



## PUBLIC MEETING AGENDA

**Date:** Friday May 24, 2024  
**Time:** 9:00 – 9:45  
**Information:** Zoom

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 March 27, 2024 Public Board of Governors Meeting ☺
  - 4.2 Briefing Note and Report: Bill S211 – Modern Slavery Report ☺

## Decision Items

- |    |   |  |                                     |
|----|---|--|-------------------------------------|
| 5. | Governance Committee Report <ul style="list-style-type: none"> <li>• Composition, Recruitment and Renewal ☺ <i>(approve)</i></li> <li>• 2024/25 Officer Appointments ☺ <i>(approve)</i></li> <li>• 2024/25 Committee Appointments ☺</li> </ul>  | Karen Jensen, Vice Chair                               | <b>10 min</b><br><i>(9:10-9:20)</i> |
| 6. | Program Modifications<br>6.1 New Program Development – Community Collaboration in Addictions & Mental Health Ontario College Graduate Certificate program <i>(Approve)</i> <ul style="list-style-type: none"> <li>• Briefing Note</li> <li>• New Program Development Business Case</li> </ul><br>6.1 New Program Proposal – Veterinary Technician, Ontario College Diploma <ul style="list-style-type: none"> <li>• Briefing Note</li> <li>• New Program Development Business Case</li> </ul> | Theresa Knott,<br>Executive Vice President<br>Academic | <b>15 min</b><br><i>(9:20-9:35)</i> |

## Information Items

- |    |                             |               |                                    |
|----|-----------------------------|---------------|------------------------------------|
| 7. | Board Chair Report - Verbal | Don Gillespie | <b>5 min</b><br><i>(9:35-9:40)</i> |
|----|-----------------------------|---------------|------------------------------------|

8. President's Report 🗨

President Adamson

5 min

(9:40-  
9:45)

## Discussion:

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9. Other

5 min

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*Close approximately 9:45*

**All items are public; there will be no in-camera meeting held in May.**



## PUBLIC MEETING MINUTES

**Meeting Date:** March 27, 2024

**Meeting Location:** Zoom

**Attendance:**

**External Governors:**

Don Gillespie, <i>Chair</i>	Karen Jensen, <i>Vice-Chair</i>	Sudha Datta <i>Chair FAC</i>
Cory Bryan	Cynthia Chan Reynolds ( <i>Regrets</i> )	Kerri Davies
Tim Kennaley	Michael Nasello	Lisa Reed
Doris Stamml		

**President:**

Maureen Adamson

**Internal Governors:**

Laura Coles ( <i>Support Staff</i> )	Todd Hataley ( <i>Academic</i> )	Kiersten Singh ( <i>Student</i> )
Marc Patenaude ( <i>Administrative Staff</i> )		

**Senior Administration:**

Brett Goodwin <i>Executive Vice President, Academics &amp; Applied Research and Innovation</i>	Sherry Gosselin <i>Executive Vice President, IT &amp; Registrarial Services</i>	Alan Lambert <i>Executive Vice President, Organizational Effectiveness and Human Resources</i>
Drew Van Parys <i>Executive Vice President, Corporate Services</i>	Kate McIntosh <i>Vice President, Student Experience</i>	Liz Stone <i>Vice President, Indigenous Knowledge and Relations</i>
Laura Gunning <i>Associate Vice President, International</i>	Chris Jardine, <i>Acting Associate Vice President, Marketing and Advancement</i>	Theresa Knott <i>Associate Vice President, Academic Experience</i>
Julie Ferrari <i>Chief of Staff, President's Office</i>	Trish Matthews <i>Director, Corporate Affairs, Governance &amp; 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 9:00a.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.

### **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 March 27, 2024 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 March 27, 2024, meeting and, through this consent the:

**4.1 Minutes of the January 24, 2024 Public Board of Governors Meeting**

**CARRIED**

### **5.0 Finance and Audit Committee Update**

S. Datta spoke to the written report from the Committee.

### **5.1 Financial Position Reports – January 30, 2024**

- Analysis of the year-to-date financial data forecasts a year end surplus of \$38.4M
- the College has seen significant increases in enrolment, both at the home campuses and the Fleming College Toronto (FCT) campus, which is driving the significant increase in expected surplus relative to budget.
- salaries and benefits are expected to decrease \$7.8M compared to budget - delayed hiring and/or unexpected vacancies resulting in some temporary savings

***MOTION: Be it resolved that the Board of Governors, upon recommendation by Finance and Audit Committee, receive the Financial Reports for the ten (10) Months Ending January 30, 2024 for information.***

**CARRIED**

### **5.2 2024-205 Budget**

Management has built a very robust business model that has allowed detailed financial planning and analysis over the next 3 years, and a detailed report was included in the material

The 24-25 budget is proposed as revenues over expenditures of \$5.2M.

Management has not received confirmation from the Ministry on whether corridor or SMA3 grants will be frozen and as such, an allowance has been made for these potential adjustments.

Tuition has been budgeted based on the enrolment plan under the assumption that domestic tuition fees will remain frozen and international tuition fees will not increase.

Post Graduate Work Permit impact and International student cap distribution to individual institutions has not been finalized, however, it has been noted that the result would be a significant impact on international student tuition.

***MOTION: Be it resolved that the Board of Governors, upon recommendation by Finance and Audit Committee, approve the proposed budget for the year ending March 31, 2025.***

**CARRIED**

### **5.3 Century Transportation Contract**

Century Transportation is a bus company, utilized mainly by SENRS programs and our student athletes, and comes with an annual spend of approximately \$330k.

The college is currently operating under a 2-year contract with Century Transportation that began on March 31, 2022 and expired on February 29, 2024.

The contract is under a collaborative agreement through OECM which is in effect until July 31, 2026, with an option to extend for an additional 5 years. Management recommends renewing for the duration of the OECM contract and its extension period.

***MOTION: That the Board of Governors, upon recommendation by Finance and Audit Committee, approve the execution of OECM Collaborative Agreement with Century Transportation, with an estimated contract value of approximately \$2.2 million, effective through July 31, 2026, plus 5-year extension option.***

**CARRIED**

#### **5.4 FAC and SAC Financial Statements**

The FSA and SAC are separate entities that are not included in the College's financial statements; however, they are related entities and accordingly the College have access – for review purposes – to their respective financial statements.

The 2023 year-end audited financial statements have been reviewed by Finance and presented to the Finance and Audit Committee, with nothing to report that would be of significant concern. The annual audited financial statements as at March 31, 2023 are received by the Board for information purposes only.

Buildings included in the statements are believed to be the spaces at Sutherland and Frost that the Activity Councils use; management will clarify.

Transit funds – looks like they're bringing in and spending more on this budget line. May be timing impact.

**MOTION: That the Board of Governors receive the Frost Student Association (FSA) and Student Activity Council (SAC) Financial Statements for information.**

**CARRIED**

#### **6.0 Professional Cleaning Services Agreement Extension – Dexterra Facilities Management**

The Board of Governors approved an amendment and extension to this contract in January 2024

As part of the approved amendment to the Agreement, as approved by the Board of, an hourly wage increase took effect as of December 7, 2023.

This 14.38% wage increase has resulted in an increase in monthly billings for the period of December 2023 through March 2024, and thus the need to increase the amount allocated to the contract purchase order.

A one-time increase of \$734,500 is being requested. The contracted purchase order amounts submitted for the 2024-25 fiscal year have been adjusted to include the increase in wages expected by the Professional Cleaning Services contractor and will continue to be factored in for the final year of the agreement in 2025-26.

**MOTION: That the Board of Governors approve a 2023-2024 in-year increase to the Professional Cleaning Services Agreement contract between the College and 10647802 Canada Limited o/a Dexterra Facilities Management of \$724,500.**

**CARRIED**

#### **7.0 Policies**

##### **7.1 Joint Foundation and College Donor Policies**

T. Matthews, Director Corporate Affairs, Governance and Risk Management spoke to the pre-circulated materials.

Establishing clear and comprehensive Donor, Naming, and Gift Acceptance policies is of paramount importance for a Foundation; they serve as a guiding framework that not only ensures transparency and ethical practices but also safeguards the foundation's integrity and mission.

Philanthropic policies that are jointly developed and shared between an organization and its foundation are crucial for fostering a collaborative and aligned approach to giving.

These policies serve as a bridge between the two entities, ensuring that their philanthropic endeavors are coordinated, coherent, and mutually reinforcing. By having joint policies, both the college and its foundation can synchronize efforts to address shared goals and community needs, leveraging resources and expertise effectively.

Relevant policies across Ontario colleges and universities and healthcare were reviewed for application of best practices

**Gift Acceptance Policy:** guides the employees, volunteers, and leaders of Fleming College and Fleming College Foundation on matters of gift acceptance and ensures that all donations received are in accordance with the organizations' mission, vision, and objectives.

This Policy identifies the various types of donations that the Foundation may accept, and outlines guidelines for each type of donation to ensure that gifts will:

- a) Protect the donor's interests;
- b) Be acceptable to Canada Revenue Agency (CRA);
- c) Minimize the risk of liability on the College and Foundation, their staff, and the Board of Directors (the Board);
- d) Be cost-effective for the donor and the Foundation.

**Donor Recognition Policy:** establishes guidelines for the appropriate, equitable, and consistent recognition of philanthropic gifts to the College and Foundation, and develops a centralized framework for Donor Recognition and stewardship ensuring one clear Policy of recognition is unilaterally applied.

**Naming Policy:** sets out the authority and procedures for Naming College Assets to recognize financial contributions from individuals, businesses, and organizations. It ensures that Naming Recognition decisions are made consistently according to the College and Foundation's mission and objectives.

These policies collectively contribute to the foundation's credibility, helping to build trust among stakeholders and the broader community. Moreover, they offer legal protection by addressing potential conflicts of interest and ensuring compliance with regulatory requirements, preserving the foundation's reputation and long-term impact.

A number of outdated college policies will be superseded by these three new Policies, and management recommends policy revocations for each:

- Institutional Gifts, 4-408
- Unsolicited Financial Gifts, Receipting and Gifts in Kind, 4-415
- Receipting of Cash and Gifts in Kind as Charitable Donations, 4-416
- Liquidation of Donated Publicly Traded Securities, 4-422
- Gift Acceptance, 8-801

The policies and recommendations have been reviewed and approved by the Policy and Procedure Committee, Senior Management Team and the Foundation Board of Directors.

**MOTION: That Fleming College Board of Governors approve the Fleming College Foundation/Fleming College**

- **Gift Acceptance Policy**
  - **Donor Recognition Policy**
  - **Naming Policy**
- for implementation April 1, 2024; and**

### **Revoke College Policies**

- **Institutional Gifts, 4-408**
- **Unsolicited Financial Gifts, Receipting and Gifts in Kind, 4-415**
- **Receipting of Cash and Gifts in Kind as Charitable Donations, 4-416**
- **Liquidation of Donated Publicly Traded Securities, 4-422**
- **Gift Acceptance, 8-801**

**Effective April 1, 2024.**

**CARRIED**

### **7.2 Ethical Conduct for Research Involving Humans Policy**

B. Goodwin, Executive Vice President, Applied Research and Principal Frost Campus spoke to the pre-circulated materials.

Institutions receiving Tri-Council research funding (e.g., NSERC) are required to have a Research Ethics Board (REB) and policies and procedures addressing ethical conduct for research involving humans. Both the functioning of the REB and the supporting policies and procedures are dictated by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans

Fleming has had a policy addressing ethical conduct for research involving humans since 2008 but it was last revised in April 2012. With the recent update to TCPS 2 in 2022 and the age of the policy it was time to update and revise the policy. The policy has been:

- Updated to align with the new TCPS 2 governing document;
- Split into a policy and a procedure; and
- Clarified that the responsibility for the policy and associated procedure fell to the Applied Research area.

The revised policy and associated procedure have been reviewed by the College Policy and Procedures Committee, the REB, the Office of Applied Research and Innovation, and the faculty union.

**MOTION: That the Board of Governors approve the Integrity in Research and Scholarship Policy #9-906**

**CARRIED**

### **7.3 Integrity in Research and Scholarship Policy**

B. Goodwin, Executive Vice President, Applied Research and Principal Frost Campus spoke to the pre-circulated materials.

Cases of breaches of integrity in research are growing, including such issues as data fabrication, image manipulation, plagiarism, and gaming publication and review processes. With the current rate of growth in research at Fleming, it is imperative that we have a policy to address integrity in research.

Tri-Council funding agencies require institutions receiving funding to have an integrity in research policy in place. Colleges wishing to offer applied degrees are required to have an integrity in research policy in place.

Fleming College's current policy hadn't been revised since 2008. Relevant policies across Ontario colleges and universities were reviewed, and using this information, the policy was entirely rewritten. The policy has been:

- Updated to align with the best practices as evident in our review of other policies;
- Split into a policy and a procedure; and

- Clarified that the responsibility for the policy and associated procedure fell to the Applied Research area.

The revised policy and procedure have been reviewed by the College Policy and Procedures Committee, the Office of Applied Research and Innovation, and the faculty union.

**MOTION: That the Board of Governors approve the Integrity in Research and Scholarship Policy 9-906.**

**CARRIED**

### **8.0 New Program Proposals and Modifications**

T. Knott, Executive Vice President, Academic Experience, presented new program proposals and modifications for the consideration of the Board of Governors.

#### **8.1 Diagnostic Cardiac Sonography – New Program Proposal**

The School of Health and Community Services is proposing the development of a two-year, four-semester Ontario College Graduate Certificate Program in Diagnostic Cardiac Sonography. Proposed launch date of Fall 2025.

Cardiac Sonographers are allied healthcare professionals specially trained to use imaging technology to help physicians diagnose heart problems in patients.

The proposed program would provide this specialized training in a flexible delivery format. Focus within the curriculum on simulation, geriatric patient care, and Indigenous Health will differentiate this program within the province. Expected contribution to overhead is approximately 58% at the end of year 1, based on a costing analysis with an intake of 40 students. Revenue in year 1 is estimated at \$361,318.68 and is projected to increase to \$1,083,956.04 by year 5. The numbers are based on conservative enrollment estimates with additional intakes added over the course of a 5-year period.

Capital investment is required by way of acquiring echocardiology machines to deliver the practical lessons.

Labour market analysis reveals that cardiac sonography and related occupations are expected to increase nationally by 20.7% and provincially by 19.9% over the next six years.

Similar to most health occupations, employment growth in this area is expected to be strong, mostly due to the aging population where the growing number of seniors is anticipated to lead to an increase in the demand for diagnostic services related to cardiovascular health conditions.

There are currently three program offerings in the Ontario College system related Medical Sonographers at the Ontario College Graduate Certificate credential level - Algonquin, Mohawk, and St Clair offer funded programs in Diagnostic Cardiac Sonography.

**MOTION: That the Board of Governors approve the proposal to develop and launch a new Diagnostic Cardiac Sonography Ontario College Graduate Certificate program for implementation Fall semester, 2025.**

**CARRIED**

### **10.0 Other Business**

None.

