

SIR SANDFORD FLEMING COLLEGE PUBLIC MEETING OF THE BOARD OF GOVERNORS

Wednesday, June 24, 2015
3:40 p.m.
Scholfield Boardroom, Room B3330
Peterborough, ON

- 2010-2015 Strategic Priorities**
1. Achieving Excellence in Student Learning
 2. Providing Superior Services and Facilities
 3. Leading in Sustainability
 4. Growing with Positive Results
 5. Building Community Success
 6. Developing the Fleming Working Environment

A G E N D A

	Pages
1. Call to Order	
• Confirmation of Quorum	
• Welcome and Introduction of Guests	
• Conflict of Interest Declarations (if any)	
2. Additions/Deletions/Approval of Agenda	1-3
3. Unanimous Consent Agenda	4
<i>The following items have been identified for the Consent Agenda; any Governor may request any item be removed from this section by advising the President/Board Chair/Board Secretary in advance of the meeting or before approval of the agenda at the meeting. Items not moved will be considered adopted by consent without debate.</i>	
Draft Motion: to approve the Consent Agenda and through its unanimous consent the items as listed	
Approve the:	
3.1 minutes of the May 27, 2015 Public Board meeting	5-8
3.2 revised College Policy 4-420, <i>Violence Prevention</i>	9-24
3.3 revised College Policy 3-311, <i>Harassment and Discrimination Prevention</i>	25-49
3.4 revised College Policy 2-201, <i>Academic Regulations</i>	50-88
3.5 Grant Summer Authority for Board Decisions	59
3.6 Investment Performance Report for 2014-2015	60-63
Receive as Information the:	
3.7 Report on Purchase Contracts Awarded March to May 2015	64
3.8 Investment Portfolio Review	65-96
3.9 Correspondence for the May – June 2015 timeframe	97-98
4. Business Arising from Previous Meetings (not otherwise covered on the agenda)	
None identified.	
5. Matters for Decision <i>(Board is required to reach a decision in the meeting)</i>	
5.1 <u>Amendment to By-law 1-102</u>	
(10 min; Briefing Report enclosed)	99-109
Draft Motion: to amend s.31.1 and s.36.1 of By-law 1-102 and revise Governance Policy #1-102J, Committees of the Board	

- 5.2 Meeting Schedule for 2015-2016
(Governor Sutcliffe-Geens – 5 min; Briefing Report enclosed) 110-111

Draft Motion: to approve the 2015-2016 meeting schedule

- 5.3 Fleming College Strategic Plan 2015-2018
(Dr. Tilly – 10 min; Briefing Report enclosed) 112-122

Draft Motion: to approve the content of the 2015-2018 Strategic Plan

- 5.4 Addendum to the 2014-2015 Annual Report
(Mr. Baker – 5 min; Briefing Report enclosed) 123-125
Guest: Angie Sims, Director of Budget Services

A report seeking approval of documents for inclusion with the annual report.

Draft Motion: to approve the analysis of financial performance report

- 5.5 Addendum to the 2015-2016 Business Plan
(Mr. Baker – 5 min; Briefing Report enclosed) 126-145
Guest: Angie Sims, Director of Budget Services

A report seeking approval of documents for inclusion with the business plan.

Draft Motion: to approve the financial templates

- 5.6 Indigenous Education Protocol
(Ms. Kerford – 10 min; Briefing Report enclosed) 146-147

A report seeking authorization to sign a national protocol

Draft Motion: to authorize Administration to proceed with signing

- 5.7 New Program: Moving Image Design
(Ms. Schollen – 10 min; Briefing Report enclosed) 148-160
Guest: Brian Bates, Product Development Manager

A report seeking approval of an Ontario College Certificate program

Draft Motion: to approve the Ontario College Certificate program Moving Image Design

- 5.8 New Program: Rural Nursing
(Ms. Schollen – 10 min; Briefing Report enclosed) 161-173
Guest: Brian Bates, Produce Development Manager

A report seeking approval of an Ontario College Graduate Certificate program

Draft Motion: to approve the Ontario College Graduate Certificate program Rural Nursing

- 5.9 New Program: Construction Engineering Technician
(Ms. Schollen – 10 min; Briefing Report enclosed) 174-186
Guest: Brian Bates, Product Development Manager

A report seeking approval of an Ontario College Diploma program

Draft Motion: to approve the Ontario College Diploma program Construction Engineering Technician

- 5.10 New Policy: Academic Appeal
(Ms. Schollen – 10 min; Briefing Report enclosed) 187-205
Guest: Nicholas Stone

A report seeking approval of a new College policy resulting from revisions to a current policy

Draft Motion: to approve College Policy #2-219, Academic Appeal

- 5.11 New Policy: Alcohol Management
(Mr. Baker – 10 min; Briefing Report enclosed) 206-222
Guest: Terry Williams, Director College Facilities

A report seeking approval of a new College policy.

Draft Motion: to approve College Policy #4-425, Alcohol Management

6. Matters for Discussion (*opportunity for input/advice (to Cmt or Admin) before final rec'n brought forward*)

- 6.1 Summer/Fall 2015 Enrolment – a presentation by Dr. Pander-Scott, Registrar
(10 min; Briefing Report enclosed) 223-227

7. Information Items

Updates on College Activity, reports from the Board Chair and President, and the "Community Connections" Roundtable

8. Other Business (includes item removed from Consent Agenda)

- 8.1 Recognition of Outgoing Governors (10 min)

9. Move to In-Camera (Closed Session) Meeting (approx. 5:40 p.m. – separate agenda)

10. Report from the In-Camera Meeting

11. Adjournment of Meeting approx. 6:05 p.m.

12. Private Session (Governors only)

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: June 24, 2015		Agenda Item 3

SUBJECT: Unanimous Consent Agenda

PRESENTED BY: Governor Ross, Chair - Board of Governors

DESCRIPTION: To ensure the Board of Governors has sufficient time at its monthly meetings to deal with substantive policy issues and time to review and strengthen its own operations, minor or non-controversial Board matters will appear on a Consent Agenda for both the public and in-camera meetings. Items listed on the Consent Agenda do not require discussion and are approved en bloc.

BACKGROUND:

- Board Policy 1-102L, *Guidelines for the Consent Agenda*

Connection to Fleming's planning framework: N/A

Attachments:

- as listed below

Action Requested:

- Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

ANALYSIS

N/A

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent, approve the

- 3.1 minutes of the May 27, 2015 Public Board Meeting**
- 3.2 revised College Policy #4-420, *Violence Prevention***
- 3.3 revised College Policy #3-311, *Harassment and Discrimination Prevention***
- 3.4 revised College Policy #2-201, *Academic Regulations***
- 3.5 Summer Authority for Board Decisions**
- 3.6 Investment Performance Report for 2014-2015**

and receive, as information, the

- 3.7 Report on Purchase Contracts Awarded march to May 2015**
- 3.8 Investment Portfolio Review**
- 3.9 Correspondence for the May – June 2015 timeframe**

BOARD OF GOVERNORS
Public (Open Session) Meeting
Wednesday, May 27, 2015
Scholfield Boardroom, Room B3330
Peterborough, ON

Draft Until Approved

MINUTES

Present: Mr. Gillespie, Ms. Jung, Ms. Kerrigan, Ms. Kloosterman, Mr. Krajcar, Dr. Martin-Ronson, Mr. Mateer, Ms. Merrett, Mr. Perry, Ms. Ross, Ms. Watson and Dr. Tilly.
Ms. McFadden.

Regrets: Mr. Astell, Ms. Sutcliffe-Geens.

Administration: Mr. Angel, Mr. Baker, Ms. Crook, Ms. Kerford, Ms. Schollen, Mr. Van Parys.

Staff: Ms. Copeland, College Communications.

Guests: *Items 5.1, 5.2:* Ms. Sanders, Director – Finance.

Item 5.4: Mr. Bates, Product Development Manager; Ms. Rees, Manager – Continuing Education and Training SENRS.

Item 5.5: Mr. Bates, Product Development Manager; Ms. Dupret, Dean – Haliburton School of The Arts.

Item 6.1: Mr. Bates, Product Development Manager.

1. Call to Order

Confirming quorum, Governor Ross called the meeting to order at 4:32 p.m. and noted regrets. Staff and guests in attendance were welcomed. There were no conflict of interest declarations.

2. Additions/Deletions/Approval of Agenda

BoG May27-2015 #1

Moved and Seconded by Ms. Watson and Ms. Kloosterman
THAT the agenda be approved, as circulated.

Carried

3. UNANIMOUS CONSENT AGENDA

Governors were requested to identify those items to be removed from the Unanimous Consent Agenda and placed on the regular public meeting agenda; none were identified.

BoG May27-2015 #2

Moved and Seconded by Mr. Krajcar and Ms. Watson
THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the May 27, 2015 meeting and, by unanimous consent,

3.1 approve the minutes of the April 29, 2015 Public Meeting of the Board of Governors.

Carried

4. Business Arising from Previous Meetings

None identified or brought forward.

5. Matters for Decision

5.1 Audited Financial Statements 2014-2015: Governor Gillespie reported that the draft audited financial statements, as prepared by KPMG (the external auditor), were reviewed by the Audit Committee earlier in the afternoon; the year-end results are as projected. The *Notes to the Financial Statements* provide details of the statement schedules.

BoG May 27-2015 #3

Moved and Seconded by Mr. Gillespie and Mr. Mateer

THAT the Board of Governors of Sir Sandford Fleming College approve the 2014-2015 Audited Financial Statements indicating net assets as at March 31, 2015 of \$11,184,165.

Carried

5.2 Internally Restricted Net Assets: During the fiscal year, the residence operations generated an additional \$258,000; this surplus is restricted to future residence or other direct student services. As part of the Sports Field agreement, a minimum of \$10,000 per year is to be restricted by the two partners for future capital repairs / improvements to the Sports Field Complex.

BoG May 27-2015 #4

Moved and Seconded by Mr. Gillespie and Ms. Kloosterman

THAT the Board of Governors of Sir Sandford Fleming College internally restrict \$258,000 for the purpose of future residence and other direct student services, and \$10,000 for the purpose of future Sports Field Complex capital repairs and improvements.

Carried

5.3 Fleming College Annual Report 2014-2015: Referring to the Briefing Report, Ms. Crook presented the companion piece to the Fleming Business Plan. The majority of objectives were achieved and, in some cases, exceeded. A member flagged a missing word in the fourth paragraph of the Chair's message that will be corrected before submission to the Ministry.

BoG May27-2015 #5

Moved and Seconded by Mr. Mateer and Mr. Gillespie

THAT the Board of Governors of Sir Sandford Fleming College approve the 2014-2015 Fleming College Annual Report.

Carried

5.4 New Program: Water Operations Fundamentals: Mr. Bates and Ms. Rees presented the proposal for this Fleming College certificate program, noting it was renamed from Water Operations for Engineering Students – India to Water Operations Fundamentals at the request of the Credentials Validation Service. The concerns earlier raised by the Board with respect to intellectual property rights have been addressed in the agreement with the ReserWater Innovation Foundation in India. The Board requested an early report-back on the program along with other opportunities, pathways, etc. that arise from it.

BoG May27-2015 #6

Moved and Seconded by Mr. Krajcar and Ms. Merrett

THAT the Board of Governors of Sir Sandford Fleming College approve the Water Operations Fundamentals – Fleming College Certificate program, with an implementation date of Fall 2015.

Carried

5.5 New Program: Graphic Design – Visual Communication: Mr. Bates and Ms. Dupret presented the proposal for this *Ontario College Advanced Diploma* program, noting that formal validation by the Credentials Validation Service had just been received. The Haliburton School of The Arts program would be offered in the Kawartha Trades and Technology Centre in Peterborough; the

three-year program is designed to run as six continuous semesters (two years) with the final seven weeks as a field placement.

BoG May27-2015 #7

Moved and Seconded by Ms. Jung and Ms. Kerrigan

THAT the Board of Governors of Sir Sandford Fleming College approve the *Graphic Design – Visual Communications Ontario College Advanced Diploma program*, with an implementation date of September 2016, and submission to the Ministry of Training, Colleges and Universities for funding approval.

Carried

6. Matters for Discussion

6.1 Key Performance Indicators Results: Mr. Bates presented an analysis of the 2014-2015 data. Fleming's results were positive in all five areas – Graduate Employment, Graduate Satisfaction Employer Satisfaction, Student Satisfaction, and Graduate Rate – while the system and our mid-sized comparator colleges were mostly unchanged.

The goal set in 2013-2014 was to reach the top quartile in all categories and the College did achieve significant gains into the second and first quartiles. This was accomplished, for example, through changes in the on-line learning experience, relocating tutoring, and opening the Skilled Trades Centre. For 2015-2016, the College will continue to observe the system and mid-sized peers as a benchmark for performance, but move away from the “top quartile strategy” and instead set specific goals based on the strategic plan, past trends and budget:

- In knowledge and skills, maintain and enhance the high satisfaction achieved this year.
- In program quality, maintain and enhance the high level achieved this year while working towards the new Quality Accreditation framework.
- In services, increase satisfaction slightly over last year and implement Integrated Planning for services, target key services for improvement and maintain others.
- In facilities and resources, maintain and enhance the high levels achieved this year.

The Board offered congratulations on the response rate but expressed some concern on the decision to not aim for the top quartile; the Board also requested the next update include analysis of some of the weakest results. The Report was received, as information.

Having earlier advised the Chair of previous commitments, Governors Martin-Ronson and Merrett left the meeting at 5:22 p.m.

7. Items for Information

7.1 Updates from the Board Chair and President: Governors were advised of the 10th anniversary public celebration of the Peterborough Sport and Wellness Centre on June 3 at 11:00 a.m. and reminded of the upcoming Convocation 2015 ceremonies, beginning on May 29 with the Haliburton ceremony, the Frost ceremony on June 5, and the Sutherland ceremonies June 9 through 11. Dr. Tilly acknowledged the contributions of Jim Angel, Chief Information Officer and longest-serving member of the Executive Leaders Team who is set to retire from Fleming on June 12. Governor Krajcar has successfully completed his program of study, but will be returning to Fleming in September as a Grad Recruiter.

7.2 Tuition Aid for Youth Leaving Care Program: This provincial program was established to assist current and former Crown Wards enrolled in a publicly-assisted college or university in an undergraduate first-entry program. Fleming College is participating in the program. During the 2014-2015 academic year, approximately 45 students identified as Crown Wards attended Fleming and a similar level of activity is anticipated for 2015-2016.

7.3 **“Community Connections”**: In “roundtable” format, Governors noted participation in a variety of events and opportunities.

8. Other Business

None brought forward.

9. Move to In-Camera Meeting

It was moved by Mr. Krajcar, seconded by Mr. Mateer and carried to recess the public meeting at 5:38 p.m. and convene in-camera to address the items of business outlined on the agenda for the In-Camera Meeting. .

10. Report from the In-Camera Meeting: Returning to the public meeting at 5:48 p.m., the Chair reported the Board authorized Administration to proceed with awarding a contract for security services and received a preliminary nomination report for the election of the Board Executive.

11. Adjournment of Meeting: It was moved by Mr. Krajcar, seconded by Ms. Kloosterman and carried to adjourn the meeting at 5:49 p.m.

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: June 24, 2015		Consent Agenda Item 3.2

SUBJECT: College Policy #4-420 – Violence Prevention

PRESENTED BY: Ms. Kerford, Associate Vice-President Student Services

DESCRIPTION: Minor revisions are required to bring the policy in line with existing policies, specifically the Student Rights and Responsibilities and Sexual Assault/Sexual Violence policies.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

The Violence Prevention policy was updated in June 2010 to comply with changes in the Health and Safety Act of Ontario which made threatening behaviour, violence and domestic violence workplace-related hazards. The policy has not been updated since.

The Violence Prevention policy works in concert with Student Rights and Responsibilities policy (#5-506, updated June 2014) and the Sexual Assault and Sexual Violence policy (#3-343, approved March 2015) and therefore requires a minor update to ensure consistency.

Connection to Fleming’s planning framework: N/A

Attachments:

- College Policy #4-420, *Violence Prevention*
- For information, *Administrative Operating Procedure #4-420 OP – Violence Prevention*

Action Requested:

<input type="checkbox"/> Information/Update	<input type="checkbox"/> Discussion/Advice	<input checked="" type="checkbox"/> Decision/Approval <i>(Recommendation as a motion)</i>
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ANALYSIS

Summary of Revisions

1. Document has been modified into the new format, separating policy from procedure.
2. “Sir Sandford Fleming College” changed to “Fleming College” throughout document.
3. “Violence and Threatening Behaviour” changed to “Threatening Behaviour and All Forms of Violence” throughout the document to be inclusive of sexual violence.
4. Scope language in line with Sexual Assault and Sexual Violence policy.
5. Definitions updated to include a reference to the Sexual Assault and Sexual Violence policy.
6. Definition examples removed so as not to limit interpretation.

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve revised College Policy #4-420 – Violence Prevention.

PREPARED BY: Manager – Public Safety and Parking

COLLEGE POLICY

Violence Prevention	
Policy ID:	#4-420
Manual Classification:	Section 4 – Finance and Facilities
Approved by Board of Governors:	TENTATIVE June 24, 2015
Effective Date:	July 1, 2015
Next Policy Review Date:	2020
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes #4-420 OP <i>Violence Prevention</i> <input type="checkbox"/> No

Policy Statement

Fleming College is committed to fostering a safe and welcoming working and learning environment that is free from threatening behaviour and all forms of violence as enshrined in established provincial and federal statutes. These include, but are not limited to, the Occupational Health & Safety Act (OHSA), the Criminal Code of Canada, and the Charter of Rights and Freedoms.

To that end, no person shall engage in violent conduct or make threats, implied or directly, on College property or in connection with College business.

Purpose

This policy is intended to provide information and direction to address issues of threatening behaviour, violence and domestic violence. This policy is designed to work in concert with other College policies including Harassment & Discrimination Prevention Policy, Student Rights & Responsibilities Policy as well as the Sexual Assault and Sexual Violence Policy.

Scope

This policy applies to all members of the College Community including all employees, governors, students, contractors, suppliers of services, individuals who are directly connected to any College initiatives, volunteers and visitors.

This policy and the Administrative Operating Procedure will apply to incidents:

- (a) occurring within or affecting people or property within the physical boundaries of the College;
- (b) occurring on or affecting College owned or controlled property, including student residences;
- (c) occurring with the use of computer and telephone systems, and college and private vehicles being used for college business or for travelling between work and study locations;
- (d) occurring at a College-sponsored event including events sponsored by, any student government, club or service group and other bodies affiliated with the College.
- (e) occurring off campus which are likely to have an impact on the working or learning environment.

This policy shall not apply to incidents occurring off campus which have no or little likelihood of any impact on the working/learning environment at the College. Such incidents should be pursued by individuals through external processes.

Definitions/Acronyms

No policy can provide a full description and definition of behaviours that fall within the meaning of violence or threats. This policy encompasses violence and threatening behaviours based upon the definitions outlined in the OHSA (Bill 168), the Student Rights and Responsibilities Policy, Sexual Assault & Sexual Violence Policy and the Criminal Code of Canada.

Threatening Behaviour means:

Words, acts or gestures directed towards a person that indicate:

1. The recipient will be physically harmed or killed.
2. Someone else will be physically harmed or killed.
3. Personal property will be burned, damaged or destroyed.
4. The pets or animals belonging to any person will be injured or killed.

Violence means:

1. The exercise of direct or indirect physical force by a person against another person that causes or could cause physical injury.
2. An attempt to exercise direct or indirect physical force against another person that could cause physical injury.
3. A statement or behaviour that it is reasonable for a person to interpret as a threat to exercise direct or indirect physical force against a person that could cause physical injury.
4. The carrying, pointing, brandishing or threat to use a weapon. A weapon includes replicas or any other object that is used as a weapon.

