. The reduction of 30 hours keeps the total hours above the minimum MCU recommendations.



Board of Governors

Briefing Note



FLEMING

Topic: Urban Forestry (UF) Title, VLO and Instructional Settings Modification
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Tania Clerac, Dean, School of Environmental and Natural Resources Sciences

Recommendation

That the Board of Governors approve the title, Vocational Learning Outcome (VLO) and instructional settings modification of the Urban Forestry (UF) Ontario College Certificate for implementation Fall semester, 2024.

Overview

Summary:

The School of Environmental and Natural Resource Sciences is seeking approval to modify the title from “*Urban Forestry*” to “*Tree Care Techniques*” and will include modifying and modernizing the Vocational Learning Outcomes and instructional settings of the program. The proposed title, VLO and instructional settings modifications were presented to the Urban Forestry Program Advisory Committee (PAC) in April 2023 with follow-up email discussions held in early June 2023. The PAC supports these proposed program changes.

Background:

Fleming College’s Urban Forestry (UF) Ontario College Certificate program has been offered by the School of Environmental and Natural Resource Sciences at Frost campus since 2004. The program shares curriculum and equipment with the Arboriculture (Co-op) Ontario College Certificate and the Urban Forestry Technician Ontario College Diplomas programs.

The program title and course changes were included in the 2020 program improvement plan. The Program Advisory Committee recommended these changes to differentiate the current Urban Forestry Certificate from the Urban Forestry Technician diploma and Arboriculture certificate programs at Fleming College. A review of Program Efficacy Review data has confirmed that proactive mitigation measures are required to improve financial performance of this program. It has become clear that the name “*Urban Forestry*” is no longer the best reflection of the program. Urban Forestry represents a wide range of skills and themes that can be better supported in the two-year Urban Forestry Technician Ontario College Diploma program. The modified Urban Forestry (new title-*Tree Care Techniques*) certificate program will specialize in teaching students the skills and techniques required when entering the arborist/tree care profession. Hence, “*Tree Care Techniques*” better articulates the content of the program and will support marketing efforts with a more recognizable name. The potential title change has received CVS approval. The program in question has less emphasis on tree climbing with focuses on applied aspects of tree care which sets it apart from the Arboriculture Certificate program. The program is an alternative for students who are not comfortable with the climbing aspect of the Arboriculture program and has been the program of choice for Arboriculture students who discover that they cannot handle the climbing component, thus retaining students at the college. Students have the option to take both certificates to increase their employability skills.

Labour Market Information:

The primary occupational group for Urban Forestry (UF) is NOC 22114 – landscape and horticulture technicians and specialists. Fields of practice for graduates in this occupation include arborists, cultivation technicians, greenskeepers, landscape technicians, tree and shrub specialists, and tree service technicians.

Lightcast IO labour market projection software notes that landscape and horticulture technicians and specialists are expected to increase in occupational demand in Fleming catchment area with a total of 134 jobs expected in the local region by 2028 (20.4% increase in jobs from current 2023 estimates). Ontario is projected to have 5,526 jobs by 2028 (21.2% increase in jobs from current 2023 estimates) and Canada is projected to have 15,290 jobs by 2028 (18.4% increase in jobs from current 2023 estimates) for this occupational group¹. Local employment opportunities in 2023 are concentrated in Muskoka District (35.4% of total jobs) Peterborough (28.0% of total jobs), and Northumberland County (17.1% of total jobs). Projection information for Haliburton County is not available due to insufficient data. Modelling proposed by Employment and Social Development Canada (ESDC) projects a labour market balance at the local, provincial, and national level for landscape and horticulture technicians and specialists. Wage estimates for new labour market entrants is \$19.00/hr. (10th percentile) with a median annual salary of \$55,536. Primary industries that employ landscape and horticulture technicians and specialists in the province of Ontario include other amusement and recreation industries (49.1% of occupations in industry), services to buildings and dwellings (21.9% of occupations in industry), and local, municipal, and regional public administration (17.1% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market Platform recorded a total of 267 landscape and horticulture technicians and specialist occupations across Canada specific to Indigenous employer, jobs seekers or Indigenous communities. A total of 57 employment opportunities (21.3% of total opportunities) were advertised in Ontario².

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² Vicinity Jobs Inc. (2023). Indigenous labour market platform: Indigenous postings by Occupation. Retrieved August 2, 2023, from <https://indigenoulabourmarkets.ca>.

Curriculum:

In addition to the proposed title modification, the Vocational Learning Outcomes and course curriculum will be updated and modernized including the instructional settings for delivery.

Vocational Learning Outcomes

The following are the original Vocational Learning Outcomes (VLOs) of the Urban Forestry program.

The graduate has reliably demonstrated the ability to:

1. *Identify and name common trees and shrub species by their physical characteristics and use of botanic classification.*
2. *Apply principles of tree anatomy and physiology to tree health and its management.*
3. *Follow direction in a given urban tree plan, such as tree selection, planting techniques and maintenance programs.*
4. *Make informed decisions using knowledge of the environmental, health social and economic benefits of maintaining urban forests.*
5. *Detect and identify pests, diseases, and tree disorders.*
6. *Recommend and apply integrated treatments and promote preventative care to ensure healthy trees.*
7. *Safely operate, maintain, and troubleshoot a range of standards equipment including clearing chainsaws, wood chippers and stumpers as well as specialty equipment such as the aerial trim lift.*
8. *Provide safe ground support for climbers using industry recognized techniques and equipment.*

9. Assist in the safe pruning and removal of trees using recognized roping, rigging, topping and speed lining procedures.
10. Implement and enforce municipal by-laws that protect city owned trees.
11. Conform to government regulations in the safe application, handling storage and disposal of pesticides in landscapes operations.
12. Follow basic maintenance procedures for turf management in an urban environment.
13. Follow basic procedures in greenhouse and park horticultural practice.
14. Work safely and effectively as a team member under site conditions.

The following are the proposed Vocational Learning Outcomes of the newly titled Tree Care Techniques program. These VLOs have been updated and modernized to reflect the skills and techniques that graduates of the program are now expected to demonstrate upon graduation.

The graduate has reliably demonstrated the ability to:

1. Identify tree and shrub species in the urban forest, based on their physical characteristics and botanic classification to manage urban forest health and diversity. [Modified #1]
2. Apply the principles of tree anatomy, physiology and biomechanics to the selection, establishment, and maintenance of tree health in urban ecosystems. [Modified #2]
3. Identify various wildlife, insects, and pathogens who utilize trees for habitat, and prescribe methods of control and co-existence. [Modified #5]
4. Prescribe integrated treatments and preventative care to promote tree establishment and growth in the urban forest. [Modified #6]
5. Operate, maintain, and troubleshoot industry related equipment for optimum health and safety of self, team members and the environment. [Modified #7]
6. Perform tree care operations including industry recognized climbing, pruning, rigging and ground worker techniques in accordance with urban forestry legislation, standards, policies, and procedures. [Modified #8]

Program Course Curriculum

The following table outlines the new proposed course curriculum including the delivery patterns and total course hours.

Table 1: New Tree Care Techniques Ontario College Certificate Curriculum		
Course Code and Name	Hours	Delivery Pattern
Semester 1		
NEW 1 – Field Tools and Measurement	45	1-1hr lec, 1-2hr lab
NEW 2 - Careers in Arboriculture and Urban Forestry	30	1-2 hr lab
FSTY 11 - Forest Entomology and Pathology	45	1-1 hr lec, 1-2 hr lab, 1 hr travel time
NEW 3 - Woody Plant Identification I	45	1-3hr lab
FSTY 99 - Tree Health Management	60	1-1hr lec, 1-3hr lab
MECH 45 - Operation and Maintenance of Equipment	90	1-6 hr lab
Semester 2		
NEW 4 - Woody Plant Identification II	45	1-3hr lab
FSTY 58 - Arboriculture Skills and Techniques	90	1-6 hr lab
FSTY 60 - Tree Sciences and Practices	45	1-1 hr lec, 1-2 hr lab, 1 hr travel time
NEW 5 - Field Operations	45	1-3hr lab
NEW 6 – Wildlife and Habitat Assessment	45	1-1 hr lec, 1-2 hr lab
NEW 7 – Technology in Urban Forestry	45	1-1 hr lec, 1-2 hr lab

Total Hours	630
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Program Delivery Information (PDI) Update

In addition to the title and VLO modification, the College wishes to update the Instructional Settings of the modified program. The most recent PDI has 150 hours of classroom instruction, 435 hours of laboratory/workshop/fieldwork, and 80 hours of field/work placement for a total of 665 program hours. The new proposed course curriculum has decreased the total classroom instruction hours by 50%, increased the total laboratory/workshop/fieldwork hours by 28% and eliminated the field/work placement. The total program hours have decreased by 35 hours from 665 to 630 total program hours. This will increase the student's access to guided work integrated learning opportunities and remains within the recommended hour range of the Ontario Credentials Framework.

The following table is the new PDI table that will be submitted to the Ministry of Colleges and Universities (MCU) for approval.

Program Delivery Information (PDI) Section - Total Hours per Student							
	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	30	45					75
Laboratory/workshop/fieldwork	285	270					555
Independent (self-paced)							
One-on-one instruction							
Clinical placement							
Field placement/work placement							
Small group tutorial							
Total	315	315					630
	Semester						
Non-Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory							0
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total							0
Total	1	2	3	4	5	6	Total
Grand Total	0	0	0	0	0	0	630

Financial Analysis:

Aside from some curriculum development costs, there is limited financial impact to the proposed changes. The majority of this development will be completed by full-time faculty during regular development periods. There are no anticipated implications for student support.

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

The proposed new title and curriculum of the program is better aligned with the required skills and techniques that graduates need to be successful in the labour market. The new title and curriculum is supported by industry and helps to differentiate the program from the other forestry programs offered at Fleming. The change in title nomenclature and program curriculum thereby supports the first commitment of the Fleming College Strategic Plan

2019-2024 of being focused on the needs of students and employers in the labour market. This alignment with industry nomenclature and required skills supports the first priority of the Fleming College Jobs First Academic Plan 2019-2024 of responding to the needs of the labour market.

Risks and Considerations

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

Due to the degree of change, there is risk that MCU will require a New Program Proposal resulting in additional time for approval. This has been mitigated by ensuring that the program continues to have the recommended course hours as per Ontario Credentials Framework.

Supporting Documentation

- CVS Validation Decision Letter (FLEM-01285-Validation Decision Letter)
- CVS Application (FLEM-01285-Urban Forestry Application)
- Forestry Redesign Graphic



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

**SUITE 606, 130 QUEEN'S QUAY EAST,
TORONTO M5A 0P6**

**VALIDATION DECISION
TITLE MODIFICATION**

We have completed our validation of your application for the modification to the title of your **Urban Forestry** program to **Tree Care Techniques** which was submitted to us on **June 13th, 2023**. The credential conferred on successful completion of this program will remain as an **Ontario College Certificate**.

Please accept this as our validation of your request. After a review of the documentation submitted, including a review of the program-level learning outcomes, and a review of the current usage of this terminology with existing programs in the system, it was determined that the proposed title would be validated. It is understood this modified title can be effective for the program as of **September 1, 2024**.

Please note the existing MTCU code **43906** and the current APS Number **FLEM 01285** will not change for this program.

I have sent a copy of this validation decision to the **Colleges Unit, MCU** for their information and records.

However, in keeping with the MCU process for college program title modification approvals; please be advised that you will need to submit the documentation to the Ministry through PFAAM to complete the approval request.

The required documents for the Ministry's funding approval decision are the application for program funding form, signed by your college president, the Validation Decision Letter, and the completed Application for Title Modification. The Ministry will reply separately to your request for approval.

Sincerely,

Karen Belfer
June 20, 2023

CREDENTIAL VALIDATION SERVICE (CVS) TITLE MODIFICATION REQUEST

Basic Information	
Name (College Contact)	Charlene Kloos
Email	Charlene.kloos@flemingcollege.ca
College	Fleming

Program Information	
Program Title	Urban Forestry
Program Credential	Ontario College Certificate
Program MTCU Code	43906
APS Number (if applicable)	01285

Nature of the request (check one)		Complete Sections (check when complete)	
<input checked="" type="checkbox"/>	Title modification	<input checked="" type="checkbox"/> <u>A</u>	<input checked="" type="checkbox"/> <u>B</u>
	New Title Proposed: Tree Care Techniques		
	Date of Implementation of New Title: 01-SEPT-2024		

Section A

Program Purpose: *The program purpose should align with the proposed title and VLOs.*

Tree Care Techniques is a one-year certificate level program that specializes in applied, hands on skills that will introduce students to the arboriculture profession. Tree climbing is taught at an introductory level, however the focus of this program is on the many different aspects of working safely within the arborist and tree care profession. The program attracts students who prefer ground-level work in the profession rather than extensive production tree climbing. The program offers unique applied delivery of courses where students learn in the field to gain exposure to and practice in environments they will encounter regularly within their career.

VLO Alignment and Rationale:

Base Vocational Learning Outcomes (Validated)	Proposed Vocational Learning Outcomes
1. Identify and name common trees and shrub species by their physical characteristics and use of botanic classification.	1. Identify tree and shrub species in the urban forest, based on their physical characteristics and botanic classification to manage urban forest health and diversity.
2. Apply principles of tree anatomy and physiology to tree health and its management.	2. Apply the principles of tree anatomy, physiology and biomechanics to the selection, establishment, and maintenance of tree health in urban ecosystems.
3. Follow direction in a given urban tree plan, such as tree selection, planting techniques and maintenance programs.	
4. Make informed decisions using knowledge of the environmental, health social and economic benefits of maintaining urban forests.	
5. Detect and identify pests, diseases and tree disorders.	3. Identify various wildlife, insects, and pathogens who utilize trees for habitat, and prescribe methods of control and co-existence.
6. Recommend and apply integrated treatments and promote preventative care to ensure healthy trees.	4. Prescribe integrated treatments and preventative care to promote tree establishment and growth in the urban forest.
7. Safely operate, maintain and troubleshoot a range of standards equipment including clearing chainsaws, wood chippers and stumpers as well as specialty equipment such as the aerial trim lift.	5. Operate, maintain, and troubleshoot industry-related equipment for optimum health and safety of self, team members and the environment.
8. Provide safe ground support for climbers using industry recognized techniques and equipment.	6. Perform tree care operations including industry recognized climbing, pruning, rigging and ground worker techniques in accordance with urban forestry legislation, standards, policies, and procedures.
9. Assist in the safe pruning and removal of trees using recognized roping, rigging, topping and speed lining procedures.	
10. Implement and enforce municipal by-laws that protect city owned trees.	
11. Conform to government regulations in the safe application, handling storage and disposal of pesticides in landscapes operations.	
12. Follow basic maintenance procedures for turf management in an urban environment.	
13. Follow basic procedures in greenhouse and park horticultural practice.	
14. Work safely and effectively as a team member under site conditions.	

7. Prepare reports and field records, documenting information accurately and in a timely manner, in compliance with industry regulations and established policies and procedures.

Section B

Rationale for Title or Program Modification:

A title modification is required to help better differentiate the current Urban Forestry Certificate with the Urban Forestry Technician and Arboriculture Certificate programs at Fleming College.

As industry and the programs offered evolve it has become clear that the name “Urban Forestry Certificate” is no longer the best reflection of the program. Urban Forestry is very broad and covers a wide range of skills and themes better covered in the Urban Forestry Technician Diploma. This program does not cover all that Urban Forestry is. It specializes in the techniques students need when entering the arborist/tree care profession. The program has less emphasis on tree climbing (compared to the Arboriculture program) but focuses on all other applied aspects of tree care. Hence, we feel Tree Care Techniques to be appropriate and better articulates what this program is about.

Program Advisory Committee (PAC) and/or College Support:

Provide details of support (e.g., date of PAC meeting when program was endorsed)

PAC meeting was held April 2023 and follow up email discussions with the committee occurred early June 2023. PAC members have requested and support program changes.



Board of Governors

Briefing Note



FLEMING

Topic: Applied Data Analytics Ontario College Graduate Certificate - Title and VLO Modification
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Tania Clerac, Dean, School of Environmental and Natural Resource Sciences

Recommendation

That the Board of Governors approve the title modification of the Applied Data Analytics Ontario College Graduate Certificate to “Spatial Data Analytics” and the subsequent VLO change for implementation Fall semester, 2024.

Overview

Summary:

The School of Environmental and Natural Resource Sciences wishes to offer a Spatial Data Analytics Ontario College Graduate Certificate program that will share curriculum with the new Geographical Information Systems for Analytics Ontario College Graduate Certificate program. To quicken the approval of the Spatial Data Analytics program and make use of the dormant Applied Data Analytics program, SENRS wishes to modify the title and Vocational Learning Outcomes of this existing but dormant program to become the new Spatial Data Analytics program.

Background:

The Applied Data Analytics program was initially developed and approved in April 2020 just as the Covid-19 pandemic started. The program was a collaborative effort between the School of Health and Wellness, School of Justice and Community Development, School of Business, and the School of Environmental and Natural Resource Sciences (SENRS). Due to the Covid-19 pandemic and in part to the organizational changes in the Schools of Health and Wellness, Justice and Community Development, and Business, the program did not launch and has been dormant for the past three years.

January 25, 2023, in response to a new program Proposal, Fleming College Board of Governors approved a new Spatial Data Analytics program development; this new program would share curriculum with a modified Geographical Information Systems program. However, during the curriculum development stage, it was discovered that the Applied Data Analytics program could be modified to become a Spatial Data Analytics program. This modification would quicken development and allow the launch of the existing Applied Data Analytics program albeit with a different title. After consultation with the Schools of Business and Information Technology and Health and Community Services, management decided that SENRS would take over responsibility of the Applied Data Analytics program and modify its title to Spatial Data Analytics.

To further satisfy the program design of the new Spatial Data Analytics program, the original Applied Data Analytics program would also need to undergo a Vocational Learning Outcome (VLO) modification to allow for sharing of curriculum with the new Geographical Information Systems (GIS) for Analytics program. The original Applied Data Analytics program allowed students to choose between specializing in different fields of practice (health, criminal justice, environmental, business) through a program elective course. The new program allows for use of data in all these areas but no longer offers a program elective in a specialized field of practice. The new

Spatial Data Analytics program will be offered at SENRS due to the extensive sharing of curriculum with the new Geographical Information Systems for Analytics program.

Labour Market Information:

Occupational Overview

The primary occupational group for the Spatial Data Analytics program is 2172 - Database analysts and data administrators (or 21211 – Data Scientists). Fields of practice for graduates in this occupation include data administration, data mining, data design, data science, data warehousing, and information technology analysis and support.

Lightcast IO labour market projection software notes that database analysts and data administrators occupations are expected to increase by 17.5% in the Fleming Catchment Area with a total of only 248 local jobs available by 2028. There will be 33,668 jobs in Ontario (14.0% growth in jobs from current 2022 estimates) and 60,804 jobs across Canada (13.4% growth in jobs) by 2028 for this occupational group¹. Modelling proposed by Employment and Social Development Canada projects a labour market shortage for database analysts and data administrators in the Muskoka-Kawartha Economic Region (which includes the Fleming College catchment area) and in Ontario and Canada. Wage estimates for new labour market entrants is \$23.00/hr (10th percentile) with a median annual salary of \$85,010. Primary industries that employ database analysts and data administrators include provincial and territorial public administration (15.5% of occupations in industry), other federal services (13.1% of occupations in industry), and computer systems design and related services (17.5% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 1,057 database analysts and data administrator opportunities across Canada specific to Indigenous employers jobs seekers or Indigenous communities. A total of 414 employment opportunities (39% of total opportunities) have been advertised in Ontario.

¹ Lightcast. (2022). Occupational summary for database analysts and data administrators. Retrieved January 25, 2023, from <https://lightcast.io>.

Competitive Landscape

There are currently 10 program offerings in the Ontario College system related to Spatial Data Analytics. Graduate certificate programs are available at Algonquin College, Conestoga College, Durham College, Fanshawe College, Georgian College, Humber College, and Lambton College. Four-year degree programs are offered at Mohawk College, Seneca College, and Sheridan College. The Digital Analytics Association, LDA-Learning Data Analytics, Lighthouse Labs, and Statistics.com also provide related programming with varying time commitments ranging from 1 to 12 weeks.

Curriculum:

In addition to the title modification from "Applied Data Analytics" to "Spatial Data Analytics", new and old Vocational Learning Outcomes are below. The VLOs that underwent some modification, have been labelled as [MODIFIED]; the remaining VLOs have not changed.

New Vocational Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. *Retrieve, manipulate and interpret qualitative and quantitative spatial and attribute data to respond to industry needs.* [MODIFIED]
2. *Create and apply spatial and analytical models to support evidence-based decision making.* [MODIFIED]
3. *Apply common data management techniques to enhance, combine and cleanse data sets and document the process and results.* [MODIFIED]
4. *Design and present spatial and non-spatial data visualizations to communicate information to stakeholders.*
5. *Apply and automate data intelligence tools and algorithms to support evidence-based decision making.* [MODIFIED]

6. *Manage and evaluate all aspects of the project life cycle to ensure it meets strategic goals.*
7. *Collaborate with others in a team environment to extract information and build solutions to support evidence-based decision making. [MODIFIED]*
8. *Integrate communication, critical thinking, and technical skills to apply solutions to industry problems requiring spatial data analysis.*
9. *Adhere to confidential, ethical, legal, and professional standards of practice when performing tasks and responsibilities.*

Old Vocational Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. *Collect, manipulate, and interpret qualitative and quantitative data to respond to industry needs*
2. *Build and deploy analytical models to support evidence based decision making*
3. *Use current technologies to manipulate data sets, correlate information, and communicate results*
4. *Design and present spatial and non-spatial data visualizations to communicate information to stakeholders*
5. *Apply business intelligence tools to support evidence based decision making*
6. *Manage and evaluate all aspects of the project life cycle to ensure it meets strategic goals.*
7. *Collaborate with others in a team environment to extract information, build solutions to support evidence based decision making.*
8. *Integrate communication, critical thinking and technical skills to suggest solutions to industry problems requiring data analysis.*
9. *Adhere to confidential, ethical, legal and professional standards of practice when performing tasks and responsibilities.*

Financial Analysis:

After an initial investment of \$40,000 in development costs, the program is expected to have a positive net income starting in year one and leveling out to \$217,213.90 in years four and five. Contribution to overhead starts at 51% in year one, 31% in year two, 45% in year three and leveling out to 49% in years four and five. For more detailed costing information, please see the costing document in the Supporting Documentation.