The meeting was declared closed at 9:25a.m



*Signed as approved:*

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Don Gillespie  
Chair  
Fleming College Board of Governors

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# Board of Governors

## Briefing Note



**Topic:** Bill S211 – Modern Slavery Report  
**Report To:** Public Board Meeting  
**Meeting Date:** May 24, 2024  
**Prepared By:** John Pacey, Director Finance Analytics and Procurement Services  
Greg Edwards, Interim Vice President Finance

### Recommendation

That the Board of Governors receive the Bill S211- Modern Slavery Report for information.

### Overview

Canada's new Act on fighting against forced labour and child labour (Bill S-211) was passed in May 2023 and came into effect on Jan 1, 2024. Affected entities must report by May 31, 2024.

This issue has been discussed amongst the Ontario College sector over the past several months. There is some diversity of views in terms of whether the Act applies to Colleges. That said, the majority of Colleges note that there is no explicit exception and the scope requirements seem to apply. Accordingly, the majority of Colleges have indicated they intend on submitting the required report. Many have commented that the reporting is relatively straightforward for Colleges – due to the nature of operations.

### Discussion

The report was prepared in consultation with independent expertise and uses a template developed by a legal firm. The Board is required to approve the report prior to submission.

The report assesses the risk of any forced labour and/or child labour in our operations or within our supply chain as **very low**. Fleming College does not purchase goods from countries that are considered high risk and the overall volume of import of goods from International sources is extremely low. This overall risk assessment is consistent with other Ontario Colleges.

During the current fiscal year we will be reviewing and modifying relevant policies and procedures to further support compliance with Bill S-211.

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

Ensuring that Fleming College meets government reporting requirements.

### Risks and Considerations

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

## Supporting Documentation

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- Appendix A – Fleming College Annual Report – Canadian Forced and Child Labour Act (S-211)



# Bill S-211 : Modern Slavery Report April 1, 2023 to March 31, 2024

*This Modern Slavery Report (the "**Report**") addresses the period from **April 1, 2023** to **March 31, 2024** and has been prepared in compliance with the Fighting Against Forced Labour and Child Labour in Supply Chains Act (Canada)(the "**Act**")*

## 1. Introduction

Forced labour and child labour, each as defined in the Act, are crimes and serious violations of human rights. Fleming College recognizes the important role that we have in ensuring that our operations and the supply chains that support these, adhere to the highest ethical standards, including the prevention and identification of forced labour and/or child labour in our supply chain. This Report sets out the steps we have taken for the year ended March 31, 2024 to prevent and reduce the risk that forced labour or child labour is used at any step in the production of goods in Canada or of goods imported into Canada by Fleming College.

## 2. Our Business

Fleming College is a post-secondary institution in Central Ontario with campus locations in Peterborough, Lindsay, Cobourg and Haliburton. Fleming College offers full time programs in Skilled Trades, Business, Arts and Heritage, Health and Wellness, Technology, Environmental and Natural Resources, Justice, Community Development and General Arts and Sciences. The College hosts more than 6,000 full-time and 10,000 part-time students on an annual basis.

In 2024, Fleming College reported revenue of \$307 million, and a net surplus of \$41 million. The majority of Fleming College's revenue is obtained from tuition fees and operating grants. Similarly, the majority of expenditures incurred by Fleming College relate to delivery of academic programming and are comprised mainly of salaries, benefits and administrative type costs.

Further information about Fleming College, including strategic plans and annual financial plans can be found on our website - [Reports and Plans : Fleming College](#)

## 3. Our Policies

Through our organizational and governance policies we communicate our values and expectations, setting a high bar for ourselves, our suppliers, and our community partners. We are committed to consistently evolving and improving our approach and will be updating our policies to enforce our non-tolerance of forced labour and/or child labour in any part of our operations or supply chain.

We make efforts to ensure our activities are not having a negative impact on human rights. Our relevant policies are discussed in further detail below:

### **Procurement Code of Ethics**

We are committed to conducting our business in a lawful and ethical manner. Our Procurement Code of Ethics (the Code) is the foundation of our procurement policies and sets out guiding principles on professional conduct and establishes that in performing their job duties, Fleming College employees should always act lawfully, ethically and in the best interests of Fleming College.

(In fiscal 2025 we will update the Code of Ethics to include specific points regarding child and forced labour.)

### **Whistleblower Policy**

We have established a whistleblowing process, enabling any employee of Fleming College to anonymously report various forms of misconduct, including concerns related to workplace harassment and safety, and any other sensitive issues.

The purpose of this policy is to ensure that Fleming College operations are conducted ethically and with integrity. This policy will allow any employee the opportunity to address concerns surrounding potential forced labour and/or child labour issues in our business or supply chains.

### **Supplier Code of Conduct (2025 Fiscal Addition)**

Fleming College will be implementing a Supplier Code of Conduct in the 2025 fiscal year. The supplier code of conduct will detail the requirements and expectations we have of our suppliers and their supply chains. We expect our suppliers to comply with all applicable legal requirements in the jurisdictions in which they operate and consistently monitor and enforce our Supplier Code of Conduct in their own operations and supply chain. Our Supplier Code of Conduct will set forth our principles of inclusivity and accountability. We engage with suppliers that are committed to these same principles and suppliers commit to these standards as a condition of doing business with us.

### **Due Diligence**

We expect third parties with which we work to adhere to business principles and values similar to our own and to comply with all applicable laws and regulations. Before making any commitments towards third parties, we take steps to appropriately evaluate the relationship and mitigate any associated risks by carrying out risk-based due diligence and checks.

## 4. Assessing Our Risk

Fleming College has assessed the risk that forced labour and/or child labour is present in any of our activities or throughout our supply chains as **very low**.

A review of all international purchase orders for 2024-25 was undertaken by the Fleming College procurement team and the results showed the following:

- Fleming College does not engage any international vendors for ongoing procurement contracts, and any purchase of goods are generally one-time purchases of specialized equipment
- The majority of International purchase orders relate to student recruitment
- There was no direct procurement from countries that are deemed high risk as per the slavery ratings on [Global findings | Walk Free](#)

Our exposure to the risk of forced labour and/or child labour increases when we engage with third parties for things such as bookstore operations, cleaning and food services. However, we feel that dealing with reputable companies for these contracts keeps our overall risk at a very low level.

## 5. Our Commitments

### **Steps to Prevent and Reduce Risks of Forced and Child Labour**

The requirement to identify and mitigate any risk associated with child labour and forced labour is new to the College sector, and to Fleming College. As a result, many of our existing policies and processes will need to be reviewed and revised to ensure that we are addressing the risk appropriately.

While we feel that our activities are very low risk, we will be taking steps to ensure that the possibility of forced labour and/or child labour occurring at any point in our supply chain are identified and dealt with.

These steps will include:

- Developing and implementing due diligence policies and processes that identify and address prohibition of forced labour and/or child labour
- Development and use of a supplier code of conduct that addresses any potential forced labour and/or child labour in supplier operations or their supply chain
- Including information within our procurement training materials that enables employees to identify and assess potential risk of forced labour and/or child labour
- Updating the Fleming College procurement code of conduct to include anti-forced labour and/or child labour guidelines

### **Remediation Measures**

Fleming College has not taken any remediation measures in place, to either stop forced labour and/or child labour or to supply lost income to vulnerable families who have lost a source of income as the result of eliminating forced labour and/or child labour in our supply chains. Based on our risk assessment and business activities, we feel these measures are not applicable to our organization.

## 6. Our Progress and Effectiveness

Fleming College has just recently undertaken an assessment of our policies and procedures in relation to the prevention of forced labour and/or child labour. In the coming fiscal year we will be assessing the need to develop a process to measure the effectiveness of our efforts.

Our current operational model carries very little risk in relation to forced labour and/or child labour. While we plan to update policies and training materials to ensure all employees have resources available to help combat any potential forced labour and/or child labour in our operations or supply chains, we don't anticipate there will be any issues.

To ensure our suppliers are aware of our stance on forced labour and/or child labour we will be implementing a supplier code of conduct that we will require all suppliers to sign off as part of the vendor setup process. We will consider this initiative successful when 100% of vendors have signed the code of conduct.

## 7. Approval & Signature

This Report was approved by **Sir Sandford Fleming College of Applied Arts and Technology's Board of Governors** on **May 28, 2024** and has been submitted to the Minister of Public Safety and Emergency Preparedness in Canada. This Report will also be available on our website at [Reports and Plans : Fleming College](#)

In accordance with the requirements of the Act, and in particular section 11 thereof, I attest that I have reviewed the information contained in this Report for Sir Sandford Fleming College of Applied Arts and Technology. Based on my knowledge, and having exercised reasonable diligence, I attest that the information in this Report is true, accurate and complete in all material respects for the purposes of the Act, for the reporting year listed above.

**Don Gillespie**

**Board Chair, May 28, 2024**

I have the authority to bind **Sir Sandford Fleming College of Applied Arts and Technology**





# Board of Governors

## Briefing Note



**Topic:** Board Composition, Planning and Recruitment 2024-2025  
**Report To:** Public Board Meeting  
**Meeting Date:** May 24, 2024  
**Prepared By:** Trish Matthews, Director Corporate Affairs, Governance and Risk Management

### Overview

Upon Recommendation by the Governance Committee.

**Whereas S. Datta** has served a 3-year term which expires August 31, 2024. The governor is eligible to serve for up to three more years; and **That the governance committee recommend the Board of Governors approve 2<sup>nd</sup>-term 3-year appointments for S. Datta effective September 1, 2024.**

**K. Davies** has served a 3-year term which expires August 31, 2024. The governor is eligible to serve for up to three more years; and **That the governance committee recommend the Board of Governors approve 2<sup>nd</sup>-term 3-year appointments for K. Davies effective September 1, 2024.**

**M. Nasello** has served a 3-year term which expires August 31, 2024. The governor is eligible to serve for up to three more years; and **That the governance committee recommend the Board of Governors approve 2<sup>nd</sup>-term 3-year appointments for M. Nasello effective September 1, 2024.**

### Internal Governor, Support Staff

Whereas Support Staff governor, L. Coles, has served a 3-year term which expires August 31, 2024. The governor is eligible to serve for up to three more years.

### Recommendation:

**That the governance committee recommend the Board of Governors approve 2<sup>nd</sup>-term 3-year appointment for L. Cole, effective September 1, 2024.**

### Risks and Considerations

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



# Board of Governors

## Briefing Note



**Topic:** Officer Appointments 2024-2025  
**Report To:** Public Board Meeting  
**Meeting Date:** May 24, 2023  
**Prepared By:** Trish Matthews, Director, Corporate Affairs, Governance and Risk Management

### Recommended Motion

That the Board of Governors approve Officer appointments for the 2024-2025 term as follows:

- Don Gillespie, Board Chair
- Doris Stamml, Vice Chair, Chair of Governance Committee
- Karen Jensen, Chair, Finance & Audit Committee

### Overview

It is the role of the Governance Committee to recommend candidates for the appointed Officer positions to the Board after due inquiries (section 29.2(g)(v)). Eligible members of the Board were canvassed by Survey regarding their interest in Officer Roles.

### Risks and Considerations

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



# Board of Governors

## Briefing Note



**Topic:** Committee Appointments 2024-2025  
**Report To:** Public Board Meeting  
**Meeting Date:** May 24, 2024  
**Prepared By:** Trish Matthews, Director, Corporate Affairs, Governance and Risk Management

### Recommended Motion

That the Board of Governors approve Committee appointments for the 2024-2025 term as follows:

#### **Executive Committee:**

*The Executive Committee shall be composed of: (a) the Board Chair, who shall serve as the committee chair; (b) the Vice-Chair; (c) the Chair of the Finance & Audit Committee; and (d) the President.*

- Don Gillespie, Board Chair
- Doris Stamml, Board Vice-Chair and Chair of Governance Committee
- Karen Jensen, Chair, Finance & Audit Committee
- Maureen Adamson, President

#### **Finance & Audit Committee:**

*The Finance & Audit Committee shall be composed of: (a) at least two External Governors, one of whom shall be the committee chair; (b) the President; (c) at least two other Governors; and (d) up to two other individuals who are not Governors, appointed by the Board, at its discretion, following consultation with the Finance & Audit Committee.*

- Karen Jensen, Committee Chair
- Don Gillespie, Board Chair
- Maureen Adamson, President
- Cory Bryan
- Michael Nasello
  
- Community Member(s): Mark Bell, Lucy Bonnano

#### **Governance Committee:**

*The Governance Committee shall be composed of: (a) four External Governors, one of whom shall be the committee chair; and (b) the President.*

- Doris Stamml, Committee Chair
- Don Gillespie, Board Chair
- Maureen Adamson, President
- Tim Kennaley
- Sudha Datta

#### **ESG Committee:**

- Sudha Datta, Committee Chair
- Maureen Adamson, President
- Kerri Davies

- Michael Nasello

### Overview

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It is the role of the Governance Committee to recommend candidates for committee appointments to the Board after due inquiries. Eligible members of the Board were canvassed by Survey regarding their interest in committee appointments.

### Risks and Considerations

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



## Board of Governors

### Briefing Note



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**Topic:** New Program Business Case – School of Health and Community Services: Community Collaboration in Addictions & Mental Health, Ontario College Graduate Certificate

**Report To:** Public Board Meeting

**Meeting Date:** April 23, 2024

**Prepared By:** Nick Stone, Dean School of Health and Community Services

### Recommendation

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THAT the Board of Governors of Sir Sandford Fleming College approve the Community Collaboration in Addictions & Mental Health Ontario College Graduate Certificate program for launch May, 2025.

### Overview

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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 *Community Collaboration in Addictions & Mental Health*. The program concept was approved by the Board of Governors on June 28<sup>th</sup>, 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 Spring 2025.

The Community Collaboration in Addictions & Mental Health 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 Spring 2025. The Community Collaboration in Addictions & Mental Health program focuses on the interprofessional aspects of addictions and mental health and how different professions work together to provide outstanding public services. With the focus on interprofessional practice it will allow students from varying professional and educational backgrounds to upskill in addictions and mental health.

The Community Collaboration in Addictions & Mental Health 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. Contribution to Overhead in year 1 is expected to be \$404,797.25 and is projected to increase to \$647,100.97 by year 5. These numbers are based on three intakes annually and conservative enrollment and retention estimates.

The proposed program will be unique in the provincial system in three main ways. Firstly, it will offer a work integrated learning experience during the last seven weeks of the final semester. Secondly, it will be delivered entirely online in either asynchronous or synchronous sessions. Thirdly, it will build on the strong community need for equity, diversity, and inclusion training for those from varying educational and professional backgrounds. The program will work through the IPD process to determine appropriate inclusion of Indigenous specific content.