Domestic Violence means: Violent, threatening or extremely coercive behaviour; perpetrated by one partner in a current or former intimate relationship on the other. It can consist of a pattern of ongoing behaviour lasting years or one single isolated incident.

The above definition can include verbal or written threats and threats made through electronic media such as text messages, email or other social media including but not limited to Facebook, Twitter, My Space and blogs. Refer to the “Information Technology and Communications Appropriate Use Policy” (Policy #6-601) for additional information.

Sexual Assault and Sexual Violence: definitions related to Sexual Assault and Sexual Violence and the procedures related to responding to such incidents are contained in the Sexual Assault and Sexual Violence Policy available at the following link: <https://department.flemingcollege.ca/sexual-assault/>

General Principles

The College endorses its legal and social responsibility to provide a working and learning environment free from threatening behavior and all forms of violence.

The College recognizes that achieving a threat and violence free employment and educational environment requires institutional support, pro-active educational programming, effective complaints procedures, cooperation from every member of the college community, and informed leadership at every level of the institution.

Management staff, at all levels, have a legal obligation to act expeditiously upon information concerning incidents of threatening behavior and all forms of violence.

The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondents are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.

The College has a high regard for, and will strive to ensure, confidentiality as a top priority subject to disclosure obligations required by law. The College recognizes that there may be times when immediate disclosure is required in order to prevent or respond to threatening behaviour or a violent incident. In such cases disclosure will be limited to persons that need information in order to prevent or respond to an incident in compliance with Occupational Health and Safety Act.

Related Documents

- Occupational Health and Safety Act of Ontario
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- College Policy #4-420, *Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #6-601, *Information Technology & Communications Appropriate Use Policy*
- Residence Community Standards (Student Handbook)
- Academic Collective Agreement
- Support Staff Collective Agreement
- Administrative Operating Procedure #4-420 OP, Violence Prevention

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Full policy review	May 2004	Policy #3-336 (Promoting a Peaceful Community) revoked and renamed as #4-420 (Violence Prevention)
Appendix A-D in procedures	April 2009	Reviewed and updated
Regular review	June 2015	Language updates, reflects new format

ADMINISTRATIVE OPERATING PROCEDURE

Violence Prevention	
Procedure ID:	#4-420 OP
Approved by:	Executive Leaders Team
Effective Date:	July 1, 2015
Next Review Date:	3 years from approval
Monitoring Responsibility:	Manager, Public Safety and Parking
Linked to a College Policy:	<input checked="" type="checkbox"/> Yes # 4-420 <i>Violence Prevention</i> <input type="checkbox"/> No

Policy Statement

Fleming College is committed to fostering a safe and welcoming working and learning environment that is free from threatening behaviour and all forms of violence as enshrined in established provincial and federal statutes. These include, but are not limited to, the Occupational Health and Safety Act (OHSA), the Criminal Code of Canada, and the Charter of Rights and Freedoms.

To that end, no person shall engage in violent conduct or make threats, implied or directly, on College property or in connection with College business.

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Operating Procedure

1.0 PREVENTION & EDUCATION

This policy promotes a proactive approach that includes education, prevention and safe resolution to incidents. The College is committed to promoting widespread understanding about what constitutes violent and threatening behaviour and the consequences associated with such behaviour.

1.1 Awareness of the Policy: The College will ensure awareness of this policy by:

- Making the policy available to any existing and new member of the College. Locations where the full document can be accessed will be posted in high profile and conspicuous locations on each campus, as well as in electronic format and other formats that are available at the College.
- Providing training to employees, ensuring those persons with leadership responsibilities are aware of their obligations under the policy and legislation. Training will cover what constitutes violence and threatening behaviour, the reporting process and incident response procedures.
- Conducting ongoing awareness events and emergency drills.

1.2 Risk Assessment: A workplace violence risk assessment shall be conducted upon the approval of this policy. Further assessments shall be conducted as necessary for the protection of workers, including when there is a significant change in a workplace such as a major renovation or department reorganization. The results of these assessments shall be communicated to affected employees and to the Joint Health & Safety Committees. Upon the completion of the assessment, a program which addresses the risks identified will be developed, which may include procedures, training or increased security protocols.

2.0 INCIDENT REPORTING RESPONSIBILITIES

Any member of the Fleming Community that becomes aware of an incident of violence, domestic violence or threatening behaviour has a responsibility to report that behaviour to their Supervisor, College Security and/or the Police as appropriate for the circumstances.

Supervisors who are aware of threatening or violent behaviour are required to take immediate action to minimize the risk to students and employees including summoning College Security and/or Police assistance where appropriate. College employees should not attempt to physically restrain violent persons. Supervisors must report all incidents of violence, domestic violence or threatening behaviour to College Security or via the Online Incident Report Form available at the following link:

<https://mycampus.flemingc.on.ca/group/mycampus/reporting-form>

In order to comply with its legal obligations, the College may, under appropriate circumstances, initiate an investigation without a request to do so from a complainant. As well, where appropriate, the

College may choose to continue with a procedure even after a complainant has decided to terminate the process.

For reporting incidents related to Sexual Assault or Sexual Violence please refer to Administrative Operating Procedure 3-343 OP: Sexual Assault & Sexual Violence Protocol.

3.0 INFORMATION PROVIDED TO WORKERS

Under the Ontario Occupational Health & Safety Act, Sections 25(2)(a) Fleming College is required as an employer to provide information to workers to protect their Health and Safety. Under section 27(2)(a), supervisors have a duty to advise employees of potential or actual danger to health and safety.

These obligations apply to the risk of violence in the workplace. Fleming College and its supervisors are required to provide information to their workers about a person with a history of violent behavior, if:

- the worker can be expected to encounter that person in the course of their work; **and**
- the risk of workplace violence is likely to expose the worker to physical injury.

Knowledge of a history of violent behaviour does not reasonably give rise to a risk to workers. The above two pre-conditions must be present in order for disclosure of information to take place. The Threat Assessment Team shall participate in determining the risk of violence, unless there is a reasonable need for an immediate response. Only the amount of information reasonably necessary to protect the worker will be disclosed.

4.0 SUPPORT SERVICES

Fleming College is committed to providing confidential support services to victims of violence, domestic violence or threatening behaviour. Assistance in accessing support can be obtained through the following campus departments:

Students

- Campus Security, 705-749-5530 extension 8000
- Counseling Services: 705-749-5527 (Sutherland) 705-324-9144 extension 3320 (Frost)
- Health Services: 705-749-5504 (Sutherland) 705-878-9304 (Frost)

Employees

- Human Resources 705-749-5530 extension 1982

5.0 ACADEMIC FREEDOM

Fleming College acknowledges the College community's right to academic freedom and to engage in the frank discussion of potentially controversial matters, such as race, sex, sexual orientation, politics, or religion, within the bounds of this policy. Further, the use of legitimate instructional techniques, such as irony, argument, conjecture and refutation, or the assignment of readings which may present a controversial point of view are also acknowledged, but will at all times be subject to this policy.

6.0 SANCTIONS, REDRESS, REPRISAL, & COMPLAINTS MADE IN BAD FAITH

6.1 Sanction/Redress: To the extent possible, where a formal complaint has been substantiated, the College's objective is to ensure the safety of the individual(s) that was the victim of the threat or violence and the safety of the College community. A substantiated act of threatening behaviour or violence may be cause for disciplinary action by the College up to and including the possibility of discharge in the case of an employee and expulsion in the case of a student.

Sanctions imposed will be applied with an understanding of the seriousness of the misconduct and follow the general principles of corrective discipline. In the case of an individual who is a

representative of an organization that is in a contractual relationship with the College, the action taken may include the suspension or termination of that relationship.

6.2 Trivial, Frivolous, Vexatious, or Complaints Made in Bad Faith: Complaints that upon investigation have been found to be trivial, frivolous, vexatious or made in bad faith shall result in a penalty against the complainant. The severity of the penalty will be determined based on the seriousness and impact of the complaint as outlined in section 5.1.

6.3 Protection from Reprisal: Subject to section 5.2, every individual has the right to file a complaint about violence or threaten behaviour, participate or cooperate in an investigation, provide information relevant to the complaint, in any role under the policy and/or procedures, without fear of retaliation or reprisal. Any form of retaliation or reprisals will not be tolerated and will be treated as harassment and/or discrimination.

Related Documents

- Occupational Health and Safety Act of Ontario
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- College Policy #4-420, *Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #6-601, *Information Technology and Communications Appropriate Use Policy*
- Residence Community Standards (Student Handbook)
- Academic Collective Agreement
- Support Staff Collective Agreement

Appendices

- Appendix A – Incident Response Procedures
- Appendix B – Behavioural Assessment and Management Team Terms of Reference

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Procedures	April 2009	Minor updates
Regular review	June 2015	Language updates, reflects new format

Appendix A to Operating Procedure 4-420 OP: Incident Response Procedures

A.1 Hold and Secure Protocol

The following protocol is designed to provide general guidance in the event of an incident external to the College that may pose a risk of physical harm to persons if they leave the College buildings. These procedures are based on the premise that no procedure can cover all situations.

It is the responsibility of all members of the College community to immediately report any situation that they believe places an individual or the College in an unsafe or potentially unsafe situation.

There are a wide variety of incidents that may result in the activation of the Hold & Secure Protocol. Some examples include but are not limited to:

- Police searching the nearby area for violent suspect.
- A fire in the adjacent neighbourhood that may pose an air quality risk.
- Gas leak in the local area that may result in evacuation of the campus.
- Traffic accident involving the release of a toxic substance near the College.

A.1.1 Hold and Secure Announced

In the event of a Hold and Secure announcement each member of the College community should:

1. Remain inside the building
2. Stay away from exterior windows & doors
3. Do not use cell phones, laptops or other devices
4. Await further instructions from Campus Security Staff

A.1.2 Investigation and Follow-Up

All incidents involving the activation of the Hold & Secure Protocol will be investigated by the Manager, Public Safety & Parking or designate in consultation with other departments or agencies including the police.

In cases involving students the Student Rights and Responsibilities Administrators and/or Residence Managers shall be responsible for issuing sanctions. In cases involving employees the appropriate Department Manager and Vice-President Human Resources and Strategic Development shall be responsible for issuing sanctions.

The Behavioural Assessment & Management Team may, as per their mandate, investigate, evaluate, make recommendation to Executive Leadership or take action, in relation to all reports of serious threats.

A.1.3 Note to Supervisors/Managers

Once made aware of an incident that may endanger the physical well-being of a worker the Occupational Health and Safety Act requires you to take all reasonable steps to ensure the safety of workers. For additional advice or guidance contact the Manager, Public Safety & Parking.

A.2 Threatening Behaviour Response Procedures

It is the responsibility of all members of the College community to immediately report any situation that they believe to be an act of violence or a threat of violence that places an individual or the College in an unsafe or potentially unsafe situation.

All threats are to be taken seriously. The procedures outlined below are designed as a guide when deciding what immediate actions to take. Every situation is different and, when in doubt, contacting 911 to request police assistance is always an option.

A.2.1 Threatening Behaviour – In Progress

1. Remain Calm
2. Use verbal de-escalation techniques to maintain control of the situation.
3. If unable to de-escalate the situation, move to a safe location.
4. Request assistance from your immediate Supervisor.
5. Contact Camps Security at extension 4444 (where Security Service is available)
6. Take steps to limit risk to others by:
 - a) closing office doors;
 - b) inform other staff to move to a safe location;
 - c) do not leave a person being threatened alone with the threat maker.

A.2.2 Threatening Behaviour – After The Fact

1. Inform your immediate supervisor of the incident if they are available.
2. If supervisor is unavailable contact and time is a concern College Security at extension 4444
3. If time is not an immediate concern, complete the Online Incident Report Form available at the following link: <https://mycampus.flemingc.on.ca/group/mycampus/reporting-form>

A.2.3 Investigation and Follow-Up

All incidents involving threatening behaviour will be investigated and documented by the Manager, Public Safety & Parking or designate in consultation with other departments or agencies including the police.

In cases involving students the Student Rights and Responsibilities Administrators and/or Residence Managers shall be responsible for issuing sanctions. In cases involving employees the appropriate Department Manager and Vice-President Human Resources and Strategic Development shall be responsible for issuing sanctions.

The Behavioural Assessment & Management Team may, as per their mandate, investigate, evaluate, make recommendation to Executive Leadership or take action, in relation to all reports of serious threats.

A.2.4 Note to Supervisors/Managers

Once made aware of a threat or violent incident the Occupational Health and Safety Act requires you to take all reasonable steps to ensure the safety of workers. For additional advice or guidance contact the Manager, Public Safety & Parking.

A.3 Violent Incident Response Procedures

It is the responsibility of all members of the College community to immediately report any situation that they believe to be an act of violence or a threat of violence that places an individual or the College in an unsafe or potentially unsafe situation.

During a violent incident the safety of all members of the College community is the first priority of the College. The procedures outlined below are designed as a guide when deciding what immediate actions to take. Every situation is different and, when in doubt, contacting 911 to request police assistance is always an option.

A.3.1 Active Shooter Protocol

In the event of an incident involving a person actively engaged in using a firearm to attack the College each member of the College community should:

- Assess their situation
- Consider their options
- Take action to protect themselves.

The following options are recommended depending on your assessment of your situation:

GET OUT – Exiting the room/area/building may be your best option:

- Choose a safe exit and leave immediately
- Notify anyone you encounter to get out
- Once in a safe place call 911
- Follow directions of police or security if you encounter them as you exit

HIDE – If you can't safely get out then hiding is your next best option

- Close and lock the door. If it can't be locked, tie or barricade it shut
- Stay out of the line of fire and remain quiet
- Silence all cell phones and other devices
- Do not answer the door

FIGHT – As a last resort you may have to defend yourself

- Quietly develop a plan to subdue the attacker(s)
- Improvise weapons from objects in the room
- Commit to an aggressive attack
- Stop the threat

While the chances of an Active Shooter coming the campus is extremely remote, it is important for all students and employees to be prepared for this worst case scenario. A short video with more information is available on the Campus Security website at the following link: <https://department.flemingcollege.ca/security/security/crime-prevention/>

A.3.2 Violent Incident (no firearms) - In Progress

1. Move to a safe location.
2. Contact Campus Security at extension 4444 (where Security Service is available)
3. Notify any College employee where Security Service is not available.
4. Contact police, dial 911, if in your judgment the level of violence requires police response.
5. Do not intervene to stop a violent incident.

A.3.3 Non-Physical Altercation - In Progress

1. Move to a safe location.
2. Contact Campus Security at extension 4444 (where Security Service is available)
3. Notify any College employee where Security Service is not available.
4. Stay a safe distance away to observe.
5. Keep others away from the area.
6. Do not intervene to stop an altercation.

A.3.4 Violent Incident - After The Fact

1. Employees are required to inform their immediate supervisor of the incident.
2. If supervisor is unavailable and time is a concern College Security at extension 4444.
3. If time is not an immediate concern, complete the Online Incident Report Form available at the following link: <https://mycampus.flemingc.on.ca/group/mycampus/reporting-form>
4. Students are required to report all incidents of violence to Campus Security.

A.3.5 Investigation and Follow-Up

All incidents of violence will be investigated and documented by the Manager, Public Safety and Parking or designate in consultation with other departments or agencies including police.

In cases involving students the Student Rights and Responsibilities Administrators and/or Residence Managers shall be responsible for issuing sanctions. In cases involving employees, the appropriate Department Manager and Vice-President Human Resources and Student Services shall be responsible for issuing sanctions.

The Behavioural Assessment and Management Team may, as per their mandate, investigate, evaluate, make recommendation to Executive Leadership or take action, in relation to all reports of serious threats.

A.3.6 Note to Supervisors/Managers

Once made aware of a threat or violent incident, the Occupational Health and Safety Act requires you to take all reasonable steps to ensure the safety of workers. For additional advice or guidance, contact the Manager, Public Safety & Parking.

A.4 Domestic Violence Safety Procedures

Once the College becomes aware that domestic violence threatens a member of the College community every reasonable precaution will be taken to protect that person and other members of the College community. The procedures outlined below are designed as a guide when deciding what to do if you or someone you know is experiencing domestic violence or the threat of domestic violence.

No procedure can possibly address every situation therefore the College encourages members of the community to seek additional guidance from Manager, Public Safety and Parking or Campus Security if they are uncertain of what to do regarding domestic violence.

A.4.1 Domestic Violence – In Progress

1. Move to a safe location.
2. Contact Campus Security at extension 4444 (where Security Service is available)
3. Notify any College employee where Security Service is not available.
4. Contact police, dial 911, if in your judgment the level of violence requires police response.
5. Do not intervene to stop a violent incident.

A.4.2 Domestic Violence – Suspect On Site

In the event that an abuser or suspected abuser is at the College searching for another person:

1. Do not disclose the location of the intended victim
2. Move to a safe location and secure the door.
3. Contact College Security at extension 4444.
4. Inform a supervisor as soon as possible.
5. If possible, warn the intended victim.

A.4.3 Domestic Violence – Voluntary Disclosure

In the event that a person discloses that they are experiencing domestic violence or the threat of domestic violence you can seek advice or report your concern in person to Campus Security or via the Online Incident Report Form available at the following link: <https://mycampus.flemingc.on.ca/group/mycampus/reporting-form>

A.4.4 Investigation and Follow-Up

All reports of domestic violence will be investigated and documented by the Manager, Public Safety and Parking or designate in consultation with other departments and agencies including the Behavioural Assessment and Management Team. Once the level of threat has been determined, a safety plan will be put into place to ensure the safety of the victim and the College community.

A.4.5 Supervisor Note

Once made aware of an employee experiencing domestic violence the Occupational Health and Safety Act requires you to take all reasonable steps to ensure the safety of workers. For additional information contact the Manager, Public Safety and Parking.

Appendix B to Operating Procedure 4-420 OP: Behavioural Assessment & Management Team, Terms of Reference

Commitment

Fleming College is committed to making our institution safe for students, employees and visitors. This protocol is an important part of an integrated strategy to maintain safe campuses. The Behavioural Assessment and Management Team will work with the Fleming community and with community partners to prevent traumatic events by sharing and evaluating information about persons at risk for violence towards self and/or others. The sharing of information will respect the individual's rights to privacy and the safety of all.

Goal

The goal of this protocol is to remove, or reduce as much as possible, threats to the safety of all persons working, studying or visiting at any Fleming College location. The greater the cooperation of the community to identify threats and high risk situations, the greater the potential for predicting and preventing potentially violent situations.

Responsibility

The College recognizes its responsibility to deal quickly, fairly and effectively in situations relating to acts of violence or threats of violence and to implement adequate education, awareness, prevention and enforcement initiatives to prevent violence.

It is the responsibility of all members of the College community to immediately report any situation that they believe to be an act of violence or a threat of violence that places an individual in an unsafe or potentially unsafe situation. Appendix A of this procedure provides the form and process for responding to and reporting violence or threats of violence.

Mandate

The Behavioural Assessment & Management Team (BAMT) will investigate, evaluate and make recommendations, in relation to all reports of threats of violence, acts of actual violence and sexual violence (where appropriate). Examples of these incidents include but are not limited to the following:

- serious violence or violence with intent to harm or kill
- incidents with intent to injure
- verbal/written threats to injure, kill or otherwise harm others (clear, direct & plausible)
- internet website/MSN threats to kill others
- possession of weapons (including replicas)
- bomb threats
- fire setting
- sexual intimidation, sexual violence or sexual assault
- gang related intimidation and violence .

Recommendations are made to the appropriate ELT member as follows:

- In cases where the focus of the investigation is a student or potential student, the ELT member will be the Associate Vice-President Student Services.
- In cases where the focus of the investigation is an employee or potential employee, the ELT member will be the Vice-President Human Resources and Student Services.
- In cases where the focus of the investigation is neither a student or an employee either the Associate Vice-President Student Services or the Vice-President Human Resources and Student Services will hold decision making authority.