Incremental Costing Summary						
	FY00	FY01	FY02	FY03	FY04	FY05
Incremental Revenues (\$)		302,436.46	440,693.12	587,590.83	648,078.12	648,078.12
Incremental Costs (\$)		199,448.36	395,900.72	419,986.22	430,864.22	430,864.22
Net Investment (\$)	40,000.00	-	-	-	-	-
NET INCOME/CASH (\$)	- 40,000.00	102,988.10	44,792.40	167,604.61	217,213.90	217,213.90

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

This proposed program aligns with our commitment to being focused on employers in the labour market as the field of spatial data analytics is a new, growing industry with a demonstrated high demand for skilled professionals. The new Spatial Data Analytics program will share curriculum with the newly GIS for Analytics program increasing student pathway opportunities and retention which aligns with our commitment to being focused on the needs of students. Both programs will offer applied projects with community partners that will

further enhance our existing industry and community partnerships thus aligning with our commitment to being true partners with our community.

Risks and Considerations

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

- Risks include a lower than expected enrollment, but shared curriculum with the new GIS for Analytics program will help to mitigate this risk

Supporting Documentation

- CVS Validation Letter
- CVS Application
- Costing



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

**SUITE 606, 130 QUEEN'S QUAY EAST,
TORONTO M5A 0P6**

**VALIDATION DECISION
TITLE MODIFICATION**

We have completed our validation of your application for the modification to the title of your **Applied Data Analytics** program to **Spatial Data Analytics**, which was submitted to us on **April 11th, 2023**. The credential conferred on successful completion of this program will remain as an **Ontario College Graduate Certificate**.

Please accept this as our validation of your request. After a review of the documentation submitted, including a review of the program-level learning outcomes, and a review of the current usage of this terminology with existing programs in the system, it was determined that the proposed title would be validated. It is understood this modified title can be effective for the program as of **September 3rd, 2024**.

Please note the existing MTCU code **70523** and the current APS Number **FLEM 01306** will not change for this program.

I have sent a copy of this validation decision to the **Colleges Unit, MCU** for their information and records.

However, in keeping with the MCU process for college program title modification approvals; please be advised that you will need to submit the documentation to the Ministry through PFAAM to complete the approval request.

The required documents for the Ministry's funding approval decision are the application for program funding form, signed by your college president, the Validation Decision Letter, and the completed Application for Title Modification. The Ministry will reply separately to your request for approval.

Sincerely,

Sylvie Mainville
April 12, 2023

CREDENTIAL VALIDATION SERVICE (CVS) Title Modification Request

Basic Information	
Name (College Contact)	<i>Soobia Siddiqui</i>
Email	<i>soobia.siddiqui@flemingcollege.ca</i>
College	<i>Fleming College</i>

Program Information	
Program Title	<i>Applied Data Analytics</i>
Program Credential	<i>Ontario College Graduate Certificate</i>
Program MTCU Code	<i>70523</i>
APS Number (if applicable)	<i>FLEM01306</i>

Nature of the request (check one)		Complete Sections (check when complete)	
<input checked="" type="checkbox"/>	Title modification	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B
	New Title Proposed: <i>Spatial Data Analytics</i>		
	Date of Implementation of New Title: <i>03-SEP-2024</i>		

Section A

Program Purpose: *The program purpose should align with the proposed title and VLOs.*

The program greatly enhances employment opportunities in the private and public sectors in high paying specialist positions practicing advanced and applied data analytics. Students will typically find a challenging but rewarding work environment that is multi-dimensional with a path to career growth in technical analysis and decision support and management. Students will be skilled in spatial and non-spatial techniques to supporting evidence-based decision making by organizations.

VLO Alignment

Base Vocational Learning Outcomes (Validated)	Proposed Vocational Learning Outcomes
Enter VLOs this program is mapping to using the current numbers.	Enter Proposed VLO or one of the options above
1. Collect, manipulate, and interpret qualitative and quantitative data to respond to industry needs	1. Retrieve, manipulate and interpret qualitative and quantitative spatial and attribute data to respond to industry needs
2. Build and deploy analytical models to support evidence based decision making	2. Create and apply spatial and analytical models to support evidence-based decision making
3. Use current technologies to manipulate data sets, correlate information, and communicate results	3. Apply common data management techniques to enhance, combine and cleanse data sets and document the process and results
4. Design and present spatial and non-spatial data visualizations to communicate information to stakeholders	4. Design and present spatial and non-spatial data visualizations to communicate information to stakeholders
5. Apply business intelligence tools to support evidence based decision making	5. Apply and automate data intelligence tools and algorithms to support evidence-based decision making
6. Manage and evaluate all aspects of the project life cycle to ensure it meets strategic goals	6. Manage and evaluate all aspects of the project life cycle to ensure it meets strategic goals
7. Collaborate with others in a team environment to extract information, build solutions to support evidence based decision making	7. Collaborate with others in a team environment to extract information and build solutions to support evidence-based decision making
8. Integrate communication, critical thinking and technical skills to suggest solutions to industry problems requiring data analysis	8. Integrate communication, critical thinking, and technical skills to apply solutions to industry problems requiring spatial data analysis
9. Adhere to confidential, ethical, legal and professional standards of practice when performing tasks and responsibilities.	9. Adhere to confidential, ethical, legal, and professional standards of practice when performing tasks and responsibilities.

Section B

Rationale for Title or Program Modification:

Spatial data will be the focus for this program, addressing student and industry needs. The proposed changes identify the key differentiator to other similar programs in Canada.

Program Advisory Committee (PAC) and/or College Support: *Provide details of support (e.g., date of PAC meeting when program was endorsed).*

Reference group consisting of industry representatives met March 30, 2023, and endorsed this program's modification plans.

Curriculum Summary

Program Name: Applied Data Analytics

NOTE: split costs 50.50 for all lectures/labs that are shared with the GIS program, e.g.: 1 hr lecture reflects as 0.5, 2 hr lab as 1 hr etc

Semester: exclude any term that is 100% Co-op

Sem	Course	Course Name (if exists)	Delivery Hrs/Wk							14 Week Total	ADJ	AVG Delivery Hrs/Wk				
			LEC	LAB	OTH	W	W 2	Tot Hrs	Week			LEC	LAB	OTH	Total	
1	NEW1	Workstation Configuration and Systems Basics	10					10	20	2	0	1.4	0	0	0	this course runs only during the first two weeks; 1-2hr lab each day
1	NEW2	Spatial Data and Information Intro	7.5					7.5	15	2	1.1	0	0	0	0	this course runs only during the first two weeks; 15 hrs of lecture ea
1	NEW3	Introduction to Spatial Data Management	0.5	3				3.5	42	12	0.4	2.6	0	0	0	starts in week 3
1	NEW4	Introduction to Spatial Data Analytics	0.5	3				3.5	42	12	0.4	2.6	0	0	0	starts in week 3
1	NEW5	Data Visualization Techniques	0.5	2				2.5	30	12	0.4	1.7	0	0	0	starts in week 3
1	NEW6	Scripting and Process Automation	0.5	2				2.5	30	12	0.4	1.7	0	0	0	starts in week 3
1	NEW7	Introduction to Web Solutions	0.5	2				2.5	30	12	0.4	1.7	0	0	0	starts in week 3
1								0	0		0	0	0	0	0	
1								0	0		0	0	0	0	0	
1								0	0		0	0	0	0	0	
For costing if courses are not finalized input			10	22	0	0	0	52	259		3.2	12	0	0	0	
2	NEW8	Statistics for Spatial Data Analytics	2	3				5	70	2	3	0	0	0	0	
2	NEW9	Information Visualization and Reports	1	3				4	56	1	3	0	0	0	0	
2	NEW10	Spatial Data Analytics Methods	1	3				4	56	1	3	0	0	0	0	
2	NEW12	Machine Learning and Data Analytics	0.5	2				2.5	35	0.5	2	0	0	0	0	
2	NEW13	Applied Project Planning and Management	1	0.5		0.25		1.75	24.5	1	0.5	0	0.3	0	0	1 hour lab in front half of semester, 1 hour meeting in back half of s
2								0	0		0	0	0	0	0	
2								0	0		0	0	0	0	0	
2								0	0		0	0	0	0	0	
2								0	0		0	0	0	0	0	
For costing if courses are not finalized input			5.5	11.5	0	0.25	0	17.25	241.5		5.6	12	0	0.3	0	
3	NEW14	Applied Project	0.5			1		1.5	10.5	7	0.3	0	0	0.5	0	7-week for sem 3; 1 hour lecture, 1 hour advisor meeting, 190 hrs li
3								0	0		0	0	0	0	0	
3								0	0		0	0	0	0	0	
3								0	0		0	0	0	0	0	
3								0	0		0	0	0	0	0	
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3								0	0		0	0	0	0	0	
3								0	0		0	0	0	0	0	
For costing if courses are not finalized input			0.5	0	0	1	0	1.5	10.5		0.3	0	0	0.5	0	
4								0	0		0	0	0	0	0	
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For costing if courses are not finalized input			0	0	0	0	0	0	0		0	0	0	0	0	
5								0	0		0	0	0	0	0	
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5								0	0		0	0	0	0	0	
For costing if courses are not finalized input			0	0	0	0	0	0	0		0	0	0	0	0	
6								0	0		0	0	0	0	0	
6								0	0		0	0	0	0	0	
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6								0	0		0	0	0	0	0	
6								0	0		0	0	0	0	0	
For costing if courses are not finalized input			0	0	0	0	0	0	0		0	0	0	0	0	



Board of Governors

Briefing Note



FLEMING

Topic: Waste Resource Management – Environmental [SWM (Sustainable Waste Management)] Program Length and Instructional Settings Modification

Report To: Public Board Meeting

Meeting Date: November 22, 2023

Prepared By: Tania Clerac, Dean, School of Environmental and Natural Resource Sciences

Recommendation

That the Board of Governors approve the program length and instructional settings modification of the Waste Resource Management - Environmental Ontario College Graduate Certificate program for development and implementation Fall semester, 2024.

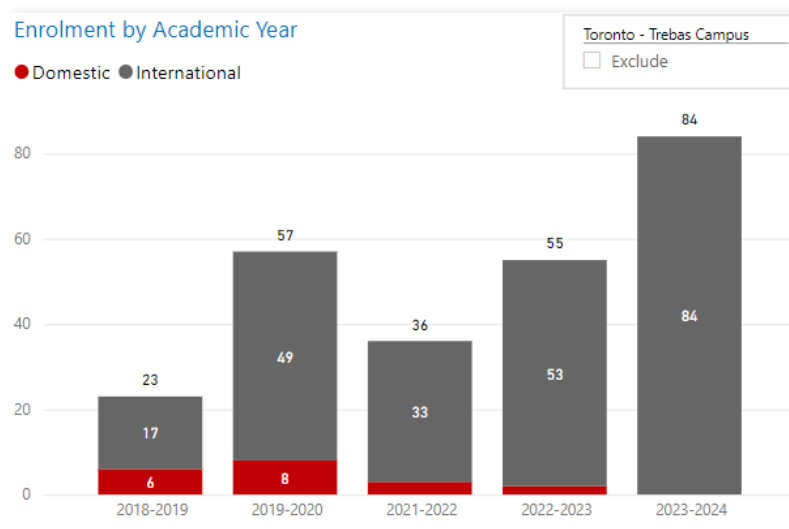
Overview

Summary:

The School of Environmental and Natural Resource Sciences (SENRS) is seeking approval to modify the program length of the currently two-semester Waste Resource Management – Environmental program to a three-semester program. The modification will include mandatory 450-hour co-op in the third semester, thereby improving student success and satisfaction. The current program included a 180-hour field placement in the second semester. This change will further prepare graduates for entry level positions in the labour market. This change will also allow the program to align with the new full cost recovery four-semester Environmental Waste Resource Management - Canadian Context program. The SWM Program Advisory Committee approved this modification on March 29, 2023.

Background:

The Waste Resource Management - Environmental program was first launched in September 2017 as a two-semester program and was titled Sustainable Waste Management. In 2022, the program underwent a title change to Waste Resource Management – Environmental. The title modification was undertaken because of feedback from the SWM Program Advisory Committee, industry partners, industry employers and students indicating that the name of the program did not accurately reflect the skills or job title of program graduates. Thus, a new title was created that reflected the terminology commonly used in industry thereby improving the desirability of the program for students and employers. This change supported growth in the program’s enrolment evidenced in the chart below.



The school wishes to further increase the quality of this successful program through the addition of the increased work-integrated learning hours.

Curriculum:

There will be no changes in the title and Vocational Learning Outcomes of this program. The main curriculum changes will be the addition of a third semester dedicated to Work Integrated Learning (WIL). Due to the addition of more WIL, an updated Program Delivery Information table submission for Ministry approval is required. The new curriculum is shown in Table 1 below. Detailed course changes are highlighted in Table 1 and summarized as follows:

- Increase of 15 hours to the ENVR 126 – Waste Management Legislation course in semester 1
- ENVR 125 - Emerging Waste Management Systems course was moved from semester 1 to semester 2
- Increases of 9 hours each of the remaining semester 2 courses because of removing the 5-week field placement from this semester
- Removal of FLPL 219 - Field Placement (SWM) and FLPL 270 – Field Placement Prep (SWM) courses from semester 2
- Addition of a mandatory co-op course, NEW 1 – Co-op, in semester 3

Table 1: Waste Resource Management – Environmental OCGC (Ontario College Graduate Certificates) New Proposed Curriculum (course changes highlighted in green)		
Semester 1	Hours	Delivery Pattern
ENVR 124 - Introduction to Waste Management Systems	45	1-1 hr lec, 1-2 hr sem
ENVR 126 - Waste Management Legislation	45	1-1 hr lec, 1-2 hr lab
ENVR 127 - Waste Management Standards and Accountability	45	1-1 hr lec, 1-2 hr lab
ENVR 129 - Working with Industry and Communities - Best Practices	45	1-1 hr lec, 1-2 hr sem
ENVR 130 - Monitoring in Waste Management	45	1-1 hr lec, 1-2 hr lab
CMRL 8 - Project Planning, Development, and Implementation	45	1-1 hr lec, 1-2 hr lab
Semester 2		
ENVR 125 - Emerging Waste Management Systems	45	1-1 hr lec, 1-2 hr sem
ENVR 128 - Introduction to Economics and Waste Life Cycle	45	1-1 hr lec, 1-2 hr sem
CMRL 7 - Community Based Marketing - Public and Media Relations	45	1-1 hr lec, 1-2 hr sem
ENVR 131 - Organic Waste	45	1-1 hr lec, 1-2 hr sem
ENVR 132 - Hazardous Materials Training	45	1-1 hr lec, 1-2 hr lab
ENVR 145 - Applied Research Project (SWM)	45	1-1hr sem + project
Semester 3		
NEW1 - Co-op	450	Co-op
Total Hours	990	

The following table is the new PDI table that will be submitted to the Ministry of Colleges and Universities (MCU) for approval. The previous PDI table included 321 hours of classroom instruction, 159 hours of laboratory/workshop/fieldwork and 180 hours of field placement/work placement for a total of 660 program hours. In the new PDI table below, there is an increase of 12% in classroom instruction to 360 hours, and an increase of 13% in laboratory/workshop/fieldwork to 180 hours. The 180 hours of field placement/work placement has been removed and replaced with 450 hours of Co-op work placement - mandatory co-op. The total program hours have increased by 50% to 990 hours albeit 450 hours are now a mandatory co-op.

Program Delivery Information (PDI) Section - Total Hours per Student							
	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	150	210					360
Laboratory/workshop/fieldwork	120	60					180
Independent (self-paced)							0
One-on-one instruction							0
Clinical placement							0
Field placement/work placement							0
Small group tutorial							0
Total	270	270	0	0	0	0	540
	Semester						
Non-Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory			450				450
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total	0	0	450	0	0	0	450
Total	1	2	3	4	5	6	Total
Grand Total	270	270	450	0	0	0	990

Financial Analysis:

Development costs will be minimal as many of the courses remain unchanged. These changes are expected to support additional enrollment in the program. Increased retention ought to mitigate development costs.

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

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

This change is aligned with Fleming's Strategic direction by focusing on the labour market needs of students and employers. Students have repeatedly expressed that they would benefit from a longer placement period and an extension of the second semester courses from 10 to 14 weeks to ensure they have a solid foundation after graduation. The changes to the Work Integrated Learning course will increase student success and satisfaction and will better prepare graduates for the labour market. The PAC (Program Advisory Committees) has confirmed that a longer placement period would better align with industry and municipal needs.

Risks and Considerations

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

Risks would include a tight marketing turnaround for the Fall 2024 launch. It is expected that international students will enroll into the unfunded four-semester version of this program. As both programs (funded and unfunded version) share the same curriculum following the preparatory semester of the unfunded version, there are no implications on staffing and program delivery costs.

Supporting Documentation

Include the file names of any supporting documentation below:

- FLEM01291 CVS (Credential Validation Services) Description Validation – Oct 17, 2023
- Labour Market Information

Labour Market Information:

The primary occupational code related to Sustainable Waste Management program is 4161 – Natural and applied science policy researchers, consultants, and program officers. Fields of practice for Sustainable Waste Management graduates include recycling management, solid waste management, and waste reduction management and coordination.

Occupational growth in Fleming College catchment area for natural and applied science policy researchers, consultants, and program officer is expected to remain stable with a total of 152 local jobs available by 2028. There will be 11,369 jobs in Ontario and 28,792 jobs across Canada by 2028 for this occupational group¹. Modelling proposed by Employment and Social Development Canada (ESDC) projects a labour market balance between demand and supply for natural and applied science policy researchers, consultants, and program officers across Canada. Occupational forecasting is undetermined for the Fleming Catchment area and Ontario due to a lack of available data.

Wage estimates for new labour market entrants in Ontario is \$28.46/hr. (10th percentile) with a median annual salary of \$84,858. Primary industries that employ natural and applied science policy researchers, consultants, and program officers include other federal services (37.7% of occupations in industry), management, scientific and technical consulting services (11.6% of occupations in industry) and provincial and territorial public administration (7.6% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 128 natural and applied science policy researchers, consultants, and program officer opportunities across Canada specific to Indigenous employers or Indigenous communities or hiring specificity. A total of twenty-two employment opportunities (17.2% of total opportunities) were advertised in Ontario.

¹ Lightcast. (2022). Occupational summary for applied science policy researchers, consultants, and program officers. Retrieved August 25, 2022, from <https://www.economicmodeling.com>



Board of Governors

Briefing Note



Topic: Fitness and Health Promotion (FHP) Instructional Settings Modification
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Nick Stone, Dean, School of Health and Community Services

Recommendation

That the Board of Governors approve the instructional settings modification of the Fitness and Health Promotion (FHP) Ontario College Diploma for implementation Fall semester, 2024.

Overview

Summary:

The School of Health and Community Services is seeking approval to modify the instructional settings of the Fitness and Health Promotion (FHP) Ontario College Diploma.

Background:

Fleming College's Fitness and Health Promotion Ontario College Diploma program has been offered by the School of Health and Community Services at the Sutherland Campus since 2008. The program shares curriculum and faculty with the Recreation and Leisure Services (RLS) Ontario College Diploma program.

Currently FHP and RLS have a dual diploma pathway established where they share curriculum in semester one and two of their programs. Semesters three and four are separate for each program. Semester four in both programs is a block placement course where FHP currently completes 392 hours (FLPL 215) and RLS completes 490 hours (FLPL 55).

To improve the dual diploma pathway for students and remove the need for students to complete a second block placement, we wish to increase the required placement hours to 420 for the FHP program, which is a 40% increase in hours from the last approved placement instructional settings total for the program. This will then allow for the new FLPL 215 to be an equivalent course to FLPL 55 and therefore make the dual diploma more attractive to students because students will only need to complete one additional semester of study to attain both diplomas.

Both course outlines have been adjusted to ensure similarity in learning outcomes (FLPL 215 and FLPL 55). This change in hours will also better align these courses.

Labour Market Information:

The primary occupational group for Fitness and Health Promotion is 54100 – Program leaders and instructors in recreation, sport, and fitness. Fields of practice for graduates in this occupation include athletics instruction, camp leadership, personal training, fitness instruction, gymnastics instruction, martial arts instruction, and specific sports and recreation instruction.

Lightcast IO labour market projection software notes that program leaders and instructors in recreation, sport, and fitness jobs are expected to increase by 14.2% in the Fleming Catchment Area with a total of 1,148 local jobs available by 2028. There will be 45,423 jobs in Ontario (8.0% increase in jobs from current 2023 estimates) and 111,916 jobs across Canada (8.6% growth in jobs from current 2023 estimates) by 2028 for this occupational group¹. Local employment opportunities in 2023 are concentrated in Muskoka District (35.5% of total jobs),

Peterborough (23.9% of total jobs), Northumberland County (12.0% of total jobs), and City of Kawartha Lakes (10.9% of total jobs).

Since 2018, Fleming’s Indigenous Labour Market Platform recorded a total of 723 program leaders and instructors in recreation, sport, and fitness occupations across Canada specific to Indigenous employers, jobs seekers, or Indigenous communities. A total of 190 employment opportunities (26.3% of total opportunities) were advertised in Ontario².

There are currently a total of sixteen colleges in Ontario that offer programming related to Fitness and Health Promotion, including the following colleges operating in Eastern Region: Algonquin College, Loyalist College, and St Lawrence College. Durham College and Georgian College (Central Region geographic competitors) also offer related programming. Fleming College is one of only two Colleges in Ontario to offer a dual diploma option with Recreation and Leisure Services (Fleming College and Loyalist College).