A labour market analysis reveals that Community Collaboration in Addictions & Mental Health occupations are expected to increase in the Fleming catchment area, with a total of 2,013 local jobs available by 2028. In Ontario, job demand is projected to increase by 12% with 58,411 jobs expected in the province by 2028. There are 173,704 expected jobs in Canada as of 2028 for this occupational group. Since 2018, Fleming's Indigenous Labour Market platform recorded a total of 10,772 social and community service worker opportunities across Canada specific to Indigenous employers, job seekers or Indigenous communities with total of 2,561 employment opportunities (24% of total opportunities) being advertised in Ontario. Within the Ontario College system there are currently nine

program offerings related to Community Collaboration in Addictions & Mental Health, with Algonquin and St Lawrence Colleges within the Eastern Ontario region. The proposed program will be the only program in the Eastern Ontario region that has the inclusion of addictions and mental health content specific to Indigenous populations.

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

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The proposed Community Collaboration in Addictions & Mental Health program aligns well with the Academic Plan in that it is responsive to the needs of the community as students would have additional skills, and resources to bring back to their communities and workplaces to enhance interactions with those dealing with complex addictions and mental health concerns.

The proposed program aligns with the Strategic Plan by focusing on the needs of both students and employers in this labour market by addressing a demonstrated need for mental health training across all professions in the community. Community Collaboration in Addictions & Mental Health will be delivered online thus aligning with the College's mandate to embrace technology. Lastly, since the proposed program will encompass students from various sectors, backgrounds, cultures, and experiences, it aligns with the strategic plan to be a welcoming place for all and include the many elements of equity, diversity, and inclusion.

Through its innovative delivery model, the proposed program is designed to ensure maximum student retention and therefore a high graduation rate. Median graduate earnings for this type of credential are high, thereby, enhancing our performance against the SMA3 metric "employment in field of study." Finally, the placement component within this program meets the experiential learning requirements of SMA3.

### Risks and Considerations

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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 (Community Collaboration in Addictions & Mental Health).

### Supporting Documentation

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- NPD Business Case – CC A&MH (Funded)



**FLEMING**

# **NPD Business Case**

Community Collaboration in Addictions  
and Mental Health- Ontario College  
Graduate Certificate

Date:	March 27, 2024		
Board of Governors:	<input checked="" type="checkbox"/> Decision		
Proposed By:	Nick Stone, Dean		
School of Study:	School of Health and Community Services		
Proposed Launch Date:	Fall, 2024		
Offering:	<input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time		
Student Enrolment Target:	Year 1: 57 (total)	Year 3: 114 (total)	Year 5: 171 (total)
New Faculty Resources:	None		
Semesters / Hours:	2 semesters / 679 hours		
Applied Learning Method(s):	<input type="checkbox"/> Applied Project <input checked="" 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:	Case Manager, Mental Health Clinician, Outreach Services, Health promotion, Addiction Counsellor		
Proposed Tuition (per Semester):	\$ 2712.73 domestic (gross)		
Program Start-up Cost (\$):	0		
Incremental Costs (\$):	Year 1: 141,482.17	Year 3: 282,964.34	Year 5: 424,446.52
Net Income <sup>1</sup> (\$):	Year 1: -4277.11	Year 3: -645.20	Year 5: 2986.72
Contribution to Overhead (%):	Year 1: 62% \$235,945.82	Year 3: 60% \$428,764.30	Year 5: 61% \$647,100.97
OCQAS Program Validation:	<input checked="" type="checkbox"/> Approved    APS Number: FLEM01325 Validation Date: October 3, 2023		
MTCU Code:	#70902		
NOC Code:	NOC 4212/42201		
CIP Code:	51.1599		

**Endorsed**

Academic Council     Program Advisory or Reference Group     Senior Management Team     Strategic Enrolment Management     Other: \_\_\_\_\_

**Acknowledgements**

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<sup>1</sup> Net Income calculation does not include the grant portion of the enrolment revenue; contribution to overhead calculations do include these revenues.



Thank you to the members of our School of Health and Community Services 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 Nick Stone, Lorie Blundon, Alexis Rischke-Peddle, Lisa Fenn, Charlene Kloos, Amanda Robinson, Nat Leach, Kristine McBride and Yvette Maxwell.

# Table of Contents

<b>1. EXECUTIVE SUMMARY</b> .....	<b>5</b>
<b>2. PROGRAM DESCRIPTION</b> .....	<b>5</b>
<b>3. FLEMING COLLEGE STRATEGIC ALIGNMENT</b> .....	<b>7</b>
3.1 ALIGNMENT WITH FLEMING COLLEGE STRATEGIC PLAN .....	8
3.2 ALIGNMENT WITH FLEMING COLLEGE ACADEMIC PLAN .....	8
3.3 ALIGNMENT WITH FLEMING COLLEGE BUSINESS PLAN .....	9
3.4 ALIGNMENT WITH OTHER FLEMING COLLEGE PLANS .....	9
<b>4. MINISTRY OF COLLEGES AND UNIVERSITIES FUNDING APPROVAL REQUIREMENTS</b> .....	<b>10</b>
4.1 LABOUR MARKET ANALYSIS .....	10
4.2 STUDENT DEMAND ANALYSIS .....	10
4.3 EXPERIENTIAL AND WORK INTEGRATED LEARNING .....	11
4.4 COMPETITOR ANALYSIS .....	11
<b>5. COMMUNITY COLLABORATION</b> .....	<b>12</b>
5.1 EXTERNAL INDUSTRY COUNCIL, COMMITTEE OR GROUPS .....	12
5.2 REFERENCE GROUP OR PROGRAM ADVISORY COMMITTEE MEMBERS .....	13
5.3 FLEMING COLLEGE COUNCILS AND COMMITTEES.....	13
5.4 FLEMING COLLEGE BOARD OF GOVERNORS .....	13
<b>6. PROGRAM IMPLEMENTATION</b> .....	<b>13</b>
6.1 RESPONSIBLE SCHOOL.....	13
6.2 TIMELINES .....	13
6.3 REGISTRATION AND ADMISSIONS.....	14
6.4 STUDENT SUCCESS CONSIDERATIONS .....	14
6.5 EQUITY, DIVERSITY, AND INCLUSION (EDI) CONSIDERATIONS .....	14
6.6 PROGRAM PROMOTION STRATEGY .....	15
<b>7. RESOURCE REQUIREMENTS</b> .....	<b>15</b>
7.1 STAFFING .....	15
7.2 INFORMATION TECHNOLOGY .....	15
7.3 EQUIPMENT .....	15
7.4 SPACE.....	16
7.5 EXPERIENTIAL AND WORK INTEGRATED LEARNING CONSIDERATIONS.....	16
7.6 CAPITAL .....	16
<b>8. FINANCIAL ANALYSIS</b> .....	<b>16</b>
8.1 INCREMENTAL COSTING SUMMARY .....	16
8.2 TUITION .....	16
8.3 SMA 3 FUNDING PERFORMANCE METRICS ALIGNMENT.....	17
8.4 PROGRAM FUNDING ASSUMPTIONS.....	17
8.5 INTERNATIONAL STUDENT COSTING CONSIDERATIONS.....	17
8.6 FINANCIAL RISKS.....	17
8.7 COUNTERMEASURES .....	17
<b>9. QUALITY ASSURANCE</b> .....	<b>17</b>
<b>10. CONCLUSION / RECOMMENDATION</b> .....	<b>18</b>
<b>11. REFERENCES</b> .....	<b>18</b>

**12. APPENDICES ..... 18**

APPENDIX I: VALIDATION DOCUMENTS..... 18

APPENDIX II: CURRICULUM GRID INFORMATION ..... 27

APPENDIX III: MCU PROGRAM DELIVERY INFORMATION (PDI) ..... 30

APPENDIX IV: LABOUR MARKET INFORMATION DETAILS..... 31

APPENDIX V: LETTERS OF SUPPORT..... 35

APPENDIX VI: EMPLOYMENT POSTINGS..... 37

APPENDIX VII: COMPETITOR INFORMATION DETAILS..... 47

APPENDIX VIII: INCREMENTAL COSTING SUMMARY DETAILS ..... 49

## **1. Executive Summary**

The proposed Community Collaboration in Addictions and Mental Health will be a one-year, two-semester Ontario College Graduate Certificate delivered in the School of Health and Community Services. Program delivery will include both asynchronous and synchronous online courses designed for the target market of working professionals interested in broadening their skill set within the addictions and mental health field. This program has already been launched as a full cost recovery program primarily for international students with previous undergraduate degree credentials wishing to work while they study as well as current Fleming students wishing to pathway from existing diploma programs at the College.

The proposed program will be unique in the provincial system in three main ways. Firstly, it will offer a work integrated learning experience during the last seven weeks of the final semester. Secondly, it will be delivered entirely online in either asynchronous or synchronous sessions. Thirdly, it will build on the strong community need for equity, diversity and inclusion training for those from varying educational and professional backgrounds. The Program will work through the Indigenous Perspectives Designation process to determine appropriate inclusion of Indigenous specific content. Alignment with the Strategic Plan is well established through embracing technology with online delivery, meeting the needs of students striving for graduate credentials, and meeting the needs of the labour market with programming available across professions.

This proposed program will be an ideal addition to those already working in the community regardless of discipline. Aspects of policing, nursing, justice, and human resources are all examples of professions that require additional knowledge, training, and skill around dealing with members of the community that exhibit addictions behaviours and mental health conditions. On completion of the proposed program, graduates would be positioned to specialize in addictions and mental health within their existing organization or qualify for unique career opportunities such as Case Managers, Addiction Counsellors, Mental Health Clinicians, or support interprofessional collaborations as part of Outreach Services and Health promotion.

Finally, the contribution to overhead is consistently 60% or higher over a forecasted five years from program launch. In addition, with program approval, the Strategic Mandate Agreement 3 (SMA3) objectives are also met through the alignment of program content to the needs of the labour market, inclusion of experiential learning in curriculum, and development of new program offerings at the College that would result in positive economic outcomes for both industry and community.

## **2. Program Description**

The proposed program will be administered out of the School of Health and Community Services and called Community Collaboration in Addictions and Mental Health. This one- year, 2-semester program would be delivered online in both synchronous and asynchronous lecture and seminar

formats making it ideal for working professionals. It would be credentialed as an Ontario College Graduate Certificate providing content on the interprofessional aspects of addictions and mental health and how different professions work together to provide collaborative public outreach and support services. Through its focus on interprofessional practice, it will allow students from varying professional and educational backgrounds to upskill in the addictions and mental health sector.

Admission requirements to the proposed program include the completion of an Ontario College Diploma, Ontario College Advanced Diploma, Degree, or the equivalent. A prior diploma or degree in a helping profession or justice related field, such as health, emergency response, or social work-related disciplines is also recommended. Ideally, students should have foundational skills in advising or counseling clients.

The end of the second semester of the proposed program will include a work placement of one hundred and forty-seven hours. This seven-week placement will allow learners to select, integrate, and practice addictions and mental health theory and treatment strategies in a community or clinical setting. In the work integrated learning aspect, learners will have the opportunity to apply evidence-based knowledge and skills while emphasizing the use of harm reduction strategies, recovery-oriented practice, trauma-informed interventions, and case management. In addition, prior to the work placement, students will also complete a course that will challenge them to integrate theory with practice during their field placement. Students will be engaged in collaborative learning, addressing professional issues and ethical dilemmas in high fidelity simulations and case studies. The ability to practice client-centered care while adhering to the Canadian Centre of Substance Abuse and Mental Health Recovery Oriented Practice Guidelines prior to progression to the field placement portion of the program will serve as a solid foundation to placement and help ensure that students will be both industry and job ready on graduation.

The Vocational Learning Outcomes and semester overview of the proposed graduate certificate program are listed below:

**Program Vocational Learning Outcomes:**

The graduate has reliably demonstrated the ability to:

1. Examine the determinants of mental health and addiction issues to support clients in their care and well-being;
2. Provide non-biased, culturally relevant mental health and addiction interventions to make services more accessible for under-represented populations;
3. Assess care needs using a variety of approaches including Indigenous perspectives to develop evidence-based recovery plans;
4. Present various mental health and addictions topics and approaches, based on research, to inform and build resilience with individuals, families, groups, and community members;
5. Engage with and advocate for at-risk clients using an inclusive and anti-oppressive approach to support their goals;

6. Work collaboratively within an interprofessional framework to provide evidence-based ethical and coordinated holistic services;
7. Make ethical and responsible decisions that adhere to policies and legislation within one's scope of work;
8. Implement and monitor ongoing recovery plans with the client, the client's support network, and/or community care providers to ensure continuity of care;
9. Develop and apply self-reflective practices and self-evaluation techniques to assess areas for personal well-being and professional development; and
10. Support workplace and client safety using harm reduction practices and critical incident management techniques.

Table 1 outlines the courses in each semester of the proposed program.

<b>Table 1: Community Collaboration in Addictions and Mental Health Ontario College Graduate Certificate mapped to MTCU code #70902</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Hours</b>
1	NEW 1	Exploring Mental Health, Addictions and Concurrent Disorders	60
1	NEW 2	Case Management	45
1	NEW 3	Working in Interprofessional Teams	45
1	NEW 4	Trauma and Trauma-Informed Practice	45
1	NEW 5	Ethics, Professional Practice and Legislation	45
1	NEW 6	Strategies and Interventions for Individuals	45
1	NEW 7	Understanding Diversity in Mental Health	45
2	NEW 8	Working with Exceptional Populations	28
2	NEW 9	Working with Families and Youth	28
2	NEW 10	Crisis and Chronic Mental Health	28
2	NEW 11	Interventions for Groups	28
2	COUN137	Psychopharmacology	45
2	NEW 12	Applied Interprofessional Practice and Supervision	45
2	NEW 13	Placement	147
		<b>Total Program Hours</b>	<b>679</b>

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 Strategic Plan by focusing on the needs of both students and employers in this labour market by addressing a demonstrated need for mental health training across all professions in the community. A recent labour market analysis revealed that the need for community service workers will increase in the Fleming catchment area and the bulk of local employment opportunities are in Peterborough, Northumberland County, and the City of Kawartha Lakes. This increased need across all professions is also evident in various sectors reporting a surge in mental health conditions presenting in various community situations. The proposed program would allow various professionals to upskill allowing them to be better prepared and equipped to deal with industry specific situations. In turn, this would benefit employers in multiple labour markets.

The proposed program will be delivered in online thus aligning with the College's mandate to embrace technology. This will allow students in the program to participate in classes remotely allowing additional opportunities to attend while working in the field.

Lastly, since the proposed program will encompass students from various sectors, backgrounds, cultures, and experiences, it aligns with the strategic plan to be a welcoming place for all and include the many elements of equity, diversity, and inclusion.

### 3.2 Alignment with Fleming College Academic Plan

The proposed program aligns with several actions on the Academic Plan at Fleming College. Priority 2, Action 10 lists the importance of students acquiring the soft skills that employers value. Addictions and mental health issues can arise in almost any setting within the community and workplace, so advanced training would be beneficial for employers across multiple sectors. The skills gained by students from the proposed program will build on the soft skill strategies necessary to work with people from varying backgrounds.

Additional alignment to the Academic Plan includes providing students with the skills they need to be successful in responding to the needs of the labour market. On completion of the proposed program, students would have additional tools, skills, and resources to bring back to their communities and workplaces and be better equipped to enhance interactions with those dealing with addictions and mental health issues.