Behavioural Assessment and Management Team Membership

Due to the nature of their roles at the College and to ensure at representation of the Frost Campus the following positions are permanent members of the Behavioral Assessment & Management Team:

Position	Current Name	Extension
Manager, Public Safety and Parking	John Gallen (Chair)	1191
Director, Housing, Food and Conference Services	Travis Doak (Vice-Chair)	1101
Director, Counseling and Accessible Education Services	Red Keating	1935
Human Resources Consultant and Human Rights Officer	Nick Duley	1982
Manager, Student Services (Frost Campus)	Mark Gray	3255
Manager, Frost Residence	Rob Marsh	3329
Academic Representative	School Specific to Case	N/A

Resource members to the BAMT would include persons internal and external to the College and will vary from case to case. They would include our consulting psychiatrist, counsellors, nurses, faculty, Academic Leaders (Deans, Chairs, Co-ordinators) and police.

When the BAMT is activated due to a formal complaint/concern, the Team will assemble/communicate as soon as possible with as many members as possible. Lack of availability should not prevent the Team from proceeding with an assessment of the situation especially if one is required quickly.

Behavioural Assessment Process

The Fleming threat assessment process will be guided by current practices advocated by the Canadian Centre for Threat Assessment & Trauma Response when evaluating threat/risk. Use of the HCR-20 as a structured judgment guide is also authorized in appropriate circumstances.

Incidents where there is immediate threat/risk should be reported through the College's established emergency response protocol. The BAMT will not undertake a formal threat/risk assessment until after such a situation has been stabilized.

The BAMT can be activated by any member of the Team or through a validated complaint/concern process which can be initiated by any member of the College community or community partner. Complaints/concerns can be directed to the BAMT in several ways:

1. By reporting a complaint/concern via the Online Report Form available at the following link: <https://mycampus.flemingc.on.ca/group/mycampus/reporting-form>
2. By reporting a complaint/concern to Campus Security in person.

In cases where the complainant is unsure whether their complaint/concern is appropriate for the BAMT, they can seek advice from Campus Security or the Manager, Public Safety & Parking. Members of the College Community are encourage to report their concerns even if they are unsure. An assessment will be conducted so there is an appropriate response and you will receive feedback.

The full BAMT will also meet regularly (at least twice per semester) to review processes and procedures as well as to review any worrisome patterns of student behaviour reported through the incident tracking data base.

Case Management Group

In order to ensure a consistent approach to assessing behaviour and a timely response to actual or potential threats, the following BAMT Members shall meet regularly to review incident reports and provide updates to the full team:

- Manager, Public Safety and Parking
- Director, Housing, Food & Conference Services
- Director, Counseling & Accessible Education Services

Community Partners

The BAMT will develop working relationships with community partners, including the police, to enhance the amount and quality of information available for threat/risk assessments. We will co-operate with community partners when they initiate their own threat/risk assessments, respecting all relevant privacy laws and guidelines by the Ontario Privacy Commissioner.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting
Date of Meeting: June 24, 2015 **Consent Agenda Item 3.3**

SUBJECT: College Policy #3-311 – Harassment and Discrimination Prevention

PRESENTED BY: Ms. Crook, Vice-President Human Resources and Student Services

DESCRIPTION: Minor revisions are required to bring the policy in line with existing policies, specifically the Sexual Assault/Sexual Violence policy.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*
 College policies are reviewed on a regular basis; the last revisions were approved by the Board on June 26, 2013. The proposed revisions reflect updated language and procedural clarifications.

Implementation of the Sexual Assault and Sexual Violence policy (#3-343, approved March 2015) has necessitated minor updates and clarifications to other policies and procedures.

Connection to Fleming’s planning framework: N/A

Attachments:

- College Policy #3-311, *Harassment and Discrimination Prevention*
- *For information, Administrative Operating Procedure #3-311 OP*

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

Fleming College is required, through Bill 168, to develop and maintain a policy on harassment and discrimination and to train employees accordingly. The policy represents Fleming’s commitment to fostering a diverse and inclusive working and learning environment and provides a framework for ensuring compliance with a variety of legislation.

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve revised College Policy #3-311 – *Harassment and Discrimination Prevention*.

PREPARED BY: Nick Duley, HR Officer and HR Consultant

COLLEGE POLICY

Harassment and Discrimination Prevention	
Policy ID:	#3-311
Manual Classification:	Section 3 – Human Resources
Approved by Board of Governors:	<i>Original Policy: June 2013</i> <i>Revision: TENTATIVE June 24, 2015</i>
Effective Date:	June 25, 2015
Next Policy Review Date:	June 2020
Administrative Contact for Policy Interpretation:	Vice-President Human Resources and Student Services
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes #3-311 OP <i>H&D Prevention</i> <input type="checkbox"/> No

Policy Statement

Sir Sandford Fleming College is committed to fostering a working and learning environment that is free from harassment and discrimination and one where all individuals are treated with respect and dignity.

The College acknowledges that groups/individuals covered under this policy have a right to full participation in employment and the receipt of education and related services and confirms that it is committed to the goal of eliminating discriminatory barriers where and if they exist.

Purpose

This policy will confirm Sir Sandford Fleming College's commitment to fostering a diverse and inclusive working and learning environment that is free from any form of harassment, discrimination and bullying as enshrined in the Ontario Human Rights Code (OHRC), the Accessibility for Ontarians with Disabilities Act 2005 (AODA) and its related Standards/Regulations, the Pay Equity Act, the Employment Standards Act, 2000 (ESA), the Occupational Health & Safety Act (OHSA), and the Charter of Rights and Freedoms.

Scope

It is the responsibility of all members of the College community to uphold the principles of this policy. Detailed responsibilities for members of the College community are described in Appendix B.

This policy and complaint procedures will apply in cases concerning students, staff, faculty, contractors and third party service providers as well as governors, volunteers or visitors of Sir Sandford Fleming College:

1. occurring within or affecting people or property within the physical boundaries of the College;
2. occurring on or affecting College owned or controlled property, including student residences;
3. occurring with the use of computer and telephone systems, and College and private vehicles being used for college business or for travelling between work and study locations;
4. at a College-sponsored event;
5. occurring off-campus which are likely to have an impact on the working and/or learning environment at the College

Incidents occurring off campus which have no or little likelihood of any impact on the working/learning environment at the College would be pursued by individuals through the regular external processes. Complaints by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed within this policy. Students who wish to make complaints regarding bullying against other students that is not on the basis of any prohibited

ground are referred to the Student Rights and Responsibilities Policy (# 5-506) for investigation and resolution.

Sexual Violence is a violation of the Harassment and Discrimination Prevention Policy (#3-311) and the Violence Prevention Policy (#4-420). Allegations related to Sexual Assault and/or Sexual Violence will be addressed in accordance with the Sexual Assault and Sexual Violence Policy (3-343)

Issues related to other violent or threatening behaviour are addressed through the College's Violence Prevention Policy (#4-420).

Definitions

Workplace Harassment: the Occupational Health & Safety Act defines Workplace Harassment as “*engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome*”. Within this policy, this definition will include any form of harassment, bullying, or psychological harassment including harassment on any protected ground in human rights legislation.

Prohibited Grounds of Discrimination: The Ontario Human Rights Code prohibits discrimination or harassment in employment based upon citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed (religion), sex (including pregnancy), sexual orientation, marital status, family status, record of offenses, gender identity and gender expression.

College-Sponsored Event: For the purposes of this policy, the words "College-sponsored event" shall be broadly construed and will include events sponsored by the Student Administrative Council (Sutherland), the Student Association (Frost), and other bodies affiliated with the College.

Further definitions and examples are contained in the Administrative Operating Procedure, #3-311 OP – Harassment and Discrimination Prevention.

General Principles

1. The College recognizes that achieving equity in employment and education requires institutional support, pro-active educational programming, effective complaints procedures, co-operation from every member of the College community, and informed leadership at every level of the institution.
2. Management staff at all levels have a legal obligation to act expeditiously upon information concerning incidents of workplace harassment and discrimination.
3. The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondent are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.
4. Action(s) or behaviour(s) which are consistent with or permitted by the Ontario Human Rights Code shall not constitute discrimination for the purposes of this policy.
5. The College has a high regard for and will strive to ensure confidentiality as a top priority throughout complaint processes subject to disclosure obligations required by law.
6. Because the intent of these procedures is educational and preventative rather than punitive, the process may stop at any step.

7. The College recognizes its obligation to ensure that this policy and the procedures are fair and applied fairly. Both complainants and respondents are to be treated fairly and given equal opportunity to present their version of events, while preserving the dignity, privacy and self-respect of all persons involved.

Related Documents

This Policy may at times contain references to the following policies and legislation:

- The Canadian Charter of Rights and Freedoms
- Ontario Human Rights Code, R.S.O. 1990
- Ontario Occupational Health and Safety Act, R.S.O. 1990
- The Accessibility for Ontarians with Disabilities Act, 2005 and its related Standards and Regulations
- Ontario Employment Standards Act, 2000
- Ontario Pay Equity Act, R.S.O. 1997
- Academic Employees Collective Agreement
- Support Staff Collective Agreement
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- Administrative Operating Procedure #3-343 OP, *Sexual Assault and Sexual Violence Protocol*
- College Policy #4-412, *Safety*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*

Appendices

None.

Summary of Amendments/Reviews and Revisions:

Section(s)	Date	Comments
Full policy review	June 26, 2013 BoG June26-2013 #5	Replaced Policy #3-311, <i>Respectful Working and Learning Environment</i>
Full policy review; new format	May 2015	Updates as a result of new policy developed for Sexual Assault/Sexual Violence; reviewed by Executive Leaders Team

ADMINISTRATIVE OPERATING PROCEDURE

Harassment and Discrimination Prevention	
Procedure ID:	#3-311 OP
Approved by:	Executive Leaders Team <i>June 16, 2015</i>
Effective Date:	June 25, 2015
Next Review Date:	2018
Monitoring Responsibility:	Human Resources / Human Rights Officer
Linked to a College Policy:	<input checked="" type="checkbox"/> Yes # 3-311 <i>H&D Prevention</i> <input type="checkbox"/> No

Policy Statement

Sir Sandford Fleming College is committed to fostering a working and learning environment that is free from harassment and discrimination and one where all individuals are treated with respect and dignity.

The College acknowledges that groups/individuals covered under this policy have a right to full participation in employment and the receipt of education and related services and confirms that it is committed to the goal of eliminating discriminatory barriers where and if they exist.

Definitions/Acronyms

Workplace Harassment: the Occupational Health & Safety Act defines Workplace Harassment as “*engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome*”. Within this policy, this definition will include any form of harassment, bullying, or psychological harassment including harassment on any protected ground in human rights legislation.

Prohibited Grounds of Discrimination: The Ontario Human Rights Code prohibits discrimination or harassment in employment based upon citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed (religion), sex (including pregnancy), sexual orientation, marital status, family status, record of offenses, gender identity and gender expression.

College-Sponsored Event: For the purposes of this policy, the words “College-sponsored event” shall be broadly construed and will include events sponsored by the Student Administrative Council (Sutherland), the Student Association (Frost), and other bodies affiliated with the College.

Further definitions and examples are contained in Appendix A.

Operating Procedure

Complaints

1. Workplace harassment complaints will be reported according to the procedures described in Appendix C.
2. This policy does not preclude a Complainant from initiating an alternative complaint procedure, for example, to use the criminal process (if the action warrants), launch a civil lawsuit, complain to the Human Rights Tribunal of Ontario, the Ministry of Labour, or to access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.

3. The Complainant has the right to withdraw the complaint at any time during the process up to the conclusion of the formal appeal process. The Complainant must understand that withdrawal of the complaint will most likely result in discontinuation of the investigation, and will be taken to mean that the complainant has abandoned his/her claim that workplace harassment or discrimination has occurred.
4. In appropriate circumstances (e.g. where personal safety is at risk or a strongly negative environment exists), the College will take immediate interim measures to stabilize the situation before the complaint process is initiated or concluded. Where such measures are taken, a time frame for review of the situation will be established.
5. A complainant or respondent may choose to seek legal advice at her/his own expense. However, legal counsel cannot participate in proceedings under this policy. Complainants and respondents may bring a college representative of his/her choice (e.g. union member, student representative, parent/guardian, college counsellor) to any meetings throughout the proceedings.
6. Two or more complaints alleging a violation engaged in by the same person, or having facts in common, may be dealt with in the same proceeding.
7. A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is vexatious, in bad faith, or itself a form of harassment, has the right to file a complaint.
8. This policy is supplemented by procedures which provide a mechanism to receive and resolve workplace harassment and discrimination complaints within the College's obligations and rights under the Ontario Human Rights Code and the Occupational Health & Safety Act. The College acknowledges that it is not a court of law or a quasi-judicial system.
9. **Awareness of the Policy and this Procedure:** The College will ensure awareness of the Policy and this Procedure by:
 - 9.1. Making the policy available to any existing and new member of the College. The full document will be posted on the Human Resources website. Alternative formats will be made available upon request to the Human Rights Officer.
 - 9.2. Providing training to all employees, ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the policy and are able to implement its' requirements. This training will discuss recognizing what constitutes workplace harassment and discrimination, the resolution process, complaint procedures and mechanisms available under the policy.

Related Documents

This Procedure may at times contain references to the following policies and legislation:

- The Canadian Charter of Rights and Freedoms.
- Ontario Human Rights Code, R.S.O. 1990
- Ontario Occupational Health & Safety Act, R.S.O. 1990
- The Accessibility for Ontarians with Disabilities Act, 2005 and its related Standards & Regulations
- Ontario Employment Standards Act, 2000
- Ontario Pay Equity Act, R.S.O. 1997
- Academic Employees Collective Agreement

- Support Staff Collective Agreement
- College Policy#6-601, *Information and Communications Technology Appropriate Use Policy*
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- Administrative Operating Procedure #3-343 OP, *Sexual Assault and Sexual Violence Protocol*
- College Policy #4-412, *Safety*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- College Policy #5-506, *Student Rights and Responsibilities*

Appendices

Appendix A: *Further Definitions and Examples*

Appendix B: *Additional Related Information*

Appendix C: *Complaint Reporting and Resolution Process*

Appendix D: *Academic Contact Information for Students*

Appendix E: *Investigating / Resolving Complaints Made Against the President / Board of Governors*

Summary of Amendments/Reviews and Revisions:

Section(s)	Date	Comments
Full review	June 2, 2015	New format; updated language

Appendix A to Operating Procedure 3-311 OP: *Further Definitions and Examples*

Definitions and Examples

No policy can provide a full description and definition of every behaviour that falls within the meaning of workplace harassment and discrimination. This policy encompasses harassment and discrimination based upon every prohibited ground under the OHRC as well as non-human rights definitions of harassment and bullying as outlined in the OHSA (Bill 168) and the collective agreements for both academic and support staff employees

Complaints by students regarding harassment or discrimination on the basis of any prohibited ground under the Ontario Human Rights Code may be addressed within this policy. Students who wish to make complaints regarding bullying against other students that is not on the basis of any prohibited ground are referred to the Student Rights and Responsibilities Policy (# 5-506) for investigation and resolution.

Workplace Harassment, as defined within the Policy, includes the following terms:

1. **Bullying:** refers to persistent, offensive, abusive, intimidating or insulting behavior, abuse of power and/or unfair punitive sanctions which makes the recipient feel upset, threatened, humiliated and/or vulnerable, which undermines the recipient's self-confidence and/or reduces the recipient's feelings of self-esteem and self-worth, and which may cause the recipient to suffer stress. Bullying refers to any vexatious behavior that is known, or ought reasonably to be known, to be unwelcome and that:
 - Adversely affects an employee's dignity, or psychological or physical integrity, and/or
 - Takes the form of repeated conduct which could reasonably be regarded as intending to intimidate, offend, degrade or humiliate, and/or
 - Results in a harmful working environment.

Examples include, but are not limited to:

- berating/belittling an employee or an individual
- unreasonably questioning an individual's abilities, skills, or decision making when not related to an appropriate evaluation of performance
- excluding or isolating a person by making others avoid him/her
- ignoring a person in the workplace or classroom
- making repeated unwarranted criticism
- undermining or deliberately impeding a person's work
- spreading malicious rumours or gossip
- making physical gestures intended to intimidate, offend, degrade or humiliate an employee or an individual
- making comments that are threatening, degrading, or defamatory, or using abusive language whether verbally or written, including voice mail, email, on-line chats and comments posted on websites or social media).
- making a person perform useless, humiliating or demeaning tasks that are not reasonably expected to be part of that person's employment
- unreasonably ceasing to give a person work on an on-going basis

Bullying or harassment does not include differences of opinion or minor disagreements between co-employees, or an occasional raised voice or argument. It does not include reasonable action by the College, a manager, by the Union or its representatives, by students, employees, individuals or by groups.

Examples of such reasonable actions include but are not limited to:

- the transfer, demotion, discipline, counsel or dismissal of an employee in a reasonable manner;
- a decision, based on reasonable grounds and facts, not to promote or grant another benefit in connection with an employee's employment or performance;
- the legitimate right and responsibility of managers to conduct on-going evaluation of employee performance at work, which may result in reasonable changes to a person's assignment as a result of an evaluation;
- the legitimate right of Union members and officials to reasonably conduct grievance investigations, file grievances, conduct inspections, lawfully picket and, without limiting the aforementioned, generally conduct Union business in a reasonable manner;
- the legitimate right and responsibility of employees to correct inappropriate student behavior and maintain order in the work environment in a reasonable manner;
- respectfully expressing disagreement or reasonably stating a contrary point of view;
- the legitimate exercise of freedom of thought and inquiry, and expression.

Personal harassment and bullying will not be condoned under the guise of strong management, when employees are not treated with dignity and respect.

2. **Harassment Based upon Prohibited Grounds in the Ontario Human Rights Code:** may be one or a series of vexatious comment(s) or conduct related to one or more of the prohibited grounds that is known or ought reasonably to be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory, or inappropriate. Such harassment may be based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status, disability, record of offences (in employment only), and receipt of public assistance (in accommodation only) as defined by the Ontario Human Rights Code.

This may include, but is not limited to gestures, remarks, jokes, taunting, innuendo, display of offensive materials, offensive graffiti, threats, verbal or physical assault, academic penalties, stalking, slurs, shunning or exclusion related to the prohibited grounds.

In addition to the above, the following denotes examples of harassment based upon Prohibited Ground in the Ontario Human Rights Code which may occur:

- (a) **Sexual Harassment** may be one or a series of comment(s) or conduct of a gender-related or sexual nature that is known or ought reasonably to be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory, or inappropriate.

This may include, but is not limited to:

- demeaning gestures, remarks and jokes, slurs, taunting, innuendo based on gender
- unwanted physical contact, leering, inappropriate comments about clothing, physical characteristics or activities, unwanted questions or comments about one's private life
- the production, display or distribution of pornographic or other sexually offensive or derogatory pictures of material
- unwanted requests for sexual favours
- implied or expressed promise of reward or benefit in return for sexual favours
- pressing an individual to accept unwelcome invitations, including repeated telephone calls, letters, emails or other electronic communications including social media
- deliberate physical contact to which the individual has not consented or had the opportunity to object to, unnecessary or inappropriate touching and/or offensive gestures

- implied or expressed threat or act of reprisal if sexual favours are not given
- Sexual Assault. (Sexual Assault is an offense under section 271 of the Criminal Code of Canada and will be responded to through the Sexual Assault and Sexual Violence Policy #3-343.)

(b) Racial Harassment may be one or a series of comment(s) or conduct of a racial nature that is known or ought to reasonably be known to be unwelcome/unwanted, offensive, intimidating, hostile, derogatory or inappropriate.