¹ Lightcast. (2023). Occupational summary for program leaders and instructors in recreation, sport, and fitness. Retrieved August 23, 2023, from <https://lightcast.io>.

² Vicinity Jobs Inc. (2023). Indigenous labour market platform: Indigenous postings by Occupation. Retrieved June 27, 2023, from <https://indigenoulabourmarkets.ca>

Curriculum:

This program has a Provincial Program Standard with prescribed Vocational Learning Outcomes (VLOs) and Elements of Performance. The VLOs and course curriculum are not changing except for the increase in hours of the fourth semester placement course from 392 hours to 420 hours.

Program Course Curriculum

The only change taking place in the course curriculum from what was delivered in the 2022-2023 academic year is the increase in placement hours. The current placement course (FLPL 215) is 392 hours and takes place in the fourth semester of the program. The new course curriculum will increase the hours of FLPL 215 to 420 hours, and the placement will still take place in the fourth semester. The course learning outcomes in the placement course will remain the same.

Table 1 outlines the proposed course curriculum including the delivery patterns and total course hours. Changes to the current curriculum are highlighted in yellow.

Table 1: Proposed Changes to Fitness and Health Promotion Curriculum (highlighted in yellow)			
Course Code	Course Name	Hours	Delivery Pattern
Semester 1			
INDG 49	Introduction to Indigenous Studies	45.00	1-1 hr lec, 1-2 hr sem
COMM 201	Communications I	45.00	1-1 hr lab, 2-1 hr sem
COMP 268	Recreation and Leisure Computer Applications	45.00	1-3 hr lab
HLTH 299	Introduction to Health Promotion	45.00	1-2 hr lec, 1-1 hr sem
HLTH 355	Introduction to Human Biology for the Health and Wellness Professional	30.00	1-2 hr lec
RECR 146	Application of Leisure, Physical Activity and Group Exercise	60.00	2-2 hr lab
RECR 22	Foundations of Fitness, Recreation and Leisure	45.00	1-1 hr lec, 1-2 hr sem
Semester 2			
BUSN 198	Small Business Strategies for Health and Wellness Profession	45.00	1-1 hr lec, 1-2 hr sem

COMM 202	Communications II	45.00	1-1 hr lec, 1-1 hr lab, 1-1 hr sem
HLTH 302	Health Promotion in the Community	45.00	1-2 hr lec, 1-1 hr sem
HLTH 304	Group Fitness Instructing	30.00	1-2 hr lab
HLTH 356	Human Biology of Movement	30.00	1-2 hr lec
RECR 147	Coaching and Leadership Development	60.00	1-2 hr lec, 1-2 hr lab
RECR 24	Program Planning for Recreation and Fitness	45.00	1-1 hr lec, 1-2 hr sem
GNED	General Education Elective	45.00	lec/sem
Semester 3			
FLPL 112	Field Placement Preparation	30.00	1-2 hr lec
HLTH 176	Fitness Assessment	30.00	1-2 hr lab
HLTH 182	Advanced Coaching Techniques	45.00	1-1 hr lec, 1-2 hr lab
HLTH 184	Nutrition	14.00	1-2 hr lec
HLTH 305	Biomechanics and Risk Management	14.00	1-2 hr lec
HLTH 306	Advanced Concepts in Health Promotion	45.00	1-2 hr lec, 1-1 hr sem
HLTH 374	Exercise Prescription One	28.00	1-1 hr lec, 1-3 hr lab
HLTH 375	Exercise Prescription Two	28.00	1-1 hr lec, 1-3 hr lab
Semester 4			
FLPL 215	Field Placement for FHP	420.00	Field Placement
RECR 151	Integrated Seminar (Online)	30.00	Web-based
GNED	General Education Elective	45.00	lec/sem
		Total Hours	

Program Delivery Information (PDI) Update

The current instructional hours in the PDI table last approved by the Ministry of Colleges and Universities (MCU) in 2008 are outlined in Table 2:

Table 2: Program Delivery Information (PDI) Section - Total Hours per Student							
Funded Instructional Setting	Semester						Total
	1	2	3	4	5	6	
Classroom instruction	300	225	225	150			900
Laboratory/workshop/fieldwork	75	60	75	60			270
Independent (self-paced)							
One-on-one instruction							
Clinical placement							
Field placement/work placement			100	200			300
Small group tutorial							
Total	375	285	400	410			1470
Non Funded Instructional Settings	Semester						Total
	1	2	3	4	5	6	
Co-op work placement - Mandatory							0
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total							0
Total	1	2	3	4	5	6	Total
Grand Total	375	285	400	410			1470

There was a total of 900 hours of classroom, 270 hours of laboratory and 300 hours of placement for a program total of 1470 hours. Colleges are required to report any changes of greater than 25% in any of these instructional settings totals or total program hours.

Table 3 details the proposed PDI information that will be submitted to the Ministry of Colleges and Universities (MCU) for approval:

Table 3: Proposed Program Delivery Information (PDI) Section - Total Hours per Student							
	Semester						
Funded Instructional Setting	1	2	3	4	5	6	Total
Classroom instruction	195	270	132	75			672
Laboratory/workshop/fieldwork	120	75	102				297
Independent (self-paced)							
One-on-one instruction							
Clinical placement							
Field placement/work placement				420			420
Small group tutorial							
Total	315	345	234	495			1389
	Semester						
Non Funded Instructional Settings	1	2	3	4	5	6	Total
Co-op work placement - Mandatory							0
Co-op work placement - Optional							0
Degree work placement – Mandatory (shorter than Co-op)							0
Total							0
Total	1	2	3	4	5	6	Total
Grand Total	315	345	234	495			1389

The newly proposed PDI (Table 3) is based on the current course curriculum and the proposed total increase of placement hours to 420 hours. Reviewing Table 3, there are 672 hours of classroom, 297 hours of laboratory and 420 hours of placement instructional settings for a total of 1389 program hours. The total classroom hours have decreased by 25%, the total laboratory hours have increased by 10% and the total placement hours will increase by 40% with the proposed increase in placement hours. Lastly, the total program hours have decreased by 5.5%. Thus, we are required to report the increase in placement hours to the Ministry as the change has exceeded the 25% threshold. Please note that there are no external approvals required to change instructional hours between semesters (i.e. the placement in the last approved PDI was in semesters 3 and 4 (Table 2), and the new PDI will have all the placement hours in semester 4 (Table 3)).

Financial Analysis:

This increase in hours will not impact the school budget. We already allocate staff to monitor students for a 14-week placement with lower weekly hours, this change will keep 14 weeks of placement, but students will complete more hours each week. There are no additional demands on student supports with this change.

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

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

This change is aligned with Fleming's Strategic direction by being focused on the needs of students and employers in the labour market. By improving transferability within the FHP and RLS dual diploma, students

will graduate and enter the labour market sooner with the skills needed for entry level jobs in both the Fitness and Health Promotion and Recreation and Leisure Studies fields. This change will also support strategic enrolment management, allowing students to complete an internal transfer to the RLS program via an easier process.

Risks and Considerations

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

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

Include any additional considerations below:

There are no anticipated risks for this program change. Industry partners will be made aware of the change in hours that are required for students to complete their placement.

Supporting Documentation

Include the file names of any supporting documentation below:



Board of Governors

Briefing Note



Topic: New Program Business Case – School of Health and Community Services: Health Care Management, Ontario College Graduate Certificate
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Nick Stone, Dean School of Health and Community Services

Recommendation

THAT the Board of Governors approve the Health Care Management Ontario College Graduate Certificate program for launch September 1st, 2024.

Overview

The School of Health and Community Services is proposing the development and launch of a 1-year, two-semester Ontario College Graduate Certificate Program in *Health Care Management*. The program concept was approved by the Board of Governors on February 14th, 2023, which resulted in the development of the full business case. The program will be launched as a fully funded program, pending appropriate ministry approval, in Fall 2024.

The Health Care Management program has already received Credential Validation Services approval, Program Implementation Committee approval, Academic Council approval, Senior Management Team Approval, and Reference Group approval. Proposed launch is Fall 2024. The Health Care Management program is expected to attract working professionals that already hold a diploma, advanced diploma, or degree in a health care related field who want to progress their career into leadership and managerial positions.

The Health Care Management program will not require significant start-up investment as there is no specialized instructional space requirements and the development and delivery costs are shared with the unfunded version of the program (Health Care Management – Canadian Context). Revenue in year 1 is expected to be \$78,905.30. The contribution to overhead is projected to be steady at 78%. These numbers are based on one intake annually and conservative enrollment and retention estimates. With increased demand, additional intakes can be added over the course of a 5-year period to further increase the financial performance of the program.

The proposed program will include themes around leadership development, team communication, ethical and legislative awareness, project management, and grant proposal writing. In addition, Indigenous Perspectives content will be incorporated throughout the program specific to truth and reconciliation and health care for marginalized communities. In the final semester, students will complete a capstone learning experience as an applied project with a community partner, providing them the opportunity to combine real world professional experience with integration of learned materials into industry specific situations.

A labour market analysis reveals that Health Care Management occupations are expected to decline in the Fleming catchment area, with a total of 260 local jobs available by 2028. In Ontario, job demand is projected to increase by 8.7% with 15,883 jobs expected in the province by 2028. There are 40,635 expected jobs in Canada as of 2028 for this occupational group. Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 231 managers in health care opportunities across Canada specific to Indigenous employers, jobs seekers or Indigenous communities with total of 52 employment opportunities (22% of total opportunities) being advertised in Ontario. Within Ontario College system there are currently nine program offerings related to health care

administration/management, with only St Lawrence College within the Eastern Ontario region. The proposed program will be the only program in the Eastern Ontario region that has the inclusion of health care needs specific to Indigenous populations.

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

The proposed Health Care Management program aligns well with the Academic Plan in that it is responsive to the needs of the community as part of a post pandemic health care recovery strategy around leadership in health care.

The proposed program aligns with the Fleming College Strategic Plan by meeting the needs of the students and employers made evident with the shortage of health care managers predicted for the Fleming catchment area. Also, the proposed program will empower staff through the delivery of curriculum in a progressive, equitable and supportive workplace and embrace technology through its unique hybrid delivery. Finally, the proposed program will align with the Strategic Plan by continuing to be a welcoming place for all due to the inclusion of content related to truth and reconciliation and health care for marginalized communities.

The proposed program is designed to ensure maximum student retention and therefore a high graduation rate. As most graduates will already be working in their field, this will contribute to high graduate employment in a related field. Median graduate earnings for this type of credential are high, making this SMA3 metric applicable for this program. Finally, the applied project within this program meets the experiential learning requirements of SMA3.

Risks and Considerations

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

Lower than expected enrolment is a risk that would impact program financial performance. This will be mitigated by sharing the cost of delivery with the unfunded version of the program (Health Care Management – Canadian Context).

Supporting Documentation

- NPD Business Case – Health Care Management



FLEMING

NPD Business Case

Health Care Management- Ontario College
Graduate Certificate

Date:	November 22, 2023		
Board of Governors:	<input checked="" type="checkbox"/> Decision		
Proposed By:	<i>Nick Stone, Dean</i>		
School of Study:	<i>School of Health and Community Services</i>		
Proposed Launch Date:	<i>Fall, 2024</i>		
Offering:	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Student Enrolment Target:	Year 1: 57 (total)	Year 3: 57 (total)	Year 5: 57 (total)
New Faculty Resources:	None		
Semesters / Hours:	2 semesters / 765 hours		
Applied Learning Method(s):	<input checked="" type="checkbox"/> Applied Project <input type="checkbox"/> Field Placement <input type="checkbox"/> Clinical Placement <input type="checkbox"/> Co-op <input type="checkbox"/> Other		
First Graduating Class:	Class of 2025		
Credential Ontario College (OC):	<input type="checkbox"/> OC Certificate <input type="checkbox"/> OC Diploma <input type="checkbox"/> OC Advanced Diploma <input checked="" type="checkbox"/> OC Graduate Certificate <input type="checkbox"/> Certificate (Local Board Approved)		
Program Mapping:	Appendix I: Validation Documents		
Career Opportunities:	Healthcare manager, Healthcare administration, Healthcare Leadership		
Proposed Tuition (per Semester):	\$1512.90 Domestic (gross)		
Program Start-up Cost (\$):	0		
Incremental Costs (\$):	Year 1: 61,474.64	Year 3: 61,515.44	Year 5: 61,559.57
Net Income¹ (\$):	Year 1: 17,430.66	Year 3: 17,389.86	Year 5: 17,345.73
Contribution to Overhead:	Year 1: 78% \$220,696.22	Year 3: 78% \$220,655.42	Year 5: 78% \$220,611.29
OCQAS Program Validation	<input checked="" type="checkbox"/> Approved APS Number: FLEM01324 Validation Date: September 28, 2023		
MTCU Code:	71644 – Health Care Administration		

¹ Net Income calculation does not include the grant portion of the enrolment revenue; contribution to overhead calculations do include these revenues.

NOC Code:	NOC 0311 (300010) – Managers in Health Care
CIP Code:	51.07

Endorsed

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

Acknowledgements

Thank you to the members of our School of Health and Community Services as well as the Academic Quality 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 Nat Leach, Molly Westland, Nick Stone, Kevin Griffin, Natalie Beavis, Melinda Wall, Jennifer Ramsdale, Amanda Robinson, and Yvette Maxwell.

Table of Contents

1. EXECUTIVE SUMMARY	6
2. PROGRAM DESCRIPTION	7
3. FLEMING COLLEGE STRATEGIC ALIGNMENT	9
3.1 ALIGNMENT WITH FLEMING COLLEGE STRATEGIC PLAN	9
3.2 ALIGNMENT WITH FLEMING COLLEGE ACADEMIC PLAN	9
3.3 ALIGNMENT WITH FLEMING COLLEGE BUSINESS PLAN	10
3.4 ALIGNMENT WITH OTHER FLEMING COLLEGE PLAN	11
4. MINISTRY OF COLLEGES AND UNIVERSITIES FUNDING APPROVAL REQUIREMENTS	11
4.1 LABOUR MARKET ANALYSIS	11
4.2 STUDENT DEMAND ANALYSIS	12
4.3 EXPERIENTIAL AND WORK INTEGRATED LEARNING	12
4.4 COMPETITOR ANALYSIS	13
5. COMMUNITY COLLABORATION	14
5.1 EXTERNAL INDUSTRY COUNCIL, COMMITTEE OR GROUPS	14
5.2 REFERENCE GROUP OR PROGRAM ADVISORY COMMITTEE MEMBERS	14
5.3 FLEMING COLLEGE COUNCILS AND COMMITTEES.....	14
5.4 FLEMING COLLEGE BOARD OF GOVERNORS	15
6. PROGRAM IMPLEMENTATION	15
6.1 RESPONSIBLE SCHOOL.....	15
6.2 TIMELINES	15
6.3 REGISTRATION AND ADMISSIONS.....	15
6.4 STUDENT SUCCESS CONSIDERATIONS	16
6.5 EQUITY, DIVERSITY, AND INCLUSION (EDI) CONSIDERATIONS	16
6.6 PROGRAM PROMOTION STRATEGY	16
7. RESOURCE REQUIREMENTS	17
7.1 STAFFING	17
7.2 INFORMATION TECHNOLOGY	17
7.3 EQUIPMENT	18
7.4 SPACE.....	18
7.5 EXPERIENTIAL AND WORK INTEGRATED LEARNING CONSIDERATIONS.....	18
7.6 CAPITAL	18
8. FINANCIAL ANALYSIS	18
8.1 INCREMENTAL COSTING SUMMARY	18
8.2 TUITION	19
8.3 SMA 3 FUNDING PERFORMANCE METRICS ALIGNMENT.....	19
8.4 PROGRAM FUNDING ASSUMPTIONS.....	19
8.5 INTERNATIONAL STUDENT COSTING CONSIDERATIONS.....	19
8.6 FINANCIAL RISKS.....	19
8.7 COUNTERMEASURES	19
9. QUALITY ASSURANCE	19
10. CONCLUSION / RECOMMENDATION	20
11. REFERENCES	20

12. APPENDICES	20
APPENDIX I: VALIDATION DOCUMENTS.....	20
APPENDIX II: CURRICULUM GRID INFORMATION- TO BE FILLED OUT BY FACULTY/SME'S.....	30
APPENDIX III: MCU PROGRAM DELIVERY INFORMATION (PDI)	33
APPENDIX IV: LABOUR MARKET INFORMATION DETAILS	34
APPENDIX V: LETTERS OF SUPPORT.....	35
APPENDIX VI: EMPLOYMENT POSTINGS.....	36
APPENDIX VII: COMPETITOR INFORMATION DETAILS.....	42
APPENDIX VIII: INCREMENTAL COSTING SUMMARY DETAILS	44

1. Executive Summary

The School of Health and Community Services is proposing the launch of a Health Care Management Ontario College Graduate Certificate. The proposed program would be a 1-year, 2-semester program and will be unique in the provincial system in two main respects. It will be delivered in a hybrid, accelerated format with the inclusion of experiential learning and in addition, it will incorporate Indigenous perspectives content, embedding a strong emphasis on truth and reconciliation as well as Indigenous community health care needs. Classes will be delivered both virtually as well as in person through intensive delivery instructional formats, allowing those already working in this field to upskill and attain a graduate-level credential.

This new graduate certificate program concept will prepare graduates to become partners in care, lead interprofessional healthcare teams, and be adept in the ever-changing landscape of the Canadian healthcare system. The program will provide graduates with business and leadership fundamentals and foundational knowledge in finance, human resources, health equity, truth, and reconciliation, and change management. Fields of practice for graduates include nursing administration, infectious disease management, laboratory medicine administration, and management positions within physical therapy, occupational therapy, dental health, long term care, home care and first aid sectors. Labour market projections are strong with reported growth of 8% provincially and 11% nationally by 2028 for this occupational group.

The School of Health and Community Services does not currently offer any credentials in the health care management area of study. This proposed program would fill this gap in programming and increase the number of graduate certificates offered by Fleming. It brings value to the School of Health and Community Services as graduates from existing health care programs could continue their studies while working in their fields – this program will allow the school to maintain enrollment numbers, support the community, and position Fleming as the academic choice for graduate credentials in health care.

The proposed program is an applied area of study and is geared towards the domestic student market as a complimentary program to the unfunded Healthcare Management- Canadian Context program, a two-year, 4-semester offering that will be delivered to international students. Curriculum and course delivery will be shared allowing domestic students to join the 4-semester unfunded program for one year, during semester 2 and 3. This will reduce costs and provide a learning environment that encompasses global perspectives while at the same time still focusing on provincial health care improvements within our local communities.

The proposed program aligns well with both the Strategic and Academic plans at Fleming. It meets the needs of both students wanting to upskill and advance their careers as well as growth and demand within the healthcare sector. It will also help Fleming College maintain existing relationships and create new partnerships within the local community through the inclusion of its work integrated learning component. As the proposed program will also run concurrently with the unfunded 4-semester program with the same name and geared towards the international student market, it also upholds Fleming's objective of being a welcoming place for all.

Finally, the proposed program meets the objectives in the Strategic Mandate Agreement 3 (SMA3) by alignment of program content to industry needs. With program approval, performance metrics in the SMA3 agreement related to enhancement of skill and competencies of our graduates, meeting the

needs of the labour market, and adding value to our program offerings that result in strengthening the provincial economy would also be upheld.

2. Program Description

The Fleming Healthcare Management Post-Graduate Certificate program prepares leaders from various healthcare backgrounds to learn the skills necessary to manage in diverse environments within the Canadian healthcare setting. Firmly rooted in a Canadian and provincial healthcare context, with a strong focus on Indigenous perspectives, this program will prepare graduates to become leaders in the healthcare system. Through the development of financial skills, people skills, and administrative skills, students will be ready to manage teams collaboratively and effectively. Graduates of the program would be suited for careers in an entry or middle management position in various health care settings such as clinics, hospitals, long term care homes, and private facilities.

Delivered by the School of Health and Community Services at the Sutherland Campus, the proposed program will be delivered as a 2-semester, one year program and delivery will include a mix of online and intensive in-person learning delivery methods. The proposed program will include themes around leadership development, team communication, ethical and legislative awareness, project management, Indigenous perspectives, and grant proposal writing.

Students will also have a required experiential learning experience within the curriculum of the proposed program. In their second semester, students will complete a capstone learning experience as an applied project with a community partner. This will provide students the opportunity to combine real world professional experience with integration of learned materials into industry specific situations.

Students with previous post-secondary education including Ontario College Diplomas, Advanced Diploma, Degrees, or equivalent work in a health-related field would be considered for admission into the proposed program.

The Vocational Learning outcomes of the proposed graduate certificate are included below.

Program Vocational Learning Outcomes:

The graduate has reliably demonstrated the ability to:

1. Critically analyze components of the Canadian and Ontario health care systems, including the social determinants of health and other key factors, to implement equitable and culturally safe service provision.
2. Integrate legislation, continuous quality improvement, and ethical frameworks into decision making, program design, and health service delivery.
3. Evaluate the impact of laws, regulations, health policies, and Indigenous perspectives on health care services when making healthcare management decisions to support strategic and operational goals.
4. Use data and analytics to make decisions, support operational goals, and set strategic objectives.
5. Use leadership strategies and processes to achieve patient safety, enhance healthcare team effectiveness, quality care, and patient experience.

6. Optimize resources in complex and changing contexts to contribute to sustainable, financially responsible, and productive healthcare operation.
7. Use operational planning and project management strategies and principles to meet continuous quality improvement goals.
8. Communicate and collaborate effectively with patients, families, community partners, and members of the healthcare team to support inclusive, culturally safe, and positive healthcare experiences.
9. Address ongoing systemic inequalities and harms of colonization in healthcare by embracing and integrating Indigenous perspectives, values, and history to design equitable and culturally safe service provision.

Proposed Course Level Curriculum

Table 1 details the courses in each semester of the proposed program.