As an Ontario College Graduate Certificate, the proposed program will also help to prepare graduates for future additional studies at the post-secondary level. Students would be well prepared for 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.

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 for international students. This proposed program will also be marketed towards Indigenous students demonstrating the need for focused strategies with those in Indigenous communities dealing with addictions and mental health crises.

Lastly, the proposed program also upholds Action 20, ensuring we are a welcoming place for all. In this alignment, Fleming will incorporate inclusiveness and accessibility within its content to reach a diverse population of learners.

### 3.3 Alignment with Fleming College Business Plan

The proposed program aligns with the objectives in the Fleming College Business Plan. Firstly, Objective 1 states that there will be a focus on the needs of students and employers in the labour market. Labour market analysis shows that there is a positive outlook on employment positions in the field of community and social service workers. Additionally, the proposed program curriculum is relevant and has application across many industries and sectors. Those working in human resources, policing, justice, and healthcare could benefit from skills and knowledge gained in the proposed program.

Secondly, this will help to meet Objective 2 of being true partners in our communities. Growth for this market is significant in the local Peterborough and Kawartha Lakes regions indicating there will be growing need for individuals in various professions to acquire the content included in the program.

Objective 3 states that staff will be empowered. The inclusion of faculty that are skilled in interprofessional care and have real-world experience within the College culture of continuous professional learning, will serve as ideal enhancements to the proposed program.

Objective 4 from the Business Plan will also be met as digital tools and technology will be embraced through the online delivery model of the proposed program and finally, though the inclusion of diverse populations in our student body and accessible learning supports for underrepresented groups, Objective 5 being a welcoming place for all will also be met.

### 3.4 Alignment with Other Fleming College Plans

The proposed program will align with the Fleming College Internationalization plan as it will run concurrently with the unfunded program of the same name. This will allow collaboration between international and domestic students within their studies. Having a diverse student body creates a more robust global learning experience within their academic journey.



## 4. Ministry of Colleges and Universities Funding Approval Requirements

### 4.1 Labour Market Analysis

#### **Occupational Overview**

The primary occupational group for the proposed Community Collaboration in Addictions and Mental Health Ontario College Graduate Certificate is 42201 – social and community service workers. Fields of practice for graduates in this occupation include Indigenous outreach and coordination, addictions case management, community and social services coordination, mental health case management, shelter services coordination, and women and youth support and coordination.

Lightcast IO labour market projection software notes that social and community service workers are expected to increase by 11.3% in the Fleming Catchment Area with a total of 2,013 local jobs available by 2028. There will be 58,411 jobs in Ontario (12.0% increase in jobs from current 2023 estimates) and 173,704 jobs across Canada (13.1% growth in jobs from current 2023 estimates) by 2028 for this occupational group<sup>1</sup>. The majority of local employment opportunities are in Peterborough (38.1% of total jobs), Northumberland County (19.5% of total jobs), and City of Kawartha Lakes (16.7% of total jobs).

Modelling proposed by Employment and Social Development Canada projects a labour market balance in Fleming Catchment Area, Ontario, and across Canada. Wage estimates for new labour market entrants is \$18.00/hr. (10th percentile) with a median annual salary of \$53,040. Primary industries that employ social and community service workers include individual and family services (29.5% of occupations in industry), nursing care facilities (10.9% of occupations in industry), and civic and social organizations (4.7% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market Platform recorded a total of 10,772 social and community service workers occupations across Canada specific to Indigenous employers' jobs seekers or Indigenous communities. A total of 2,561 employment opportunities (24% of total opportunities) were advertised in Ontario.

### 4.2 Student Demand Analysis

The rise in addictions and mental health diagnosis within community and industry settings has created a need for additional skills, knowledge, and resources specific to addictions and mental health. This program would be targeted to those that already work within a related field or within an industry that has seen increased needs with issues around addictions and mental health, for example policing, healthcare, and human resources. All sectors may have specialized circumstances with clients, patients or employees dealing with addictions and mental health and graduates of the

proposed program would be well equipped to deal with these circumstances and provide guidance and support to their colleagues or customers. Students that have foundational knowledge in counselling, healthcare, justice, and other helping professions would be well suited to this program.

Due to its interprofessional practice approach, prospective program students may pathway in from different diploma programs at Fleming such as Social Service Worker, Police Foundations, Practical Nursing, or Community and Justice Services. The proposed program complements the existing programming at the College and supports the campus identity by providing current Fleming students both the opportunity to pursue additional credentials at the College and ensuring additional skills can be applied to their chosen fields. The nature of the proposed program allows knowledge gained to be used in interprofessional venues as well as across industries allowing for future potential for complimentary studies in additional graduate certificates offered by the College. This ability of students to obtain more than one credential from Fleming would help strengthen campus identity both internally from students' ongoing studies and presence as well as externally withing the community as graduates.

Graduates of the proposed program may want to pursue further education in the form of additional complementary graduate certificates or degree studies. Examples include psychology, counselling, or social work. Ongoing program study within Fleming College or at other institutions may be ideal for learners to continue to upskill or bundle graduate certificates.

### 4.3 Experiential and Work Integrated Learning

Semester two of the proposed program includes an experiential learning component. This seven-week field placement allows learners to integrate and practice addictions and mental health theory and treatment strategies in a community or clinical setting. This aligns with VLO's 2 and 3 as well as 5-10 (See Appendix 1- Validation documents).

Learners will apply evidence-based knowledge and skills in screening, assessment, treatment planning, and interventions that promote equitable access to supports and services. Emphasis will be placed on using harm reduction strategies, recovery-oriented practice, trauma-informed interventions, and case management.

### 4.4 Competitor Analysis

There are a total of nine institutions in the Ontario College system that offer graduate certificates related to addictions and mental health (MCU Code 70902-ADDICTIONS: TREATMENT AND PREVENTION). Two colleges are in the Eastern Region: Algonquin College and St Lawrence College. Durham College and Georgian College, geographical competitors to Fleming, also offer competing programming. Related Ontario College graduate certificates are also offered at Conestoga College (Mental Health and Substance Use), Georgian College (Mental Health Interprofessional Practice),

Mohawk College (Concurrent Disorders), Niagara College (Community Mental Health-Multidiscipline), and Seneca College (Mental Health Intervention).

Our closest competitor is Durham College offering a three-semester program called Addictions and Mental Health Graduate Certificate. The third semester in this program is a full-time field placement lasting 14 weeks. Historically, a full semester of placement would be very beneficial for students to give them the experience they need to secure a full-time position. However, across multiple programs we are finding that students are being hired full-time before they complete or even begin their field placement. The proposed program would be completed in two semesters allowing students to start working full-time sooner than our competitors. Table 2 shows the large numbers of applicants demonstrating that this program is in high demand which coincides with the labour market statistics of industry needs. Allowing our students to complete their credential earlier would allow them to enter the job market sooner than the local competition.

The proposed program will also be unique in its inclusion of Indigenous content within courses exploring addictions and mental health in marginalized communities to further the efforts around truth and reconciliation.

<b>Table 2: Total Domestic Applications / Registrations by College for Programs mapped to MTCU code 70902 (Addictions: Treatment and Prevention)</b>				
<b>College</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
*Algonquin College	0/0	664/87	614/86	480/38
*St. Lawrence College	16/0	233/47	220/50	224/26
Durham College	286/49	294/49	216/37	158/19
Georgian College	107/32	135/30	51/13	30/7
<b>TOTALS</b>	<b>409/81</b>	<b>1326/213</b>	<b>1101/186</b>	<b>892/90</b>

Source: Application and registration data pulled from OCAS Data Warehouse using RPT00411 on February 5, 2024- All Terms, end of cycle. Application counts are those that apply through OCAS and does not include international applications. The 2023 application cycle is in progress (ends July 2024).

\*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 or Program Advisory Committee	August 17, 2023	Yes

## 5.2 Reference Group or Program Advisory Committee Members

Member	Position	Organization
Annessa Stillman	Community Program Manager	Elizabeth Fry Society of Peterborough
Wendy Beesley	Head of HR	Fourcast Peterborough
George Currie	Team Lead	Fourcast Peterborough
Kelly Burkholder	Supervisor of the Community Treatment Order Program	Peterborough Regional Health Centre
Calli Mosey	Addictions Counsellor	Canadian Centre for Addictions
Jeff Cameron	Manager and Addictions Counsellor	Canadian Centre for Addictions

## 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 <sup>th</sup> , 2023	Yes
Senior Management Team	June 14, 2023	Yes

## 5.4 Fleming College Board of Governors

Item	Meeting Date	Endorsed (yes/no)
Concept Proposal	June 28, 2023	Yes
Business Case	March 27, 2024	pending

# 6. Program Implementation

## 6.1 Responsible School

The proposed program will be delivered out of the School of Health and Community Services.

## 6.2 Timelines

Item	Planned Date
Registration	Spring, 2024
Promotion	Spring, 2024

Webpage development	Winter, 2024
Expected Launch	Spring 2025
Expected first cohort of graduates	Class of 2025
Program Review	2026/2027

### 6.3 Registration and Admissions

Applicants with an Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent in a related field will be considered for admission into the proposed program. It is recommended that those with prior credentials in a helping profession or a justice-related field apply. Ideally, students should also have foundational skills in advising or counselling clients.

### 6.4 Student Success Considerations

Students will complete this 2-semester program online. Students of this program would in some cases also be working professionals and as such, may require weekend and evening timeframe 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 enrolls of the proposed program.

### 6.5 Equity, Diversity, and Inclusion (EDI) Considerations

There is a strong need within the community for equity, diversity, and inclusion (EDI) training within interprofessional care as well as in varied educational and professional backgrounds. The proposed program will have inclusion of EDI embedded in its course content. Students will receive training to ensure they gain knowledge around the practice of working with those from various backgrounds. There will be a focus on marginalized populations within the community and these acquired skills will be relevant across multiple occupations. Course content will stress the impact of addiction and mental health within several industries and teach students the awareness of the cross collaboration needed to assist these populations.

In addition, there will be support from within Fleming available to students of the proposed program. Both academic and physical needs as well as those related to accommodations will be evaluated on a per student basis. In addition, school-based organizations will help students feel supported as they progress through their academic journeys. These organizations include the Student Mentor Program,

Learning Lodges and the more recently launched Thrive at Fleming program designed to empower students to develop both academic competencies and resilience skills.

## 6.6 Program Promotion Strategy

Program promotion would be ideal both internally at Fleming as well as externally for graduates from other institutions. Internally, those that want to continue their education and achieve a graduate credential would benefit from the experiential learning and resulting specialization in the industry. Students from multiple programs could pursue this pathway understanding the value of their gained knowledge in this field and how it could apply to their specific industry. Externally, graduates from competitors' programs would also serve as an ideal target market for future enrollments. The two-semester duration of the proposed program would allow for added value regarding credentials, experience, and expertise within a short period of time.

This proposed program will also be marketed towards Indigenous students demonstrating the need for focused strategies with those within Indigenous communities dealing with addictions and mental health crises.

The delivery of the proposed program being online is ideal for working professionals. It can be targeted to those working in several different sectors including justice, policing, healthcare, and human resources looking for additional specialized skills in addiction and mental health.

## 7. Resource Requirements

### 7.1 Staffing

The proposed program would run concurrently with the unfunded program geared towards international students. As a result, there would be cost savings in having the same curriculum scheduled together and being delivered to both cohorts. Initially, no new full-time faculty will be hired as existing full-time and part-time faculty will be developing and delivering this program. Quality metrics, Contribution to overhead (CTO) and enrollment numbers will be reassessed in year three. The need to create a second section of 30 may trigger the need for a full-time faculty hire.

### 7.2 Information Technology

There is no new hardware or software required for the start-up or implementation of this program. Standard computer software licenses and instructional supplies will be needed. Students will be required to 'bring their own device' regarding connectivity for online classes as well as access to the Learning Platform, Desire2Learn for course materials and content.

### 7.3 Equipment

There is no new equipment or purchases required for the implementation of the proposed program.

#### 7.4 Space

Due to the online delivery format, there are no physical space requirements for this program.

#### 7.5 Experiential and Work Integrated Learning Considerations

The proposed program includes a work integrated learning experience in the second semester. Students may need to establish and foster alliances, or determine if their existing place of employment will meet the program outcomes for experiential learning. Existing Fleming partnerships such as St. Josephs at Fleming and faculty networks from programs like nursing and policing as well as previous connections from the currently running unfunded program experiential learning course could all be utilized for ongoing student success.

#### 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.

<b>Table 3: Incremental Costing Summary (\$)</b>					
<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Incremental Revenues (\$)	215,946.47	424,446.52	424,446.52	424,446.52	424,446.52
Incremental Costs (\$)	177,805.29	316,677.46	353,478.54	421,459.80	421,459.80
Net Investment (\$)	0	0	0	0	0
NET INCOME (\$)	38,141.19	107,769.06	70,967.97	2,986.72	2,986.72
<b>Contribution to Overhead</b>	<b>404,797.25</b>	<b>751,883.31</b>	<b>715,082.22</b>	<b>647,100.97</b>	<b>647,100.97</b>

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

### 8.2 Tuition

The gross domestic tuition for the proposed program is \$2712.73. The annual tuition is \$5425.46. The proposed program is in compliance 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. It will also contribute to high graduate employment in a related field as most graduates will already be working in their field. SMA 3 metrics alignment is also in place with the proposed program as the seven-week field placement meets the experiential learning requirements and wage estimates are also strong.

### 8.4 Program Funding Assumptions

The funding for the proposed program is based on one intake in year one, increasing to three intakes by year five. Costing is based on one section of 30 students per intake with a 90% retention rate. Total enrollment for the first academic year (semester 1 and 2) would be 57 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

Not applicable. International students will pursue the unfunded version of the program.

### 8.6 Financial Risks

There is always a risk of lower-than-expected enrolment with a specialized graduate certificate with an interprofessional practice focus.

### 8.7 Countermeasures

To mitigate the above risk, the School plans to carefully market this program to multiple disciplines and professional areas. This is to ensure a good understanding of the interprofessional practice focus and the ability for those from varying professional backgrounds to enroll in the program.

## **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 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 Community Collaboration in Addictions and Mental Health program for launch In September 2024.

## **11. References**

Durham College, (2023). Retrieved February 5, 2024, from <https://durhamcollege.ca/programs/addictions-and-mental-health>

Lightcast, (2023). *Occupational summary for social and community service workers*. Retrieved June 13, 2023, from <https://lightcast.io>.

## **12. Appendices**

Appendix I: Validation Documents



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 Community Collaboration in Addictions and Mental Health program submitted to us on October 3, 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: FLEM01325.

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,

Jacqueline Macchione  
October 3, 2023



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

## Community Collaboration in Addictions and Mental Health

Validated

Description

Fleming College | APS # FLEM01325 | MTCU # 70902  
Ontario College Graduate Certificate | Full-time funding requested

### Purpose

This one-year, two semester, Ontario College Graduate Certificate for Community Collaboration in Addictions and Mental Health program is designed to focus on the interprofessional aspects of addictions and mental health and how different professions work together to provide outstanding public services. Students learn to deliver responsive, culturally relevant, client-centred assessment and treatment to diverse individuals and groups and practice ways to effectively collaborate and transform lives as a valuable part of a professional support community. It will allow those from varying professional and educational backgrounds to upskill in addictions and mental health.