This may include but is not limited to:

- physical assault or unwelcome physical contact
- verbal abuse, threats, derogatory name-calling, racist slurs, insults and/or jokes
- ridicule of an individual on racial or cultural grounds
- comments which imply that race impairs the person's ability
- exclusion from normal workplace interactions or social events
- unfair allocation of work and/or responsibilities
- racist graffiti, insignia, objects or pictures or display and/or publication of racist material
- inciting others to commit any of the above (sections 318 and 319 of the Criminal Code of Canada explicitly prohibit acts inciting hatred or violence towards any group on the basis of race, colour, and ethnic origin).

(c) Gender/Sexual Orientation Harassment may consist of offensive comments and/or actions, and/or exclusion from that to which a person(s) would otherwise have a right or privilege, which demean and belittle an individual(s) and/or cause personal humiliation on the basis of gender and/or sexual orientation. This form of human rights harassment often stems from homophobia and heterosexism. Homophobia means harassing, prejudicial treatment of, or negative attitudes about, lesbian, gay, bisexual, trans-identified, transgendered, inter-sexed, two-spirited, or queer persons and those perceived to be of these sexual orientations or gender identities. Homophobia includes a range of feelings and behaviours from discomfort and fear to disgust, hatred and violence. Heterosexism is based on societal values that dictate that everyone is, or should be, heterosexual.

Some examples of this form of harassment include:

- "gay-bashing" or physical violence, including sexual violence
- making derogatory comments, innuendos, insults, slurs, jokes or threats about sexual orientation or sexual practice, including voice mail, email, online chat or posted on a website
- silencing talk of sexual or gender diversity
- forcing people to "come out" or to "stay in the closet" (disclose or hide their sexual orientation)
- linking homosexuality with pedophilia (child abuse)
- defacing notices, posters or property with homophobic graffiti
- removing or defacing notices, posters, postcards, or other property of the Fleming Association of Queers (FAQ) or other awareness initiatives on campus
- rejecting or excluding individuals or groups because of their sexual orientation or gender identity.

(d) Disability Harassment may also consist of offensive comments and/or actions, and/or exclusion from that to which a person(s) would otherwise have a right or privilege, which demean and belittle an individual(s) and/or cause personal humiliation on the basis of a disability.

3. **Discrimination Based upon Prohibited Grounds in the Ontario Human Rights Code** may be one or a series of action(s) or behaviours(s) based on a prohibited ground that results in the unfavourable or differential treatment which negatively affects the employment status of an employee or academic status of a student.

This may include, but is not limited to, the refusal to provide goods, services or facilities, exclusion from employment or employment benefits, unequal treatment in employment, exclusion of support persons or service animals for disabled persons, and/or refusal to work with, teach, or study with someone based on a prohibited ground of discrimination.

The Code requires that a person who has the authority to prevent or discourage harassment and discrimination may be held responsible for failing to do so. All persons in positions of authority have a particular legal duty to be alert to signs of harassment and discrimination in the workplace and/or educational environment. They must take action to address any incidents of which they are aware or ought reasonably to have been aware. This also applies to faculty because of their unique role as managers/facilitators of the learning environment. Decisions made by courts and human rights tribunals in recent years have emphasized this responsibility.

Types of discrimination that are prohibited under the Ontario Human Rights Code include:

- a) **Direct Discrimination** refers to differential treatment which negatively affects an employee or student and which is directly related to a prohibited ground of discrimination. Such differential treatment need not be intentional or overt to constitute direct discrimination.
- b) **Indirect or Adverse Impact Discrimination** occurs where a requirement, qualification or factor which appears neutral results in the exclusion, restriction or preference of a person because of his or her membership in a group identified by a prohibited ground of discrimination.
- c) **Systemic** includes policies, practices, procedures, displays, materials, actions or inactions that appear neutral, but have an adverse impact associated with one of the prohibited grounds. This may include, but is not limited to, stereotypical portrayal of groups/individuals in materials, attendance policies that do not reasonably accommodate religious responsibilities, and course selection and/or job posting criteria that are not bona fide. Where, as a result of a College investigation, systemic bias is determined within any college policy, procedure and/or practice, the positive actions may include amendments, revisions or elimination of existing College policy, procedure or practice.

Additional Definitions

Negative Environment: One or a series of comments or conduct that creates a negative environment for individuals or groups and are related to the prohibited grounds. The comment or conduct has the effect of "poisoning" the working or learning environment. A complainant does not have to be a direct target to be adversely affected by a negative environment. It includes conduct or comment that creates and maintains an offensive, hostile, or intimidating climate for learning or work.

Examples include exposure to graffiti, signs, cartoons, remarks, exclusion, adverse treatment related to one or more of the prohibited grounds.

Hate/Discriminatory Material: It is an offense under the Criminal Code of Canada to publish, display, transmit, or distribute before the public or direct to an individual, or cause to be published, displayed, transmitted or distributed within Sir Sandford Fleming College or through the use of College resources, with the intent of inciting others to discriminate, any notice, sign, symbol, emblem

or other representation that expresses or implies discrimination or an intention to discriminate. In addition, it is a violation of the Ontario Human Rights Code to publish or display before the public, or cause the publication or display before the public, of any notice, sign, symbol, emblem or other similar representation that indicates the intention of the person to discriminate, or is intended by the person to incite discrimination, contrary to the Code.

Disability: as set out in the Ontario Human Rights Code, means,

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

Vexatious complaint or complaints made in bad faith: A complaint made in bad faith is one that is known by the complainant to be false and/or one in which a complaint is made for a purpose other than gaining a satisfactory remedy. A vexatious complaint is one that is instituted maliciously and without probable cause and/or one which is not based on reasonable factual ground but is merely vindictive. In determining whether a complaint is vexatious or made in bad faith, the knowledge and intention of the complainant will be considered. If the complainant is merely bringing the complaint to annoy or embarrass the respondent and knows that there is no discrimination or harassment per se, then it can be said that the complaint is vexatious or made in bad faith.

Appendix B to Operating Procedure 3-311 OP: *Additional Related Information*

1. Prevention and Education

This policy promotes a proactive approach that includes education, prevention and complaint resolution. The College is committed to promoting widespread understanding about what constitutes workplace harassment and discrimination, and why, in its many forms, it is so harmful to its victims and dysfunctional to the institution.

1. **Awareness of the Policy:** The College will ensure awareness of this policy by:
 - Making the policy available to any existing and new member of the College. The document will be posted on the Human Resources website. Additional formats will be available upon request to the Human Rights Officer.
 - Providing training to all employees, ensuring those persons with managing, supervising, and leadership responsibilities are aware of their obligations under the policy. The training will cover what constitutes workplace harassment and discrimination, the resolution process, complaint procedures and mechanisms available under the Policy.
 - Conducting awareness events.

2. Coverage

2.1 External Relationships: Visitors, contractors, and/or suppliers of services who attend a Sir Sandford Fleming College campus location will be subject to complaints if they engage in prohibited or inappropriate conduct as defined in this policy. All contractual relationships entered into by the College will be governed by a standard contract compliance clause stating that contractors must comply with all current legislation and relevant College policies. Breach of the clause may result in penalties, cancellation or debarment if a contractor is found in violation of the College's policy or government statutes.

2.2 Student Work Placements: Students completing work placements are covered by the relevant occupational health and safety and workplace harassment policies of the individual placement agency while they are on placement. Placement coordinators should ensure that students are aware of applicable policies during the student's introduction and orientation to the placement. College representatives will engage in discussions with the student(s) and agency and will support the resolution of workplace harassment and discrimination issues once they are made aware of an incident.

3. Specific Roles and Responsibilities

3.1 Supervisors and Management

Supervisors and Managers represent the College, and as such it is their key responsibility to create a positive, respectful working environment free from Workplace Harassment and discrimination. Supervisors and managers are required to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Be familiar with the requirements of this policies and the signs of workplace harassment
- Ensure, as much as reasonably practical, that no employees are subjected to Workplace Harassment. Take allegations of violence or harassment seriously and follow-up appropriately.
- Take corrective action with anyone under their direction who subjects employees to harassment.
- Attend training and information sessions provided by the College to reduce incidents of harassment and discrimination
- Set a good example and maintain a high standard of conduct in all dealings with others.

3.2 Employees

Every employee contributes to the creation of a safe and healthy work environment by demonstrating professional, respectful and appropriate conduct at work. All employees must accept as a personal responsibility their own role in eliminating the risk of Workplace Harassment in the day-to-day activities of their own work. Therefore, employees are required to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Work together in a professional manner and resolve issues in a respectful manner
- Report to their immediate supervisor any incidents they experience or witness.
- Attend training and information sessions provided by the College to reduce incidents of harassment and discrimination
- Co-operate with investigators or other authorities as required during any investigation related to this Policy
- Set a good example and maintain a high standard of conduct in all dealings with others.

Additionally, faculty members are reminded that because of their unique role as managers / facilitators of the learning environment they as they are in a position of authority and have a particular legal duty to be alert to signs of harassment and discrimination in the educational environment. Faculty members must take action to address any incidents of which they are aware or ought reasonably to have been aware.

3.3 Students

Like employees, students are expected to demonstrate respectful and appropriate conduct in the classroom. Students must accept as a personal responsibility their own role in eliminating the risk of harassment and bullying. Students are expected to:

- Comply with this Policy and refrain from any acts of harassment or discrimination
- Work with each other and College staff in a professional manner and to resolve issues in a respectful manner
- Report any incidents of bullying or harassment that they experience or witness.
- Co-operate with investigators or other authorities as required during any investigation related to this Policy

3.4 The College Human Rights Officer

The College's Human Rights Officer administers this Policy. They provide consultation and support to managers and individuals with regards to this Policy and its application. They identify and support training opportunities throughout the College and provide summary data to stakeholders as requested. The Human Rights Officer may assist with or assume an investigation upon request from a supervisor, manager, or Dean, or from the Vice President, Human Resources and Student Services. Such a request may occur where there are or could be concerns expressed with regards to objectivity or a conflict of interest.

4. Records

The Human Rights Officer will maintain a confidential file pertaining to each internal investigation complaint for the current calendar year plus seven (7) years following the conclusion of the internal investigation complaint process, after which time the contents of the file will be destroyed.

The Vice-President, Human Resources and Student Services is responsible for maintaining a confidential central file pertaining to each External Investigation made under this policy and of the resolution of same. Files will be accessible only to the President, the Vice-President, Human Resources and Student Services and the Human Rights Officer, or as may be required by law. Files on formal investigations will be retained for the current calendar year plus seven (7) years following conclusion of the appeal period, after which time the contents of the file will be destroyed.

Statistical information on the number, nature and type of complaints will be kept and reports filed annually by the Human Rights Officer. Annual reports will be distributed to the Vice-President of Human Resources and Student Services, the College President, and the Executive Leadership Team.

Where an investigation results in disciplinary action, this information will be placed in the respondent's personnel file or student file. Where the complaint has not been substantiated, no reference will be placed in the personnel or student file of either party. When an individual has lodged a complaint that is later found to have been trivial, frivolous, vexatious or made in bad faith, and discipline has been imposed, a letter regarding the same will be placed in his/her personnel file or student file.

Once each year, an individual may appeal to the Vice President, Human Resources and Student Services to have the letter on file removed, a decision on which is at the discretion of the College.

Appendix C to Operating Procedure 3-311 OP: *Complaint Reporting and Resolution Process*

1. Principles of the Complaint Process

- a) This policy does not preclude a complainant from initiating an alternative complaint procedure, for example, to use the criminal process (if the action warrants), launch a civil lawsuit, complain to the Human Rights Tribunal of Ontario, complain to the Ministry of Labour, or access the grievance procedures outlined in their collective agreements and the terms and conditions of their employment.
- b) The complainant has the right to withdraw the complaint at any time during the process up to the conclusion of the formal appeal process. The complainant must understand that withdrawal of the complaint will most likely result in discontinuation of the investigation, and will be taken to mean that the complainant has abandoned his/her claim that workplace harassment or discrimination has occurred.
- c) In appropriate circumstances (e.g. where personal safety is at risk or a strongly negative environment exists), the College will take immediate interim measures to stabilize the situation before the complaint process is initiated or concluded. Where such measures are taken, a time frame for review of the situation will be established.
- d) A complainant or respondent may choose to seek legal advice at her/his own expense. However, legal counsel cannot participate in proceedings under this policy. Complainants and respondents may bring a college representative of his/her choice (e.g. union member, student representative, parent/guardian, college counsellor) to any meetings throughout the proceedings.
- e) Two or more complaints alleging a violation engaged in by the same person, or having facts in common, may be dealt with in the same proceeding.
- f) A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is vexatious, in bad faith, or itself a form of harassment, has the right to file a complaint.
- g) This policy is supplemented by procedures which provide a mechanism to receive and resolve workplace harassment and discrimination complaints within the College's obligations and rights under the Ontario Human Rights Code and the Occupational Health & Safety Act. The College acknowledges that it is not a court of law or a quasi-judicial system.
- h) Confidentiality: Throughout the complaint and fact finding process the College will treat all information as confidential except where a disclosure is required in order to investigate and/or resolve a complaint under this policy, and subject to the Freedom of Information and Personal Information Protection and Electronic Documents Acts and the requirement to disclose information or give evidence as required by law, such as grievance arbitrations, Human Rights Tribunal proceedings, Occupational Health & Safety disclosure requirements, and judicial proceedings.
- i) The College's Obligation to Act: The Ontario Human Rights Code and the Occupational Health & Safety Act requires that a person who has the authority to prevent or discourage workplace harassment or discrimination may be held responsible for failing to do so. All college members in positions of authority have a particular duty to take reasonable steps to deal with incidents of workplace harassment or discrimination when they know of or ought reasonably to have known of the incident. In order to comply with its legal obligations, the College may, under appropriate circumstances, initiate a complaint procedure without a request to do so from a complainant. As

well, where appropriate, the College may choose to continue with a procedure even after a complainant has decided to terminate the process.

- j) **Incidents of Harassment Not Resulting in Complaints:** Members of the College Community who witness incidents of harassment which do not result in complaints on the part of the victim are still required to report this harassment to the respondent's supervisor or Dean following the complaint reporting procedures below. The College will follow the complaint process in Appendix B to investigate the complaint.
- k) **Time Lines:** A complaint must be filed within six (6) months of the circumstances giving rise to the complaint, unless the delay was incurred in good faith and no substantial prejudice will result to any person affected by the delay. Substantial prejudice, as defined by the Human Rights Tribunal of Ontario exists where it can be shown that proceeding with the complaint will deprive the respondent of an essential right such as the right to a complete defense (e.g. the destruction of material evidence by unforeseen event such as fire, flooding, etc.; death or significant incapacity of material witnesses). The passage of time or inconvenience in finding witnesses or locating documents does not amount to substantial prejudice. This decision as to whether or not any delay was incurred in good faith will be made by the Executive Officer and communicated to all parties involved.
- l) **Systemic Discrimination:** In the event that a College policy, procedure or practice is the subject of a complaint based on the prohibited grounds of discrimination, the complaint is to be brought to the attention, orally or in writing, to the College Administrator who is responsible for that policy, procedure or practice. The Administrator will engage in discussion or internal investigation / informal fact-finding investigation, whichever applies depending on the form and substance of the complaint, and will follow the principles and timelines of the applicable process described above.
- m) **Anonymity:** Individuals are reminded of their responsibility to cooperate with a bullying or harassment investigation under this policy. Those who may be reluctant to provide information relevant to an investigation for fear of reprisal or retribution are reminded that the College will in no way permit or tolerate any such form of intimidation or retaliation. Information received anonymously by the College with respect to an investigation will be reviewed but may or may not be taken under consideration. Potential conflicts with regards to anonymity may be reviewed by the Vice President, Human Resources and Student Services. Such requests for anonymity may be reviewed based upon the level of the investigation and the severity of the accusations.

2. Making a Complaint Under This Policy

Individuals who may have been subjected to harassment are advised to make notes of the offensive behaviour, the date and time that it happened, what was done about it, and who may have witnessed the incident(s).

Speak Up About Harassment and Discrimination

Whenever possible, students and employees are encouraged to attempt to resolve conflicts directly. Employees and students of the College who experience workplace harassment or discrimination should first attempt to make it known to the individual(s) responsible that the behaviour is offensive, contrary both to law and to the College's policy and request that it stops.

Complaints Against Contractors and Third-Party Service Providers

Members of the College community who wish to make complaints against contractors and third-party service providers are requested to speak with the respondent individual's supervisor. The College will support members of the College community in having their complaint properly investigated and resolved. For assistance in this regard please contact the Human Rights Officer.

Supports for Individuals Considering Making a Complaint

Employees or students who are considering whether or not to make a complaint and who have questions about the complaint process may speak with their Union representative (if applicable) or the Human Rights Officer. Additionally, students may also speak with their Student Administrative Council (Sutherland), the Student Association (Frost) or the Diversity Coordinator.

Mediation

Before pursuing an internal investigation, individuals may decide to request mediation. Mediation is a simple, effective and rapid conflict resolution method that brings together only those persons concerned by or involved in the situation. Mediation seeks to put an end to the alleged harassment, discrimination or bullying by finding, with the help of an impartial third party, mutually acceptable solutions for the people concerned. In order for mediation to succeed, participation in the process must take place in a context of good faith.

Mediation may be requested through the Human Rights Officer, and the selection of the mediator must be agreed to by both parties. The mediation will normally be concluded within twenty (20) working days of the receipt of the case by the mediator. The mediator's responsibility will be to provide a forum for discussion in a neutral setting. The mediator will not impose his/her point of view or that of either of the parties to the process. The mediator will also ensure that the parties have given their free and enlightened consent to any potential settlement that may be reached between them.

If the mediation results in a mutually acceptable agreement, a copy of the agreement will be forwarded to the Human Rights Officer. If the complainant and respondent so agree, the decision may be made available to an investigator in the case of any future formal process. The agreement will be treated as confidential.

If the mediation is not a viable option or does not result in an agreement, the complainant may choose to initiate the next investigative step within five (5) working days of the conclusion of the attempt to reach an agreement

How to Make a Complaint

The Complaint Reporting and Resolution Process consists of two steps:

STEP 1 – Internal Investigation / Fact Finding Process

The Complainant submits a written detailed complaint to the respondent employee's supervisor, or the respondent student's Dean. The supervisor or Dean (or their delegate) then investigates the allegation(s) and makes a determination using a balance of probabilities as to whether there has been a contravention of this Policy. A delegate may be preferable in instances where there is the possibility of perception of a conflict of interest, or an issue of availability. Typical delegates may include the Academic Chair for the school, a Dean or Chair from another school, the Human Rights Officer or a Human Resources Consultant.

The Investigative Process

1. The Complainant initiates a fact-finding process by notifying the supervisor of the respondent employee or the Dean of the responding student's school in writing with the nature and substance of the complaint including relevant details such as the nature of the

specific offensive behaviour / language, dates, times, and names of witnesses as well as the requested outcome from the report. If a student is unaware who is Dean for their program they should consult Appendix D. Students who are unsure as to which Dean to approach should speak with their own Dean or Academic Chair.

2. Within ten (10) working days of receiving the complaint, the supervisor or Dean (the Investigator), or their delegate will meet with both the complainant and the respondent in order to attempt to verify the details of the complaint and to obtain a satisfactory resolution. The Investigator will share details of the complaint with the respondent including a copy of a written complaint. Information provided by the Respondent may be reviewed by the Complainant and vice versa as necessary. Timelines may be extended if delays are experienced in good faith.
3. The Investigator may request the production of documents or information from the complainant, respondent, witnesses or other resources that is relevant to the fact-finding process.
4. During the investigation process, the Respondent may choose to be accompanied by a third party in a supportive capacity. This may be a union member (if applicable) or a SA / SAC representative if the Respondent is a student. A third party may not speak on behalf of the complainant but may provide assistance with regards to the process.