Table 1: Health Care Management Ontario College Graduate Certificate mapped to MTCU code #71644 (Health Care Administration)			
Semester	Course Code	Course Name	Hours
1	MGMT 312	<i>Principles of Project Management</i>	45
1	NEW 1.1	<i>Leadership in Health Care Administration</i>	45
1	NEW 1.2	<i>Communication Strategies for Health Care Leaders</i>	45
1	NEW 1.3	<i>Health Care Policy, Quality, Safety, and Risk Management</i>	45
1	NEW 1.4	<i>Health Care Financial Management</i>	45
1	NEW 1.5	<i>Management of Operations for Health Care Leaders</i>	45
1	NEW 1.6	<i>Health Informatics and Intro to Data</i>	45
1	NEW 1.7	<i>Health Equity and Sustainability</i>	45
2	MGMT 188	<i>Managing Change</i>	45
2	NEW 2.1	<i>Critical Thinking and Problem Solving for Health Care Leaders</i>	45
2	NEW 2.2	<i>Decision-making and Governance</i>	45
2	NEW 2.3	<i>Grant Proposal and Funding Opportunities</i>	45
2	NEW 2.4	<i>Truth and Reconciliation in Health Care</i>	45
2	NEW 2.5	<i>Innovation, Partnership, and Collaboration in Community Health Care</i>	45
2	NEW 2.6	<i>Health and Human Resources Management</i>	45
2	NEW 2.7	<i>Advanced Health Care Technology and Data Analytics</i>	45
2	NEW 2.8	<i>Work Integrated Learning in Health care Management</i>	45
Total hours:			765

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

3. Fleming College Strategic Alignment

3.1 Alignment with Fleming College Strategic Plan

The proposed program aligns with the Fleming College Strategic Plan by primarily meeting the needs of the students and employers. A recent labour market analysis (see Appendix IV- Labour Market Information Details) revealed that there will be a shortage of managers in health care in the Fleming catchment area. Graduates of this program will be well prepared for leadership and administrative roles with the local community. It also revealed that there will be numerous positions for managers in healthcare across Canada specific to Indigenous employer's jobs seekers and Indigenous communities. The proposed graduate certificate includes Indigenous content specific to truth and reconciliation therefore aligning with the needs of this market.

There is also evidence of alignment for the proposed program with the vision, mission, and values of Fleming as well as for the development of community partnerships. This proposed program will encourage students to embrace the values of innovation, responsiveness, inclusion, and collaboration as they become leaders within the health care industry. It will also empower students through its innovative hybrid delivery and inclusion of real-world experiences in its curriculum. In addition, it will enhance Fleming's vision through the graduates of the program to help transform communities with respect to health care principles, decision-making and governance. The proposed program will also align with the Strategic Plan by empowering staff through program delivery in a progressive, equitable and supportive workplace and embrace technology through its unique hybrid delivery.

Finally, the proposed program will align with the Strategic Plan by continuing to be a welcoming place for all. With the inclusion of content related to truth and reconciliation and health care for marginalized communities, graduates will make positive contributions to our community as they take their learned knowledge forward into the roles of management in the health care industry.

3.2 Alignment with Fleming College Academic Plan

The Academic Plan at Fleming College focuses on 'Putting Jobs first for Students, Communities and the Economy'. The proposed Health Care Management program is responsive to the needs of the community as part of a post pandemic health care recovery strategy around leadership in health care. Labour market analysis reveals that there will be a demand for administrative and leadership positions in health care and the proposed program fits well with both these needs as well as helping to transform communities through innovation in the health care sector. Graduates will have the skills to respond to these needs in the labour market as well as possess the knowledge to work effectively and collaboratively within the industry. See Appendix IV- Labour Market Information Details for additional data.

In addition to being responsive to the labour market, the proposed program also enhances pathways and degree opportunities. Students may continue their academic journeys at a degree or graduate degree level, aligning with Priority 3, Action 14 in the Academic Plan. Students will receive a mix of support and pathway options from the College to assist in decisions around furthering their studies.

Priority 2, Action 10 within the Academic Plan is to ensure that students acquire the soft skills that employers value. The curriculum in the proposed program will align with this priority and action as it contains these skills throughout. Verbal and written communication, teamwork, cultural competencies, and problem solving are all embedded throughout the proposed program in its content, work-integrated learning experience, and overall evaluations. In addition, Action 12 in Priority 2 lists creating opportunities for education around a deeper understanding and appreciation of Indigenous peoples and active participation in the truth and reconciliation process. The proposed program will contain both a stand-alone course in truth and reconciliation in health care as well as additional content around governance, grant writing and leadership that can all be applied to Indigenous communities thus aligning to this action.

Action 18 and 19 in the Academic Plan stresses the importance of 'Optimum enrollment mix' and attraction of domestic, international, and Indigenous students. The proposed program aligns well with these actions as the proposed program will run concurrently with the same program credential, though four semesters, to international students. This proposed program will also be marketed towards Indigenous students demonstrating the need for focused health care in special populations. Furthermore, the proposed program also upholds Action 20, ensuring we are a welcoming place for all. In this alignment, Fleming will incorporate resources to enhance accessibility and inclusiveness and encourage the development of a diverse population of learners.

In summary, the proposed program aligns with multiple priorities and actions as listed in the Academic Plan.

3.3 Alignment with Fleming College Business Plan

In response to the needs of the industry and community, the proposed program will result in graduates that will be desirable in leadership positions within the healthcare sector. As a program, this meets both employer demand as well as student need to be industry ready. It also aligns with the Student Success strategy as future students will have access to the development of success plans to meet their current and future academic goals. This lends well to the alignment of the business plan objective of becoming true partners in the community. Providing students with post graduate credentials and allowing additional pathways for ongoing studies while ensuring they are accessing curriculum that is both industry specific and in demand demonstrates the alignment of this objective.

The unique hybrid delivery of the proposed program also aligns with the Fleming Business Plan. Through both in class and online modules, technology will be utilized in the delivery of program content. Additional consultations with the industry during the course development process together with staff professional development will establish a professional learning culture as secure ongoing student engagement.

Finally, Fleming College will maintain its objective of being a welcoming place for all. The future students of the proposed program will have the opportunity for social and academic integration and increased awareness of Indigenous communities. This program will help strengthen the relationship with Indigenous populations as learned content around truth and reconciliation will be incorporated into teachable materials. In turn, graduates will apply this knowledge into their work, increasing both employment rates as well as skills in meeting community needs.

3.4 Alignment with Other Fleming College Plans

The proposed program will run simultaneously with the unfunded, 4-semester program version with the same name. As such, the area of study will appeal to the international student market and allow opportunities for the domestic and international students to collaborate on their studies for this credential. Having a diverse student body contributes to a global experience for students. Therefore, this program aligns well with the Fleming Internationalization Plan.

4. Ministry of Colleges and Universities Funding Approval Requirements

4.1 Labour Market Analysis

Occupational Overview

The primary occupational group for Health Care Administrative Management is 0311 (or 30010) – managers in healthcare. Fields of practice for graduates include nursing administration, infectious disease management, laboratory medicine administration, management in occupational therapy and physical therapy, dental health services management, home care management, and first aid management.

Lightcast IO labour market projection software notes that managers in healthcare occupations are expected to decline by 1% in the Fleming Catchment Area with a total of 260 local jobs available by 2028. There will be 15,883 jobs in Ontario (8.7% growth in jobs from current 2022 estimates) and 40,635 jobs across Canada (11.0% growth in jobs) by 2028 for this occupational group.

Modelling proposed by Employment and Social Development Canada estimates a labour market shortage for managers in healthcare in the Muskoka-Kawarthas Economic Region (which includes the Fleming College catchment area) and in Ontario.

Wage estimates for new labour market entrants are \$24.00/hour (10th percentile) with a median annual salary of \$99,840. Primary industries that employ managers in healthcare in Ontario include general medical and surgical hospitals (29.9% of occupations in industry), nursing care facilities (16.1% of occupations in industry), and home health care services (11.2% of occupations in industry). Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 231 managers in healthcare opportunities across Canada specific to Indigenous employer's jobs seekers or Indigenous communities. A total of 52 employment opportunities (22% of total opportunities) have been advertised in Ontario.

See Appendix IV- Labour Market Information Details for additional data.

4.2 Student Demand Analysis

The proposed program is targeted to those with a diploma or undergraduate academic credentials wanting to pursue additional studies in healthcare management. This area of study would be ideal for working professionals that already hold a diploma, advanced diploma, or degree in a healthcare related field. Progression to leadership and managerial opportunities would be well augmented with a Graduate Certificate as proposed with this program. Recent needs in the healthcare sector around administrative duties have been shown to be in demand based on industry trends as well as community and social needs post pandemic. The hybrid delivery of the proposed program would suit those already working in professional capacities looking to upskill within their current roles. The School of Health and Community Services does not currently offer any credentials in the health care management area of study. The proposed program would serve as an ideal program addition to the school, displaying continuity in its academic offerings.

Impacts on Related Fleming Programming

The proposed program complements existing programming at the School of Health and Community Services. It brings value to the School of Health and Community Services as graduates from existing health care programs could continue their studies while working in their fields thus maintaining enrollment numbers at the College.

Pathways

On successful completion of the proposed program, students may choose to pursue further studies at the post-secondary and/or graduate level. Areas of interest may include healthcare policy, healthcare research or a master's or bachelor's degree in business administration with a specialization in healthcare.

4.3 Experiential and Work Integrated Learning

The work-integrated learning component within Semester 2 of the proposed program represents a capstone applied project learning experience. Available for completion throughout the semester,

this course will provide students with an opportunity to synthesize, integrate, and apply learning in a professional environment. This experiential learning experience aligns with VLO's 2,4,7, and 8. (See Appendix 1: Validation Documents).

Individual learners will have the flexibility to define a workplace project (either remote, in-person, or hybrid) through a community partner, employer, or institution. Students collaborate with employers to set learning goals for themselves, monitor progress, and take advantage of networking and mentorship opportunities to maximize the benefit of their experiences. A qualified professional and faculty member will supervise all capstone experiences.

4.4 Competitor Analysis

There are currently nine program offerings in the Ontario College system related to health care administration/management. Both Humber College and Seneca College offer Honours Bachelor of Healthcare Management. Graduate Certificate programs are offered at Canadore College, Conestoga College, Confederation College, Niagara College, and Northern College. Sault College and St. Lawrence College offer certificate programs.

Additional higher education competition comes from University of Ottawa (6-week Healthcare Leadership Program) York University (Master's Certificate in Healthcare Management), Michener Institute (Leadership in Healthcare certificate).

Sault, Canadore and St. Lawrence Colleges offer funded programs in Health Care Administration and thus application and registration data is available (Table 2). Conestoga College has also just recently offered a funded version of this program, but application and registration data is not yet available. The Sault and Canadore College offerings are two-semester programs whereas the Conestoga and St. Lawrence programs are four-semester offerings. The data for funded programs show a steady increase in student demand for this area of training.

Fleming's program will be unique in its delivery format. Its two-semester hybrid accelerated delivery will be attractive to domestic students already working in the health care industry. The hybrid delivery will offer both online and in-person learning environments. In addition, a work integrated learning experience as well as inclusion of course content around grant proposals, governance, human resources, advanced health-care technology, and data analytics will ensure graduates are ready for the modern health care workplace.

Finally, the proposed program will be the only program in the Eastern regions with the inclusion of health care needs specific to Indigenous populations. Elements of truth and reconciliation will also be included to ensure a well-rounded delivery for current Canadian health care needs. Graduate level credentials in this field will be an asset to employers looking to fill health care administration management positions.

**Table 2: Total Domestic Applications / Registrations
by College for Programs mapped to
MTCU code #71664 (Health Care Management)**

College	2017	2018	2019	2020	2021
St. Lawrence*	88/234	9/166	0/246	0/210	0/256
Canadore	29/99	80/130	77/229	53/407	43/232
Sault	0/0	10/33	17/106	32/31	26/33
Total	117/333	99/329	94/581	85/648	69/521

Source: Fall Application and registration data pulled from OCAS Data Warehouse using RPT00411 on March 8th, 2022 – All terms, End of cycle. Note: Application counts are those that apply through OCAS and do not include international applications. The 2021 application cycle is in progress (ends July 2022).

*Colleges in the Ontario Eastern Region

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

5. Community Collaboration

5.1 External Industry Council, Committee or Groups

Council, Committee or Group	Meeting Date	Endorsed (yes/no)
Reference Group	May 9, 2023	yes

5.2 Reference Group or Program Advisory Committee Members

Member	Position	Organization
Brendan Sova	Clinical Manager, Crisis Response Unit, Adult Out-Patients, Talk Now, CL and ECT	Peterborough Regional Health Centre
Ellen Watkins	Director of Corporate Services	Canadian Mental Health Association, Haliburton, Kawartha, PineRidge Branch
Donna Rogers	Executive Director	Fourcast (Four Counties Addictions Services Team)

5.3 Fleming College Councils and Committees

Council, Committee or Group	Meeting Date	Endorsed (yes/no)
Program Implementation Committee	May 8, 2023	yes
Academic Council	May 15, 2023	yes
Senior Management Team	TBD	
Other		

5.4 Fleming College Board of Governors

Item	Meeting Date	Endorsed (yes/no)
Concept Proposal	February 14, 2023	Yes (electronic approval)
Business Case	November 22, 2023	

6. Program Implementation

6.1 Responsible School

The School of Health and Community Services will be responsible for this programs' delivery. See Sections 6.2 for Timeline implementation.

6.2 Timelines

Item	Planned Date
Registration	Winter 2024
Promotion	Spring 2024
Webpage development	Spring 2024
Expected Launch	Fall 2024
Expected first cohort of graduates	Class of 2025
Program Review	2029-2030

6.3 Registration and Admissions

Those applicants with an Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent in a health-related field will be considered for admission into the proposed program. Students can also enter this program from a variety of previous healthcare academic backgrounds. Graduates from Bachelor of Nursing, Dental Hygiene, Respiratory Therapy, Paramedic, and Practical Nursing would all be well suited to pathway into this graduate certificate.

6.4 Student Success Considerations

Students will complete this 2-semester program in a hybrid delivery with some courses being delivered in an intensive format. Students of this program would in some cases also be working professionals and as such, may require weekend and evening scheduled classes and support from IT and student services.

There is also potential for mature students and those from an Indigenous background to enroll in the proposed program. In these cases, additional supports for adult learning and Indigenous student services would be ideal to support student success.

As with all programs at Fleming, access to library and tutoring services as well as counseling and AODA supports should also be available to all future students of the proposed program.

6.5 Equity, Diversity, and Inclusion (EDI) Considerations

The proposed program will encompass equity, diversity, and inclusion (EDI) considerations in multiple ways. Student support related to accommodations, academic or physical related, will be determined on a per student basis ensuring support is incorporated into the students' academic journey. Several school-based organizations including the Indigenous Education Council, BISHKAA Student Mentor Program and Learning lodges will ensure students that identify as Indigenous have access to Indigenous supports and programs.

The proposed program is also designed to include EDI in its course content. Focus on marginalized populations through the health care lens will be incorporated throughout the program curriculum ensuring graduates are prepared to deal with varying communities and groups. As a result, those currently coming from a background of a historically marginalized group may see benefit to attainment of this credential to assist in increased awareness and understanding of specific populations and how to improve their leadership and management skills.

6.6 Program Promotion Strategy

The proposed program will be targeted to those with previous post-secondary education and those working in a health care setting that want to upskill their credentials. The achievement of a graduate certificate will assist those pursuing management positions within their professional environments. The unique delivery of the program in both online and in person formats as well as intensive block delivery will allow working professionals an ideal learning experience to attain this credential.

Program promotion efforts should also be geared specifically towards current Fleming students wanting to continue their studies who could continue with the proposed graduate certificate and

achieve an additional post-secondary credential with an additional year of study while also concurrently working in their chosen industry. The proposed program could also be marketed towards Fleming alumni working in the healthcare sector.

External to Fleming, graduates from healthcare programs from other institutions wanting to pursue an Ontario College Graduate Certificate would also serve as ideal target market for future enrollments. Existing community partnerships such as Peterborough Regional Health Centre and St. Josephs at Fleming could be included in marketing efforts as the mandate and delivery structure of the program would be ideal for those healthcare professionals already working in these institutions.

Finally, those already working in or interested in working within healthcare together with Indigenous and marginalized communities. The proposed program will have a strong focus on Indigenous perspectives and underrepresented populations thus providing increased awareness and education within these sectors.

7. Resource Requirements

7.1 Staffing

The proposed program will run concurrently with the unfunded program geared for international students. As such, there should be cost savings regarding staffing since both cohorts will be scheduled together during semesters two and three of the program, receiving course instruction simultaneously. Semesters two and three of the unfunded program will be Semester 1 and 2 of the funded version.

Initially, no new full-time faculty will be hired where existing full-time and part-time faculty will be developing and delivering this program. The staffing plan for the program (funded and unfunded) will be reassessed at the beginning of year three post-delivery. Enrollment, CTO (Contribution to Overhead), and program quality metrics will be assessed to determine if additional full-time faculty are required. The need to create a second section of 30 may trigger the need for a full-time faculty addition.

7.2 Information Technology

There are no specific technology requirements regarding software programs for implementation of this program. Standard computer software licenses and instructional supplies will be needed. Additional details are listed in Appendix VIII: Incremental Summary Details.

Students will be required to 'bring their own device' regarding connectivity for online classes as well as Desire2Learn access for course materials and content.

7.3 Equipment

No specific equipment or new purchases will be required for the proposed program's implementation.

7.4 Space

In-person classes for the proposed program can be delivered in a regular seminar room.

7.5 Experiential and Work Integrated Learning Considerations

The proposed program includes an experiential applied learning course. In collaboration with external partnerships, students will complete this course during Semester two of the proposed program. Students will need to navigate various networks to create this work integrated learning experience if they are not already familiar with the industry and do not have these relationships within the healthcare management realm.

7.6 Capital

There are no capital costs associated with the proposed program.

8. Financial Analysis

8.1 Incremental Costing Summary

Please note that in Table 3 below the Net Income calculation does not include the grant portion of the enrolment revenue; contribution to overhead calculations do include these revenues.

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Incremental Revenues (\$)	78,905.30	78,905.30	78,905.30	78,905.30	78,905.30
Incremental Costs (\$)	61,474.64	61,494.64	61,515.44	61,537.07	61,559.57
Net Investment (\$)	-	-	-	-	-
NET INCOME (\$)	17,430.66	17,410.66	17,389.86	17,368.23	17,345.73
Contribution to Overhead (\$)	220,696.22	220,676.22	220,655.42	220,633.79	220,611.29

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

8.2 Tuition

The gross domestic tuition for the proposed program is \$1512.90. The annual tuition is \$3025.80. The proposed program is compliant with the Tuition Fee Framework for the current academic year.

8.3 SMA 3 Funding Performance Metrics Alignment

The proposed program is designed to ensure maximum student retention and therefore a high graduation rate. As most graduates will already be working in their field, this will contribute to high graduate employment in a related field. Median graduate earnings for this type of credential are high, making this SMA3 metric applicable for this program. Finally, the applied project within this program meets the experiential learning requirements of SMA3.

8.4 Program Funding Assumptions

The funding for the proposed program is based on one intake per year, each Fall semester. Costing is based on one section of thirty students per year with a 90% retention rate. Total enrollment for the academic year (semester 1 and 2) would be fifty-seven students due to the 90% retention rate. If there is high demand for the proposed program, additional intakes can be added to meet the enrolment needs.

8.5 International Student Costing Considerations

This is not applicable as International Students will pursue the Health Care Management – Canadian Context 2-year, 4-semester unfunded Ontario College Graduate Certificate.

8.6 Financial Risks

Financial risks include lower than expected enrolment.

8.7 Countermeasures

Low enrolment can be mitigated by delivering the proposed program concurrently with the 2-year, unfunded program version. Also, targeted promotional activities can help create awareness of the program to our domestic market.

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).

10. Conclusion / Recommendation

THAT the Board of Governors of Sir Sandford Fleming College approve the Health Care Management Ontario College Graduate Certificate program for launch in September 2024.

11. References

1. Lightcast. (2022). *Occupational summary for managers in healthcare*. Retrieved January 20, 2022, from <https://lightcast.io>

12. Appendices

Appendix I: Validation Documents
Appendix II: Curriculum Grid
Appendix III: MCU Program Delivery Information (PDI)
Appendix IV: Labour Market Information
Appendix V: Letters of Support
Appendix VII: Competitor Information
Appendix VIII: Incremental Costing



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

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

Program Validation Decision

We have completed our validation of your application for the Health Care Management program submitted to us on September 28, 2023 and leading to the conferring of an Ontario College Graduate Certificate.

Please accept this as our validation of your proposal. As a signal of our validation decision, we have assigned the following Approved Program Sequence (APS) number to your program: FLEM01324.

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

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

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

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

Sincerely,

Sylvie Mainville
September 28, 2023



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

Health Care Management

Validated

Description

Fleming College | APS # FLEM01324 | MTCU # 71644
Ontario College Graduate Certificate | Full-time funding requested

Purpose

The Fleming Health Care Management Post-Graduate Certificate program prepares leaders from various healthcare backgrounds to learn the skills necessary to manage in diverse environments within the Canadian healthcare setting. Firmly rooted in a Canadian and provincial healthcare context, with a strong focus on Indigenous Perspectives, this program will prepare graduates to become partners in care, lead interprofessional healthcare teams, and be adept in the ever-changing landscape of the Canadian healthcare system. The program will provide graduates with business and leadership fundamentals and foundational knowledge in finance, human resources, health equity, truth and reconciliation, and change management. Offering a mix of online and intensive in-person learning delivery methods and a work-integrated learning experience in the form of a placement experience, graduates of the program would be suited for careers in an entry or middle management position in various healthcare settings such as clinics, hospitals, and private facilities.

Admission Requirements

Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent in a health-related field.

Applicants must provide proof of English proficiency, choosing one of the following options:

Option 1: Submission of English Language Test Scores.

Applicants may receive direct admission by submitting one of the following recognized English language test scores with their application.