### Admission Requirements

Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent  
Recommended: Prior diploma / degree in a helping profession or justice related field, such as health, emergency response, or social work-related disciplines. Students should have foundational skills in advising / counseling clients.

### Occupational Areas

The primary occupational group for the proposed Community Collaboration in Addiction and Mental Health Ontario college graduate certificate is NOC 4212/42201 – social and community service workers. Fields of practice for graduates in this occupation include Indigenous outreach and coordination, addictions case management, community and social services coordination, mental health case

management, shelter services coordination, and women and youth support and coordination.

The labour market demand for mental health and addictions specialists is expected to increase nationally by 16% in the next six years. Nationally there is a current need of 141,781 workers in this field and it is expected that 168,787 jobs will be available across Canada by 2028. Currently there is a local need for 1,692 positions and there is a need to fill 49,191 jobs in the Province of Ontario. These numbers are expected to increase to 1,907 jobs locally and 56,071 provincially by 2028.

## Laddering Opportunities

Due to its interprofessional practice approach, prospective program students may ladder in from various diploma/degree programs such as Social Service Worker, Police Foundations, Practical Nursing, or Community and Justice Services.

Graduates may want to pursue further education in the form of an additional complementary graduate certificate or degree (e.g. psychology, counselling, social work).

## Program VLOs

The graduate has reliably demonstrated the ability to:

1. Examine the determinants of mental health and addiction issues to support clients in their care and well-being
2. Provide non-biased, culturally relevant mental health and addiction interventions to make services more accessible for under-represented populations
3. Assess care needs using a variety of approaches including indigenous perspectives to develop evidence-based recovery plans
4. Present various mental health and addictions topics and approaches, based on research, to inform and build resilience with individuals, families, groups, and community members
5. Engage with and advocate for at-risk clients using an inclusive and anti-oppressive approach to support their goals
6. Work collaboratively within an interprofessional framework to provide evidence-based ethical and coordinated holistic services
7. Make ethical and responsible decisions that adhere to policies and legislation within one's scope of work
8. Implement and monitor ongoing recovery plans with the client, the client's support network,

- and/or community care providers to ensure continuity of care
9. Develop and apply self-reflective practices and self-evaluation techniques to assess areas for personal well-being and professional development
  10. Support workplace and client safety using harm reduction practices and critical incident management techniques

## Curriculum

- **NEW1 - Exploring Mental Health, Addictions and Concurrent Disorders**  
> Semester 1 | 60 hours  
Through evidence-informed resources and the Diagnostic Statistical Manual of Mental Disorders 5, learners will explore a wide range of disorders and their prevalence. A bio-psycho-social-cultural-spiritual perspective is applied to major mental health conditions like schizophrenia, mood disorders, anxiety, and personality disorders. Learners will develop an in-depth understanding of harm reduction strategies, addiction treatment services, and the factors contributing to mental health, substance use, and impulse control disorders will be explored. Using a continuum model, students will learn practical approaches for working with individuals impacted by mental health and addictions.
- **NEW2 - Case Management**  
> Semester 1 | 45 hours  
This course introduces the topic of case management and prepares learners to apply case management principles and models across a diverse range of settings. Learners will develop an understanding in the core functions of case management, utilizing the bio-psycho-social-cultural-spiritual approach to screening, assessment, professional documentation, and advocacy. Using case studies, learners will interpret and summarize information collected from screening and assessment tools to build a comprehensive case file while promoting opportunities for maximizing the autonomy and self-determination of clients.
- **NEW3 - Working in Interprofessional Teams**  
> Semester 1 | 45 hours  
Working in an interdisciplinary team can be a complex undertaking that requires effective communication and strong conflict resolution skills. This course offers a comprehensive examination of interprofessional practice within the context of mental health and addictions. Students will develop the skills and knowledge required to collaborate effectively across various disciplines to provide a holistic approach that is client centered. Exploring effective communication, case studies, and practical exercise, students will negotiate the complexities of working in interdisciplinary teams. Topics covered will include communication strategies, shared decision-making, ethical considerations and conflict resolution.

- **NEW4 - Trauma and Trauma-Informed Practice**  
 > Semester 1 | 45 hours  
 This course focuses on the impact of trauma on clients and how to engage in trauma-informed practice. Emphasis will be on understanding the prevalence of trauma, causes, symptoms and impact on overall psycho-social functioning. The course will explore developmental trauma, intimate partner violence, intergenerational trauma, refugees and immigration, and post-traumatic stress disorder. Learners will develop an understanding of the connection between trauma and other challenges, and how to deliver trauma specific interventions that emphasize safety, choice, and personal control.
- **NEW5 - Ethics, Professional Practice and Legislation**  
 > Semester 1 | 45 hours  
 Through critical thinking, learners will learn to navigate industry practices and regulatory standards while exploring crucial ethical considerations, such as informed consent, confidentiality, boundaries, and ethical self-regulation. Learners will gain an introduction to relevant legislation, offering a comprehensive understanding of the legal framework within the field. Integrating high-fidelity simulations will enhance experiential learning, equipping students for possible scenarios in the field.
- **NEW6 - Strategies and Interventions for Individuals**  
 > Semester 1 | 45 hours  
 Discover evidence-based counselling competencies for effective work with mental health and addictions challenges in individuals. Learners will build counselling competencies by exploring the foundations of therapeutic interventions in the field of mental health, addictions and harm reduction by exploring various models and theories. Learners will have the opportunity to practice use of the transtheoretical model, motivational interviewing, cognitive behavior therapy, and dialectical behavior therapy through role-play, case studies, and self-reflection. Self-analysis through critical reflection will assist learners in addressing and discussion their own personal limitations and biases in the context of their professional practice.
- **NEW7 - Understanding Diversity in Mental Health**  
 > Semester 1 | 45 hours  
 Working effectively with people experiencing mental health and addictions challenges requires the ability to engage clients recognizing their unique and diverse social, ethnic, religious, racial, spiritual and cultural characteristics. Learners will be introduced to theories and practical applications that affirm value and worth of all individuals, families, groups and communities by applying practical skills to enhance cultural safety in service delivery. Students will explore and apply an intersectional framework to analyze how a person's social, political, and economic position affords them access to power in society, and/or creates institutional and systemic barriers that leave clients vulnerable to discrimination, bias, and prejudice.
- **NEW8 - Working with Exceptional Populations**  
 > Semester 2 | 30 hours

This course introduces learners to the intricacies of working with exceptional populations within the fields of mental health and addictions. Learners will develop tools and strategies to support individuals with neurocognitive and developmental disorders and analyze and discuss the ways in which other social factors such as conflict with the law, chronic health conditions, and aging shape a client's interaction with mental health and addictions services. Learners will develop skills in adapting interventions and strategies to fit diverse clientele and demonstrate their ability to engage with clients with complex needs.

- **NEW9 - Working with Families and Youth**

- > Semester 2 | 30 hours

- This course will support learners as they apply evidence-based approaches to analyze and develop strategies to support well-being among youth and families. Learners will explore child and adolescent development spanning from prenatal stages to adolescence, critically analyzing factors that shape neuro-typical growth and early indicators of mental health concerns. By examining unique facets of youth populations, learners will formulate strategies to cultivate and nurture positive mental health outcomes. Gain resilience-focused insights into family dynamics impact on youth and application of evidence-based approaches for individual and family well-being.

- **NEW10 - Crisis and Chronic Mental Health**

- > Semester 2 | 30 hours

- This course will prepare learners to assess and differentiate mental health and addiction conditions, including self-harm and suicidal tendencies. Emphasis will be put on practical frontline competencies. Learners will demonstrate clinical competencies for crisis intervention, stabilization, and de-escalation. Evidence-based crisis theories and interventions will be analyzed while addressing personal limitations that might affect client interactions. Learners will discuss and apply strategies for self-care, clinical boundaries, and collaboration within the professional community.

- **NEW11 - Interventions for Groups**

- > Semester 2 | 30 hours

- Learners will develop skills, focusing on psycho-education and mutual support groups like cognitive behavior therapy, dialectical behavior therapy, anger management, and grief counselling. Counselling techniques will be taught that are grounded in the theory that amplifies therapeutic potential within group settings. Engagement in immersive experiential learning, reflecting on the impact of the 'self,' and culminating in designing and leading a psychoeducational group, integrating theories into practice for impactful group interventions.

- **COUN137 - Psychopharmacology**

- > Semester 2 | 45 hours

- This course focuses on the fundamental concepts associated with the study of addictive behaviour, including being able to define the classes of drugs used in the treatment of mental health and substance use. Learners will explore the impact of current and historical aspects that have shaped the application of psychopharmacology, as well as, personal and societal biases regarding

psychoactive drugs and drug use. Information gained will provide learners with the ability to assess the impact of drug use on psychosocial functioning and implement substance-specific interventions.

- **NEW12 - Applied Interprofessional Practice and Supervision**

> Semester 2 | 45 hours

This collaborative course offers learners the change to integrate theory with practice in field placement. In the first half of this course, learners will apply learned interprofessional competencies, including communication, leadership, conflict resolution, and teamwork.

Engagement in collaborative learning, addressing professional issues and ethical dilemmas, and practicing client-centred care through high-fidelity simulations and case studies. This course will also integrate theory with practical field placement, emphasizing effective supervision and adherence to the Canadian Centre of Substance Abuse and Mental Health Recovery Oriented Practice Guidelines.

- **NEW13 - Placement**

> Semester 2 | 147 hours | *Experiential Learning*

In this 7-week field placement, learners select, integrate, and practice mental health and addictions theory and treatment strategies in a community or clinical setting. Learners will apply evidence-based knowledge and skills in screening, assessment, treatment planning and interventions that promote equitable access to supports and services. Emphasis will be placed on using harm reduction strategies, recovery-oriented practice, trauma-informed interventions, and case management.

## VLO Mapping

	VLO 1	VLO 2	VLO 3	VLO 4	VLO 5	VLO 6	VLO 7	VLO 8	VLO 9	VLO 10
NEW1	X	X		X						
NEW2		X	X		X			X		
NEW3						X	X	X		
NEW4				X		X		X	X	X
NEW5						X	X			
NEW6		X	X		X	X		X		



	VLO1	VLO2	VLO3	VLO4	VLO5	VLO6	VLO7	VLO8	VLO9	VLO10
NEW7		X	X		X				X	
NEW8	X	X	X	X				X		
NEW9	X		X		X		X	X		X
NEW10	X				X			X		X
NEW11		X	X		X				X	
COUN137	X		X			X				
NEW12				X		X	X		X	
NEW13		X	X		X	X	X	X	X	X

### Certification/Accreditation

#### Certification type

None exist.

### Contact Information

Charlene Kloos, Curriculum Development Consultant  
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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	NEW 1	Exploring Mental Health, Addictions and Concurrent Disorders	60	1-2 hr lecture Asynchronous, 1 - 2 Sem	none	none	none	SEM	Full	No	none	35
1	NEW 2	Case Management	45	1-1hr lec Asynchronous, 1-2hr sem synchronous	none	none	none	SEM	Full	No	none	35
1	NEW 3	Working in Interprofessional Teams	45	1-1hr lec asynchronous, 1-2hr Sem synchronous	none	none	none	SEM	Full	No	none	35
1	NEW 4	Trauma and Trauma-Informed Practice	45	1-1hr Asynchronous, 1-2hr synchronous	none	none	none	SEM	Full	No	none	35
1	NEW 5	Ethics, Professional Practice and Legislation	45	1-3 hr Asynchronous	none	none	none	SEM	Full	No	none	35

1	NEW 6	Strategies and Interventions for Individuals	45	1-1 hr lec synchronous, 2-hour Sem synchronous	none	none	none	SEM	Full	No	none	35
1	NEW 7	Understanding Diversity in Mental Health	45	1-3hr Asynchronous	none	none	none	SEM	Full	No	none	35
2	NEW 8	Working with Exceptional Populations	28	1-2hr sem Synchronous 1-2hr lec Asynchronous	none	none	none	SEM	Front 7	No	none	35
2	NEW 9	Working with Families and Youth	28	1-2hr Sem Synchronous, 1-2hr lec Asynchronous	none	none	none	SEM	Front 7	No	none	35
2	NEW 10	Crisis and Chronic Mental Health	28	1-2hr Sem Synchronous, 1-2hr lec Asynchronous	NEW 1	none	none	SEM	Front 7	No	none	35
2	NEW 11	Interventions for Groups	28	1-4 hr sem synchronous	none	none	none	SEM	Front 7	No	none	35
2	COUN137	Psychopharmacology	45	1- 3 Asynchronous	NEW 1	none	none	SEM	Full	No	none	35

2	NEW 12	Applied Interprofessional Practice and Supervision	45	1hr Sem synchronous; 1-2hr sem asynchronous	NEW 3	none	none	SEM	Full	No	none	35
2	NEW 13	Placement	14 7	Field Placement	ALL	none	none	SEM	Back 7	No	none	35

Appendix III: MCU Program Delivery Information (PDI)

<b>Funded Instructional Setting</b>	<b>1</b>	<b>2</b>	<b>Total</b>
Classroom instruction	330	202	532
Laboratory/workshop/fieldwork			
Independent (self-paced)			
One-on-one instruction			
Clinical placement			
Field placement/work placement		147	147
Small group tutorial			
<b>Total</b>	<b>330</b>	<b>349</b>	<b>679</b>
<b>Non Funded Instructional Settings</b>	<b>1</b>	<b>2</b>	<b>Total</b>
Co-op work placement - Mandatory			
Co-op work placement - Optional			
Degree work placement – Mandatory (shorter than Co-op)			
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>1</b>	<b>2</b>	<b>Total</b>
<b>Grand Total</b>	<b>330</b>	<b>349</b>	<b>679</b>

## Appendix IV: Labour Market Information Details

Addictions & Mental Health – Cert.