Determination and Judgement

1. Having considered all information provided, the Investigator will make a determination based on the "balance of probabilities" which means that it is either more likely or not likely that workplace harassment or discrimination occurred as defined within this Policy.
2. Should the complaint be substantiated, the Investigator will make a determination of appropriate sanctions/ remedies as applicable (see Corrective Actions and Protection From Reprisal, Section 3.0).
3. Should the complaint not be substantiated under this Policy, the Investigator will determine whether the complaint is proven to be trivial, frivolous, vexatious or made in bad faith (see Malicious / Fraudulent Complaints, Section 4.0).
4. The results of the meeting(s) will be communicated to the complainant, the respondent, and the Human Rights Officer orally and in writing within ten (10) working days of the meeting.
5. Where, as a result of an Internal Investigation / Fact-finding process, systemic bias is determined within any College policy, procedure and/or practice, the Investigator will recommend actions to the Human Rights Officer which may include amendments, revisions or elimination of existing College policies, procedures or practices.

Appeal

1. Should either the Complainant or Respondent be dissatisfied with the results or outcome of an the Internal Investigation / Fact-Finding process, they may appeal the matter in writing within fifteen (15) working days of receiving a decision to the Vice President Academic (if the respondent is a student) or to the Vice President, Human Resources and Student Services (if the respondent is an employee).

2. The Vice-President Academic/ Vice-President Human Resources and Student Services will ensure that all aspects of the findings are reviewed and that a final decision is communicated within fifteen (15) working days of receipt of the appeal.

STEP 2 - External Investigation

If the Complainant is not satisfied with the results of the Internal Investigation / Fact-Finding process and has already appealed the decision, they may request an External Investigation into the matter. The College may also choose to initiate this step at its' own discretion.

Initiation of an External Investigation

A request to initiate an External Investigation should be made as soon as possible, and must be within fifteen (15) days of the completion of the Internal Investigation / Fact-Finding Process.

1. The Complainant submits a written request to the President. This written request must indicate the nature of the original complaint and the grounds for the appeal of the Internal Investigation / Fact Finding Process.
2. The Complainant must understand that they will be required to speak further on this matter, and that the Respondent(s) will be given a copy of the request for initiation of an external investigation.
3. The President will review the complaint and determine whether there are sufficient grounds to initiate an external investigation. If the President is the named Respondent, the request will be directed to the Vice-President, Human Resources and Student Services. They will communicate their decision in writing to the complainant within seven (7) business days.
4. The decision by the President as to whether or not to initiate an External Investigation will be final.

Investigative Process

Once it has been determined that it is appropriate to initiate an External Investigation, the following steps in the investigation process shall occur:

1. The Human Rights Officer will meet with the Respondent to review the process and provide a copy of the written complaint.
2. The Vice President, Human Resources and Student Services in consultation with the Human Rights Officer shall contract with an investigator who is external to the College community. If the Vice President, Human Resources and Student Services is the named Respondent, the President shall select the investigator. If the President is the named Respondent, the complaint will be directed to the Vice-President, Human Resources and Student Services, who will follow the procedure outlined in the Addendum: Investigating/Resolving Complaints Made against the President/Board of Governors (Appendix E).
3. The Investigator will have training and experience in what constitutes workplace harassment and discrimination, the Ontario Human Rights Code, dispute resolution, and effective investigation procedures. They will also have received the College's Harassment and Discrimination Prevention Policy and its complaint procedures. The investigator may

request the production of documents that may be relevant to the investigation. The investigator will investigate the complaint in the following manner:

- The investigation will be limited to what is within the jurisdiction of this policy.
 - The Investigator will determine who will be interviewed.
 - The Respondent will be given a full and fair opportunity to respond to the complaint orally and in writing.
 - The Investigator reserves the right to refer the complaint back to the Human Rights Officer if a resolution is possible.
4. Both the Complainant and the Respondent will have the right and responsibility to provide all information as accurately and promptly as possible, including dates, times, location of allegations and any other information that would assist in the investigation.
 4. The Human Rights Officer will be in communication with the Investigator, the Complainant, and the Respondent until the process is concluded. The Complainant and Respondent will be informed on an on-going basis of the status of the investigation, but not of details of the interviews.
 5. During the investigation, both the Complainant and the Respondent may choose to be accompanied by a third party in a supportive capacity. This may be a union member (if applicable) or a SA / SAC representative if the individual is a student. Should the Complainant or Respondent choose to acquire legal advice throughout the process, this is done at his/her own expense. Third parties cannot speak on behalf of parties to the complaint nor disrupt the proceedings.
 6. The Investigator will make every effort to complete the investigation of a human rights complaint within thirty (30) working days of receipt of the complaint. If it is necessary to exceed 30 days, this decision will be made by the Vice President, Human Resources and Student Services and the complainant and respondent will be informed as soon as possible of the revised time line.
 7. At the conclusion of the investigation, the Investigator will write a draft report stating whether or not the complaint is substantiated based on the balance of probabilities (which means that it is either more likely or not likely that the incident(s) of harassment or discrimination occurred). This is consistent with the burden of proof required by civil law and is different from the "beyond a reasonable doubt" burden required by criminal law.
 8. The Investigator will provide a copy of the draft report to the Complainant and the Respondent who will have five (5) working days to notify the investigator, in writing, of any errors or omissions in the report, or in the description of the facts or allegations provided by each of them to the investigator.

The Investigator will make any further enquiries or amendments, if required, in order to prepare the final written report. The written report will be submitted confidentially to:

- the Complainant;
- the Respondent;
- the executive leader of the respondent's division (e.g. Vice-President Academic, Vice President Finance, Chief Information Officer);
- the College President;
- the Vice-President, Human Resources and Student Services;
- the Human Rights Officer.

The investigator's notes and transcripts (if applicable) will be turned over to the College.

9. If a complaint is found to be substantiated, the Executive Officer, Vice President, Human Resources and Student Services, and the President will determine appropriate remedies/sanctions as applicable (see Corrective Actions and Protection From Reprisal, Section 3.0). If a complaint is not substantiated, the Executive Officer, Vice President Human Resources and Student Services, and the President will determine whether the complaint is proven to be trivial, frivolous, vexatious or made in bad faith (see Malicious / Fraudulent Complaints, Section 4.0). The results of this determination will be communicated in writing to the complainant and the respondent by the Vice President, Human Resources and Student Services, under an obligation of confidentiality, within ten (10) working days of receipt of the investigator's report.
10. The results of a determination made through the External Investigation process are final and must be abided by.
11. Where, as a result of a formal investigation, systemic bias is determined within any College policy, procedure and/or practice, the Executive Officer, Vice President, Human Resources and Student Services, and the President will prescribe actions which may include amendments, revisions or elimination of existing College policies, procedures or practices.

3. Corrective Actions and Protection From Reprisal

3.1 Remedies

Remedies are intended to restore the Complainant to the position s/he would have experienced had the incident not occurred and to have respondents recognize the inappropriateness of, and need to change their behavior. Remedies for a complainant who is an employee may include offers of employment or reinstatement or monetary compensation. For students, remedies may include transfer, review of academic standing, provision of learning support services, or adjustment/reimbursement of tuition fees. College counsellors will provide students with supportive counseling upon request.

3.2 Sanctions

A substantiated act of workplace harassment or discrimination may be cause for disciplinary action by the College up to and including the possibility of discharge in the case of an employee and other appropriate actions for other groups covered by this policy including the application of penalties or sanctions under the Student Rights and Responsibilities Policy for students.

3.2.1 Corrective Action where the Respondent is an Employee

If Management decides there has been a violation of this Harassment and Discrimination Policy and Procedures by an employee, the following criteria will be considered in determining the appropriate level of sanction:

- the seriousness/severity of the incident(s);
- the reliability of evidence;
- remedies sought by the complainant; and
- the documented history of the respondent (or the complainant in the case of malicious/fraudulent complaints) regarding related issues or incidents.

Where sanctions are taken against an employee, a range of progressive sanctions are possible which conform to generally accepted standards of employee discipline and the two

collective agreements. Some or all of the following corrective actions may be considered depending on the particular incident and the above factors:

- Apology
- A requirement for additional training
- Referral to an assistance program
- Reassignment or relocation
- Report to a professional body
- Suspension (with or without pay)
- Termination of employment or contractual relationship
- Legal action

3.2.2 Corrective action where the Respondent is a student

Where the Respondent is a student, sanctions shall be applied through the authority in the Student Rights and Responsibilities Policy (#5-506). These may include:

- Apology
- Written Reprimand
- Restitution or Fines
- Temporary Dismissal
- Restricted access to a physical area of the College and/or property
- Behavioural Contract
- Probation
- Suspension
- Expulsion

3.2.3 Corrective Action where the Respondent is neither an Employee nor a Student

If the Respondent is not an employee or a student, the College will take whatever measures are reasonably available to ensure the safety of its' employees and students.

3.3 Protection from Reprisal

Subject to section 4.0 below, every individual has the right to file a complaint of workplace harassment or discrimination, participate or co-operate in an investigation, provide information relevant to the complaint, in any role under the policy and/or procedures, without fear of retaliation or reprisal. Any form of retaliation or reprisals will not be tolerated and will be treated as workplace harassment and/or discrimination.

4 Malicious / Fraudulent Complaints

The College will take disciplinary action in situations where complaints are proven to be malicious, fraudulent, trivial, vexatious, or made in bad faith. Discipline will be consistent with the two collective agreements, the Student Rights and Responsibilities Policy, and Section 3.0 of these procedures, as they apply.

A person who is the subject of a complaint made under these procedures and who has reason to believe that the complaint is trivial, frivolous, vexatious, in bad faith, or is itself a form of harassment, has the right to file a complaint.

Appendix D to Operating Procedure 3-311 OP: *Academic Contact Information for Students*

Program / Campus	Dean / Principal	Office Location	Phone	Email
Cobourg Campus	Deborah Clifford	Cobourg 305	905-372-6865	deborah.clifford@flamingcollege.ca
Haliburton Campus	Sandra Dupret	Haliburton Campus	705-457-1680	sandra.dupret@flamingcollege.ca
School of Business	Maxine Mann	B3130	705-749-5530 Ext 1257	maxine.mann@flamingcollege.ca
School of Environmental & Natural Resource Sciences	Linda Skilton	Frost 289A	705-749-5530 Ext 3216	linda.skilton@flamingcollege.ca
School of General Arts & Sciences	Judith Limkilde	B3327	705-749-5530 Ext 1407	judith.limkilde@flamingcollege.ca
School of Health & Wellness	Carol Kelsey	A2146.1	705-749-5530 Ext 1251	carol.kelsey@flamingcollege.ca
School of Justice & Community Development	Carol Kelsey	A2146.1	705-749-5530 Ext 1251	carol.kelsey@flamingcollege.ca
School of Trades & Technology	Maxine Mann	B3130	705-749-5530 Ext 1257	maxine.mann@flamingcollege.ca

Appendix D to Operating Procedure 3-311 OP: *Investigating/Resolving Complaints Made Against the President/Board of Governors*

This procedure is to be utilized whenever a complaint is made by any member of the College community or by anyone on College property or at a College-sponsored event against the President of the College or external members of the Board of Governors.

The procedure covers complaints of harassment, discrimination and bullying, violations of the Student Rights and Responsibilities document, or any allegations of physical altercations or violations of safety and security.

This option has been provided in order to address the imbalance of power, or even the perception of imbalance of power, due to the positions held by the respondents.

Procedure

1. If the respondent is the President, a written complaint related to an incident of harassment and/or discrimination, physical altercation or a violation of safety and security, must be submitted to the Board Chair. The submission must outline the details, dates, times and places related to the allegation. If the respondent is a member of the Board of Governors, a written complaint related to the same areas, as above, which outlines details, dates, times, and places must be submitted to the Board Chair or Board Vice-Chair.
2. As soon as the President or a member of the Board of Governors is aware of a complaint or potential complaint (as outlined in #1 above) against him/her, s/he will report this immediately to the Board Chair or Board Vice-Chair, whichever is most appropriate. The Board Chair will provide a copy of the written complaint to the President/Board member. The Board Chair or Vice-Chair will, as soon as reasonably possible, notify all Board Executive members and inform them of all the known details.
3. With the support of the Board Executive, the Board Chair or Vice-Chair shall, with the assistance of the Vice-President Human Resources and Student Services, appoint an independent investigator from a prepared roster of investigators to investigate and make recommendations to the Executive of the Board. The Board Executive will also be responsible for determining the appropriate manner and time to inform the whole Board.
4. After due consideration of the findings and the recommendations, the Board Executive will determine what action, if any, should be taken and as appropriate bring the details to the full Board.
5. The independent investigator shall follow the investigation procedure as generally outlined in the College's Harassment and Discrimination Complaint Reporting and Resolution Process.

BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting

Date of Meeting: June 24, 2015

Consent Agenda Item 3.4

SUBJECT: College Policy #2-201 – Academic Regulations

PRESENTED BY: Ms. Schollen, Vice-President Academic

DESCRIPTION: Minor revisions are required to bring the policy in line with a new policy on Academic Appeal.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*
College policies are to be reviewed on a regular basis; minor revisions to the academic regulations were approved in 2013.

Connection to Fleming’s planning framework: N/A

Attachments:

- College Policy #2-201, *Academic Regulations*

Action Requested:

Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

ANALYSIS

In its current format, the Academic Regulations policy covers a number of procedural rules housed in a single document, approved in 1997. A series of minor revisions to sections have been made over the years. The most recent revision is as a result of updates to the appeals process and a decision to create a separate rigorous policy and procedure specific to academic appeals.

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve revised College Policy #2-201 – *Academic Regulations*.

PREPARED BY: Board Office

COLLEGE POLICY

Academic Regulations	
Policy ID:	#2-201
Manual Classification:	Academic Affairs
Approved by Board of Governors:	<i>Original Policy: February 5, 1977</i> <i>Revision: TENTATIVE June 24, 2015</i>
Effective Date:	For Implementation September 1, 2015
Next Policy Review Date:	2020
Administrative Contact for Policy Interpretation:	Vice-President Academic
Linked to an Operating Procedure:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Policy Statement

The College shall present a set of Academic Regulations to the Board for approval.

Purpose

The Academic Regulations shall specify the College's rules with regard to:

- Determination of Academic Standing
- Grade Determination
- Grading System
- Prior Learning Assessment & Recognition
- Appeal of Academic Assessment
- Academic Progression
- Final Date for Registration
- Course and College Withdrawal
- Academic Behavior
- Academic Integrity
- Eligibility for Graduation

Scope

In achieving its mission of providing the highest quality learning opportunities which promote growth and success for the students, the college community has established the following set of Academic Regulations. These regulations will provide guidance and support to the students and staff throughout the learning process.

Definitions

Breach of Academic Integrity: Breaches of academic integrity include but are not limited to, the following:

1. Copying from another student in a test or examination situation.
2. Copying and submitting, in whole or in part, the work of another in an assignment, report, project etc. as one's own.
3. Copying and submitting, in whole or in part, electronic files or data created by another person without the Author's permission.
4. Using unauthorized material or aids in the preparation of an assignment or project.
5. Possessing unauthorized material or aids in a test or examination situation.
6. Claiming to have completed assigned tasks that were, in fact, completed by another person.
7. Plagiarizing materials or works, in whole or in part, prepared by another person without citing appropriate reference credit.
8. Allowing another person to take a test or examination in one's place.

9. Improperly obtaining through theft, bribery, collusion, or otherwise any test or examination paper prior to the date and time for writing such test or examination.
10. Aiding or abetting anyone in an academic offence.
11. Fraud.

Academic Year: The Academic Year runs from September through August. A period of study for two successive academic terms normally reflects an academic year for study purposes.

Term: Reflects a period of study in the academic year which is normally about fifteen (15) weeks – Fall, Winter, Spring Term

Semester: Reflects a level of study within a program – Semester 1, 2,

Term Grades: Term grades are defined as grades accumulated throughout the study period of a course.

Final Grades: Final grades are defined as the accumulation of all term grades.

General Principals

1.0 FULL-TIME AND PART-TIME STATUS

A student is considered to be a full-time student if officially enrolled in at least 66-2/3% of the courses, or if the student is enrolled in at least 70% of the hours prescribed for the semester in the student's current program. A student who is registered in less than 66-2/3% of the courses, or less than 70% of the hours prescribed for the program in the current semester, will be considered to be a part-time student.

2.0 ACADEMIC STANDING AND GRADE DETERMINATION

The method and timeline of course evaluation will be made available to the student in an approved course outline during the first week of formal classes. The evaluation scheme will state, as a minimum, the portion of final marks assigned to casework, laboratory or fieldwork reports, assignments and tests. The evaluation methods may be changed after discussion between the professor and students with the approval of the appropriate Dean/Principal. Any change must be given as an addendum to the course of study and reissued to the students.

Note: For certain web-based or alternate delivery courses, the timelines for course evaluations may differ from those of traditional classroom methods. In all such cases, please refer to the course outline.

Fleming College believes in the principle of continuous evaluation and consequently all students will receive timely evaluations regarding their progress.

In determining a student's final grade, evaluation activity for the entire semester is taken into consideration. This may include (but is not restricted to) tests, essays, laboratory and field work, reports, other assignments, and participation in seminars or discussion groups.

Term grades will be made available to students, by faculty, within two weeks of the submission date. The rare exception to this timeframe will be approved by the Dean/Principal and documented in the course outline. Final grades will be made available to the Registrar's office upon completion of the course.

All students will be given the opportunity to review any evaluation activity. Faculty may either return work to the students or retain work for a period of one year.

No evaluation activity shall count for more than thirty (30) percent of the student's final grade without the approval of the respective Dean/Principal.

2.1 Prerequisites / Co-requisites

Some courses have prerequisites and / or co-requisites. Where a prerequisite is specified, the prerequisite must be successfully completed prior to taking the course in question. Where a co-requisite is specified, the co-requisite must be successfully completed prior to or taken at the same time as the course in question. Prerequisites and co-requisites may be waived with the professor's permission. Any student who requests such a waiver is responsible to ensure that he / she is adequately prepared to proceed with the level of study required in the course. Inadequate preparation is not a basis for appeal of a final grade in a course for which a student requested a waiver of a prerequisite or co-requisite. Successful completion of a course without having achieved a passing grade in a prerequisite or co-requisite course does not negate the requirement to complete the prerequisite or co-requisite course.

2.2 Grading System

A final grade for each subject is recorded on a student's transcript in the form of a percentage grade. A student requires a minimum of fifty (50) percent in a course to obtain a passing grade. Note: Certain courses may require a minimum of greater than 50% and/or have mandatory components to achieve a passing grade. In all such cases the course outline will offer details.

The grade point equivalent will be used in calculating the grade point average (GPA).

The grade point average (GPA) is a system of calculating academic achievement based on points instead of percentages. Each course that carries a percentage value grade will be weighted based on term instructional hours, that is, the designated number of hours with which the course outcomes may be achieved, regardless of the variations of delivery. The number of grade points per course is determined by multiplying the term instructional hours of the course by the grade point equivalent earned in that course.

These values are used to calculate the grade point average each semester and cumulatively over all semesters of a program. The grade point total is divided by the total term instructional hours attempted for courses having a numeric grade value. The resultant quotient is the GPA. When a student repeats the identical course, the higher grade will be used in the weighted calculation of the GPA.

The following chart describes the grading system:

Grading System

Letter Grade	Percentage Grade	Grade Point Equivalent
A+	90 – 100	4.0
A	85 – 89	3.8
A-	80 – 84	3.6
B+	77 – 79	3.3
B	73 – 76	3.0
B-	70 – 72	2.7
C+	67 – 69	2.3
C	63 – 66	2.0
C-	60 – 62	1.7
D+	57 – 59	1.4
D	53 – 56	1.2
D-	50 – 52	1.0
F	00 - 49	0.0

Courses that are not graded using a percentage value will be graded according to one of the methods as described below. Courses graded using these methods will not be used in the calculation of the GPA.