- Test of English as a Foreign Language (TOEFL) test with a minimum score of 88 with no score less than 22 for the Internet-based test (iBT) or a minimum score of 577 for the Paper-based test (PBT);

- International English Language Testing System (IELTS) Academic test with an overall score of 6.5 with no band less than 6.0;
- Canadian Academic English Language (CAEL) test with an overall score of 70;
- Pearson Test of English Academic (PTE) with a minimum score of 60; or
- Michigan English Language Assessment Battery (MELAB) score of 85.

Option 2:

Successful completion of a minimum three (3) years of full-time secondary or post-secondary education with English as the primary language of instruction, in a country where English is the principal language. Applicants who do not meet any of the above criteria may apply for conditional admission with one of the following:

- Successful completion of English as a Second Language (ESL) or English for Academic Preparation (EAP) at an Ontario Community College or University
- Successful completion of English as a Second Language (ESL) program at a partner institution
- Successful completion of one (1) semester of study in a full-time post-secondary program at an accredited college or university located in Canada.

Occupational Areas

The primary occupational group for Health Care Management is 0311 (or 30010) – managers in healthcare. Fields of practice for graduates include nursing administration, infectious disease management, laboratory medicine administration, management in occupational therapy and physical therapy, dental health services management, homecare management, and first-aid management.

Lightcast IO labour market projection software notes that managers in healthcare occupations are expected to decline by 1% in the Fleming Catchment Area with a total of 260 local jobs available by 2028. There will be 15,883 jobs in Ontario (8.7% growth in jobs from current 2022 estimates) and 40,635 jobs across Canada (11.0% growth in jobs) by 2028 for this occupational group.

Modelling proposed by Employment and Social Development Canada estimates a labour market shortage for managers in healthcare in the Muskoka-Kawartha Economic Region (which includes the Fleming College catchment area) and in Ontario. Wage estimates for new labour market entrants are \$24.00/hr. (10th percentile) with a median annual salary of \$99,840. Primary industries that employ managers in healthcare in Ontario include general medical and surgical hospitals (29.9% of occupations in the industry), nursing care facilities (16.1% of occupations in the industry), and home healthcare services (11.2% of occupations in the industry). Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 231 managers in healthcare opportunities across Canada specific to Indigenous employers, job seekers, or Indigenous communities. A total of 52 employment opportunities (22% of total opportunities) have been advertised in Ontario.

Laddering Opportunities

Students can enter this program from a variety of previous healthcare academic backgrounds. Graduates from Bachelor of Nursing, Dental Hygiene, Respiratory Therapy, Paramedic, and Practical Nursing would all be well suited to ladder into this graduate certificate.

Further studies after the successful completion of this program in healthcare policy and health research could also be attained at the post-secondary level. Graduates may also be interested in additional degree-level credentials such as a Bachelor of Business Administration specializing in health care.

Program VLOs

The graduate has reliably demonstrated the ability to:

1. Critically analyze components of the Canadian and Ontario health care systems, including the social determinants of health and other key factors, to implement equitable and culturally safe service provision.
2. Integrate legislation, continuous quality improvement, and ethical frameworks into decision-making, program design, and health service delivery.
3. Evaluate the impact of laws, regulations, health policies, and Indigenous perspectives on health care services when making healthcare management decisions to support strategic and operational goals.
4. Use data and analytics to make decisions, support operational goals, and set strategic objectives.
5. Use leadership strategies and processes to achieve patient safety, enhance healthcare team effectiveness, quality care, and patient experience.
6. Optimize resources in complex and changing contexts to contribute to sustainable, financially responsible, and productive healthcare operation.
7. Use operational planning and project management strategies and principles to meet continuous quality improvement goals.
8. Communicate and collaborate effectively with patients, families, community partners, and members of the healthcare team to support inclusive, culturally safe, and positive healthcare experiences.
9. Address ongoing systemic inequalities and harms of colonization in healthcare by embracing and integrating Indigenous perspectives, values, and history to design equitable and culturally safe service provision.

Curriculum

- **MGMT312 - Principles of Project Management**
> Semester 1 | 45 hours
An introduction to effective project management based on PMI principles that provide students with the techniques to manage projects in corporate and entrepreneurial environments.
- **NEW 1.1 - Leadership in Health Care Administration**
> Semester 1 | 45 hours
Leadership and management are intertwined concepts but with distinctly different skill sets, goals, and outcomes. In this course, students will explore leadership theories and frameworks and apply these to real-world scenarios and case studies to understand how to leverage and enhance their leadership competencies to achieve the strategic and operational goals of an organization. Various tools and technologies will be explored to maximize operational efficiencies to support successful stakeholder interaction.
- **NEW 1.2 - Communication Strategies for Health Care Leaders**
> Semester 1 | 45 hours
Effective communication skills are essential for leaders in a healthcare environment. In this course, students will enhance their understanding of leadership and management approaches in Canadian healthcare organizations. Emphasis will be placed on developing effective people management strategies, professional communication, planning, decision-making, conflict resolution, effective team building, and navigating change.
- **NEW 1.3 - Health Care Policy, Quality, Safety, and Risk Management**
> Semester 1 | 45 hours
Patient safety is paramount in any healthcare setting. This course will provide students with the knowledge and skills to lead quality and patient safety improvement initiatives in their roles as future leaders. Learners will explore the key sources of research and best practice evidence that organizations need to manage key patient safety and risk issues. Students will learn key fundamentals in Quality Improvement methodologies and be able to apply quality improvement strategies to relevant patient safety issues.
- **NEW 1.4 - Health Care Financial Management**
> Semester 1 | 45 hours
An in-depth exploration of management accounting in health care focusing on tools and techniques that develop analytical skills in finance. Theory, practical problems, and mini-cases are used to illustrate successful health care leadership decision-making.
- **NEW 1.5 - Management of Operations for Health Care Leaders**
> Semester 1 | 45 hours
In this course, students will be introduced to leadership decision-making on operational effectiveness. Using case studies, students will be introduced to the multiple challenges faced by

current front-line managers including environmental factors that affect operational planning, implementation, and metrics. Critical thinking, resourcefulness, and decision-making will be applied to management and leadership challenges in healthcare environments.

- **NEW 1.6 - Health Informatics and Intro to Data**

- > Semester 1 | 45 hours

- The growth of electronic medical records, business intelligence tools, and predictive analytics requires healthcare leaders to be familiar with the benefits and risks of these tools. This course introduces the field of health informatics & computer applications for healthcare management including ways in which technology can enhance clinical care and healthcare decision making. Students will begin to analyze how data is generated, how it is used, and the importance of ensuring data quality.

- **NEW 1.7 - Health Equity & Sustainability**

- > Semester 1 | 45 hours

- This course will deepen students' understanding and appreciation of the role of social determinants of health in the lives of the patients/clients they care for. Emphasis is placed on how healthcare leaders can mitigate negative impacts and increase equity in healthcare at the program development and care delivery levels. Underpinning everything is students' ability to recognize and counteract their own biases. Throughout this course, self-reflection and experiential learning will allow health professionals to develop a cultural competence component to their foundational skills.

- **MGMT188 - Managing Change**

- > Semester 2 | 45 hours

- Identification and management of the processes governing internal and external change are detailed in this course. Students will learn to create the proper documentation to ensure the achievement of project objectives including the principles of Agile Project Management.

- **NEW 2.1 - Critical Thinking and Problem Solving for Health Care Leaders**

- > Semester 2 | 45 hours

- This course will support students in developing their capacity for analyzing and solving the real-world challenges and complexities of the national, provincial, and regional healthcare landscapes. In this course, students will look across the industry at relevant legislation and ethical frameworks to consider the ways in which they impact decision-making at the leadership level. To support continuous improvement across the sector, students will also explore examples and case studies that highlight innovative leadership strategies and effective problem-solving.

- **NEW 2.2 - Decision-Making and Governance**

- > Semester 2 | 45 hours

- This course will provide students with an overview of common governance structures in health care and the reporting and organizational structures that underpin them. Using case studies with real-world examples of common issues, students will gain an in-depth understanding of the legislative frameworks that guide formal board and Ministry reporting in various healthcare

settings; the role of physicians and other key stakeholders in governance, and how these structures can enhance or limit quality improvement and change management activities.

- **NEW 2.3 - Grant Proposal and Funding Opportunities**

- > Semester 2 | 45 hours

- Funding for many types of grants, contracts, and even programs can be accessed through effective proposal writing. Students will gain an understanding of how funding opportunities and challenges can impact organizational success in complex and changing contexts. Emphasis is placed on developing strategies to maximize capacity and resources to contribute to sustainable, financially responsible, and productive healthcare operations

- **NEW 2.4 - Truth and Reconciliation in Health Care**

- > Semester 2 | 45 hours

- This course will ask learners to critically analyze components of the Canadian and Ontario healthcare systems both current and historic to address some of the systemic inequalities in the healthcare system because of colonization. To take steps towards reconciliation learners will integrate Indigenous perspectives, values, and history to support cultural safety in healthcare. The course includes self-reflection, a major paper or project, and intensive onsite experiential learning components

- **NEW 2.5 - Innovation, Partnership & Collaboration in Community Health Care**

- > Semester 2 | 45 hours

- This course will explore the role of innovation, partnership, and collaboration in health care to improve health in the broadest sense for individuals and populations. A range of partnership forms will be explored including, for example, formal and informal partnerships, Ministry supported integrations, joint ventures, and memorandums of understanding. Students will gain an understanding of how to form coalitions, how to manage change in a partnership context, how funding opportunities and challenges can impact collaboration, as well as how external factors can help or hinder collaboration opportunities.

- **NEW 2.6 - Health and Human Resource Management**

- > Semester 2 | 45 hours

- This course will provide students with a foundational overview of the fundamentals of HR management and look in-depth at the health human resource workforce in Canada. It will include an overview of the regulated health professions and their governing bodies and the various pieces of legislation and healthcare policy that shape the ways in which healthcare workers practice in Canada. The topics covered include hiring, supervising, and managing employee performance and development. The course will also offer a look at organizational culture with the goal of supporting psychologically safe workplaces and advancing practices for leaders to nurture healthy work environments.

- **NEW 2.7 - Advanced Health Care Technology and Data Analytics**

- > Semester 2 | 45 hours

- Exploring concepts from data management to predictive analytics and the role of AI, this course

will explore the diverse types of analytics; and the ways that healthcare leaders can use data to understand patterns of care delivery, organizational behaviour, and patient outcomes; how to use data to communicate with decision-makers, funders, and other key stakeholders; and future trends and directions of AI and data.

- **NEW 2.8 - Work Integrated Learning in Health Care Management**

> Semester 2 | 45 hours | *Experiential Learning*

This work-integrated learning is the final component of the HCM program and represents preparation for placement and also a capstone learning experience that will provide students with an opportunity to synthesize, integrate and apply learning in a professional environment.

Individual learners will have the flexibility to define a workplace project or placement (either remote, in-person, or hybrid) through a community partner, employer, or institution. Students work with WIL employers to set learning goals for themselves, monitor progress, and take advantage of networking and mentorship opportunities in order to maximize the benefit of their WIL experiences. All capstone experiences and performances will be supervised by a qualified professional or faculty member.

VLO Mapping

	VLO 1	VLO 2	VLO 3	VLO 4	VLO 5	VLO 6	VLO 7	VLO 8	VLO 9
MGMT312						X	X	X	
NEW 1.1		X				X		X	
NEW 1.2					X			X	X
NEW 1.3	X	X	X		X		X	X	X
NEW 1.4				X			X	X	
NEW 1.5	X		X	X					
NEW 1.6	X		X	X					
NEW 1.7	X			X		X		X	X
MGMT188						X	X	X	

	VLO1	VLO2	VLO3	VLO4	VLO5	VLO6	VLO7	VLO8	VLO9
NEW 2.1		X	X	X	X	X			
NEW 2.2	X	X	X	X	X	X			
NEW 2.3				X	X	X		X	
NEW 2.4	X		X					X	X
NEW 2.5		X			X	X		X	
NEW 2.6			X			X	X		X
NEW 2.7	X		X	X		X			
NEW 2.8		X		X			X	X	

Certification/Accreditation

Certification type

None exist.

Contact Information

Amanda Robinson, Teaching & Learning Specialist
T: 9057069580 | E: amanda.robinson@flemingcollege.ca

Appendix II: Curriculum Grid Information

Curriculum Grid Information Table												
Semester	Course Code	Course Name	Hours	Delivery Pattern	Pre-requisite	Co-requisite	Equivalencies	Graded Component	Session Dates	General Education or Elective	Room Requirements	Section Capacity
1	MGMT 312	Principles of Project Management	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.1	Leadership in Health Care Administration	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.2	Communication Strategies for Health Care Leaders	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.3	Health Care Policy, Quality, Safety, and Risk Management	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30

1	NEW 1.4	Health Care Financial Management	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.5	Management of Operations for Health Care Leaders	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.6	Health Informatics and Intro to Data	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 1.7	Health Equity and Sustainability	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	MGMT 188	Managing Change	45	1 hr Lecture 2 hr Seminar	none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.1	Critical Thinking and Problem Solving for Health Care Leaders	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.2	Decision- making and Governance	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion none	none	none	Lecture	TBA	No	Seminar room/online	30

1	NEW 2.3	Grant Proposal and Funding Opportunities	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.4	Truth and Reconciliation in Health Care	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.5	Innovation, Partnership, and Collaboration in Community Health Care	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.6	Health and Human Resources Management	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion none	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.7	Advanced Health Care Technology and Data Analytics	45	1 hr Lecture 2 hr Seminar	Year 1 successful completion	none	none	Lecture	TBA	No	Seminar room/online	30
1	NEW 2.8	Work Integrated Learning in Health care Management	45	Alternate	Year 1 successful completion none	none	none	Lecture	TBA	No	Seminar room/online	30

Appendix III: MCU Program Delivery Information (PDI)

Funded Instructional Setting	1	2	Total
Classroom instruction	360	360	720
Laboratory/workshop/fieldwork			
Independent (self-paced)			
One-on-one instruction			
Clinical placement			
Field placement/work placement		45	45
Small group tutorial			
Total	360	405	765
Non-Funded Instructional Settings	1	2	Total
Co-op work placement - Mandatory			
Co-op work placement - Optional			
Degree work placement – Mandatory (shorter than Co-op)			
Total	0	0	0
Total	1	2	Total
Grand Total	360	405	765

Appendix IV: Labour Market Information Details



Occupational Overview

The primary occupational group for Health Care Administrative Management is 0311 (or 30010) – managers in healthcare. Fields of practice for graduates include nursing administration, infectious disease management, laboratory medicine administration, management in occupational therapy and physical therapy, dental health services management, home care management, and first aid management.

Lightcast IO labour market projection software notes that managers in healthcare occupations are expected to decline by 1% in the Fleming Catchment Area with a total of 260 local jobs available by 2028. There will be 15,883 jobs in Ontario (8.7% growth in jobs from current 2022 estimates) and 40,635 jobs across Canada (11.0% growth in jobs) by 2028 for this occupational group¹. Modelling proposed by Employment and Social Development Canada estimates a labour market shortage for managers in healthcare in the Muskoka-Kawartha Economic Region (which includes the Fleming College catchment area) and in Ontario. Wage estimates for new labour market entrants is \$24.00/hr. (10th percentile) with a median annual salary of \$99,840. Primary industries that employ managers in healthcare in Ontario include general medical and surgical hospitals (29.9% of occupations in industry), nursing care facilities (16.1% of occupations in industry), and home health care services (11.2% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 231 managers in healthcare opportunities across Canada specific to Indigenous employers jobs seekers or Indigenous communities. A total of 52 employment opportunities (22% of total opportunities) have been advertised in Ontario.

Competitive Landscape

There are currently 9 program offerings in the Ontario College system related to health care administration/management. Both Humber College and Seneca College offer Honours Bachelor of Healthcare Management. Graduate Certificate programs are offered at Canadore College, Conestoga College, Confederation College, Niagara College, and Northern College. Sault College and St. Lawrence College offer certificate programs.

Additional higher education competition comes from University Of Ottawa (6-week Healthcare Leadership Program) York University (Masters Certificate in Healthcare Management), Michener Institute (Leadership in Healthcare certificate).

References

¹ Lightcast. (2022). *Occupational summary for managers in healthcare*. Retrieved January 20, 2022, from <https://lightcast.io>.

Appendix V: Letters of Support



May 26, 2023,

Nick Stone
Dean, School of Health, and Community Services
Fleming College
599 Brealey Drive
Peterborough, ON
K9J 7B1

RE: Support Letter – Health Care Administration Management, Ontario
College Graduate Certificate - Sir Sandford Fleming College

Dear Mr. Stone,

The Canadian Mental Health Association Haliburton Kawartha Pine Ridge Branch (CMHA HKPR) fully endorses the Health Care Administration Management, Ontario College Graduate Certificate. The invitation to provide feedback alongside our colleagues at the Reference Group held on May 9, 2023, strengthened our understanding of the program, expected outcomes and how we can collaboratively support Fleming and potential students and graduates.

Our Senior Leadership team is undertaking a skill and training inventory to support professional development and succession planning. Specific leadership training, geared to health care with a system, business and leadership lens does not currently exist in our region. We believe the design and intent of the Health Care Administration Program fills gaps we have identified. The program will be an excellent conduit for new hires and a program to support the development of internal talent. We support both the initial offering for international students and future programming for domestic students.

Collaboration with Fleming and the Health Care Administration Management Program, aligns well with two of our operating plan goals: Increase Meaningful Integration with Community Partners and Prioritize an Equity, Inclusion and Diversity Lens in our Workplace that will lead to improvement in our workplace culture. CMHA HKPR believes strongly in supporting students from a wide array of programs to support system understanding for future health care leaders, and as a direct path to recruit new graduates. CMHA HKPR is open to support program and content development, as subject matter experts and through implementation.

We are looking forward to further exploring future collaboration opportunities as the program develops.

Ellen Watkins
Director of Corporate Services
Canadian Mental Health Association Haliburton Kawartha Pine Ridge Branch

Water Street Office
(also Ontario Telemedicine/ Early Psychosis Intervention Services)

415 Water Street
Peterborough, ON K9H 3L9
Tel: (705) 748-6687
Fax: (705) 748-4078
Email: info@cmhahkpr.ca

Peterborough Programs and Services

466 George Street North
Peterborough, Ontario K9H 3R7
Tel: (705) 748-6711
Toll Free: (866) 990-9956
Fax: (705) 748-2577
Email: info@cmhahkpr.ca
<http://www.cmhahkpr.ca>

City of Kawartha Lakes Programs and Services

33 Lindsay Street South, Unit C
Lindsay, Ontario K9V 2L9
Tel: (705) 328-2704
Toll Free: (888) 454-8875
Fax: (705) 328-2456

Email: info@cmhahkpr.ca
<http://www.cmhahkpr.ca>



ACCREDITATION CANADA
AGREMENT CANADA

For requests, our legal name is:
CANADIAN MENTAL HEALTH ASSOCIATION
HALIBURTON, KAWARTHA, PINE RIDGE BRANCH

Charitable Registration No. # 10686 3889

Appendix VI: Employment Postings

Senior Manager Home & Community Care and Community Support Services (TFT 1.0)

VON Canada (Ontario)
Peterborough, ON

Full-time

Employment Status: Temporary, Full Time (1.0 FTE)
Program Name: Community Support Services
Number of Hours Bi-Weekly: 75 Work Schedule: Days
On-Call: Yes
Travel: Yes

Job Summary: The Senior Manager leads the site management team responsible for the daily delivery of Home Care and/or Community Support Services within VON's quality and risk management framework. The Senior Manager oversees the day-to-day coordination and delivery of services by executing site-level operational plans, providing leadership and guidance to staff, and ensuring adherence to policies and procedures. At VON, we nurture leadership skills, lifelong learning, and collaborative working relationships among our teams. We offer Leadership Development designed to help our Managers succeed in their careers.

Key Responsibilities:

- Participates in a systematic approach to relationship management, developing partnerships and strategic alliances to build successful relationships with program and community stakeholders in order to ensure successful community and client service initiatives and program outcomes.
- Directs and guides staff, both unionized and non-unionized, in the delivery of client services in accordance with current regulatory guidelines, VON policies, standards and values, funder contracts.
- Ensures sites have a plan for the availability of qualified, motivated staff and volunteers and a workforce/succession plan to meet ongoing and changing staffing needs.
- Establishes site specific action plans to achieve operational performance objectives for the provision of services and implementation of site programs.
- Develops, implements and maintains business plans for current/new programs, integrating and measuring financial and risk exposure criteria at all levels of the development cycle.
- Develops annual budgets and manages financial resources effectively and efficiently; analyzes and communicates reports to site management teams and collaborates with the Regional leadership team to develop and implement appropriate corrective actions.
- Ensures Community Corporations are supported at the local level, aligned to VON's mission, vision and values and integrated into the site objectives and operations.
- Provides input into the development of VON policies, standards and best practices ensuring they support clinical best practices and reflect the current health care environment and client needs.
- Ensures quality of care and service delivery, and manages risk by overseeing compliance to VON Standards and policy, legislative requirements, regulations and contractual agreements.
- Collects and evaluates client and external environment information to enable evidence-based decision-making.
- Works collaboratively with provincial and regional colleagues on budgets, programs and client care practices.