2023

5

### Labour Market

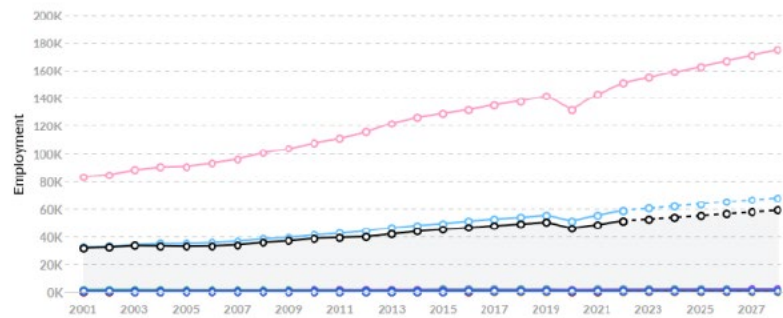
#### Occupation Summary for Social and Community service workers

Source: EMSI 2022.3

#### Regional Trends

##### Regional Employment Is Lower Than the National Average

An average area of this size typically has 58,711\* jobs, while there are 51,483 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2022 Jobs	2028 Jobs	Change	% Change
● Ontario	51,483	58,826	7,343	14.3%
● National Average	58,711	67,991	9,280	15.8%
● Northumberland (in Ontario)	385	437	52	13.6%
● Peterborough (in Ontario)	754	866	113	15.0%
● Kawartha Lakes (in Ontario)	334	364	30	9.1%
● Durham (in Ontario)	1,495	1,735	241	16.1%
● Haliburton (in Ontario)	60	68	8	13.3%
● Simcoe (in Ontario)	1,737	1,952	215	12.4%
● Canada	150,918	174,667	23,749	15.7%

## Regional Breakdown by Census Division

Census Division	Census Division Name	2022 Jobs	2028 Jobs	2022 - 2028 Change	2022 - 2028 % Change
3518	Durham	1,495	1,735	240	16%
3515	Peterborough	754	866	112	15%
3514	Northumberland	385	437	52	14%
3516	Kawartha Lakes	334	364	30	9%
3546	Haliburton	60	68	8	13%
		3,027	3,471	444	15%

## Growth

## Employment Potential

	Local	Ontario	Canada
Social and Community service workers (42201/4212)	<b>Good</b> (2022-2024)	<b>Good</b> (2022-2024)	<b>Balance</b> (2022-2031)

## Local/Regional Outlook

Source: [Job Bank](#)

The employment outlook will be good for Social and community service workers (NOC 4212) in the Muskoka - Kawarthas region for the 2022-2024 period.

The following factors contributed to this outlook:

- Employment growth will lead to several new positions.
- A moderate number of positions will become available due to retirements.

## Provincial Outlook

Source: [Job Bank](#)

The employment outlook will be good for Social and community service workers (NOC 4212) in Ontario for the 2022-2024 period.

The following factors contributed to this outlook:

- Employment growth will lead to several new positions.
- Not many positions will become available due to retirements.
- There are a moderate number of unemployed workers with recent experience in this occupation.

Main Trends Affecting Employment:

- Investments in youth and community outreach programs
- Expansions to shelter spaces
- Public sector spending for mental health and addiction services, especially as the need for mental health services rises in Canada
- Funding commitments to support individuals with developmental disabilities

## National Outlook

Source: [Canadian Occupational Projection System](#)

Occupations in this Group:

- Social and community service workers (4212)

Skill Type: Occupations in education, law and social, community and government services

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

Employment in 2021 :	152,200
Median Age of workers in 2021:	39.7
Estimated Median Age of Retirement in 2021:	63

The analysis of key labour market indicators such as job vacancies and employment growth as well as the unemployment rate suggests that the supply was sufficient to fill the demand (**Balance**) in this occupational group over the 2019-2021 period.

Over the period 2022-2031, the number of job openings (arising from expansion demand and replacement demand) for **Social and community service workers** are



expected to total **59,100**, while the number of job seekers (arising from school leavers, immigration, and mobility) is expected to total **51,300**.

**Projection of Cumulative  
Job Openings and Job Seekers  
over the Period of 2022-2031**

	Level	Share
Expansion Demand:	25,700	43%
Retirements:	26,000	44%
Other Replacement Demand:	3,800	6%
Emigration:	3,600	6%
<b>Projected Job Openings:</b>	<b>59,100</b>	<b>100%</b>

	Level	Share
School Leavers:	62,100	121%
Immigration:	9,700	19%
Other:	-20,500	-40%
<b>Projected Job Seekers:</b>	<b>51,300</b>	<b>100%</b>

### Wage Estimates

Source: [Job Bank](#)

Hourly wages by Community/Area	Low	Median	High
Ontario	18.00	25.50	39.06
Hamilton-Niagara Peninsula Region	18.50	24.50	35.71
Kingston-Pembroke Region	17.00	27.00	42.86
Kitchener-Waterloo-Barrie Region	17.00	24.18	39.56
London Region	17.03	23.08	34.62
Muskoka-Kawartha Region	18.00	25.50	39.06
Northeast Region	18.00	26.67	39.06
Northwest Region	18.00	27.00	35.71
Ottawa Region	18.00	26.72	38.46
Stratford-Bruce Peninsula Region	18.00	25.50	39.06
Toronto Region	18.00	25.54	45.25
Windsor-Sarnia Region	18.77	24.82	47.36
Canada	16.75	23.50	35.71

### Occupational Overview

The primary occupational group for the proposed Addiction and Mental Health Ontario college graduate certificate is 42201 – social and community service workers. Fields of practice for graduates in this occupation include Indigenous outreach and coordination, addictions case management, community and social services coordination, mental health case management, shelter services coordination, and women and youth support and coordination.

Lightcast IO labour market projection software notes that social and community service workers are expected to increase by 11.3% in the Fleming Catchment Area with a total of 2,013 local jobs available by 2028. There will be 58,411 jobs in Ontario (12.0% increase in jobs from current 2023 estimates) and 173,704 jobs across Canada (13.1% growth in jobs from current

2023 estimates) by 2028 for this occupational group<sup>1</sup>. The bulk of local employment opportunities are in Peterborough (38.1% of total jobs), Northumberland County (19.5% of total jobs), and City of Kawartha Lakes (16.7% of total jobs).

Modelling proposed by Employment and Social Development Canada projects a labour market balance in Fleming Catchment Area, Ontario, and across Canada. Wage estimates for new labour market entrants is \$18.00/hr. (10th percentile) with a median annual salary of \$53,040. Primary industries that employ social and community service workers include individual and family services (29.5% of occupations in industry), nursing care facilities (10.9% of occupations in industry), and civic and social organizations (4.7% of occupations in industry).

Since 2018, Fleming's Indigenous Labour Market Platform recorded a total of 10,772 social and community service workers occupations across Canada specific to Indigenous employers jobs seekers or Indigenous communities. A total of 2,561 employment opportunities (24% of total opportunities) were advertised in Ontario.

### **Competitive Landscape**

There are a total of nine institutions in the Ontario College system that offer graduate certificates related to addictions and mental health (MCU Code 70902-ADDICTIONS: TREATMENT AND PREVENTION). Two colleges are in Eastern Region; Algonquin College and St Lawrence College. Durham College and Georgian College, geographical competitors to Fleming, also offer competing programming. Related Ontario College graduate certificates are also offered at Conestoga College (Mental Health and Substance Use), Georgian College (Mental Health Interprofessional Practice), Mohawk College (Concurrent Disorders), Niagara College (Community Mental Health-Multidiscipline), and Seneca College (Mental Health Intervention).

<sup>1</sup> Lightcast. (2023). *Occupational summary for social and community service workers*. Retrieved June 13, 2023, from <https://lightcast.io>.

## Appendix V: Letters of Support

To Nick Stone, Dean

Please accept this letter in support of the proposed new program at Fleming College – Community Collaboration in Addictions and Mental Health.

The intent of this proposed Graduate program is to allow those working in their field to have increased knowledge of addictions and mental health. At Peterborough Regional Health Centre, we work with various care providers who do not have a background education in addictions and mental health. We have also seen an increase in police, probation, medical, child welfare, education, corrections sectors, and others, where service providers support clients who live with addictions and mental health concerns. This program at Fleming will provide this important education to those in these fields to work effectively with these vulnerable populations and increase their ability to provide more holistic and empathetic supports, increasing opportunities for positive outcomes for clients.

As this program at Fleming is directed to those working professionals and those already with a strong education background in their chosen field, the advanced certificate will allow students to engage specifically with the content. The various delivery options for the courses will allow students to continue to work while engaging in their education. Intensive two-day classes and asynchronous learning will provide the best possible opportunities and meet the education needs of working professionals. The PRHC Mental Health and Addictions Program is well placed to provide students with a supervised learning environment to begin using the knowledge that they have gained during their course work. At Peterborough Regional Health Centre, we welcome students on placement throughout the Centre. The expertise that this advanced graduate certificate will give students will be invaluable for high quality care and collaborative opportunities with mutual clients.

PRHC looks forward to collaborating with Fleming on this opportunity to increase the region's knowledge of addictions and mental health.

Kind regards,

Miriam McCann MSW, RSW

*Miriam McCann*

Manager, Mental Health and Addictions Program, PRHC



November 8, 2023

To whom it may concern,

I am writing to you as Annessa Stillman, the Director of Operations at the Elizabeth Fry Society of Peterborough (EFry). Our organization is dedicated to promoting and advocating for the rights and well-being of women and gender-diverse individuals involved in the criminal justice system. We offer a range of services and programs to empower and support our clients in their journey towards reintegration into the community.

EFry's mission includes providing resources and assistance for women, men, and gender-diverse individuals facing challenges related to mental health, addictions, and various barriers that may hinder their successful reintegration. Our organization believes in a holistic approach to addressing these complex issues and is committed to working alongside interprofessional teams to better serve our clients.

In light of the present climate, it has become increasingly evident that collaborative efforts are essential in addressing the multifaceted challenges of our community, especially in the areas of mental health and addictions. The need for well-structured, integrated support systems has never been greater. We believe that a specialized post-graduate certificate program, geared towards mental health and addictions, can significantly benefit our community by equipping professionals with the knowledge and skills required to meet these growing demands effectively.

Such a program would enable professionals from various disciplines to work together seamlessly, share their expertise, and provide comprehensive care to those who need it most. By fostering collaboration and understanding among healthcare providers, social workers, counselors, and other professionals, we can ensure that our clients receive the best possible care and support in their journey to recovery and rehabilitation.

EFry endorses and encourages initiatives that promote interprofessional teams and collaborative efforts within our community, and we firmly believe that a post-graduate certificate program focused on mental health and addictions would greatly contribute to this

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The Elizabeth Fry Society of Peterborough | 150 King St. 4th Floor W., Peterborough, ON. K9J 2R9  
T. 705-749-6809 | F. 705-749-6818 | TF. 800-820-7384 | info@efryptbo.org www.efryptbo.org



## Appendix VI: Employment Postings

# Addictions Intensive Case Manager (Opiate Program)

## F

Fourcast

Peterborough, ON

Full-time, Contractor and Temp work

Four Counties Addiction Services Team (Fourcast) is a community-based addiction treatment service provider that strives to provide the highest quality of evidence-based addiction treatment and case management services. Fourcast offers services across 5 sites in the region. The community treatment program staff work in-office and community settings and are often co-located and integrated with other organizations to reduce barriers for those accessing services.

About The Position...

The Opiate Case Management Program is a specialized program that provides addiction treatment and case management support for service users who are opioid dependent or use opiates. This role requires the Addiction Intensive Case Manager (Opiate program) to have advanced knowledge of opiate use, risks, interventions, and treatment including opiate replacement therapy.

The Addiction ICM provides screening, assessment and counselling using addiction evidence-based tools and interventions in both individual and group settings. Support is provided through assertive community engagement that includes active collaboration with health and social service partners in overall treatment planning, recommendations, and interventions.

For a detailed copy of the job description, please contact hiring @fourcast.ca.

Please Note: This is a contract position to March 31, 2024, with possibility of extension.

What We're Looking For:

Education:

- Bachelor of Social Work, Psychology, or related degree, with a postgraduate certificate in Addictions and Mental Health, or an equivalent combination of work experience and education.

Experience:

- Minimum 3-5 years' experience working in a related position preferred, ideally in a community-based setting.
- Advanced skills in addictions interventions including counselling/therapy, crisis intervention, advocacy, mediation, and conflict resolution.
- Demonstrated experience working with people with serious mental illness and complex personal needs.

- Experience using evidence-based screening and assessment tools.

HOW TO APPLY: If this position sounds like a role you'd be well-suited to, we encourage you to apply and let us know in your cover letter. Please submit your application to our online system:

<https://www.fitzii.com/apply/76786?s=in>

We are an equal opportunity employer and committed to providing accessible employment practices in compliance with the Accessibility for Ontarians with Disabilities Act (AODA). Should any applicant require an accommodation through the application, interview, or selection process, please contact hiring @fourcast.ca.

Job Types: Full-time, Fixed term contract

Contract length: 10 months

Salary: \$28.42-\$34.66 per hour

Benefits:

- Casual dress
- Dental care
- Disability insurance
- Extended health care
- Life insurance
- On-site parking
- Paid time off
- RRSP match
- Vision care

Flexible Language Requirement:

- French not required

Schedule:

- Monday to Friday

Work Location: In person

# Justice Services Worker

C

Canadian Mental Health Association - Haliburton, Kawartha, Pine Ridge

Peterborough, ON

## Position Summary:

The Justice Services Worker provides intensive supports and case coordination to individuals living with mental health issues, dual diagnosis, acquired brain injury, Fetal Alcohol Spectrum Disorder or concurrent disorder who are at risk of becoming, or who are in conflict with the criminal justice system. This involvement may include criminal courts or prior-to upon release from incarceration. In addition, the Justice Service Worker also supports the Justice Supportive Housing program. This support is structured to provide high intensity mental health and addiction treatment for complex individuals who experience multiple intersections with both criminal justice and health systems that may also be compounded by housing instability. Face-to-face client services will be provided in the Central East Correction Centre, the Lindsay and Minden courts, client homes and throughout the counties of Haliburton, Peterborough, Northumberland, and the City of Kawartha Lakes. These services are client centered and promote recovery and stabilization, with the goal of reducing the likelihood of reoffending.

The Justice Services Worker carries out these duties as a member of a multi-disciplinary team within C.M.H.A. H.K.P.R. and in collaboration with community partners, family members, police, as well as court and institutional personnel. This includes providing individualized support and intervention to clients including discharge planning, crisis intervention, assessment, identification of service plan goals and objectives, ongoing individual service planning and evaluation of measurable outcomes related to progress, coordination and consultation with other service providers. The Justice Service Worker must demonstrate a professional and credible presence that bridges the Mental Health and Addictions system and the Judicial and correctional system.

This position is not a remote-work from home position. The position works in the office and in the community (see Working Conditions).

## Statement of Equity

At Canadian Mental Health Association, Haliburton, Kawartha, Pine Ridge, (C.M.H.A. H.K.P.R) we embrace the dignity, integrity, beliefs, and culture of each person and seek to continuously provide safer environments for recovery.

We are committed to equity across the organization: in our services to clients, in our workforce composition and practices, and in our organizational culture. While we always seek to improve our demonstration of this commitment, candidates should know that equity is a cornerstone of our commitment to all communities in the region.

We understand that there may be differences in applicant's geography, race, ethnicity, sexual and gender diversity, Indigeneity, class position, disability, religion, and other areas of equity, and we seek to create opportunities for all.

Successful candidates must be committed to working effectively with diverse populations and are supported to strengthen such capacity if hired.

The information about yourself that you share with us through the recruitment process can be personal. We commit to respecting the sensitivity of your information and treating it respectfully and safely.