Pass/Fail: Percentage grade not assigned. To be used only for those courses so designated by the Dean or for reasons given under "Incomplete" and "Grade Deferred".

Incomplete (Inc): Time extension allowed to complete course requirement, at the professor's discretion. An incomplete that has not been removed within four weeks of the end of a semester will change to a "Fail". The only exception to this is specific courses identified by the Dean (in advance) that may have up to one year for completion of course requirements.

Grade Deferred (GD): Grade Deferred is a rare or extenuating circumstance and must be approved by the Dean/Principal. The professor recommends the grade deferred to the Dean/Principal when supporting a student request to attempt to attain a passing grade in a course by completing additional assignments or activities.

This privilege will only be extended to students who have demonstrated a high level of commitment to their course of studies.

The time limit for removal of a grade deferred is at the discretion of the professor with the maximum time allowed being one year. If a revised grade is not provided within the time limit the standing will be changed to "Fail".

The following designations may appear on Grade Reports/Transcripts. They may only be entered by the Registrar's Office.

Exempt: Requirements met through successful completion of a course of equal standing.

Withdrew: (W) Withdrew from a course or the college prior to the final third of the semester or the end of the registration period respectively (See Section 4.0).

Withdrew Fail (WF): Withdrew from a course or the college during the final third of the semester (See Section 4.0).

Withdrew Pass (WP): Withdrew from the course when extenuating circumstances such as illness caused the withdrawal and the student was passing at the time of the withdrawal.

Audit: No academic credit. The student has attended classes on an audit basis. No assignments or examinations evaluated.

In Progress: Work continuing; course timeline not consistent with semester's end.

Aegrotat: An Aegrotat standing applies to those students whose performance, over a significant portion of the course, was in the opinion of the professor and academic program co-ordinator, fully satisfactory but where, because of personal reasons beyond the student's control, he or she was not able to complete the course. Courses in which an Aegrotat standing has been granted will not be considered in the computation of the standing in the program for academic progression. An Aegrotat standing is granted by the Registrar's Office to a student on the recommendation of the appropriate academic Program Co-ordinator.

2.3 SUPPLEMENTAL EVALUATIONS

A supplemental evaluation may be awarded at the discretion of the individual faculty member. Supplemental evaluation grades are not identified on the transcript as such. In the event a supplemental evaluation is awarded, the maximum mark earned for the supplemental evaluation will be 50% or a pass. This mark will replace the mark earned on the original evaluation and the final grade will be recalculated in accordance with the original course-grading scheme.

2.4 PRIOR LEARNING ASSESSMENT AND RECOGNITION

Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit may initiate the process by applying through the Registrar's Office.

2.5 RELEASE OF FINAL GRADES

Grades are official on the day they are released from the Registrar's Office to the student. It is the responsibility of the Office of the Registrar to post the grades electronically to the secure website and to record the grades on the student's official transcript. Grades for students in financial arrears will not be released until notification/authorization is received indicating that their account has been cleared to the satisfaction of the Office of the Registrar. To receive grades, students must clear the outstanding balance by the last day of classes.

2.6 ACADEMIC PROGRESSION

2.6.1 All Certificate and Diploma Programs

This pertains to all certificate and diploma programs offered by the College.

Students will be evaluated at the end of each term of study for progression to the next level of their program. In order to progress to the next level of study, a student must achieve a semester GPA of 1.0 and the necessary prerequisites.

Students with a semester GPA of less than 1.0 and/or did not achieve a passing grade in 66 2/3rds of the courses, will be placed on Academic Probation subject to the development of a formal academic probation contract with the program coordinator for their probationary term. If a satisfactory formal academic probation contract for the probationary term cannot be established, the student will be withdrawn from the program.

This does not preclude the fact that if the student failed a prerequisite course they could be prevented from entering into the next semester.

A student placed on Academic Probation must achieve a minimum GPA of 1.0 in their probationary course load, the necessary prerequisites and any other requirements included in the Academic Probation Contract. A student who fails to clear their probationary status may be withdrawn from the College for a minimum of 1 academic semester. Students must apply through the normal College admission process for re-admission to the program.

2.6.2 Applied Degree Programs

Students will be evaluated at the end of each term of study for progression to the next level of their program. In order to progress to the next level of study, a student must achieve a minimum average of "C+" in the courses in the main field of study and a "C" average in all other courses.

A student will be placed on Academic Probation if, as an outcome of the evaluation, their term average is less than a "C+" in the courses in the main field of study and a "C" average in all other courses.

Students placed on Academic Probation are required to develop a formal academic plan for their probationary term in conjunction with the program coordinator.

A Student placed on Academic Probation must attain a minimum "C+" average in courses in the main field of study and a "C" average in all other courses, in the next term in order to clear their probationary status. A student who fails to clear their probationary status will be withdrawn from the program for one academic year. Students must apply through the normal College admission process for re-admission to the program.

2.7 LETTERS OF PERMISSION

Students who wish to take courses at another accredited post-secondary institution for credit towards their applied degree must apply for a Letter of Permission before taking the course. The "Letter of Permission Request" form is available at the Registrar's Office. The academic program coordinator must approve the request, in order for course recognition to take place. As a minimum, calendar course descriptions for all courses being requested must also accompany the application. A maximum of ten semester courses (or equivalent) can be obtained by this method. For transfer students this number may be lower, depending on how many transfer courses have been accepted for transfer. Upon successful completion of the course, in accordance with the minimum average requirements, course activity will be identified as a Credit and will not be included in the average calculation.

For the Fall/Winter session, approved applications for Letter of Permission must be received no later than August 1. For the summer session, applications must be received by April 1. A week to 10 days must be allowed for processing, and a fee is charged when the approved application is submitted to the Registrar's Office. Incomplete applications will be returned to the student unprocessed.

Upon completion of the course(s), students are responsible for having official transcript(s) forwarded to the Registrar's Office at Fleming College from the host institution.

Students taking summer courses at another accredited postsecondary institution on a Letter of Permission may not attempt more than four semester courses (or equivalent), and students on probation may take only two semester courses (or equivalent) at a time.

2.8 OFFICIAL TRANSCRIPTS

Official Transcripts providing a record of all courses taken by a student are available upon request to the Registrar's Office. The official transcript details a student's permanent academic record reflecting all courses officially registered in whether completed successfully or unsuccessfully, and will carry the Fleming seal and an authorized signature.

3.0 FINAL DATE FOR REGISTRATION

The last date for registration will be the 5th college business day from the start of formal classes in that semester for courses of less than 8 weeks in duration. The last date for registration may also be the 10th college business day from the start of formal classes in that semester for courses of greater than 7 weeks in duration. Exceptions must be approved in writing by the Dean/Principal. Any courses dropped within the allotted timeframe will not be recorded on the students' official record.

4.0 WITHDRAWALS

4.1 From a Course

To withdraw from a particular course, it is a student's responsibility to complete a "Course Add/Drop" form and return it to the Registrar's Office prior to the start of the final third of that course (see Academic Calendar for specific date).

Students who officially withdraw from a course prior to the start of the final third of that course will receive a "W" (withdrew) designation.

Students who officially withdraw from a course during the final third of the course will receive a WF (withdrew failing) designation. In situations when extenuating circumstances such as illness caused the withdrawal and the student was passing at the time of the withdrawal, a WP (withdrew passing) designation will be recorded.

4.2 From the College

To officially withdraw from Fleming College, a student must initiate the withdrawal procedure by obtaining an "Application for Withdrawal" from the Registrar's Office and obtain all required signatures.

Students officially withdrawing from the College before the final date for registration in a semester will have all of that semester's courses deleted from their record. Students officially withdrawing from the College after the final date for registration for that semester and before the final third of the semester will have the designation Withdrew (W) recorded against that semester's courses.

Students who officially withdraw from the college during the final third of the semester will have the designation Withdrew Failing (WF) recorded on their permanent academic record.

In situations when extenuating circumstances such as illness caused the withdrawal and the student was passing all courses at the time of the withdrawal, a WP (withdrew passing) designation will be recorded.

5.0 ACADEMIC BEHAVIOUR

The student will conduct him/herself in a respectful, responsible fashion. Should the professor deem that the student is impeding the academic process, the right of exclusion from classroom or field activities may be exercised. Please refer to Section 2.0 of College Policy #5-506, Student Rights and Responsibilities.

6.0 ACADEMIC INTEGRITY

Each student has the responsibility to support academic integrity.

Breaches of academic integrity (such as cheating or plagiarism) will be dealt with accordingly and shall be reported by the Professor, in writing, to the Registrar. If the Registrar discovers that the student has already been penalized for plagiarism, he/she shall recommend the appropriate penalty to the Dean/Principal of the appropriate School:

The professor will:

1st offence at the College

- assign a mark of 0 for the evaluated activity

2nd offence at the College

- a mark of 0 for the course in which the second offence at Fleming occurred

3rd offence at the College

- suspension from the College for a year

4th offence at the College

- permanent expulsion from the College

In the case of an appeal to a breach of academic integrity, the student will follow the procedure outlined in Administrative Operating Procedure #2-219 OP – Academic Appeal.

7.0 ELIGIBILITY FOR DIPLOMA OR CERTIFICATE

7.1 All certificate and diploma programs offered by the College

To be eligible to graduate from all certificate and diploma programs offered by the College, a student must:

- A. Successfully completes all courses within a program either by evaluation, exemption or PLAR.
- B. Earn a minimum of 25% of the required program course-load through study with Fleming College.
- C. Normally complete all requirements within five years. Students taking longer than five years to complete all requirements will be considered on an individual basis by the Dean/Principal.

8.0 APPEAL OF ACADEMIC ASSESSMENT

Should a student perceive that their learning experience or an academic decision has not been consistent, fair, and equitable, the faculty and staff share a common interest in resolving the dispute in a professional, transparent, and timely manner through an academic appeal process.

Should a student choose to pursue an appeal of academic assessment, they must refer to College Policy #2-219 – Academic Appeal and Administrative Operating Procedure #2-219 OP – Academic Appeal.

Related Documents

To be completed

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Policy created	February 5, 1997 #3	
Reviewed and revised	May 26, 2004 #6	
Reviewed and revised	May 24, 2006 #7	
Reviewed and revised	June 25, 2008 #2	
Reviewed and revised	June 22, 2011 #2	
2.3, 8.1, 8.2, 8.3	September 4, 2013	
8.1 through 8.4 deleted	June 24, 2015	Section on Appeal of Academic Assessment put into a separate and new policy and operating procedure

BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting
Date of Meeting: June 24, 2015 **Consent Agenda Item 3.5**

SUBJECT: Summer Authority for Board Decisions

PRESENTED BY: Governor Sutcliffe-Geens, Chair – Executive Committee

DESCRIPTION: Meetings of the Board are not scheduled for the months of July and August. With the Board's prior approval, the Executive Committee may be designated to act on behalf of the Board during the summer.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- By-law 1-102, s.31 Executive Committee
- Terms of Reference: Executive Committee

Connection to Fleming's planning framework: N/A

Attachments:

N/A

Action Requested:

- Information/Update Discussion/Advice Decision/Approval *(Recommendation as a motion)*

ANALYSIS

Granting authority for the summer recess is a standard operating procedure of the Board, ensuring that urgent matters which may arise during the summer months are handled in a timely manner.

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College grant the Executive Committee authority to act on behalf of the Board on decisions that must be taken between June 26, 2015 and the first full meeting of the Board in the Fall 2015, with all such activity publicly reported at the Fall 2015 meeting.

PREPARED BY: Board Office

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Consent Agenda Item 3.6

SUBJECT: Investment Performance Report for 2014-2015

PRESENTED BY: Mr. Baker, Vice-President Finance and Administration

DESCRIPTION: A report summarizing the annual Investment Performance and confirmation of compliance.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- College Policy #4-419A, *Comprehensive Investment Policy Statement (IPS)*
- College Policy #4-419D, *Ministry Endowed Investment Policy Statement (IPS)*
- College Policy #4-424, *Operating Account Investment Policy Statement (IPS)*

The Minister's Binding Policy Directive, *Banking, Investment and Borrowing*, requires that a college board of governors review and approve, at least annually, an investment performance report. This report is to include a statement signed by the senior financial officer stating that the college is in compliance with relevant legislative requirements and this policy.

Connection to Fleming's planning framework: N/A

Attachments:

- 2014-2015 Investment Performance Report

Action Requested:

- Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

The Comprehensive IPS and the Ministry Endowed IPS are both endowment funds where only the investment income earned can be distributed; the principal must be held in perpetuity. The target disbursement award percentage is currently set at 3.5% under College Policy #4-421, *Endowment*. The Comprehensive IPS has earned less than 3.5% in the 2014-2015 fiscal year; however, the three year return is 4.56% which exceeds the annual target over a longer term.

The target asset allocation for the Comprehensive IPS includes 30% Canadian equities which is subject to market fluctuation, but the fixed income and the long-term nature of the funds mitigates the equity fluctuation risk.

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Investment Performance Report for 2014-2015*, as circulated.

PREPARED BY: Director Finance

To: Sir Sandford Fleming College of Applied Arts and Technology
Board of Governors
Re: **2014/15 Investment Performance Report**

The Ministry of Training Colleges and Universities (MTCU) Banking, Investments and Borrowing Binding Policy Directive (Policy), must be adhered to by the College. At least annually the Board of Governors is required to review and approve an investment performance report, signed by the senior finance official.

The MTCU Policy requirements differ for College Funds and Externally Restricted and Endowment Funds. Government matching endowment funds are deemed to be College Funds, therefore, all funds that are held by the College, with the exception of donations received through fundraising, are considered College Funds. College Funds are subject to the attached Investment Guidelines, while all other funds are subject to the requirements for organizations handling funds or property in trust under the Trustee Act.

The College has three Investment Policy Statements (IPS). The Operating IPS and the Ministry Endowed IPS are comprised entirely of College Funds and they provide a framework for the investment of operating cash not immediately required for operations and endowment funds, respectively. The third IPS is the Comprehensive IPS and provides guidelines to govern the investment of endowment funds which include a mix of College funds and Externally Restricted and Endowment Funds.

The cash not immediately required for operations, which falls under the Operating IPS was held in the College bank account and invested in guaranteed investment certificates with RBC Dominion (\$ 7.1 million). These funds earned 1.25% during the year when invested with RBC Dominion and 1.22% in the College bank account.

The Ministry Endowed IPS (\$ 0.3 million) target asset allocation under the current IPS is 3% cash and equivalents and 97% Fixed Income. The annual market return for the year ended March 31, 2015 was 5.24%.

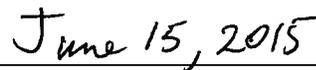
The Comprehensive (\$ 7.7 million) IPS target asset allocation under the current IPS is 3% Cash and Equivalents, 67% Fixed Income and 30% Canadian Equities. The market return on the combined asset allocations during the fiscal year was 2.34%

On March 31, 2011 an Ontario Hydro Bond (\$ 0.2 million), with a yield of 3.96% was transferred to the College from the Fleming College Foundation and is expected to be held until its maturity in February 2018. There is not a specific IPS for this particular investment, however compliance with the Comprehensive IPS Eligible Investments and Quality Guidelines Sections is reviewed quarterly.

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



Brian Baker
VP Finance & Administration



Date

Investment Guidelines for College Funds

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

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

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

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

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

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

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

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

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

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

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

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

Purchase Contracts Awarded over \$100,000

March 1, 2015 to May 31, 2015

Award Date	Vendor Name	Description	Contract Amount (tax excluded)	Compliant Bids	Bidder Name	Bid Amount (tax excluded)	Comments
Apr 23, 2015	Linmac Inc	Lease for Cobourg Campus, 1005 Elgin Street West, Suite 3000, Cobourg	\$ 221,611.56	N/A	N/A	N/A	Lease agreement for the Cobourg Campus for the period of April 1, 2015 through March 31, 2016.
May 05, 2015	Siemens Canada Ltd	PLC Equipment for Applied Learning	\$ 111,644.16	N/A	N/A	N/A	Non-competitive award to Siemens Canada on the basis of equipment needing to be compatible with existing products in the lab.
May 15, 2015	Xerox Canada Ltd	Multi-Function Devices, Managed Print Services, and Professional Services	\$ 312,398.94	N/A	N/A	N/A	OECM Collaborative Agreement for docutech copies in Duplicating - Sutherland and Frost Campus.. Three (3) agreement expiring May 28, 2018.
May 21, 2015	AON Reed Stenhouse	Fleming College Insurance Premiums	\$ 144,586.89	N/A	N/A	N/A	OECM Collaborative Agreement for Insurance. Fleming College signed April 22, 2014.
May 22, 2015	Peterborough Bath Renovators	Shower Stall and Tub Surround Replacement, Ref #RES15-03	\$ 174,415.50	1	Peterborough Bath Renovators	\$ 174,415.50	Request for Tender for a 3 yr agreement to replace shower stalls and tub surrounds at the Sutherland Residence Village and Frost Student Residence. Opportunity was posted on Merx. Three (3) firms attended the site visit. Only one (1) compliant bid was received.
May 25, 2015	NuConcept Floors	Flooring Replacement, Ref #RES15-02	\$ 105,182.69	6	NuConcept Floors Whelan's Flooring Floortrends Cooksville Interiors Aksoy Construction Ltd CW Services	\$105,182.69 \$155,792.60 \$179,274.75 \$260,493.25 \$313,450.60 \$326,774.93	Request for Tender for a 3 yr agreement to replace flooring at the Sutherland residence Village and Frost Student Residence. Opportunity was posted on Merx. Seven (7) firms attended the site visit. Six (6) compliant bids were received. Contract was awarded to NuConcept Flooring on the basis of highest overall score.
May 27, 2015	Oracle Canada	Oracle PeopleSoft Support Agreement Renewal	\$ 188,444.16	N/A	N/A	N/A	Renewal of our existing support agreement. There are no other support options for this solution that will provided updates and patches to our deployed modules. Support is from June 1, 2015 to May 31, 2016.

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: June 24, 2015		Consent Agenda Item 3.8

SUBJECT: Investment Portfolio Review

PRESENTED BY: Mr. Baker, Vice-President Finance and Administration

DESCRIPTION: A summary of the investment performance of the Portfolios as provided to the College by RBC Dominion Securities for the period ended March 31, 2015.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- College Policy #4-419A, *Comprehensive Investment Policy Statement (IPS)*
- College Policy #4-419D, *Ministry Endowed Investment Policy Statement (IPS)*
- College Policy #4-424, *Operating Account Investment Policy Statement (IPS)*

The Comprehensive Investment Policy Statement (IPS) requires quarterly reporting and reporting which includes the asset allocation, performance versus the benchmarks, a written statement of compliance with relevant sections of the IPS, and a market commentary.

The Operating Account reporting is an annual report and includes inventory of investments, average term to maturity if applicable as well as a list of all transactions.

The Ministry Endowed IPS requires quarterly reporting and reporting which includes the asset allocation and a written statement of compliance with the Quality Guidelines included in the IPS.

Connection to Fleming's planning framework: N/A

Attachments:

- Detailed Portfolio Reviews for the quarter ended March 31, 2015

Action Requested:

- Information/Update Discussion/Advice Decision/Approval *(Recommendation as a motion)*

ANALYSIS

The Comprehensive Reports are in compliance with the asset mix targets, the eligible investment guidelines, the investment limits and the fixed income quality and diversification requirements included in the related Investment policy Statements (IPS).