- Ensures that all work is carried out in accordance with applicable health and safety legislation, policies and procedures, and all other legislation, policies and procedures relevant to area of work.
- Supports the successful implementation of the Regional labour relations strategy and the achievement of local labour outcomes through the development of positive relationships with unions and ensuring compliance with Collective Agreements.
- Develops and sustains positive relationships with unions, ensures compliance with Collective Agreements and supports the Regional Labour Relations strategy.
- Ensures current knowledge of all applicable statutory requirements, policies, procedures and guidelines relevant to area of work.
- Implements, maintains or exceed nursing and homecare service standards.
- Identifies, investigates and resolves critical service delivery issues and manages the most complex and sensitive client and staff issues.
- Collaborates with IT Services to identify and resolve IT-related challenges and to ensure that staff are prepared to operate technological and computer equipment as required.
- Collaborates with Finance and the site management team to plan and manage the physical and material resources required to satisfy the needs of the support, service and management functions across all sites.
- Liaises with landlords and VON legal counsel in supporting VON leasing arrangements, upcoming renewals and any problems/concerns with office facilities as required. Common Leadership

Responsibilities:

- Promotes the strategy of VON and its role as an integrated community care provider to all stakeholders and staff.
- Prioritizes and ensures alignment of emerging opportunities in the community with VON strategic plan.
- Provides leadership in navigating the requirements and complexities of unionized and non-unionized environments.
- Coaches, advises, motivates, and provides leadership to staff; creates a positive workplace for staff.
- Promotes the LEAN team management approach to ensure a common paradigm of management and discipline of management practices.
- Ensures there are mechanisms for all staff to come together to hear of organizational news and to provide feedback on what is working and what is not working.
- Ensures the completion of performance development and learning plans for all staff • Promotes common approaches to orientation, learning, motivating, recognizing and supporting staff when achieving organizational goals; such as meeting or exceeding KPIs, meeting or exceeding milestones. •
- Provides leadership and commitment to building client and family engagement and following Accreditation Canada Standards.
- Provides leadership in the promotion of a safe and healthy workplace ensuring workplace conduct and activities are in accordance with the provincial Occupational Health and Safety Act and Regulations, that KPIs related to safety are regularly reviewed by management, that appropriate investigations occur when needed, and plans to address issues are created and acted upon.
- Promotes work/life balance fostering professional excellence and personal fulfilment and health.
- Promotes the use of technology-based systems for the capture, transformation and distribution of knowledge.
- Abides by all confidentiality and protection of personal information policies, regulations and practices and ensures appropriate safeguards are in place in the Region.

External and Internal Relationships:

- Develops and sustains positive external stakeholder relationships in order to mobilize support for the organization's vision and objectives.
- Develops and sustains positive internal relationships in VON to ensure integrated efforts.

Education, Designations and Experience:

- Post -secondary degree in Nursing, Health Care Administration, Business Administration or equivalent.
- Minimum of seven (7) years of progressive experience managing and leading people, preferably in the healthcare sector including experience developing and managing budgets.
- Professional experience with program development and implementation.
- Strong knowledge of and experience within the community health system is an asset.
- Experience managing in a unionized environment is an asset.

Skill Requirements:

- Solid relationship-building skills to ensure stakeholders are informed, engaged, and collaborating to move initiatives forward.
- Ability to apply innovative practices and take initiative in solving problems and identifying opportunities including living LEAN and practicing LEAN principles and methodologies.
- Ability to analyze evidence and data to guide decision-making in matters relating to finance, operations, human resources, marketing, and business development.
- Strong understanding of information and communication technology and practices to manage patient care.
- Strong attention to detail and multi-tasking skills, as well as the ability to work under pressure and manage multiple projects.
- Ability to lead and facilitate the adoption of change.
- Strong negotiation and conflict management skills.
- Exceptional customer service and client engagement skills.

Other:

- Must have personal vehicle and possess both a current driver's license and proof of vehicle insurance.
- Willingness to travel regularly during the day as well as periodically overnight(s) to support sites and attend meetings.
- The use of Personal Protective Equipment (PPE) may be required

Work Conditions and Physical Capabilities: fast-paced environment; attention to detail; lift and carry using appropriate lifting techniques; walk, sit, stand, and climb stairs; grip and fine hand movements.

VON Canada is committed to meeting the needs of persons with disabilities and to providing accessibility accommodations for candidates who require them. If you are in need of accessibility support, please visit our website at <http://www.von.ca/en/accessibility> for further details

PCMCH Program Manager, Indigenous Health Equity and Engagement



SickKids

Toronto, ON

[Apply on SimplyHired](#)

[Apply on Grand River Employment And Training](#)

14 days ago

Full-time

About SickKids

Dedicated exclusively to children and their families, The Hospital for Sick Children (SickKids) is one of the largest and most respected paediatric healthcare centres in the world. As innovators in child health, we lead and partner to improve the health of children through the integration of healthcare, leading-edge research and education. Our reputation would not have been built – nor could it be maintained – without the skills, knowledge and experience of the extraordinary people who come to work here every day. SickKids is committed to ongoing learning and development, and features a caring and supportive work environment that combines exceptionally high standards of practice.

When you join SickKids, you become part of our community. We share a commitment and determination to fulfill our vision of Healthier Children. A Better World.

Don't miss out on the opportunity to work alongside the world's best in paediatric healthcare.

Position Description

This recruitment is being undertaken on behalf of the Provincial Council for Maternal and Child Health (PCMCH). PCMCH is a provincial organization hosted at SickKids with the mandate to provide evidence-based and strategic leadership for perinatal, newborn, child and youth health services in Ontario. PCMCH's members and partners are located on traditional Indigenous territories across Ontario, and PCMCH is grateful for the opportunity to work and live on this land. Learn more about PCMCH at www.pcmch.on.ca.

Are you interested in leading and supporting meaningful engagement with Indigenous communities to promote health equity and better outcomes for perinatal and child health services in Ontario? Are you a subject matter expert in Indigenous relations with lived experience, looking for an opportunity to enable Indigenous inclusion in the development and implementation of provincial policies, programs and resources? If so, we want to hear from you!

We are currently looking for a Program Manager, Indigenous Health Equity and Engagement to join the Provincial Council for Maternal and Child Health (PCMCH) Secretariat. This new position is responsible for establishing, building and maintaining relationships with Indigenous communities as well as providing advice to PCMCH on the strategies needed to address large, systemic barriers to

achieve health equity. Please note that as activities of this position are Indigenous-focused, preference will be given to applicants who self-identify as First Nations, Inuit, or Métis. Please identify your Indigenous ancestry (First Nations, Inuit, or Métis) in your cover letter.

Key Responsibilities:

Build strong relationships with Indigenous organizations and communities with respect, humility and transparent communication

Provide guidance, expertise and support to Executive Director and Governing Council to facilitate meaningful engagement with Indigenous partners and identification of new priorities within PCMCH's mandate to advance Indigenous health equity

Partner with and support other members of the PCMCH team to incorporate Indigenous cultural values and perspectives into the design and implementation of programs, standards, guidelines and quality improvement initiatives

Plan, design, and execute community engagement strategies for establishing a provincial Indigenous Council for perinatal and child health in collaboration with PCMCH's Executive Director and Program Manager for Equity, Diversity, and Inclusion (EDI)

Guide, inform, and participate in engagement between PCMCH and Indigenous organizations and communities; ensure culturally appropriate approach to engagement

Desired Qualifications:

Lived experience and/or professional experience with First Nations, Inuit and/or Métis communities

Knowledge and understanding of social determinants of health, First Nations, Inuit and Métis history, culture, and health/socioeconomic issues and needs in Ontario, including governance structures and the impact on colonization

Post-secondary education in Health Administration, Social Services, Indigenous Studies, Public Policy, or related field; university degree or additional relevant training and certifications are considered assets

Familiar with Indigenous organizations and community resources

Knowledge of, and expertise in, consultation and engagement principles and practices related to building relationships with Indigenous organizations and communities

Demonstrated experience influencing positive change in field of equity, diversity and inclusion

Extensive knowledge of the federal and provincial government departments responsible for Indigenous issues and Ontario's provincial healthcare system

Strong understanding of health (in)equity within Indigenous communities, and an intimate understanding of the various roles, programs, and practices within Indigenous communities

Creative and forward thinking, detail-oriented with strong problem solving and critical thinking skills

Demonstrated ability to synthesize information from diverse sources and prepare summaries, briefs and presentations

Employment Type: Full-time, Permanent
Location: Flexible within Ontario

PCMCH is committed to the achievement of equity, diversity and inclusion within Ontario's perinatal and child health system. This includes embedding equity and inclusivity into the work we do and into ensuring those who are involved in getting the work done reflect the diversity of the population and the needs of Ontarians. We welcome all individuals to consider being a part of our organization.

Our Commitment to Diversity

The children and families we care for are from a variety of communities, and so are our employees. We welcome and encourage everyone to join our organization and be part of our team.

When requested, SickKids will provide access and inclusion supports to eligible candidates to support their full engagement during the interview and assessment process. Information received related to access or inclusion will be addressed confidentially.

Thank you for your interest in joining SickKids. Only those applicants selected for an interview will be contacted. In accordance with our Hospital policy, employment at SickKids is conditional upon the Hospital's receipt of all necessary documentation.

FOR EXTERNAL APPLICANTS ONLY: As a health care institution, our highest priority is the safety of patients, families, and staff. As a result, we are adopting all prevention measures to ensure the safety of our patients, families, and our staff. Therefore, any offer of employment is conditional upon you submitting proof that you have been fully vaccinated with a Health Canada or World Health Organization (WHO) approved COVID-19 vaccination as soon as possible and no later than fourteen (14) calendar days prior to the effective start date, in addition to satisfying any other condition(s) that may be set out in an offer. If a candidate fails to satisfy this condition (or any other condition(s) set out in an offer), any offer of employment shall be immediately rescinded.

How to Apply Tip: Combine your cover letter and resume into ONE document of 20 pages or less as you cannot upload multiple documents as part of your application.

If you are still experiencing technical difficulties, please email ask.hr@sickkids.ca to send us a short description of the issues you are experiencing. Please note that we will not accept resumes sent to this inbox, but we are happy to respond to requests for technical assistance

Appendix VII: Competitor Information Details

**EDUCATIONAL COMPETITORS
COMMUNITY COLLEGE/INSTITUTE INFORMATION**

<i>COLLEGE</i>	<i>PROGRAM TITLE</i>	<i>LENGTH, TYPE (DIPLOMA, CERT., POST)</i>	<i>DELIVERY METHOD(S)</i>	<i>OTHER (UNIQUE TO THE PROGRAM)</i>
Canadore	Health Care Administration	Graduate Certificate 1 year		Capstone Project in last semester
Conestoga	Health Care Administration and Service Management	Graduate Certificate 2 years		Geared towards experienced health care professionals
Confederation	Health Administration and Leadership	Graduate Certificate 1 year	Distance Ed. Option available	Fall, Winter, and Spring start dates available Previously called "Leadership for Healthcare Professionals" Capstone Project in last semester
Humber	Bachelor of Commerce – Healthcare Management	Degree, Honours 8 semesters	420 hours (14 wk) work placement btwn 6&7 th semesters	Business Project in last semester
Niagara	Healthcare Leadership and Management	Graduate Certificate 1 year		
Northern	Health Care Management	Graduate Certificate 2 semesters		Final project in last semester
Sault	Health Care Administration	Certificate 1 year		Capstone project in last semester
St. Lawrence	Health Care Administration	Certificate 2 years		
Seneca	Honours Bachelor of Healthcare Management	Degree, Honours 8 semesters	420-hour work term	

PROVINCIAL PRIVATE COLLEGES & OTHER EDUCATIONAL OPPORTUNITIES

<i>COLLEGE</i>	PROGRAM TITLE	LENGTH, TYPE (DIPLOMA, CERT., POST)	DELIVERY METHOD(S)	OTHER (UNIQUE TO THE PROGRAM)
Rotman, U of Toronto	Healthcare Leadership	Course 6 weeks	Online	
Cdn College of Health Leaders	LEADS	Certificate Program 50 hours	Online, self- paced	
Michener	Leadership in Health Care	Certificate 16-20 months	Self-paced	
York U./ Schulich	Healthcare Management	Master's Certificate 3 months		

Appendix VIII: Incremental Costing Summary Details

Program Costing						
Program Name	Health Care Administration	Date/Version	8/16/2023			
Credential	Ontario Grad Certificate	School Dean	Nick Stone			
Gross Domestic Tuition (per semester)	\$ 1,512.90	Net Domestic Tuition (less financial aid 8.5%)	\$	1,384.30		
Gross International Tuition (per semester)		Net International Tuition	-\$	1,800.00		
WFU (WtxFu)	1.1	Base Operating Grant (BOG) Allocation per WFU (@ corridor mid Small Northern Rural (SNR) Grant Enhancement	\$	5,795.00		
WFU per semester	0.55		\$	688.75		
Enrolment						
Domestic Enrolment Projections						
Description	FY01	FY02	FY03	FY04	FY05	
Sem 1	30	30	30	30	30	
Sem 2	27	27	27	27	27	
Sem 3						
Sem 4						
Sem 5						
Sem 6						
Total enrolment	57	57	57	57	57	
Co-op if applicable						
International Enrolment Projections						
Description	FY01	FY02	FY03	FY04	FY05	
Sem 1	0	0	0	0	0	
Sem 2	0	0	0	0	0	
Sem 3						
Sem 4						
Sem 5						
Sem 6						
Total enrolment						
Co-op if applicable						
Incremental Costing						
Revenues/Source of Funding						
Description	FY01	FY02	FY03	FY04	FY05	Total
Domestic Tuition	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 394,526.50
International Tuition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
MTCU International clawback	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (list)						
Co-op funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other						
Add rows as needed						
Total	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 394,526.50
Program Delivery Costing						
Description	FY01	FY02	FY03	FY04	FY05	Total
Salaries & Benefits						\$ -
FT Faculty	\$ 32,958.00	\$ 32,958.00	\$ 32,958.00	\$ 32,958.00	\$ 32,958.00	\$ 164,790.00
PT Faculty	\$ 21,932.64	\$ 21,932.64	\$ 21,932.64	\$ 21,932.64	\$ 21,932.64	\$ 109,663.20
Program Co-ordinator	\$ 6,084.00	\$ 6,084.00	\$ 6,084.00	\$ 6,084.00	\$ 6,084.00	\$ 30,420.00
FT Technician	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Technician	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other direct staffing						
Course Supplies/Instructional Cost	500	\$ 520.00	540.8	\$ 562.43	584.92928	\$ 2,708.16
Computer Software & Maintenance						\$ -
Faculty Travel						\$ -
Equipment Rental and/or Maintenance						\$ -
Other						\$ -
Add rows as needed						
Total	\$ 61,474.64	\$ 61,494.64	\$ 61,515.44	\$ 61,537.07	\$ 61,559.57	\$ 307,581.36
Incremental Academic Overhead - program supports not directly related to delivery						
Description	FY01	FY02	FY03	FY04	FY05	Total
Travel and Professional Development						\$ -
Curriculum Supports (Review/Renewal)						\$ -
Add rows as needed						
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Program Development/Investment						
Description	FY00	FY01	FY02	FY03	FY04	FY05
Development						
Equipment						
Consulting costs						
Capital expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other						
Add rows as needed						
Total program development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Summary						
Incremental Costing Summary						
	FY00	FY01	FY02	FY03	FY04	FY05
Incremental Revenues		\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30	\$ 78,905.30
Incremental Costs		\$ 61,474.64	\$ 61,494.64	\$ 61,515.44	\$ 61,537.07	\$ 61,559.57
Net Investment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCOME/CASH	\$ -	\$ 17,430.66	\$ 17,410.66	\$ 17,389.86	\$ 17,368.23	\$ 17,345.73
Contribution to Overhead						
Non-Incremental Program Distributions						
Description	FY01	FY02	FY03	FY04	FY05	Total
MTCU Grant	\$ 203,265.56	\$ 203,265.56	\$ 203,265.56	\$ 203,265.56	\$ 203,265.56	\$ 1,016,327.81
Dean & Other academic staffing	\$ 3,708.55	\$ 3,708.55	\$ 3,708.55	\$ 3,708.55	\$ 3,708.55	\$ 18,542.75
program revenue	\$ 282,170.86	\$ 282,170.86	\$ 282,170.86	\$ 282,170.86	\$ 282,170.86	\$ 1,410,854.31
program expense	\$ 61,474.64	\$ 61,494.64	\$ 61,515.44	\$ 61,537.07	\$ 61,559.57	\$ 307,581.36
Net Contribution to Overhead	\$ 220,696.22	\$ 220,676.22	\$ 220,655.42	\$ 220,633.79	\$ 220,611.29	\$ 1,103,272.95
% CTO	78%	78%	78%	78%	78%	
College Overhead Target	\$ 93,116.38	\$ 93,116.38	\$ 93,116.38	\$ 93,116.38	\$ 93,116.38	\$ 130,193.74



Board of Governors

Briefing Note



Topic: Service and User Experience Design Ontario College Graduate Certificate
Public Board Meeting

Report To:

Meeting Date: November 22, 2023

Prepared By: Xavier Massé, Dean, Haliburton School of Art + Design



Recommendation

That the Board of Governors approve the development and implementation of the full cost recovery Service and User Experience Design Ontario College Graduate Certificate for implementation Fall 2024.

Overview

The Haliburton School of Art + Design (HSAD) wishes to develop and implement a full cost recovery Service and User Experience Design Ontario College Graduate Certificate. The two-semester hybrid Service and User Experience Design program will be offered as a full cost recovery program first to ensure a quick launch followed by a funded version of the same program. Once students complete this post graduate certificate, they can apply to continue their studies in the proposed Interface Design UX/UI Ontario College Graduate Certificate program, thereby increasing their time at Fleming College.

Service design (SD) is an emerging discipline of design which focusses on understanding human behaviors and organization and business processes workflows. There is a significant need for designing customer and user accessible services and products in all sectors. SD primarily visualizes interactions between humans (users, customers) and systems that deliver products and services (public or private). Service Design employs various

design techniques such as visualization tools and mapping methods to design products and services. This program complements the Interface UX/UI Design program, as interested students can take both programs while at Fleming, ensuring graduates with high level skills ready for careers in design. The Interface Design UX/UI, a program that employs visual and graphic design principles, is being presented in its own briefing note. The primary occupational group related to Service and User Experience Design can only be determined to the three-digit NOC code level: NOC 521 – technical occupations in art and culture. Light cast IO labour market projection software notes that technical occupations in art and culture are expected to increase by 14.9% in the Fleming Catchment Area with a total of 846 local jobs available by 2028. Providing training for jobs that will experience a 14.9% increase in the local labour market supports the College’s strategic plan of being focused on the needs of students and the labour market.

As this program will be initially offered as a full cost recovery program, international students will be targeted. International students can bundle this program with the proposed Interface Design UX/UI Ontario College Graduate Certificate thereby satisfying the program length study permit requirements and making this pair of certificates highly attractive. These programs will be a first for HSAD, as it currently offers only one- and three-semester graduate certificates. International students prefer four-semester or bundled two-semester graduate certificates. This program will be offered at the Sutherland campus.

Required Resources

- Professors (5) with Bachelor of Design or Master of Design, including one as coordinator.
- No full-time faculty required
- 1 room equipped with internet, projection and two (2) usability test stations (cost tbd).
- Online delivery equipment and tools.

This new program will provide skills and job outcomes in tune with the market demand for independent, productive, and accountable (remote or partially remote) Service and Experience Designers. In addition, the program can strongly be partnered with existing programs in the Schools of Business and Information Technology as well as Trades and Technology.

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

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

Providing training for jobs that will experience a 14.9% increase in the local labour market supports the College’s strategic plan of being focused on the needs of students and the labour market.

Risks and Considerations

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

- A drop in overall international enrollment due to external factors will be mitigated by developing a funded version of the program after launch to attract domestic students

Supporting Documentation

- Service and User Experience Design NPD Concept Proposal

NPD Concept Proposal

Program name:	Service and User Experience Design
Program credential:	Ontario College Graduate Certificate (2 semesters)
Prepared by:	Xavier Massé
School:	HSAD (Haliburton School of Art Design)
Estimated launch date:	September 2024 (unfunded version)
Date submitted:	October 2023

Adobe Stock | #637100182



Program description/program idea:

Service design (SD) is an emerging discipline of design which focusses on understanding human behaviors and organization and business process workflows. There is a significant need for designing customer and user accessible services and products in all sectors. SD primarily visualizes interactions between humans (users, customers) and systems that deliver products and services (public or private). Service Design employs various design technics like visualization tools and mapping methods to design products and services.

Here are some of skills that students would acquire during this program:

- Systems blueprints and design (mapping)
- Design for humans (personas, journey mapping and storyboarding)
- Digital and physical prototyping (tools and methods)
- Bodystorming
- Inclusive and sustainable design
- Designing for the METAVERSE
- Usability testing
- Technology (generative AI (Artificial Intelligence)) and data driven design.

Presently, HSAD only offers one- and three-semester graduate certificates which are not as attractive to international students as bundled two-semester or four-semester graduate certificates. To increase international student enrollment, the school is proposing the development and implementation of two complimentary hybrid two-semester Ontario Graduate Certificate programs: the Service and User Experience Design program and the Interface Design UX/UI (see the Interface Design UX/UI NPD Concept Proposal).

The Service and User Experience Design program will be offered as a full cost recovery program first to ensure a quick launch followed by a funded version of the same program. Once students complete this post graduate certificate, they can apply to continue their studies into the Interface Design UX/UI graduate certificate program.

Labour market description:

PAC (Program Advisory Committees) feedback (GBC) – The industry needs creative problem solvers and design thinkers. Young professionals who understand contexts and ecosystems are in high demand, in all sectors, with organizations who deliver their products and services physically and digitally. Here are some local examples: Shopify, Google Canada, Facebook Canada, Home Depot Canada, Canadian Tire, RBC, BMO, TD, Corus Entertainment...

Jobs for graduates:

- Design research and strategy
- Digital product designer
- UX/UI designer
- Usability testing, and accessibility (OADA)

Industry organizations

<https://www.ixda.org>

<https://interactiveontario.com>

<https://fitc.ca>

<https://collisionconf.com>

<https://innovationcluster.ca>

<https://www.haliburtoncdc.ca/wp-content/uploads/2023/06/HCDC-Press-Release-The-Link-May-30-2023.pdf>

Large Technology Talent Markets (>50,000 Workforce)

Market	Technology Talent Total	Percent Change (2016-2021)
San Fransico Bay Area	378,870	13%
New York Metro	344,520	3%
Toronto	289,700	44%
Washington, D.C.	259,310	6%
Los Angeles/Orange County	235,800	10%

Toronto, Vancouver and Seattle were the standout markets for technology talent job creation, adding 59,588, 30,419 and 24,587 more technology talent jobs than graduates.