#### Vaccination Policy:

C.M.H.A. H.K.P.R. will require all new staff to be fully vaccinated against COVID-19 and provide proof of vaccination status before the first day of employment. For this purpose, an individual is defined as fully immunized equal or greater than 14 days after receiving their second dose of a two-dose COVID-19 vaccine series or their first dose of a one-dose COVID-19 vaccine series that is approved by Health Canada.

#### Key Responsibilities

##### 1. Client Supports

- Define professional role and function of Justice Services Worker with the client, developing a therapeutic rapport with the client
- Meet and consult with clients in Criminal Justice settings which may include: Central East Correction Centre, as well as, Peterborough, Lindsay and Minden courts
- Provide assertive outreach, intervention and case coordination supports to individuals involved in the criminal justice system
- Support clients to locate housing opportunities
- Promote housing stability through advocacy with landlords
- Support the identification and development of life skills to support housing retention
- Provide a comprehensive assessment of client needs, health and safety, risk factors, etc., using the Ontario Common Assessment of Need (O.C.A.N.) tool
- Assume case management responsibility for coordinating the multi-dimensional support and wellness planning for clients in cases where there is not already a primary worker and through Justice Supportive Housing, providing overall case coordination and advocacy for clients as required
- Facilitate release planning, identifies supports needed and develops measurable goals and intervention strategies with timelines to assist clients to become stabilized and connected in their community
- Facilitate diversion plans and/or court support plans
- Provide both planned and crisis supports, responding to immediate needs with best practice and evidence-based clinical /therapeutic interventions, as well as harm prevention strategies



- Provide support to clients to navigate complex social systems – health, housing, income support/financial, legal, education, employment, etc.
- Advocate and negotiates on behalf of clients, when necessary
- Assist clients with medication reconciliation where medication management is a significant component of care
- Provide information and consultation to individuals, referral sources, families and colleagues in various programs and services within the correctional institution, the courts and the community
- Work with and educates clients, family members, natural supports and community partners about mental health and concurrent disorder issues
- Facilitate referrals to identified community resources
- Facilitate psychoeducational and therapeutic group programming as required

## 2. Documentation

- Document and maintain electronic client records (Intake and assessment forms, progress notes, correspondences, database files, etc.)
- Report and maintain program-related statistical data
- Complete administrative tasks including: timesheets, expense reports, vacation request
- Complete O.C.A.N. assessments and other required documents in program and agency policies and procedures and standards

## 3. Other Activities

- Professionally and effectively liaise with the Central East Correction Centre, (i.e. programming staff, healthcare staff, etc.), judiciary professionals (lawyers, crown attorneys, court officials, probation officers, etc.) and various other community partners
- Participate in community outreach activities through the development of collaborative partnerships, participation on inter-agency committees and through presentations, education and visits to community agencies and services as appropriate
- Work independently and as part of inter-disciplinary team as well as with community partners to provide seamless, coordinated services
- Actively participate in community committees as required (e.g. Human Service and Justice Coordinating Committee)

## 4. Performance Management and Professional Development

- Participate cooperatively in the agency performance management process/system
- Stay current on relevant legislation and best practices, current research, policies and procedures
- Participate in ongoing professional development and mandatory training

- Actively engage and participate in supervisory process

#### 5. Health and Safety – Worker Responsibilities

- Work in compliance with the Occupational Health And Safety Act, applicable regulations and all organizational health and safety requirements and procedures to ensure the health and safety of clients, staff/colleagues, volunteers and students

#### 6. Client Safety

- Adhere to C.M.H.A. H.K.P.R. client safety programs including program policies as well as infection control and prevention procedures. In partnership with clients, family members, and fellow staff, maintain open lines of communication to assist the organization in identifying and achieving quality outcomes for client safety. Report client safety incidents and suggested improvements to manager or delegate.

#### 7. Other Duties as Assigned

- Attend, participate in team/staff meetings, and all-staff meetings as required
- Participate in agency quality improvement activities, e.g. accreditation projects, committee work, special events, etc.
- Participate in quality improvement activities at the team/program level
- Participate in external committees as required
- Duties may change from time to time

#### Requirements of the Position:

##### A. Education and Training

Successful completion of university degree in the social/health science disciplines is strongly preferred. A relevant post-secondary diploma combined with significant, demonstrated experience may be considered.

We recognize that mandatory training before hire is an asset, however, successful completion of the training applicable to this role shall be requirements for continued employment in this position:

- Health and Safety Training (including but not limited to the following):
  - o Workplace Hazardous Materials Information System (W.H.M.I.S.) 2015
  - o Infection Prevention and Control (I.P.A.C.)
  - o Workplace Violence
  - o Accessibility for Ontarians with Disability Act (A.O.D.A.)
- Applied Suicide Intervention Skills Training (A.S.I.S.T.)
- Verbal Intervention Training

- Client Record Management System (C.R.M.S.)

- First Aid/C.P.R.

Assets with regard to this position:

- Master's degree in a relevant field

- Formal education in Cognitive Behavioural Therapy, Dialectical Behavioural Therapy, Trauma-Informed Care, Motivational Interviewing and Concurrent Disorders is preferred

- Experience working with individuals to maintain housing

B. Related and Relevant Experience Mandatory experience

- Minimum of three (3) years related experience in the mental health, addictions and/or justice field

- Demonstrated solid clinical and therapeutic assessment and intervention skills

- Demonstrated knowledge of the criminal justice system including courts and correctional services

- Demonstrated excellent organizational skills, including demonstrated ability to self-manage time, multiple tasks and competing demands

- Demonstrated superior skills in communication, advocacy on behalf of clients, collaboration with inter-professional teams, consultation with professional colleagues in the justice/correctional system and the community

- Proven ability to work independently and demonstrate sound clinical judgment with respect to complex client situations

- Demonstrated excellent interpersonal skills, flexibility, and ability to work effectively at an individual, program and system level

- Demonstrated knowledge of psychosocial rehabilitation principles

- Demonstrated ability to work in clients' living and social environments

- Willingness to travel and transport clients in personal vehicle

- Demonstrated knowledge of computer applications (Microsoft Outlook, Word, databases)

- Demonstrated tact, diplomacy, sensitivity

- Demonstrated creativity in developing solutions, engaging clients

Preferred experience

- Group facilitation skills would be an asset

- Experience and knowledge of regional community resources is preferred

- Working knowledge of psychopharmacology is preferred

Refer to C.M.H.A. H.K.P.R Competency Matrix

D. Other

- Valid driver's license
- Automobile in good repair and insurance coverage as required by agency policy
- Satisfactory police records search
- Satisfactory references
- Intermediate to advanced minus proficiency in French
- Lived expertise with a mental health concern or addiction, either personally or with a family member is an asset
- Proof of receipt of full COVID-19 vaccine
- Ability to work remotely, for example from home, as required.
- Requirement to have reliable home internet service and the technology to complete work from a remote location, for example computer/laptop, telephone, etc.

Working Conditions:

- Justice Services Workers work primarily out of the office in the City of Kawartha Lakes, Cobourg or Peterborough, however may be required to work from any of these locations from time to time.
- Works primarily in the community (program covers large geography) and in client homes with some time spent in the institutional (Central East Correction Centre) and court settings
- Works directly with vulnerable and hard to serve individuals involved with the criminal justice system, who may be experiencing crisis including, housing instability, emotional crises, serious mental illness and/or dual diagnosis and/or addictions

Job Types: Full-time, Fixed term contract

Contract length: 6 months

Salary: \$28.70-\$30.13 per hour

Benefits:

- Casual dress
- Company pension
- Dental care
- Employee assistance program
- Extended health care
- Vision care

Schedule:

- Day shift
- Monday to Friday

Work Location: In person

## Appendix VII: Competitor Information Details

### Educational Competitors

#### Community College/Institute Information

COLLEGE	PROGRAM TITLE (MTCU #70733)	LENGTH, TYPE (DIPLOMA, CERT., POST)	DELIVERY METHOD(S)	OTHER (UNIQUE TO THE PROGRAM)
Algonquin	<a href="#">Addictions and Mental Health</a>	Ont. Grad. Certificate	1 year (3 Sem) F/T and P/T Online; 1 field placement (300 hrs)	
Cambrian	<a href="#">Addictions and Mental Health</a>	Ont. Grad. Certificate	1 year F/T, P/T	Completion of this program qualifies for voluntary certification with Canadian Addiction Counsellors Certification Federation (CACCF).
Confederation	<a href="#">Addiction and Mental Health</a>	Ont. Grad. Certificate	F/T, P/T, Online Online delivery offers flexible courses	Start dates: Fall, Winter & Spring
Conestoga	<a href="#">Mental Health and Substance Use</a>	Ont. Grad. Certificate	1 year (2 Sem)	
Durham	<a href="#">Addictions and Mental Health</a>	Ont. Grad. Certificate	3 Semesters 1 field placement (3 <sup>rd</sup> sem)	Start dates: Fall, Winter
Georgian	<a href="#">Addictions: Treatment and Prevention</a>	Ont. Grad. Certificate	1 year (3 Sem) F/T – Hybrid 1 internship (495 hrs)	*Students have a max. of 2 years to complete program

Georgian	<a href="#"><u>Mental Health – Interprofessional Practice</u></a>	Ont. Grad. Certificate	1 year (2 Sem)  F/T – Online; P/T – Online  1 clinical placement (80 hrs)	*Students have a max. of 2 years to complete program
Fanshawe	<a href="#"><u>Addictions and Mental Health</u></a>	Ont. Grad. Certificate	30 weeks  Online option  1 Field placement	Capstone project
Humber	<a href="#"><u>Addictions and Mental Health</u></a>	Ont. Grad. Certificate	3 semesters  1 Field placement	Start dates: Fall, Winter
Mohawk	<a href="#"><u>Concurrent Disorders</u></a>	Ont. Grad. Certificate	1 year (8 months)  1 Field placement	
Niagara	<a href="#"><u>Community Mental Health – Multidiscipline</u></a>	Ont. Grad. Certificate	1 year (2 semesters)	Internationally trained applicants only
Seneca	<a href="#"><u>Addictions and Mental Health</u></a>	Ont. Grad. Certificate	P/T; Online option	
Seneca	<a href="#"><u>Mental Health Intervention</u></a>	Ont. Grad. Certificate	8 months (2 Sem)	Hybrid delivery  Program includes course “Understanding Addiction”
St. Lawrence	<a href="#"><u>Addictions and Mental Health</u></a>	Ont. Grad. Certificate	F/T – 2 semesters; online  P/T Online – up to 5 years for completion	Start dates: Winter, Fall

## Provincial Private Colleges & Other Educational Opportunities

Multiple private colleges offer similar programs at what is described the diploma level. Difficult to verify reported level accuracy.

## Appendix VIII: Incremental Costing Summary Details

Program Costing						
Program Name	Mental Health and Addictions	Date/Version			3/22/2023	
Credentialed	Ontario Grad Certificate			School Dean		
Gross Domestic Tuition (per semester)	\$ 2,712.73	Net Domestic Tuition (less financial aid 8.5%)			\$ 2,482.14	
Gross International Tuition (per semester)	\$ 7,189.68	Net International Tuition			\$ 5,389.68	
WFU (WxFu)	1.3	Base Operating Grant (BOG)			\$ 5,795.00	
WFU per semester	0.65	Allocation per WFU (@ corridor mid Small Northern Rural (SNR) Grant Enhancement			\$ 688.75	
Enrolment						
Domestic Enrolment Projections						
Description	FY01	FY02	FY03	FY04	FY05	
Sem 1	60	90	90	90	90	
Sem 2	27	81	81	81	81	
Sem 3	0	0	0	0	0	
Sem 4	0	0	0	0	0	
Sem 5	0	0	0	0	0	
Sem 6	0	0	0	0	0	
Total enrolment	87	171	171	171	171	
Co-op if applicable						
International Enrolment Projections						
Description	FY01	COUN 137	FY03	FY04	FY05	
Sem 1	0	0	0	0	0	
Sem 2	0	0	0	0	0	
Sem 3	0	0	0	0	0	
Sem 4	0	0	0	0	0	
Sem 5	0	0	0	0	0	
Sem 6	0	0	0	0	0	
Total enrolment	0	0	0	0	0	
Co-op if applicable						
Incremental Costing						
Revenues/Source of Funding						
Description	FY01	FY02	FY03	FY04	FY05	Total
Domestic Tuition	\$ 215,946.47	\$ 424,446.5171	\$ 424,446.52	\$ 424,446.52	\$ 424,446.52	\$ 1,913,732.54
International Tuition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
MTCU International clawback	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (list)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Co-op funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Add rows as needed						
Total	\$ 215,946.47	\$ 424,446.52	\$ 424,446.52	\$ 424,446.52	\$ 424,446.52	\$ 1,913,732.54
Program Delivery Costing						
Description	FY01	FY02	FY03	FY04	FY05	Total
Salaries & Benefits						\$ -
FT Faculty	\$ 102,915.76	\$ 150,118.93	\$ 205,831.51	\$ 308,747.27	\$ 308,747.27	\$ 1,076,360.72
PT Faculty	\$ 66,980.50	\$ 158,649.50	\$ 139,738.00	\$ 104,803.50	\$ 104,803.50	\$ 574,975.00
Program Co-ordinator	\$ 7,909.03	\$ 7,909.03	\$ 7,909.03	\$ 7,909.03	\$ 7,909.03	\$ 39,545.16
FT Technician	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PT Technician	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other direct staffing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Course Supplies/Instructional Cost						\$ -
Computer Software & Maintenance						\$ -
Faculty Travel						\$ -
Equipment Rental and/or Maintenance						\$ -
Other						\$ -
Add rows as needed						
Total	\$ 177,805.29	\$ 316,677.46	\$ 353,478.54	\$ 421,459.80	\$ 421,459.80	\$ 1,690,880.88
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		\$ 215,946.47	\$ 424,446.52	\$ 424,446.52	\$ 424,446.52	\$ 424,446.52
Incremental Costs		\$ 177,805.29	\$ 316,677.46	\$ 353,478.54	\$ 421,459.80	\$ 421,459.80
Net Investment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCOME/CASH	\$ -	\$ 38,141.19	\$ 107,769.06	\$ 70,967.97	\$ 2,986.72	\$ 2,986.72
Contribution to Overhead						
Non-Incremental Program Distributions						
Description	FY01	FY02	FY03	FY04	FY05	Total
MTCU Grant	\$ 366,656.06	\$ 644,114.25	\$ 644,114.25	\$ 644,114.25	\$ 644,114.25	\$ 2,943,113.06
Dean & Other academic staffing	\$ 10,797.32	\$ 21,222.33	\$ 21,222.33	\$ 21,222.33	\$ 21,222.33	\$ 95,686.63
program revenue	\$ 582,602.54	\$ 1,068,560.77	\$ 1,068,560.77	\$ 1,068,560.77	\$ 1,068,560.77	\$ 4,856,845.60
program expense	\$ 177,805.29	\$ 316,677.46	\$ 353,478.54	\$ 421,459.80	\$ 421,459.80	\$ 1,690,880.88
Net Contribution to Overhead	\$ 404,797.25	\$ 751,883.31	\$ 715,082.22	\$ 647,100.97	\$ 647,100.97	\$ 3,165,964.72
% CTO	69%	70%	67%	61%	61%	
College Overhead Target	\$ 192,258.84	\$ 352,625.05	\$ 352,625.05	\$ 352,625.05	\$ 352,625.05	\$ 631,531.74





## Board of Governors

### Briefing Note



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**Topic:** New Program Proposal: Veterinary Technician Ontario College Diploma  
**Report To:** Public Board Meeting  
**Meeting Date:**  
**Prepared By:** Nick Stone, Dean School of Health and Community Services

#### Recommendation

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That the Board of Governors approve the proposal to develop and launch a new Veterinary Technician Ontario College Diploma program for implementation Fall semester, 2025.