The overall investment performance of the Comprehensive portfolio is measured against a target benchmark return of 3.5%. As well, the performance of the equities portion, which are targeted to comprise 30% of the portfolio, are compared to the S&P/TSX Equity Income Total Return Index. The one year return of the overall portfolio was 2.34% for the quarter ended March 31, 2015. The annualized return for the equity portion of the portfolio was -1.56% (net of fees) as compared to the benchmark return of .22%. This underperformance was a result of by being underweight in the energy sector as compared to the index. This account is discretionary, and energy companies are only held currently if it is believed they can weather low oil prices over the longer term. The three year equity only return was 7.52% (net of fees) as compared to the benchmark return of 8.19%.

The Comprehensive IPS includes a target of 30% Canadian equities; therefore this portion of the portfolio is subject to fluctuation. The remaining 70% of the portfolio is comprised of a ladder of fixed incomes, which must be rated "A" or better by a recognized Rating agency and are held to maturity. The fixed income investments provide both current income for student bursaries and long term stability. In a low

interest rate environment, the yield on the overall portfolio is under increasing pressure because as longer term bonds mature, the replacement bond yields are lower. The endowment funds' cumulative investment income is sufficient to provide bursary awards at the target percentage for fiscal 2015/16.

The Ministry Endowed Report is in compliance with the asset mix and fixed income quality targets. The Ministry Endowed portfolio is comprised entirely of cash, government bonds as well as bonds and GICs issued by banks listed in Schedule I or II under the Bank Act (Canada).

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

Implementation Strategy

N/A

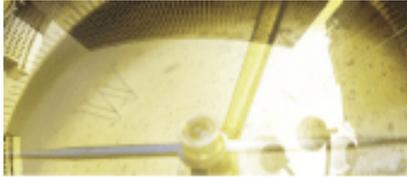
Decision Point

N/A

RECOMMENDATION

There are no recommendations as this Report is provided for information only.

PREPARED BY: Director of Finance



SSFC Board of Governors Comprehensive Review

As at settlement date March 31, 2015

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

Sir Sandford Fleming College of Applied Arts & Technology

599 Brealey Drive
Peterborough, ON, K9J 7B1
Canada

Henderson Capital Management

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

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

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Professional Wealth Management Since 1901



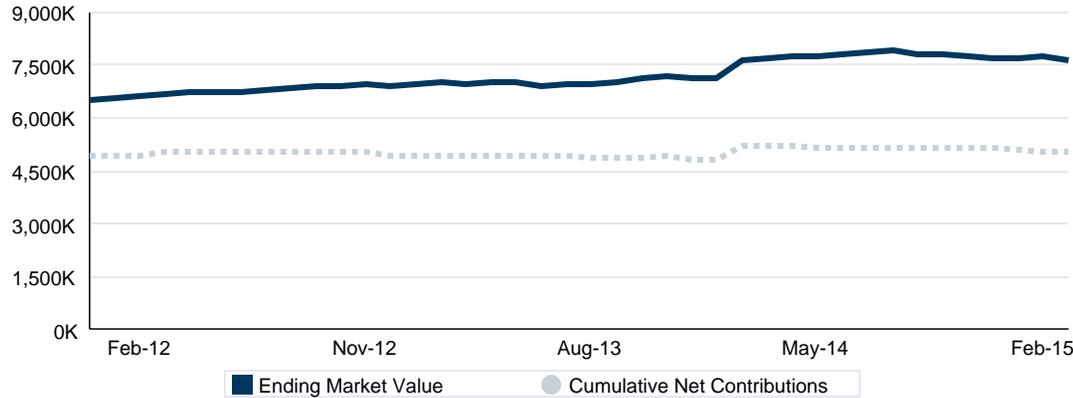
RBC Wealth Management
Dominion Securities

Market Value History

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

Sir Sandford Fleming College

January 1, 2012 to March 31, 2015



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, administration fees, and any applicable withholding taxes. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end, as was reported on your Monthly Client Statements.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Change in Market Value	Ending Market Value
2012	June	6,693,563.26	25,794.25	13,102.52	6,732,460.03
	September	6,732,460.03	14,814.00	153,587.57	6,900,861.60
	December	6,900,861.60	(107,928.00)	113,808.91	6,906,742.51
2013	March	6,906,742.51	(45,579.00)	127,875.21	6,989,038.72
	June	6,989,038.72	(560.00)	(82,532.70)	6,905,946.02
	September	6,905,946.02	(8,032.00)	117,961.76	7,015,875.78
	December	7,015,875.78	(88,010.21)	197,717.79	7,125,583.36
2014	March	7,125,583.36	418,948.00	139,922.51	7,684,453.87
	June	7,684,453.87	(74,964.00)	180,376.87	7,789,866.74
	September	7,789,866.74	85.23	26,588.28	7,816,540.25
	December	7,816,540.25	(9,283.00)	(85,011.96)	7,722,245.29
2015	March	7,722,245.29	(117,295.00)	56,462.69	7,661,412.98
TOTAL			7,990.27	959,859.45	

Investment Policy Statement

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

Investment Policy Statement

March 31, 2015

Total Portfolio Asset Allocation

As of March 31, 2015

	Long-Term Target	Asset Allocation Guidelines		Portfolio
	Asset Mix	Minimum	Maximum	Current
Cash and Cash Equivalents	3.00%	0.00%	10.00%	1.49%
Fixed Income	67.00%	55.00%	75.00%	70.03%
Equity	30.00%	20.00%	40.00%	28.48%

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolios are in compliance with the IPS dated February 2014 in terms of the following sections:

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

Portfolio Performance

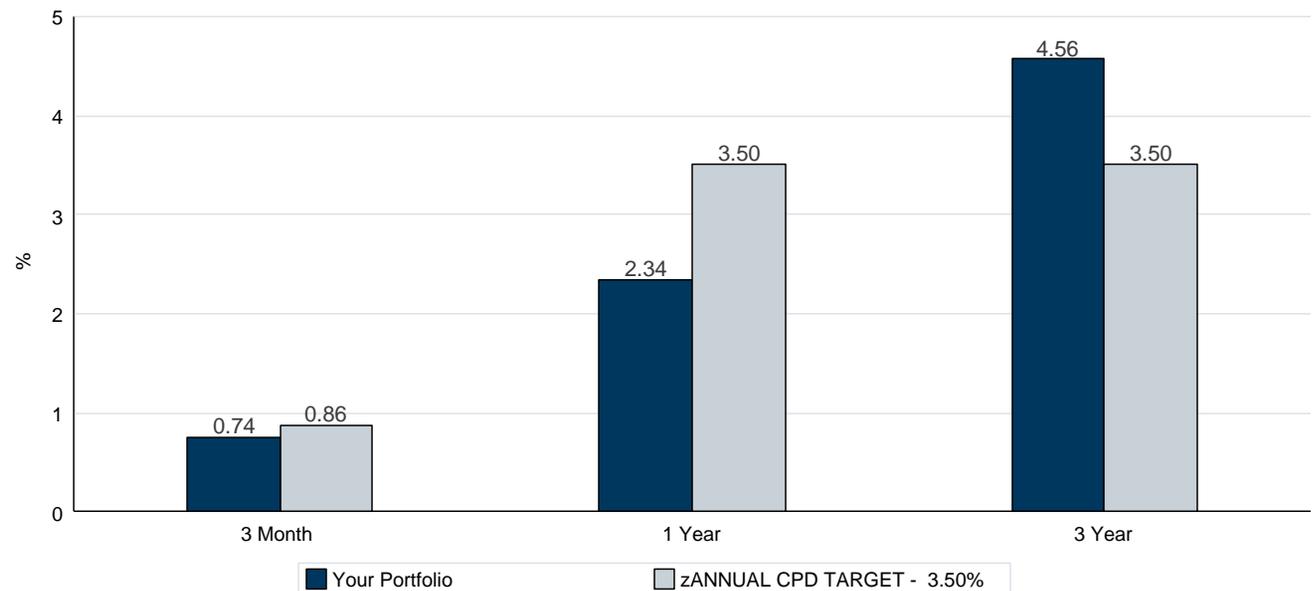
Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)

Sir Sandford Fleming College

January 1, 2012 to March 31, 2015

Portfolio Name / Benchmark	3 Month	1 Year	3 Year
Sir Sandford Fleming Family (Excludes Operating, Bursary Min, Union, Other Funds Accts)	0.74	2.34	4.56
zANNUAL CPD TARGET - 3.50%	0.86	3.50	3.50

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between January 1, 2012 and March 31, 2015
- Information regarding Performance Methodology can be found on the Statement of Terms page.

Economy

In what has become a highly unsynchronized world, there are several factors at play that are setting the landscape for most equity markets.

World's Best Customer in Great Shape

The first and most important factor is the transition of the U.S. economy to a self-sustaining expansion which, in our opinion, has been in place since early last year. West Coast port strikes, severe weather, and the collapse of oil prices are all taking a toll. But the main underpinning to the economic outlook, the American consumer, is employed, confident, and in the best financial shape in many years. CEO confidence is elevated. The banking system is sound and increasingly interested in making loans to credit-worthy borrowers.

The U.S., by far the world's largest economy, imports nearly \$3T of goods and services each year. That total is growing despite the 50% (by volume) drop in oil imports over the past decade. Growing American demand is of considerable benefit to Canada and Mexico, to China and the rest of Asia, and, to a lesser extent, Europe.

Energy Recovery Not Yet in Sight

Despite much lower prices, world oil production continues to rise, suggesting a weak price regime may be with us for some time. Many producing countries finance their fiscal budgets with oil revenues while production growth in Russia, Brazil, and the U.S. shale plays has been financed to a great degree by debt, which needs to be serviced. While production will eventually decline in the wake of sharp reductions in drilling activity, it will likely take some time for surpluses to clear and the market to reach balance.

On balance, falling energy prices are net stimulative for many economies - the U.S., China, Japan, Europe, and India among them - acting as a de facto tax cut for consumers while lowering costs for most businesses and subsidy burdens for governments.

China Slowdown - Has Further to Run

Meanwhile, the ongoing unwinding of imbalances in China's economy is taking longer than anyone, including the Chinese, anticipated. Although the government has embarked on a programme of monetary easing, any growth response from the economy is likely a year or more away. This will keep pressure on industrial commodity prices and a lid on global inflation rates.

Europe's Outlook Is Improving

Regional activity indexes (PMIs) have been ticking higher for a number of months (although not for every country), inducing forecasters to raise their 2015 and 2016 GDP estimates. Tellingly, Ireland and Spain have been among the best-performing national economies. Confirmation that things are improving and at the same time a powerful reason to be more optimistic is the fact that eurozone banks' loans to the private sector have grown four months running after contracting for two full years.

European politics, however, is becoming more fractious and risky. In Britain, the May general election looks to be an electoral jump ball with the probabilities favouring no clear winner and maybe no clear coalition. An in/out referendum on European Union membership, as promised by U.K. Prime Minister David Cameron, may well be the result, which we believe would be bad news for what has been the region's strongest economy.

Meanwhile, negotiations between Greece and its eurozone partners appear headed for another make-or break moment this month.

Fixed Income

Investors could be leaving their portfolios unnecessarily vulnerable to interest rate volatility by maintaining too short a duration profile. Cautious rate hikes in the U.S., which seem inevitable given the Federal Reserve's most recent "dot plot," concurrent with looser policy in other countries has set a backdrop in which short-term bonds are vulnerable to a sell-off, while longer-dated bonds remain well anchored.

We find the 8- to 10-year maturity range to be the most attractive in the U.S. A number of fundamental drivers, from uninspiring global growth to demographics and geopolitical concerns, could work to keep yields well supported at current levels. We remain selective in the BBB-rated part of the investment grade market and the high-yield market.

Canada represents an interesting juxtaposition to the U.S., given the latter is its largest trading partner. The market is pricing in another interest rate cut by the Bank of Canada as the negative effects of lower oil prices work through the economy. We see pockets of value in the preferred share market and encourage investors to be opportunistic.

A recent widening in European credit spreads presents an interesting buying opportunity from our perspective. Quantitative easing by the European Central Bank (ECB) provides a powerful impetus for spread tightening in corporates and for peripheral government issuers versus core European issuers.

Canada

An additional rate cut continues to be priced into yield levels as investors brace for weaker economic data.

We continue to monitor emerging market and high yield energy bonds. Both markets have rising leverage, a strengthening U.S. dollar, and falling oil prices working against them. The effect of a strong U.S. dollar has compounded problems caused by steadily rising corporate leverage.

We believe the rate-reset portion of the preferred share market presents a unique spectrum of opportunities. New issues are coming with higher spreads vs. their peers and, thus, are less likely to see the volatility experienced in the lower reset spread issues. Conversely, certain discounted rate-resets are presenting acceptable yield levels and upside potential if rates move higher. Investors should be wary when looking at low reset spread issues that are coming up for extension as the current rate environment could see them trade even lower

Equity

Equity Investors Are Focused Elsewhere

The U.S. equity market has been able to set a series of new all-time highs in response to a solid economic/earnings outlook. Valuations are no longer cheap but remain reasonable, in our view. European and British markets have also posted new all-time highs, while China and Japan have set new multiyear marks.

Even the Canadian market is within a few percentage points of an all-time high, despite a 25% slump in the important oil and gas index, as well as a 10% sympathetic pullback for the heavyweight bank sector.

In our judgment, a positive outlook for major equity markets hinges on a continuation of confidence the U.S. economic expansion has further to run. We think it does. As port strikes and winter weather are left behind, we expect the American consumer will more confidently embrace employment gains, wage growth, and cheap gasoline. Government is no longer a fiscal drag and corporate capital spending is already growing faster than the overall economy. Tight money - when credit becomes too expensive and hard to get - will eventually be the condition that changes this constructive outlook. We see no sign of it arriving any time soon.

Canada

We maintain our market weight exposure to Canadian equities; however, we will consider a shift to underweight in the coming months should certain factors not fall into place. These include a steeper yield curve, definitive signs that oil and other commodities have bottomed, and indications that global growth (ex-U.S.) has begun to improve.

Financials and commodities account for about 70% of the Canadian index. For Canadian banks, the TSX sub index has declined by about 10% since its peak last fall and short interest on the stocks has risen since December. Despite this selling pressure, valuations remain well above the lows of recent years and in line with long-term averages. The banks are likely to be macro-driven in the short term hinging on: (1) the shape of the yield curve; (2) mortgage growth trends with house prices moderating in many cities; and (3) the impact of lower oil prices on economic activity and credit trends in Western Canada. Life insurance companies need higher rates to drive profitable growth.

As for the commodity complex, the sharp decline in oil prices has transitioned to a period of stabilization with WTI prices oscillating in the mid-\$40s to mid-\$50s per barrel since the start of the year. Lower oil prices have prompted a precipitous decline in drilling activity in the U.S., which has been the engine for global supply growth. However, U.S. oil production is still expanding and the rebalancing process will likely take time. Metals prices, such as gold, copper, and iron ore, have generally been soft with limited visibility on catalysts to take them higher.

United States

The U.S. market has traded sideways since October as crude oil collapsed, the dollar surged, and economic momentum eased. Over the same interval, 2015 earnings estimates declined sharply due mostly to oil's impact on the energy sector and dollar headwinds. Even though the market has barely budged since then, the S&P 500's forward price to-earnings (P/E) ratio increased to 17.1x from 14.6x based on 2015 consensus estimates. That's not overly expensive, but at that level, probabilities favor only mid-single digit annual returns.

The market's P/E could rise a bit further because multinationals are still vulnerable to downward earnings revisions related to the strong dollar during the Q1 reporting season. However, we expect S&P 500 estimates to begin to stabilize thereafter. Domestic economic growth should pick up this quarter, Europe's improved economy should support multinationals' profits, and the dollar's rally could moderate, especially since the Fed seems inclined to hike rates slowly. If this occurs, more robust high single-digit or better returns could be in the offing for the year.

What does this mean for your portfolio?

In fixed income we continue to add to GICs as banks are willing to pay more than the going rate to attract "retail deposits" to shore up their tier one capital. For example, during the first quarter Government of Canada 5 year bonds yielded 0.75% while 5 year GIC's hovered near 2.0%. We don't expect this trend changing any time soon.

Last quarter was a difficult one, although long term we are outperforming our overall goal of 3.5% we trailed in the most recent quarter. This was driven by negative performance in equities from two of our most important holdings banking and energy. We only hold energy companies we believe can weather low oil prices over the longer term. We continue to be underweight in energy producing companies vs the index. We are concerned that continued low oil prices could lead to dividend cuts in the sector. We are comfortable with the pipelines in the energy area as we believe dividends are secure even at lower prices for oil and gas as pipeline capacity continues to be an issue in North America. Elsewhere we are overweight in financials and particularly in banks though as mentioned they had a tough quarter. Longer term we believe that Bank dividend yields (4%+) combined with their strong capital position leave them in good shape for future growth. In other areas we remain overweight in industrials and utilities and significantly underweight in materials stocks, this will continue through the second quarter.

Statement of Terms

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

As at March 31, 2015

Legal Disclaimers

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

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

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

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

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

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

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

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

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General Disclaimers

- Generated on May 29, 2015
- This portfolio is composed of the following accounts:
 - THE SIR SANDFORD FLEMING COL - 3760716815000
 - THE SIR SANDFORD FLEMING COL - 3760716815001
 - THE SIR SANDFORD FLEMING COL - 3760719512000
 - THE SIR SANDFORD FLEMING COL - 3761072119000
 - THE SIR SANDFORD FLEMING COL - 3761737919000

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

- For position not held in CAD, all values were converted using the following exchange rates:
CAD converted to USD at CAD\$1 - USD\$0.78952
USD converted to CAD at USD\$1 - CAD\$1.26660
- Accrued interest is included in market values except when accrued interest is displayed in a separate column.
- Book Values are reported in account currency unless otherwise stated.

Section Specific Disclaimers

Portfolio Performance

- Performance calculations use the Modified Dietz Method which adjusts for cash flows to calculate the monthly performance in this portfolio. Monthly returns are geometrically linked to calculate returns for periods greater than one month. Any return greater than 12 months is annualized.
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SSFC Board of Governors Equity Review

As at settlement date March 31, 2015

Sir Sandford Fleming College Equity (PIM)

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

Henderson Capital Management

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

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

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 to our clients since 1985.



Portfolio Performance

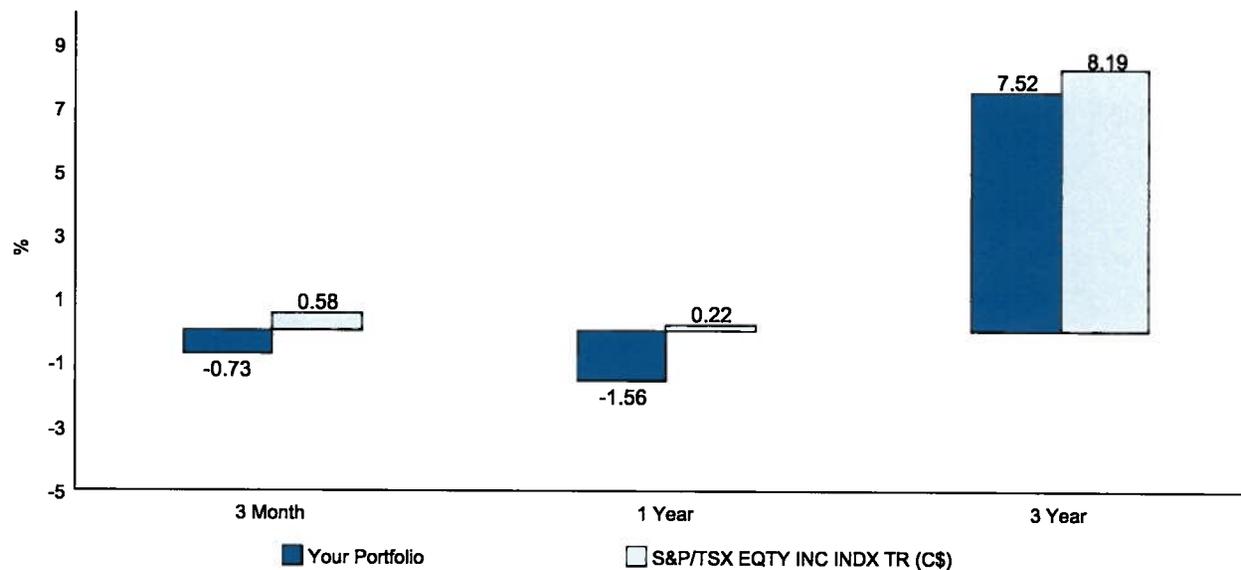
Sir Sandford Fleming College Equity (PIM)

Sir Sandford Fleming College

January 1, 2012 to March 31, 2015

Portfolio Name / Benchmark	3 Month	1 Year	3 Year
Sir Sandford Fleming College Equity (PIM)	(0.73)	(1.56)	7.52
S&P/TSX EQTY INC INDX TR (C\$)	0.58	0.22	8.19

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between January 1, 2012 and March 31, 2015
- Information regarding Performance Methodology can be found on the Statement of Terms page.