Technology Degrees and Jobs Added (2016-2021)

Market	Technology Degrees	Technology Jobs Added	Jobs Minus Degrees
Toronto	29,312	88,900	59,588
Vancouver	14,041	44,460	30,419
Seattle	20,973	45,560	24,587

Ref: Toronto.ca

Occupational Overview

The primary occupational group related to Service and User Experience Design is the three-digit NOC 521 – technical occupations in art and culture. This occupational field is interdisciplinary and includes graphic design and illustration, interior designers and interior decorators, theatre fashion exhibit and other creative designers, artisans and craftspersons and patternmakers.

Light cast IO labour market projection software notes that technical occupations in art and culture are expected to increase by 14.9% in the Fleming Catchment Area with a total of 846 local jobs available by 2028. There will be 43,051 jobs in Ontario (4.0% increase in jobs from current 2023 estimates) and 126,547 jobs across Canada (5.1% growth in jobs from current 2023 estimates) by 2028 for this occupational group¹. Local employment opportunities in 2023 are concentrated in Peterborough (39.9% of total jobs), Northumberland County (21.3% of total jobs), Muskoka District (20.8% of total jobs), and City of Kawartha Lakes (13.0% of total jobs). Wage estimates for new labour market entrants are \$16.03/hr. (10th percentile) with a median

annual salary of \$57,451. Primary industries that employ technical occupations in art and culture include specialized design services (9.9% of occupations in industry), radio and television broadcasting (9.7% of occupations in industry), motion picture and video industries (8.5% of occupations in industry), and advertising public relations, and related services (6.3% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market Platform recorded a total of 1334 technical occupations in art and culture are across Canada specific to Indigenous employers, jobs seekers or Indigenous communities. A total of 300 employment opportunities (22.5% of total opportunities) were advertised in Ontario².

1 Light cast. (2023). *Occupational summary for technical occupations in art and culture*. Retrieved September 25, 2023, from <https://lightcast.io>.

2 Vicinity Jobs Inc. (2023). *Indigenous labour market platform: Indigenous postings by Occupation*. Retrieved September 25, 2023, from <https://indigenoulabourmarkets.ca>.

Student target audience:

Post graduate certificates attract mature students with past credentials and SD will target students with experience in design disciplines. This program can also be appealing to students who have had past experiences in psychology, ethnology, business management, economics, education, and social work as a potential second career. Students with visible or not visible disabilities can become professionals working remotely from home. International students who want to be part of the tech boom in Ontario will also be attracted by this program.

Because this program will be initially offered as a full cost recovery program, international students will be targeted. International students can bundle this program with the proposed Interface Design UX/UI Ontario College Graduate Certificate thereby satisfying the program length study permit requirements and making this pair of certificates highly attractive.

Rationale for new program:

This is a very distinct program from all the other UX programs offered in Ontario. It provides a holistic study of humans, systems and organizations and it offers bridges with other Fleming schools and programs, such as Business and Information Technology as well as Trades and Technology, through applied research projects and co-op placements. There are very few Service and User Experience Design programs in the province and in the GTA (Greater Toronto Area), therefore, this is a great opportunity to attract more students to the Peterborough and Haliburton regions.

There are only two programs offered in the Ontario college system related to Service and User Experience Design (see table below). Due to the emerging nature of this industry, there has been a steady increase in enrollment in this area of programming as seen in the table below.

Domestic/International Enrollment of Programs mapped to MTCU code 76500:

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SAAEqJdsfD_BwE

Brainstation

<https://brainstation.io/course/toronto/design-thinking>

<https://brainstation.io/course/toronto/user-experience-design>



Board of Governors

Briefing Note



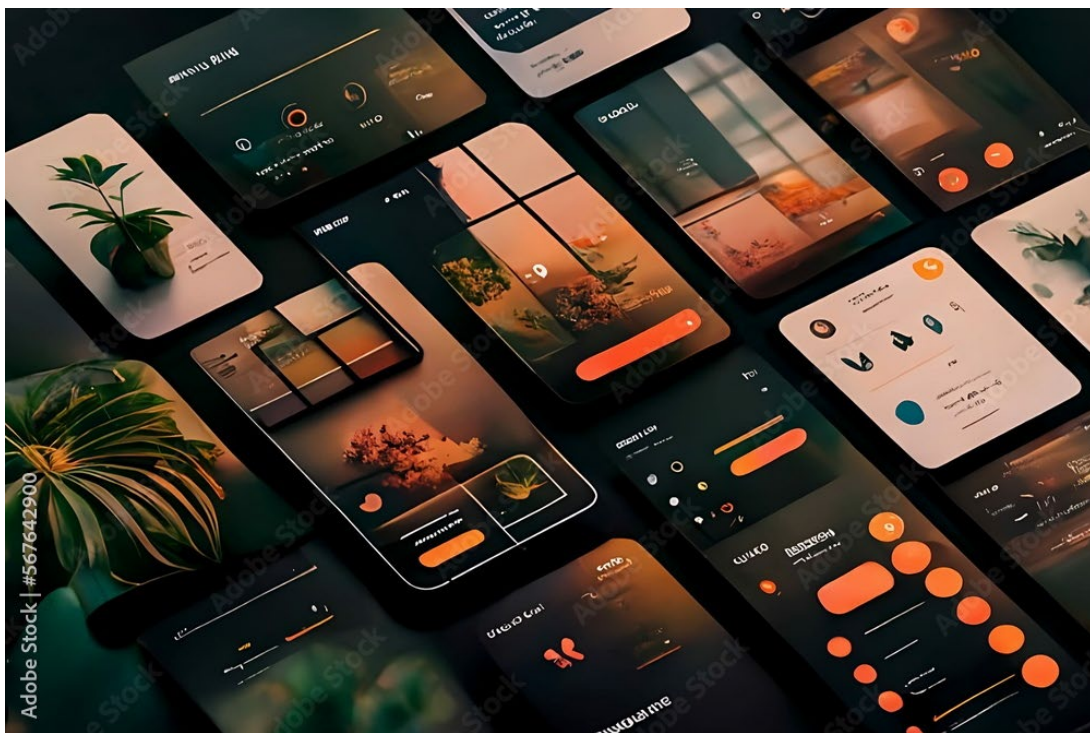
FLEMING

Topic: Interface Design UX/UI Ontario College Graduate Certificate
Public Board Meeting

Report To:

Meeting Date: November 22, 2023

Prepared By: Xavier Massé, Dean, Haliburton School of Art + Design



Recommendation

That the Board of Governors approve the development and implementation of the full cost recovery Interface Design UX/UI Ontario College Graduate Certificate for implementation Fall 2024.

Overview

The Haliburton School of Art + Design (HSAD) wishes to develop and implement a full cost recovery Interface Design UX/UI Ontario College Graduate Certificate. The two-semester hybrid Interface Design UX/UI program will be offered as a full cost recovery program first to ensure a quick launch followed by a funded version of the same two-semester program. Once students complete this post graduate certificate, they can apply to continue their studies in the proposed Service and User Experience Design Ontario College Graduate Certificate program.

The Interface Design UX/UI program employs visual and graphic design principles to create pixel perfect user interfaces for a wide variety of digital products. A successful user experience is determined by the ability to easily navigate and engage with a digital product while integrating brand strategies adapted to the digital interactive media (IDM). The industry of Interactive Digital Media (all sector included) needs creative problem solvers and design thinkers. Young professionals who understand the context of the digital interactive spaces (from web, mobile to the Metaverse) are in high demand, in all sectors, with organizations who deliver their products and services digitally. Some local examples include Facebook Canada, Corus Entertainment, Google Canada, Home Depot Canada, Canadian Tire, RBC, BMO, TD, and Shopify.

The primary occupational group related to User Interface Design UX/UI is NOC 52120 – graphic designers and illustrators. Fields of practice for this profession include 2D and 3D animator and artist, advertising designer, artistic illustrator, cartoonist, communications designer, graphic artist, interactive media developer, multimedia designer, scientific illustrator, user experience designer, web designer and web graphic designer. Light cast IO labour market projection software notes that graphic designer and illustrator jobs are expected to increase by 19.8% in the Fleming Catchment Area with a total of 558 local jobs available by 2028. Canada expects to see a labour market shortage for graphic designers and illustrators by 2028. Providing training for jobs that will experience a 19.8% increase in the local labour market supports the College’s strategic plan of being focused on the needs of students and the labour market.

Because this program will be initially offered as a full cost recovery program, international students will be targeted. International students can bundle this program with the proposed Service and User Experience Design Ontario College Graduate Certificate thereby satisfying the program length study permit requirements and making this pair of certificates highly attractive. HSAD currently only offers one- and three-semester graduate certificates which are not as attractive to international students as four-semester or bundled two-semester graduate certificates.

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

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

Providing training for jobs that will experience a 19.8% increase in the local labour market supports the College’s strategic plan of being focused on the needs of students and the labour market.

Risks and Considerations

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

- A drop in overall international enrollment due to external factors will be mitigated by developing a funded version of the program after launch to attract domestic students

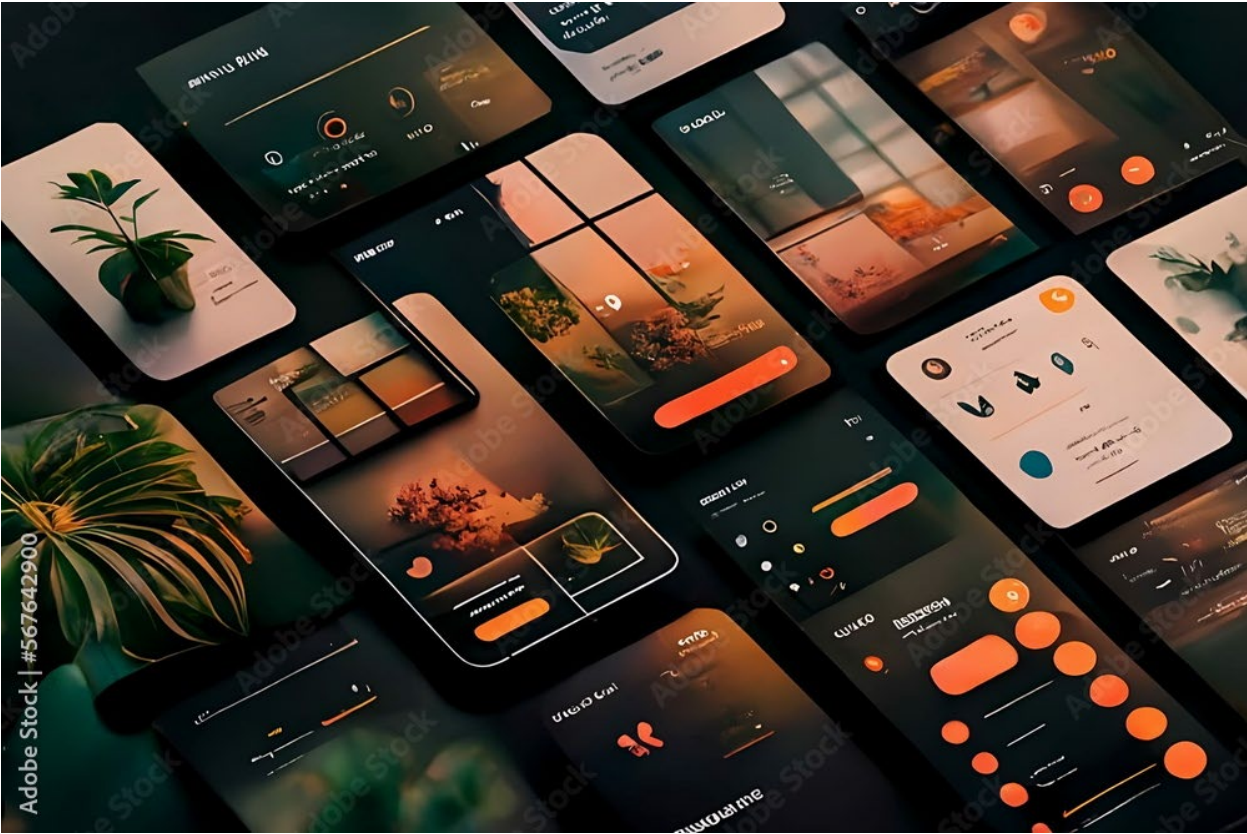
Supporting Documentation

Include the file names of any supporting documentation below:

- Interface Design UX/UI NPD Concept Proposal

NPD Concept Proposal

Program name:	Interface Design UX/UI
Program credential:	Ontario College Graduate Certificate (2 semesters)
Prepared by:	Xavier Massé
School:	HSAD (Haliburton School of Art Design)
Estimated launch date:	September 2024 (unfunded)
Date submitted:	July 2023



Program description/program idea:

The Interface Design UX/UI program (User experience design/User interface) employs visual and graphic design principles to create pixel perfect user interfaces for a wide variety of digital products. A successful user experience is determined by the ability to easily navigate and engage with a digital product while integrating brand strategies adapted to the digital interactive media.

Here are some of skills that students would acquire during this program:

- User experience (personas, journey mapping and storyboarding)
- Wireframing and digital interactive prototyping (tools and methods)
- Inclusive, accessible, and sustainable interactive digital design
- Ergonomics and designing for the digital space (web, mobile, Augmented Reality, Virtual / Mixed Reality)
- Digital branding and media
- Information design and data visualization
- Designing with Technology (generative AI (Artificial Intelligence)) and data driven design.

HSAD is proposing the development and implementation of two complimentary hybrid two-semester graduate certificate programs: the Interface Design UX/UI program and the Service and User Experience Design program (see the Service and User Experience Design NPD Concept Proposal).

The Interface Design UX/UI program will be offered as a full cost recovery program first to ensure a quick launch followed by a funded version of the same program. Once students complete this post graduate certificate, they can apply to continue their studies into the Service and User Experience Design graduate certificate program.

Labour market description:

Program Advisory Committee feedback – The industry of Interactive Digital Media (all sectors included) needs creative problem solvers and design thinkers. Young professionals who understand the context of the digital interactive spaces (from web, mobile to the Metaverse) are in high demand, in all sectors, with organizations who deliver their products and services digitally. Here are some local examples: Facebook Canada, Corus Entertainment, Google Canada, Home Depot Canada, Canadian Tire, RBC, BMO, TD, Shopify...

Jobs for graduates:

- Interaction designer (mobile, web, AR / VR (Virtual Reality))
- Digital media and content producer (3D and motion)
- UX/UI designer
- Product / project manager

Industry organizations

<https://www.ixda.org>

<https://interactiveontario.com>

<https://fitc.ca>

<https://collisionconf.com>

<https://innovationcluster.ca>

<https://www.haliburtoncdc.ca/wp-content/uploads/2023/06/HCDC-Press-Release-The-Link-May-30-2023.pdf>

Occupational Overview

The primary occupational group related to Interface Design UX/UI is NOC 52120 – graphic designers and illustrators. Fields of practice for this profession include 2D and 3D animator and artist, advertising designer, artistic illustrator, cartoonist, communications designer, graphic artist, interactive media developer, multimedia designer, scientific illustrator, user experience designer, web designer and web graphic designer.

Lightcast IO labour market projection software notes that graphic designer and illustrator jobs are expected to increase by 19.8% in the Fleming Catchment Area with a total of 558 local jobs available by 2028. There will be 23,821 jobs in Ontario (6.2% increase in jobs from current 2023 estimates) and 62,497 jobs across Canada (5.6% growth in jobs from current 2023 estimates) by 2028 for this occupational group¹. Local employment opportunities in 2023 are concentrated in Peterborough (41.0% of total jobs), Northumberland County (21.2% of total jobs), Muskoka District (19.9% of total jobs), and City of Kawartha Lakes (13.3% of total jobs). Modelling proposed by Employment and Social Development Canada projects a labour market balance in Fleming Catchment Area and in Ontario. Canada expects to see a labour market shortage for graphic designers and illustrators by 2028. Wage estimates for new labour market entrants are \$18.31/hr. (10th percentile) with a median annual salary of \$65,114. Primary industries that employ graphic designers and illustrators include motion picture and video industries (11.0% of occupations in industry), advertising, public relations, and related services (9.9% of occupations in industry), specialized design services (9.2% of occupations in industry), and computer systems design and related services (7.9% of occupations in industry).

Since 2018, Fleming’s Indigenous Labour Market Platform recorded a total of 293 graphic designer and illustrator occupations across Canada specific to Indigenous employers, jobs seekers or Indigenous communities. A total of 64 employment opportunities (21.8% of total opportunities) were advertised in Ontario².

1 Lightcast. (2023). *Occupational summary for graphic designers and illustrators*. Retrieved September 25, 2023, from <https://lightcast.io>.

2 Vicinity Jobs Inc. (2023). *Indigenous labour market platform: Indigenous postings by Occupation*. Retrieved September 25, 2023, from <https://indigenuslabourmarkets.ca>.

Student target audience:

The Interface Design UX/UI program will target students with experience in visual design disciplines. This program can also be appealing to students who have had past experiences in fine arts, crafts, user experience design, business management, economics, education, and social work as a potential second career. Students with visible or not visible disabilities can

become professionals working remotely from home. International students who want to be part of the tech boom in Ontario will also be attracted by this program.

Because this program will be initially offered as a full cost recovery program, international students will be targeted. International students can bundle this program with the proposed Service and User Experience Design graduate certificate thereby satisfying the program length study permit requirements and making this pair of graduate certificates highly attractive.

Rationale for new program:

This is a very distinct program from all the other UX/UI programs offered in Ontario. It provides a deep study of the digital interactive space, focussing on visual and aesthetic aspects. It could offer bridges with other Fleming schools and programs, such as Business and Information Technology as well as Trades and Technology, through applied research projects and co-op placements.

While there are Interaction Design UX/UI programs in the province and in the GTA (Greater Toronto Area), there is only one program currently registering students in the Ontario college system at the post-graduate certificate level (see table below) in the most recent complete reporting available.

Domestic/International Enrollment of Programs mapped to MTCU code 79407: User Experience Design Ontario College Graduate Certificate					
College	2107	2018	2019	2020	2021
St. Lawrence	0/0	20/12	6/18	20/4	18/85
Total	0	32	24	24	103

Because the program will initially be offered as a full cost recovery program, the program will target international students. As can be seen in the table above, this programming has proved to be of recent interest to international students (85 international students registered in the St. Lawrence program in 2021). As previously mentioned, HSAD currently only offers one- and three-semester graduate certificates which are not as attractive to international students as four-semester or bundled two-semester graduate certificates. By introducing this pair of bundled programs, HSAD is hoping to attract more international students to the School. In closing, this program is a great opportunity to attract more students by offering a specialized dedicated program to the design of user interfaces to meet the local demand in the labour market for graduates with this training.

Equity, Diversity, and Inclusion considerations:

To create interactive digital experiences and products that are accessible to everyone, interaction designers must have a great understanding of empathy. Public and private organizations must comply to the Accessibility for Ontarians with Disabilities Act (OADA) when

delivering products and services digitally. Making this element as part of the core of the program will attract students representing a wide spectrum of communities.

Costing Estimate and Considerations:

- The program requires five (5) instructors with a minimum of 7 years of experience or a bachelor's degree (Bachelor of Design) in design or master's degree in design (Master of Design).
- The program can be taught by part time faculty.
- 1 room equipped with internet, projection and two (5) workstations (cost tbd). Online delivery is a strong option to consider.
- The program can strongly be partnered with existing programs with Business, Information Technology as well as Trades and Technology
- The program will provide skills and job outcomes in tune with the market demand for independent, productive, and accountable (remote or partially remote) UX/UI interaction designers.

Precedents and environmental scan:

Brainstation

<https://brainstation.io/course/online/user-interface-design>

General Assembly

<https://generalassemb.ly/education/visual-design>

UofT

<https://bootcamp.learn.utoronto.ca/ux-ui/>



Board of Governors

Briefing Note



FLEMING

Topic: Indigenous Academic & Student Services Report
Report To: Public Board Meeting
Meeting Date: November 22, 2023
Prepared By: Liz Stone, Vice President Indigenous Knowledge & Relations

Recommendation

That the Board of Governors receive the Indigenous Academic & Student Services Report, 2022/23 Academic Year, for information.

Overview

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

Indigenous Student Services

Indigenous student enrollment:

- Fall 2022: 251
- Winter 2023: 220
- Spring 2023: 89

****560 total which is 6.1% of Domestic enrollment**

Staff Compliment changes (previously vacant or New positions)

- Academic Chair, Indigenous Perspectives filled November 2022
- Manager Indigenous Student Services filled September 2022
- NEW - FT Indigenous Student Success Coordinator created & filled for Frost Campus November 2022
- NEW - Indigenous and Marginalized Student Outreach Facilitator, Access Programs in Ontario: OPAIP & Pathways to Education

Recruitment

- The Aboriginal Post-Secondary Information Program (APSIP) is dedicated to empowering and improving access opportunities for Aboriginal (First Nations, status and non-status, Inuit and Metis) learners to pursue post-secondary education in Ontario; APSIP tour was virtual for 2022/23 with in person tour starting September 2023. Outreach Facilitator will be travelling to Treaty 3 & 6 Territories.
- Virtual information sessions for Skills Advance and Skills Development Programs were provided to First Nations, Urban Indigenous, Metis and Inuit Communities and Organizations
- Virtual College Information Sessions provided to First Nations, Urban Indigenous, Metis & Inuit Communities and Organizations 2021-22
- In person College information sessions at Curve Lake, Alderville and Hiawatha First Nations
- Recruitment & Outreach activities:
 - North American Indigenous Games, Halifax Nova Scotia
 - Masters Indigenous Games, Ottawa Ontario
 - Jane & Finch Community Invitational Youth Sport Events
 - Travelling to Treaty 3 for 1st time – events with access to 15+ communities/First Nations

Programming

- Delivered online for 2022/23 Academic year, transitioned from hybrid delivery to in person
- Student Success Coordinators providing 100% in-person support for 2022/23 Academic year

Bishkaa Peer Mentorship

- Two Indigenous Student Mentors/Ambassadors supporting students at all campuses

Indigenous Education Committee (IEC)

IEC is comprised of members from local first nations communities and is committed to developing and supporting Indigenous education aspirations through curriculum, programs, services and research, which meets the needs of Indigenous and non-Indigenous students, faculty and staff at Fleming College. Gatherings are held quarterly.