#### Overview

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The School of Health and Community Services is proposing the development of a two-year, four-semester Ontario College Diploma Program in Veterinary Technician. Proposed launch date of Fall 2025.

Veterinary Technicians are front line health care workers for animals. They have expertise in many areas of medical care as it relates to animals, such as medication administration, husbandry, anesthetic delivery and monitoring, breeding, animal behaviour, diagnostic laboratory testing, and surgical preparation and assistance. The proposed program would deliver this training in a flexible delivery format. Theoretical lessons would be delivered asynchronously or synchronously online, and practical lessons would be delivered on site at the Peterborough Humane Society. As an accredited and regulated profession, the proposed program would be designed to meet all regulatory and accreditation requirements including a scaffolded work integrated learning experience during the program. The unique immersive learning design and delivery in an active veterinary clinic, coupled with a focus within the curriculum on Indigenous perspectives and simulation will differentiate this program within the province.

Expected contribution to overhead is approximately 30% at the end of year 1, based on a costing analysis with an intake of 40 students. Net income in year 1 is estimated at \$177,876.91 and is projected to increase to \$1,608,991.53 by year 5. The numbers are based on conservative enrollment estimates with additional intakes added over the course of a 5-year period. Capital investment is required by way of acquiring an animal dentistry suite, a diagnostic imaging suite, and microscopes, to support the delivery of the practical lessons at the Peterborough Humane Society.

A labour market analysis reveals that veterinary technicians and related occupations are expected to increase nationally by 21% and provincially by 22.3% over the next six years. Employment growth in this area is expected to be above average compared to all occupations and is connected to increased consumer spending on veterinary services and a growing pet population. Improvement in the health services offered to pets and greater access to different pet insurance products is also fueling the demand for veterinarian services.

There are currently seven program offerings in the Ontario College system related to Veterinary Technician at the Ontario College Diploma level - Algonquin, Boreal, Georgian, Northern, Seneca, Sheridan, and St Clair offer funded programs in Veterinary Technician. Algonquin and Boreal are the only colleges in the Eastern Ontario region and are geographically situated so that student enrolment and clinical learning sites should not be impacted. The high demand for this type of programming, as demonstrated by domestic applications exceeding registrations by a factor of 6:1, also suggests that the proposed program would be successful.

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

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The proposed program will align well with the Academic Plan by responding to the needs of the labour market, providing students with the skills they need to be successful, and sustainability of strategic enrolment management.

This program aligns with Fleming's Strategic Plan by focusing on the needs of both students and employers in the labour market and by embracing technology and innovation with the unique immersive delivery design. In addition, the program aligns with being a welcoming place for all with the inclusion of Indigenous content specific to the interconnected relationship between humans and animals, and the many design elements that will support Equity, Diversity, and Inclusion.

With respect to the Strategic Mandate Agreement, this program will help the College meet performance metrics for graduate employment in a related field and experiential learning, as well as contributing to other categories.

### Risks and Considerations

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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:

- With any new program launch, lower than expected enrolment is always a risk. Strategic marketing and promotion of this program will help create awareness of the career potential for students.

### Supporting Documentation

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Include the file names of any supporting documentation below:

- NPD Concept Proposal – Veterinary Technician



**FLEMING**

# **NPD Concept Proposal**

Veterinary Technician

# NPD Concept Proposal

Program name:	Veterinary Technician
Program credential:	Ontario College Diploma
Prepared by:	Nick Stone Dean
School:	Health & Community Services
Estimated launch date:	Fall 2025
Date submitted:	

**Program description/program idea:**

The School of Health and Community Services is proposing the development and launch of a two-year, four-semester Ontario College Diploma in Veterinary Technician for Fall 2025. The program would support domestic enrolment within the College and will have a unique immersive learning experience where the entire practical aspect of the curriculum will be delivered in an active veterinary clinic.

Veterinary Technicians are front line health care workers for animals. They have expertise in many areas of medical care as it relates to animals, such as medication administration, husbandry, anesthetic delivery and monitoring, breeding, animal behaviour, diagnostic laboratory testing, and surgical preparation and assistance. The proposed program would deliver this training in a flexible delivery format. Theoretical lessons would be delivered asynchronously or synchronously online, and practical lessons would be delivered on site at the Peterborough Humane Society.

As an accredited and regulated profession, the proposed program would be designed to meet all regulatory and accreditation requirements including a scaffolded work integrated learning experience during the program. The unique immersive learning design and delivery in an active veterinary clinic, coupled with a focus within the curriculum on Indigenous perspectives and simulation will differentiate this program within the province. The principles of Universal Design for Learning such as flexible curriculum design and delivery will be incorporated into all aspects of the program to ensure the curriculum meets the equity, diversity, and inclusion priorities of the College.

Applied research opportunities exist in biosecurity, livestock disease prevention, and the use of telemedicine technologies to expand veterinary clinic reach in rural and remote areas.

## Labour market description:

### *Occupational Overview*

The primary occupational group for Veterinary Technician is 32104/3213 – Animal Health Technologists and Veterinary Technicians. Fields of practice for graduates include Animal Health Technician, Registered Veterinary Technician, Veterinarian Technician, Veterinary Technician, and Veterinary Technologist. Graduates work in veterinary clinics, animal hospitals, animal shelters, humane societies, zoos, animal research laboratories, pharmaceutical companies, and for the government.

The labour market demand for veterinary technicians is expected to increase nationally by 21% and provincially by 22.3% over the next six years. Nationally, there is an average need for 748 workers in this field and it is expected that 906 jobs will be available across Canada by 2031. Currently, there is a provincial need for 799 positions and these numbers are expected to increase to 977 by 2031 with local economic region employment potential predicted to be good during 2023 to 2025.

Employment growth in this area is expected to be above average compared to all occupations and is connected to increased consumer spending on veterinary services and a growing pet population. Improvement in the health services offered to pets and greater access to different pet insurance products is also fueling the demand for veterinarian services. In addition, the ongoing reinforcement of animal food quality inspections and of livestock exports and imports could contribute to employment growth in this occupational group.

### *Competitive Landscape*

There are currently seven Veterinary Technician program offerings in the Ontario College system related to 32104/3213 – Animal Health Technologists and Veterinary Technicians. Algonquin, Boreal, Georgian, Northern, Seneca, Sheridan, and St Clair offer funded programs in Veterinary Technician (Table 1). Algonquin and Boreal are the only colleges in the Eastern Ontario region, however, Algonquin is geographically situated that student enrolment should not be impacted and Boreal offers the program in French.

<b>Table 1: Total Domestic Applications / Registrations by College for Programs mapped to MCU code 51603 (Veterinary Technician)</b>				
<b>College</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023<sup>1</sup></b>
Algonquin	399/33	522/41	485/71	438/58
Boreal	110/52	104/33	83/29	68/26
Georgian	479/57	473/60	469/63	502/57
Northern	205/66	172/66	170/56	168/58

<sup>1</sup> Application and registration numbers only include Fall and Winter semesters for the 2023 academic year.

Seneca	713/107	845/118	678/105	594/103
Sheridan	597/71	608/89	577/78	560/81
St Clair	313/46	366/51	401/52	336/54
<b>TOTAL</b>	<b>2816/432</b>	<b>3090/458</b>	<b>2863/454</b>	<b>2666/437</b>

**Student target audience:**

The design of the proposed program as a four-semester flexible delivery offering, with practical lessons delivered in an active veterinary clinic, is anticipated to attract domestic students, both direct entry and mature learners. A dual credit option will help attract direct entry students and would be a unique offering in the field of animal care as part of the dual credit program with our local school boards. Through its unique design, the proposed program will be ideal for those students seeking to be immersed in a learning environment surrounded by animals, where they can learn and apply their new skills almost immediately in a veterinary setting.

Existing Fleming students could pathway into the proposed program from established programs such as Fish and Wildlife.

**Rationale for new program:**

The proposed program will attract domestic students to Fleming College where Table 1 identifies the high demand for this type of programming with domestic applications exceeding registrations by a factor of 6:1. Prominent community veterinary clinics, such as the Peterborough Humane Society, reinforce the need for qualified veterinary technicians to assist in their practice. From a labour market perspective, the proposed program will help fill a projected labour shortage locally, provincially, and nationally. The programs unique immersive curriculum design aligns with both School and College level strategic priorities around embracing technology and innovation and supporting our community.

With increased consumer spending on veterinary services, a growing pet population, improvement in the health services offered to pets, and greater access to different pet insurance products, the need for veterinary technicians will continue to be in demand. The unique immersive learning design and delivery in an active veterinary clinic, coupled with a focus within the curriculum on Indigenous perspectives and simulation will differentiate this program within the province. The Program will work through the Indigenous Perspective Designation process to determine appropriate inclusion of Indigenous specific content.

**Equity, Diversity and Inclusion considerations:**

The program curriculum will be designed following Universal Design for Learning principles - a flexible curriculum design and delivery framework that supports faculty to create inclusive and accessible learning environments that cater to the variations in how students learn. Working with the Indigenous Perspectives academic team and the Indigenous Perspectives Designation process, the curriculum will be designed to include specific content that explores the

interconnected relationship between humans and animals and the way Indigenous Peoples are careful and respectful of the natural lifecycles of the animals they share the earth with.

**Costing Estimate and Considerations:**

- Initial target intake will be 40 students in the Fall semester. One intake planned in FY01, two intakes planned in FY02 and FY03, and three intakes planned per year thereafter.
- Domestic tuition would be approximately \$1,719.50 per semester. International tuition would be approximately \$7,787.70 per semester.
- Projected Net Income is \$177,876.91 in FY01 increasing to \$1,608,192.58 by FY05 (Table 2). Contribution to Overhead is anticipated to be 30% in FY01, levelling out to 49% in FY05 (Table 2).

Table 2. Projected Revenue and Expenses for Veterinary Technician						
Description	FY01	FY02	FY03	FY04	FY05	Total
<b>MTCU Grant</b>	\$473,054.40	\$1,114,167.60	\$1,730,383.20	\$2,408,842.80	\$2,595,574.80	\$8,322,022.80
<b>Dean &amp; Other academic staffing supports</b>	\$5,619.98	\$13,236.53	\$20,557.29	\$28,617.53	\$30,835.94	\$98,867.27
program revenue	\$592,628.43	\$1,395,795.91	\$2,167,772.42	\$3,017,726.35	\$3,251,658.62	\$10,425,581.72
program expense	\$414,751.52	\$735,243.46	\$1,105,330.58	\$1,476,734.82	\$1,643,466.04	\$5,375,526.43
<b>Net Contribution to Overhead</b>	\$177,876.91	\$660,552.44	\$1,062,441.83	\$1,540,991.53	\$1,608,192.58	\$5,050,055.29
<b>% CTO</b>	30%	47%	49%	51%	49%	
<b>College Overhead Target</b>	\$195,567.38	\$460,612.65	\$715,364.90	\$995,849.69	\$1,073,047.35	\$694,174.44

- All courses would need to be developed. Approximate cost for developing hybrid course offerings is \$163,235.99.
- The program will require a lease with the Peterborough Humane Society to run the practical aspects of program at their premises. Approximate annual cost of a lease will gradually increase as more intakes and semester levels are running. Lease costs in FY01 are projected at \$14,280.00 for one cohort, increasing to \$83,160.00 in FY05 when all four semesters are delivered simultaneously.
- The program will require capital investment of approximately \$175,797.00:
  - An animal dentistry suite will be required. One unit costing approximately \$65,000.00 + tax. TOTAL \$67,216.50.
  - A diagnostic imaging suite will be required. One unit costing approximately \$55,000 + tax. TOTAL \$56,875.50.
  - Microscopes will be required. 20 units costing approximately \$2500.00 + tax each. TOTAL \$51,705.00.
  - The equipment remains the property of Fleming College should our partnership end prematurely.
- The proposed program supports the following SMA3 metrics, as well as contributing to other categories:
  - Graduate employment in a related field
  - Experiential learning

- This program will not impact the enrollment of other Fleming College programs but could complement program offerings in the School of Environmental and Natural Resource Sciences.





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## **PRESIDENT'S REPORT**

### **May 2024 - Public Board Meeting**

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The following is a summary of key updates of the President to the Board of Governors since the March 27, 2024 Board meeting.

#### **College System Update**

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The federal cap on international students has had a significant adverse impact on the college. As previously reported to the Board of Governors, the loss of revenue from Fleming College Toronto and decline in enrolment at home campuses forced program suspension decisions. This has had a varied impact on colleges in the province. As a result, an employment stability committee has been established and is proceeding accordingly. It is co-chaired by Al Lambert, EVP OEHR and Audrey Healey, a union local executive member.

#### **Government Relations**

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Ongoing government relations remain strong and productive with the province of Ontario. There has been regular communication with the Minister and their Chief of Staff about the program suspensions, and other business. A very productive meeting was held with the Deputy Minister the week of May 13<sup>th</sup>. The Deputy Minister was very supportive of Fleming's decisions and our approach to the federal cap on international students.

Several presidents attended the CiCan conference in Calgary in April, including Fleming College. There was a great deal of discussion regarding the future of higher-education in Canada given federal policies on immigration.

#### **Fleming Strategy**

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Several listening tours were completed to seek input from staff regarding the future of Fleming. External listening tours were conducted with the Chamber of Commerce, municipalities of Peterborough, Lindsay and Haliburton, as well as key opinion and civic leaders.

We are actively considering a longer-term strategy for the college which will consider, of course, the challenges we face along with opportunities that we may consider. A focus will include growing applied research at Frost campus, growing applied and allied health-related courses and improving our offerings in skilled trades.

The feedback from the second annual Ignite event held May 9, 2024 has been very positive and also supportive of the potential strategic direction that has been discussed during the various listening tours. The president will be validating community input and sharing a draft strategy with the Board of Governors for input, shortly. A recommendation for a final strategy will be made to the Board of Governors in June 2024.

Fleming also hosted a Keystone event on May 8, 2024, honouring local businesses for their contribution to the community and economy, and their many partnerships with Fleming.

## **Fleming Operations**

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At this time enrolment numbers for fall 2024 are trending downward from previous years. Recruitment has been active and is developing a strategic approach for winter 2025 with hopes to begin to mitigate the current situation as much as possible.

## **In Our Community**

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There has been a significant amount of community-related activity in Lindsay Ontario, at the Frost Campus. An all-staff clarification memo was sent in May to address a significant amount of misinformation.