- Terms of Reference Changes to membership
- Terms of Reference Change from Chair to Co-Chairs
- Terms of Reference Changes to Terms of Office

Collaborations

- Facilities – building of Teaching Lodges at Sutherland & Haliburton Campuses
- New Indigenous Student Space “Biindigehn” at Haliburton Campus
- Business Intelligence and Research Services
 - The Canadian Association of Career Educators and Employers (CACEE) Award for Innovation
 - Members of the Environmental and Related Technologies Hub (EaRTH District)
 - Economic Development Association of Canada (EDAC) 2023 Conference Presenters

Indigenous Academics

Course Compliment:	14	(11 Post-secondary, one ConEd, one Dual Credit and 1 Contract Training)
Administration:	1	Academic Chair, Indigenous Perspectives, VP, IKR
Faculty Compliment:	27	9 Full Time, 18 Part Time/Contract across three schools

Academic Agreements

- Kenjigewin Teg – Practical Nursing program First graduating class, Spring 2023
- Kenjigewin Teg – General Health Studies, Winter 2024
- Waubetek Business Development – Aquaculture Foundations – first graduates Spring 2023
- Urban Indigenous Homeward Bound – 4 Programs

Indigenous Perspectives Designation (IPD)

- Fall 2023: 40 Programs

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

We will be a welcoming place for all.

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

We will be true partners in our communities.

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

Risks and Considerations

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

Supporting Documentation

- Indigenous Academic & Student Services Report 2023



FLEMING

Indigenous Academic & Student Services Report

September 2023 (2022/23 Academic Year)

Indigenous Fleming Report – May 2022

Prepared by:

Liz Stone, Vice President Indigenous Knowledge & Relations

Background

Indigenous Fleming, identifies the Academic & Service initiatives, projects and commitments that Fleming College is currently engaged in to meet the commitments identified in the Strategic Plan, Business Plan, Academic Plan and Indigenous Education Protocol and the Truth & Reconciliation Calls to Action, respectively. Specifically identified in the strategic plan:

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We will be true partners in our communities.

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

As a result of Fleming's commitment to Honouring the Rights of Indigenous People, Colleges & Institutes Canada, Indigenous Education Protocol and the TRC Calls To Action, the college has introduced the new Senior Management Team position of Vice President, Indigenous Knowledge & Relations. Indigenous Academics and Student Services report directly to the VP, IKR whom in turn reports directly the President.

Joint objectives for 2022-23 have been identified by Indigenous Academics and Indigenous Student Services (ISS) to meet the commitments identified in the Strategic Plan, Business Plan, Academic Plan and Indigenous Education Protocol, and ensure that college continues to be recognized as a leader in Indigenous post-secondary education. The objectives outlined will ensure that Fleming is meeting its core commitments of being a welcoming place for all and a true community partner.

Fleming College's commitment to the Indigenous Education Protocols, specifically #5 – the commitment to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators is demonstrated in our current Organizational Structure & employee compliment.

Indigenous voices and perspectives are important to successfully meet objectives. The College continues to focus on diversifying and better balance our workforce with Indigenous voices across the organization. Indigenous Academics and ISS specifically focus on the recruitment and hiring of Indigenous peoples.

Current staffing compliment includes:

Student Experience 5 employees

- 2 FT ISS Coordinator
- 1 ISS Manager
- 2 Bishkaa Student Ambassadors

Academic Experience 27 employees (4 Schools)

- 9 FT Faculty
- 18 PT Faculty
- 1 Academic Chair

Fleming College also relies on support and guidance from our Indigenous Education Council (IEC). The IEC represents the interests and concerns of local Indigenous communities and is committed to developing and supporting Indigenous education aspirations through curriculum, programs, services and research, that meets the needs of Indigenous and non-Indigenous students, faculty and staff at the college. IEC meets four times a calendar year and are important to ensuring we meet our objectives.

The IEC has completed a review of their Terms of Reference and ratified the following changes;

1. Implementation of Co-Chairs, 1 external & 1 internal
2. Implementation of 2-year terms for external Co Chair & Vice Chair
3. Community membership descriptions

Objective #1 – Incorporating Indigenous Perspectives

Target: 5 NEW Indigenous Perspectives Designation Programs

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

1. 45 Indigenous Perspectives Designated Programs end of 2023/24 Academic Year
2. First graduating class of PRK, Kenjigewin Teg, Manitoulin Island, June 2023

Objective #2 – Increase Academic Partnerships focused on Indigenous Knowledge

Target: 1 NEW Academic Agreement 2023/24

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

1. Continued Spring intakes of Practical Nursing Program, Kenjigewin Teg
2. New Program Delivery at Kenjigewin Teg, Winter Semester 2024, GHS Program which will feed into the PRK Program.
3. 100% of Fleming Students will have Indigenous content incorporated into their Fleming Experience by end of 2024 Academic year.
 - Indigenous Perspectives Designation

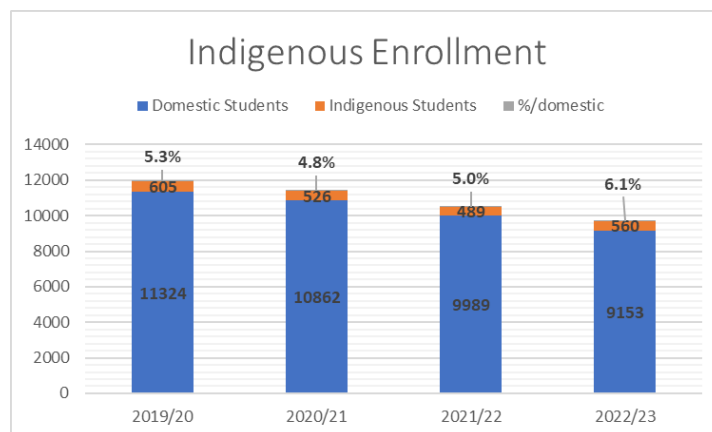
- Indigenous Content within their Program course curriculum
 - Indigenous Course inclusion in their Program of study
4. First graduates of new Aquaculture Foundation Program
 5. Inclusion of Knowledge Keepers & Indigenous Knowledge in the classroom – 45 unique Indigenous Knowledge Keepers & Elders have visited Fleming classrooms in 2022/23.
 6. Partnership with Everlasting Tree School, Six Nations of the Grand River

Objective #3 – Develop Indigenous Student and Indigenous Perspectives Designation Recruitment Plan in partnership with Marketing Department.

Target: Create recruitment opportunities for Indigenous students with the goal of increasing Indigenous student enrolment to match or better the provincial Indigenous population each year and increase Indigenous Perspectives Designation enrolment

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

1. 542 Indigenous students registered for 2022/23 Academic Year
2. 6.5% of Domestic enrollment, 2.9% Provincially & 5% Federally (STATS CAN)
3. NEW - Indigenous and Marginalized Student Outreach Facilitator, Access Programs in Ontario: OPAIP & Pathways to Education
 - a. North American Indigenous Games, Halifax Nova Scotia
 - b. Masters Indigenous Games, Ottawa Ontario
 - c. The Aboriginal Post-Secondary Information Program (APSIP) recruitment activities
4. Internal self-identification campaign to better track Indigenous enrolment.



6.5%

Objective #4 - Increase Indigenous representation on Program Advisory Committees.

Target: Develop a Recruitment to plan to increase Indigenous representation on five Program Advisory Committees and include Indigenous representation within the New Program Development process

These activities support the Strategic Plan and Business Plan (5.2.4), an initiative to increase employment rates among Indigenous student population, including appropriate representation on Program Advisory Committees. Activities provide a welcoming place for all, as well as support active contribution to reconciliation. Providing quality education for students while honouring Fleming’s commitment to the CIGan Indigenous Education Protocol.

Creation of External Indigenous-Led Community Council comprised of Indigenous Academic & Professional Leaders. First Meeting scheduled for October 2024, with support of Indigenous Education Council.

Objective #5 – Create, Deliver & Maintain Programs that support Indigenous Learners.

Target: Transition and expand Indigenous Student Services programs to support learners at all campuses. Creation of Indigenous student spaces on all campuses.

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

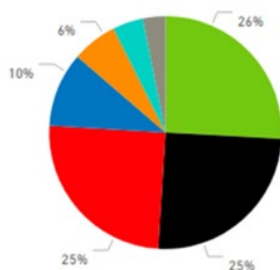
1. All services successfully delivered in person:

- MIIWGT2S Awareness Week – included an on-campus red-dress exhibit
- Honouring the Children lost at Indian Residential Schools
- Hand Drum making workshops
- Drop-ins with ISS staff and peer mentors
- Métis programming in collaboration with Métis Nation of Ontario

New programs include:

- 2 Spirit Awareness Presentation and Panel
- Elder and Knowledge Keeper visits in the classroom
- New Indigenous Student Lounge “Biindigehn” in Haliburton
- New Teaching lodges completed at Sutherland & Haliburton; Frost scheduled for Fall 2023

Enrolment by School



GAS	3%
HSAD	4%
SoBIT	6%
TT	10%
Health	25%
Community Services	25%
SENRS	26%

Objective #6 – Internal & External Partnerships

Target: Creation of new Internal and external partnership initiatives

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

New partnerships demonstrating Fleming's commitment to Honouring the Rights of Indigenous Peoples include:

1. Carpentry Program & Facilities – building of Semi permanent Teaching Lodges at each campus.
2. Marketing & Recruitment: creation of new Recruitment position and resource collaborations for larger reach.
3. Applied Research & Innovation: Aquaculture Research Project – team travelled to far north Indigenous Community
4. Business Intelligence and Research Services, Presenting at Economic Development Association of Canada Conference (Sept/Oct)
5. Partnership with Research & Innovation – membership on EaRTH District





Board of Governors

Briefing Note



Topic: Equity, Diversity, and Inclusion Update
Report To: Board of Governors
Meeting Date: November 22, 2023
Prepared By: Al Lambert, Executive Vice President, Human Resources

Recommended Motion

That the Board of Governors receive the Equity, Diversity, and Inclusion update.

Overview

An EDI Project Plan was developed to guide and support the advancement of equity, diversity, and inclusion across the College Community. This briefing note serves as an update on 2022-23 accomplishments, project priorities for 2023-24, and recommendations for future EDI strategic planning.

Key advancements and accomplishments were made across several projects, including:

Inclusive Curriculum Toolkit

- Inclusive curriculum toolkit has been developed.
- Pilot program launched in Spring 2023 with faculty from several schools.
- Preparing for evaluation of pilot program to consider rollout and implementation across the College.

Inclusive Leadership Development Opportunities

- Two workshops (Introduction to EDI and Introduction to Human Rights) and one learning series (Crucial Conversations: Tools for Talking When the Stakes Are High) were launched.
- Over 35 leaders attended across all three learning opportunities.
- Early feedback and evaluation indicate that leaders have integrated Crucial Conversations into their communication strategies with students and other Fleming employees.

Inclusive Interviewing Practices

- Completed review of interviewing practices, some gaps and barriers have been identified.
- Early draft of equity-informed interviewing guide has been developed.
- Preparing to pilot the equity-informed interviewing guide with a small group of leaders before roll-out.

Inclusive Communication Toolkit

- Environmental and literature scan completed for communication toolkit.
- Content for toolkit mapped and developed.
- Ready for launch in 2024.

Assessment

Project priorities for 2023-2024 are as follows:

1. Anti-Indigenous Racism Training: Development and Launch
2. Cultural Competency Development for Student Services
3. Revise the EDI Action Plan → EDI Strategy in Alignment with 2024 – 29 Strategic Plan
4. Evaluate the Inclusive Curriculum Toolkit

Anti-Indigenous Racism Training: Development and Launch

- The College made a commitment to the development of anti-Indigenous Racism Training at the 2022 Truth and Reconciliation Day Event.
- Over the past year, in collaboration with the VP, Indigenous Knowledge and Relations, a multi-module training overview has been identified.
- There may be revenue generating opportunity to market this series as a micro-credential.
- Activities for this year include content creation, instructional design, and module development. It will require a part-time administrative contract which can be supported by funds from the EDI budget.

Cultural Competency Development for Student Services

- In 2022-23, workshops and learning opportunities were delivered for leaders across the organization. With a continued shifting student demographic, learning and development initiatives focused on student services staff are proposed for 2023-24.
- In collaboration with the AVP Student Experience, an assessment and development initiative focusing on culturally relevant and safe service and support will be designed and supported.
- Activities for this initiative including assessment tools and development opportunities will be required. This initiative can be partially supported by funds from the EDI budget.

Revise the EDI Action Plan

- The original EDI Action Plan was created as an outcome of the 2021 Survey, led by the EDI Council
- With a new strategic plan forthcoming, it is recommended that the College reconsider and revise the EDI Action Plan with the goal of creating an EDI Strategy in alignment with the 2024-29 Strategic Plan. This will create a longer-term vision that supports and aligns with the larger strategic plan.
- The goal is to create a comprehensive EDI strategy that both acknowledges feedback received via the survey and advances the commitments the College has made through various charters.

Evaluate the Inclusive Curriculum Toolkit

- There is an opportunity for Fleming College to be a leader in equitable, inclusive, and anti-oppressive curriculum. While some Colleges have created inclusive curriculum resources, no other College in Ontario has evaluated the implementation of an inclusive curriculum resource.
- If a third evaluative phase was pursued, Fleming College would have the opportunity to be a leader in this space. We anticipate that this work can be submitted for publication.
- If Logical Outcomes were to support this third phase, additional resourcing would be required to extend the project. A statement of work is attached.

Recommendation

Receive updates for information and approval.

Risks and Considerations

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



PRESIDENT'S REPORT

November 2023 - Public Board Meeting

The following is a summary of key updates of the President to the Board of Governors since the June 2023 Board meeting.

College System Update

Fleming College welcomed newly appointed President and CEO of Colleges Ontario. Marketa Evans joined Fleming College on July 19, 2023 for a tour and round table discussion with members of Fleming's Senior Management Team.

Fleming College and OCAS (formerly Ontario College Application Service / ontariocolleges.ca) Senior Management Teams met October 31, 2023 to discuss current and future partnership opportunities.

Government Relations

Colleges and Institutes Canada (CICan) issued an official statement in response to comments regarding a potential cap on international student enrollment by federal officials ([CICan statement on comments regarding a potential cap on international student enrollment by federal officials – Colleges and Institutes Canada \(collegesinstitutes.ca\)](#)):

- Colleges and Institutes Canada (CICan) is troubled by the recent comments regarding a potential cap on international student enrollment by federal officials. Canada's housing crisis is complex and multifaceted. We need sustainable solutions and an integrated approach that underscores shared responsibility across all levels of government. Although implementing a cap on international students may seem to provide temporary relief, it could have lasting adverse effects on our communities, including exacerbating current labour shortages. Furthermore, we want to emphasize that students are not to blame for Canada's housing crisis; they are among those most impacted.
- Canada's colleges and institutes have long recognized housing shortage challenges and have taken decisive action to accelerate the development of and approvals for building new accommodations. Our commitment to finding solutions that specifically address student housing is further fueled by the transition back to in-person learning and the resurgence in program demands post-pandemic. In our recent submission to the House of Commons Standing Committee on Finance, we reaffirm our willingness to be a part of the solution and ask the government to prioritize the collection of federal data on student housing essential for informed decision-making and effective action and invest \$2.6 billion over three years in a new Student Housing Loan and Grant Program.
- Furthermore, CICan believes immigration is key to Canada's growth and prosperity and recently published [a submission](#) to Immigration, Refugees and Citizenship Canada (IRCC), which outlines our recommendations for improving the International Student Program. We have also been working with IRCC this past year to develop an approach that would see sustainable growth in international student enrollments with better alignment to the availability of student supports and

to labour market needs. We will continue to collaborate with the federal government to meet Canada's labour and talent needs.

Fleming College Board Of Governors welcomed Deputy Minister David Wai to the annual Board of Governors retreat on November 2, 2023 to discuss the Future of Post-Secondary Education in Ontario.

Fleming Strategy

Fleming College Foundation is extremely grateful for an anonymous donation of \$1 million for the fish hatchery in Lindsay. Other fundraising efforts are underway, and an advancement strategy will be presented to the Board of the Foundation and the college in the fall. This is consistent with Fleming's revenue diversification strategy. Additionally, the inaugural Fleming College Toronto golf tournament was held in September and raised \$25 000 for students, beyond sponsorship donations.

Fleming has reached the highest enrolment in the history of the college as of September. Great efforts were deployed to ensure that every student was provided an opportunity for a quality education including adding sections and managing scheduling, prudently.

Fleming College Toronto exceeded its target for this fall and the enrolment that has been realized is just over 4000 students.

Consultation for a new 5 year strategic plan will begin in fall 2023.

On October 3, 2023, the Board of the Ontario College Quality Assurance Service (OCQAS) approved Fleming's final CQAAP Audit Report. This report awarded Fleming a rating of "Mature Status" for its Quality Assurance processes, which is the highest available rating, and praised the work that the College has accomplished since its 2018 Audit. As is required by the process, Fleming will submit a report 18 months after receipt of the Final Report, that will outline the progress made towards addressing the 6 recommendations made by the auditors. A steering committee consisting of leaders from relevant departments across the college will be struck and will produce a plan to work on these recommendations, with a view to producing the required report in Winter 2025. The report will be presented to the Board of Governors for information.

Fleming Operations

Fleming College Council serves as a government mandated advisory body to the President. Council provides the means for staff and students to be consulted with, and provide input on, significant College matters. The Council met August 22, 2023 to discuss housing and academic updates prior to the fall term.

The organization of the senior team of the college has been finalized in preparation for the development of a new strategic plan.

President Adamson and the Senior Management Team welcomed everyone to the new fall term at an All Staff Town Hall August 31, 2023.

Through an agreement with Marine Institute, Fleming College will cover the cost of the first semester tuition fee, including ancillary fees, for 20 Aquaculture Foundations students. This funding is available for the January 2024 intake.

Fleming was very pleased to be notified of a successful bid to be the only college in the province providing the Nursing Transformation Initiative, fully funded through the Ontario government with \$1,055,834.94 in funding. This program provides a pathway for Internationally Educated Nurses (IEN) to qualify as Registered Practical Nurses (RPNs) and Registered Nurses (RNs) in Ontario.

In Our Community

Appreciation Breakfast at Sutherland Campus – Sept. 21, 2023

- Hosted an appreciation breakfast at Sutherland Campus for faculty and staff as a way to thank all for their efforts towards start up

Raising the Inclusive Flag at Sutherland Campus – Sept 21, 2023

- Fleming College raised the inclusive pride flag at Sutherland Campus to launch Pride Week in Peterborough ON
- Students, faculty and staff were invited to attend.

Appreciation Breakfast at Frost Campus – Oct. 6, 2023



- Hosted appreciation breakfast at Frost Campus for faculty and staff as a way to thank all for their efforts towards start up

Hosted 5th Annual FemSTEAM Summit at Sutherland Campus – Oct. 24, 2023

- Hosted 100 local students for the 5th annual summit to help improve awareness and resources for young females in the Greater Peterborough region related to education and career options in STEAM (science, trades & technology, engineering, arts and math).

Remembrance Day Ceremony – Nov. 10, 2023

- Fleming College marked Remembrance Day with an in-person ceremony at the Sutherland Campus. All students, faculty and staff were invited to attend the ceremony to honour those who made courageous sacrifices in the line of duty.

Many events are highlighted on [social media](#)   (follow me on Instagram [@fleming_pres](#) and on Twitter [@Fleming_Pres](#)); highlights include:

Social Media Highlights:

Check out this piece from [@globeandmail](#) highlighting our NEW Hairstyling Program! We're [#FlemingProud](#) to offer a space for artistry and learning to flourish.

I had the honour of welcoming over 100 bright and eager Grade 7 & 8 students to [@FlemingCollege](#) for the fifth annual [#FemSTEAM](#) event this morning. I wish you a successful day learning about education and career options in STEAM. And remember, DREAM BIG [@FemSteamPtbo](#)

I was pleased to attend the memorandum of understanding signing at [@ontariotech_u](#) yesterday with Minister [@JillDunlop1](#), [@Alstom](#) and [@earthdistrictca](#). This MOU will create important learning and research opportunities for students in Ontario. [@FlemingCollege](#)

We are very pleased to host the 39th annual Loggersports competition today at Frost Campus. Good luck to all competitors, especially our own [#FlemingPhoenix](#) athletes! [@FlemingCollege](#)

Fleming College recognized Remembrance Day today with a ceremony at Sutherland Campus to honour and pay tribute to those who courageously gave their lives to serve our country.
[#FlemingRemembers](#) [#LestWeForget](#) [@FlemingCollege](#)

Look who's thinking about joining us at Fleming! [#FlemingOpenHouse](#)

Fleming in the News:

[Out with the Knights and in with the Phoenix as Fleming College sports team name](#)

Peterborough Examiner | Sept 8, 2023

[Fleming College, Trent University host events aimed at raising awareness, education ahead of National Day for Truth and Reconciliation](#)

Global News | Sept. 25, 2023

[Annual community walk in Lindsay aims to create connections](#)

Peterborough Examiner | Sept. 27, 2023

[Six Fleming College Alumni Nominated For the 2023 Premier's Awards](#)

PTBOCanada.ca | Oct. 19, 2023

[Fleming College Holding Naming Contest For New Mascot Unveiled In September](#)

PTBOCanada.com | Oct. 31, 2023

[Artificial Intelligence and Aquaculture: Fleming College to Assist Independent Robotics with Innovative Canada's Ocean Supercluster Projects](#)

Yahoo Finance | Nov 1, 2023

[Fleming College hosts 39th annual Loggersports competition](#)

Global News | Nov. 4, 2023

[Fleming College Offering New Aquaculture Students Free Training](#)

PTBOCanada.com | Nov. 7, 2023

[Fleming students on turtle patrol in Costa Rica](#)

Peterborough Examiner | Nov. 7, 2023