Statement of Terms

Sir Sandford Fleming College Equity (PIM)

As at March 31, 2015

Legal Disclaimers

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General Disclaimers

- Generated on April 9, 2015
- This portfolio is composed of the following accounts:
 - THE SIR SANDFORD FLEMING COL - 3760716815000
 - THE SIR SANDFORD FLEMING COL - 3760716815001
 - THE SIR SANDFORD FLEMING COL - 3760719512000
 - THE SIR SANDFORD FLEMING COL - 3761072119000
 - THE SIR SANDFORD FLEMING COL - 3761737919000

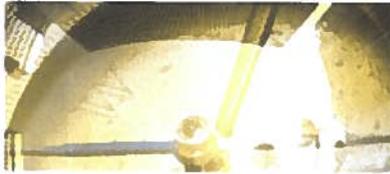
THE SIR SANDFORD FLEMING COL - 3761737919001

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SSFC Board of Governors Ministry Endowed Review

As at settlement date March 31, 2015

Sir Sandford Fleming College Bursary Ministry Funds

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

Henderson Capital Management

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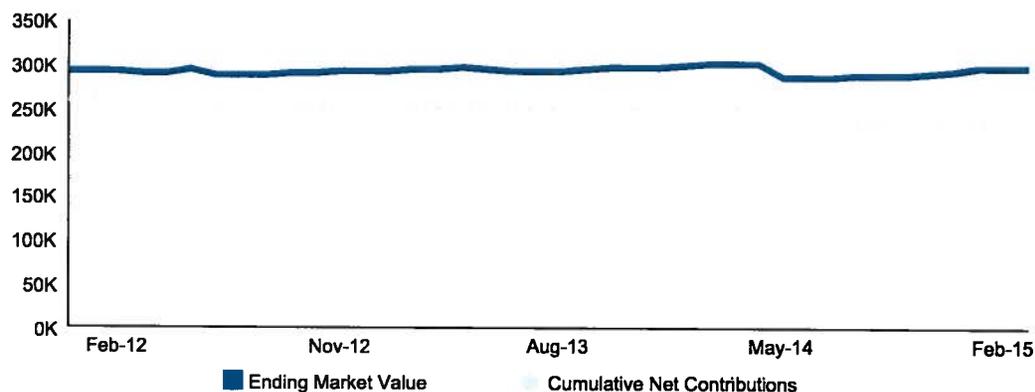


Market Value History

Sir Sandford Fleming College Bursary Ministry Funds

Sir Sandford Fleming College

January 1, 2012 to March 31, 2015



This graph depicts the Portfolio's market value over time. Net contribution consists of the sum of deposits and transfers-in less withdrawals, transfer outs, administration fees, and any applicable withholding taxes. The Market Values depicted on this page represent the point-in-time value of your Portfolio at each period-end, as was reported on your Monthly Client Statements.

	Period Ending	Beginning Market Value	Net Contributions/Withdrawals	Change in Market Value	Ending Market Value
2012	June	290,274.82	(7,373.00)	4,528.53	287,430.35
	September	287,430.35	0.00	3,410.42	290,840.77
	December	290,840.77	0.00	1,191.09	292,031.86
2013	March	292,031.86	0.00	2,777.34	294,809.20
	June	294,809.20	0.00	(2,630.22)	292,178.98
	September	292,178.98	0.00	1,790.95	293,969.93
	December	293,969.93	0.00	2,296.73	296,266.66
2014	March	296,266.66	0.00	4,173.15	300,439.81
	June	300,439.81	(18,000.00)	3,381.08	285,820.89
	September	285,820.89	0.00	2,280.14	288,101.03
	December	288,101.03	0.00	3,948.60	292,049.63
2015	March	292,049.63	0.00	5,312.75	297,362.38
TOTAL			(25,373.00)	32,460.56	

Investment Policy Statement

Sir Sandford Fleming College Bursary Ministry Funds

Investment Policy Statement

March 31, 2015

Total Portfolio Asset Allocation

	Long-Term Target	Asset Allocation Guidelines		As of March 31, 2015
		Asset Mix	Minimum	Maximum
Cash and Cash Equivalents	3.00%	0.00%	10.00%	3.63%
Fixed Income	97.00%	90.00%	100.00%	96.37%

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolio is in compliance with the IPS dated February 2014 in terms of the following section:

Fixed income quality

Statement of Terms

Sir Sandford Fleming College Bursary Ministry Funds

As at March 31, 2015

Legal Disclaimers

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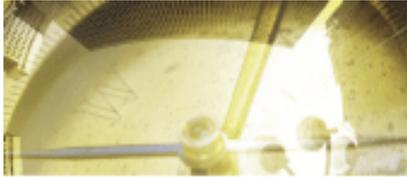
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- For position not held in CAD, all values were converted using the following exchange rates:
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SSFC Board of Governors - Operating Annual Review

As at settlement date March 31, 2015

Sir Sandford Fleming College Operating account

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Portfolio Valuation - Detailed Position Review.....	3
Portfolio Transactions - Buy and sell only Portfolio Transactions English.....	4
Investment Guidelines.....	5
Statement of Terms - Statement of Terms.....	6

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

Henderson Capital Management

Stephen L. Henderson, FCSI
Vice President and Director
Phone 705-743-4378 or
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Portfolio Performance

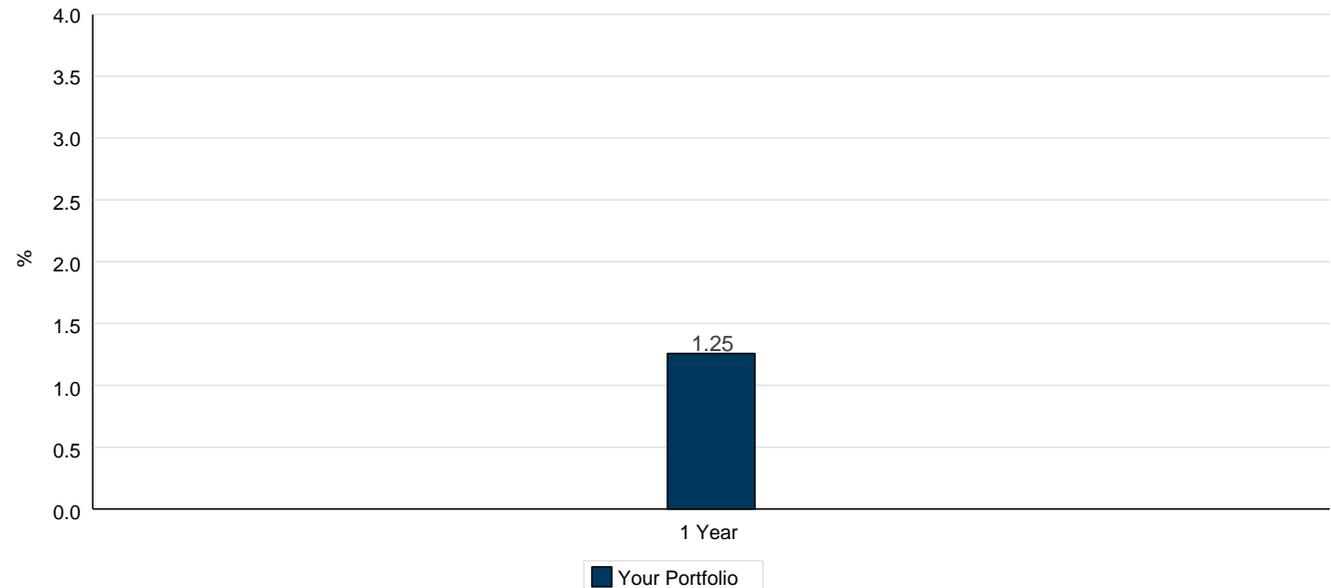
Sir Sandford Fleming College Operating account

12 month without benchmark

January 1, 2012 to March 31, 2015

Portfolio Name / Benchmark	1 Year
Sir Sandford Fleming College Operating account	1.25

Annualized Returns



- Any returns greater than 12 months are annualized.
- Since Start Date returns are for the period between January 1, 2012 and March 31, 2015
- Information regarding Performance Methodology can be found on the Statement of Terms page.

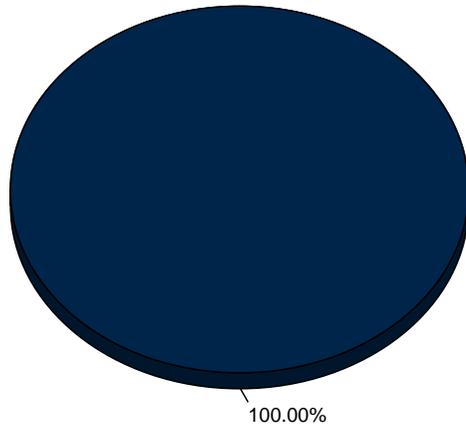
Asset Allocation

Sir Sandford Fleming College Operating account

By Asset Class and Geography

As at March 31, 2015

Allocation by Asset Class and Geography



Geography	Market Value	%
Cash and Cash Equivalents - Canada	7,061,849	100.00
Total Cash and Cash Equivalents	7,061,849	100.00
Total Canada	7,061,849	100.00
Total Portfolio	7,061,849	100.00

Portfolio Valuation

Sir Sandford Fleming College Operating account

Detailed Position Review

As at March 31, 2015

Quantity	Security Description	Book Value /Unit	Market Price	Book Value	Market Value	Accrued Interest	% of Class	Est. Annual Distrib'n	Current Yield (%)
CAD Accounts (in CAD)									
CASH AND CASH EQUIVALENTS									
Canada									
Bank Certificates/Deposits									
	BMO AAT 30 DAYS								
7,000,000	CASHABLE GIC - ANNUAL DUE 07/16/2015 1.25000%	100.00	100.00	7,000,000	7,000,000	61,849	100.00	87,500	1.25
Total - Bank Certificates/Deposits				7,000,000	7,000,000	61,849	100.00	87,500	1.25
Total - Canada				7,000,000	7,000,000	61,849	100.00	87,500	1.25
TOTAL - CASH AND CASH EQUIVALENTS				7,000,000	7,000,000	61,849	100.00	87,500	1.25
Total CAD Accounts (in CAD)				7,000,000	7,000,000	61,849		87,500	1.25
Combined Accounts (in CAD) ¹									
Cash and Cash Equivalents					7,000,000	61,849		87,500	
Total Portfolio					7,000,000	61,849		87,500	

¹ See Statement of Terms for conversion rates.

Yield on Cost cannot be calculated for discount instruments at this time. YOC values at the total level exclude discount Instruments.
Book Values are reported in account currency unless otherwise stated.

Portfolio Transactions

Sir Sandford Fleming College Operating account

Buy and sell only Portfolio Transactions English

April 1, 2014 to March 31, 2015

Transaction Type	Security Description	Settlement Date	Quantity	Market Price/Rate	Net Settlement Amount
THE SIR SANDFORD FLEMING COL 511-22508 CAD					
Buy					
Buy	RBC 30D CASHABLE GIC - ANNUAL DUE 04/01/2015 1.25000%	01-Apr-2014	4,000,000.000	100.000	(4,000,000.00)
Buy	BMO AAT 30 DAYS CASHABLE GIC - ANNUAL DUE 07/16/2015 1.25000%	16-Jul-2014	9,500,000.000	100.000	(9,500,000.00)
Total Buy Transactions:					(13,500,000.00)
Sell					
Sell	BMO 30 DAY CASHABLE GIC - ANNUAL DUE 09/17/2014 1.25000%	28-Apr-2014	(3,000,000.000)	100.000	3,022,910.96
Sell	RBC INVESTMENT SAVINGS ACCOUNT SR A (2010)	09-Jun-2014	(0.001)	10.000	0.01
Sell	RBC 30D CASHABLE GIC - ANNUAL DUE 08/11/2014 1.25000%	11-Aug-2014	(2,000,000.000)	0.000	2,000,000.00
Sell	BMO 30 DAY CASHABLE GIC - ANNUAL DUE 09/17/2014 1.25000%	19-Aug-2014	(2,000,000.000)	100.000	2,023,013.69
Sell	RBC 30D CASHABLE GIC - ANNUAL DUE 04/01/2015 1.25000%	07-Nov-2014	(4,000,000.000)	100.000	4,030,136.98
Sell	BMO AAT 30 DAYS CASHABLE GIC - ANNUAL DUE 07/16/2015 1.25000%	11-Dec-2014	(2,000,000.000)	100.000	2,010,136.98
Sell	RBC 30D CASHABLE GIC - ANNUAL DUE 03/25/2015 1.25000%	11-Dec-2014	(2,000,000.000)	100.000	2,017,876.71
Sell	BMO AAT 30 DAYS CASHABLE GIC - ANNUAL DUE 07/16/2015 1.25000%	18-Mar-2015	(500,000.000)	100.000	504,195.21
Total Sell Transactions:					15,608,270.54

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

Statement of Compliance from Portfolio Manager, Steve Henderson

The portfolio is in compliance with the IPS dated January 25, 2012 in terms of the following section:

Investment guidelines for College Operating Funds

Statement of Terms

Sir Sandford Fleming College Operating account

As at March 31, 2015

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- For position not held in CAD, all values were converted using the following exchange rates:
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- Book Values are reported in account currency unless otherwise stated.
- Fixed Income Summary section(s) contains no data for the period selected.

Section Specific Disclaimers

Portfolio Valuation

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

Portfolio Performance

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BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting

Date of Meeting: June 24, 2015

Consent Agenda Item 3.9

SUBJECT: Correspondence Binder

PRESENTED BY: Ms. McFadden, Board Secretary

DESCRIPTION: A listing of correspondence received for the May – June 2015 timeframe.

BACKGROUND: By providing the listing in advance, governors are able to flag items they may wish to have discussed or clarified.

Governors may also view the Circulation Binder electronically (an Acrobat document) through the Board Portal by accessing the Resources page.

Connection to Fleming’s planning framework: N/A

Attachments: N/A

Action Requested:

Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

No items

COLLEGE SYSTEM CORRESPONDENCE

COLLEGES ONTARIO

The College Dispatch

- May 4 and June 1, 2015 issues

College Voice

- May and June 2015 issues

COLLEGES AND INSTITUTES CANADA (FORMERLY ASSOCIATION OF CANADIAN COMMUNITY COLLEGES)

Perspectives

- April 27, May 4, 25, June 1 issues

FLEMING IN THE NEWS

- Academic Newsletter, Summer 2015 – Volume 1 Issue 4
- 2015 Convocation programs and Academic Awards programs

PRESIDENT’S ADVISORY COUNCIL

No items

PROGRAM ADVISORY COMMITTEES

- 2014-2015 Meeting Schedule updated to June 2015
- Meeting Minutes:
 - Business Administration Human Resources (May 12, 2014)
 - Hotel and Restaurant Management / Travel and Tourism (October 30, 2014)
 - Sporting Goods (November 25, 2014)

- Business Administration Accounting (November 26, 2014)
- Culinary Programs (February 19, 2015)
- Advanced Water Systems Operations Management (March 20, 2015)
- Mechanical Techniques Plumbing (April 13, 2015)
- Outdoor Adventure Skills / Outdoor and Adventure Education (April 16, 2015)
- Forestry Technician (April 17, 2015)
- Heavy Equipment Operator (April 23, 2015)
- Community Integration Through Co-operative Education (April 27, 2015)
- Heating, Refrigeration and Air Conditioning (May 7, 2015)
- Arts and Heritage Programs (May 11, 2015)

BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.1

SUBJECT: By-law Amendment

PRESENTED BY: Governor Sutcliffe-Geens, Chair – Executive Committee

DESCRIPTION: Two sections of By-law 1-102 submitted for revision: s.31.1 describing the Executive Committee and s.36.1 describing the Board’s standing committees.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*
 As an outcome of the Board’s annual review of operations (May 27, 2015 Committee-of-the-Whole meeting) and decision to retain the Board as a single committee structure, notice of the intent to revise two sections of By-law 1-102 was served on June 3, 2015.

Connection to Fleming’s planning framework: By-law 1-102

Attachments:

- Excerpt from By-law 1-102, Section 6: Committees of the Board – s.31 Executive Committee and s.36 Standing Committees
- Governance Policy 1-102J, *Committees of the Board of Governors*

Action Requested:

Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

ANALYSIS

The current wording of s.36.1 under By-law 1-102 – Standing Committees is: *The Board shall appoint standing committees as required from time to time. The standing committees may include but are not limited to the Executive Committee, the Academic and Student Affairs Committee, the Finance and Property Committee, the Audit Committee, and the Human Resources Committee.*

As an outcome of the Operational Review, the Board determined that the Committee-of-the-Whole structure piloted for the past year would continue, replacing the separate Academic and Finance Committees. The Board had previously dissolved the Human Resources Committee; it is proposed that this section of the By-law be amended to reflect three standing committees.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College amend s. 36.1 of By-law 1-102 which defines the Standing Committees:

The Board shall appoint standing committees as required from time to time. The standing committees of the Board are the Committee-of-the-Whole, the Executive Committee, and the Audit Committee.

The current wording of s. 31.1 under By-Law 1-102 is: *The Executive Committee consists of the*

- Chair of the Executive Committee*
- Chair of the Board*
- immediate Past-Chair of the Board if he/she is still a member of the Board*
- Chairs of the Standing Committees of the Board, one of whom will be elected the Second Vice-Chair of the Board*
- Secretary-Treasurer of the Board*

The decision to continue the Committee-of-the-Whole format presented the Board with an opportunity to review the composition of the Executive Committee; it is proposed that membership be amended.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College amend s.31.1 of By-Law 1-102 which defines the Executive Committee:

The Executive Committee consists of the

- (a) Chair of the Executive Committee, who shall be the Vice-Chair of the Board of Governors**
- (b) Chair of the Board of Governors**
- (c) Chair of the Audit Committee, who shall be the Second Vice-Chair of the Board of Governors**
- (d) two Governors-at-Large (both external governors), as elected by the Board**
- (e) College President (ex officio)**

The amendments to s.36.1 under By-law 1-102 requires a minor revision in a Board process policy.

Summary of Changes to Governance Policy 1-102J – Committees of the Board of Governors:

- Deletion of the sentence: *Each Governor and the Student Observer is assigned to one committee of the Board.*
- Deletion of the phrase: *typically two weeks prior to the Board meeting.*
- Addition to the list of Standing Committees: *Committee-of-the-Whole*
- Deletion from the list of Standing Committees: *Academic and Student Affairs (ASA) Committee*
- Deletion from the list of Standing Committees: *Finance and Property (FP) Committee*
- Removal of Attachment 3 – ASA Committee Terms of Reference
- Removal of Attachment 4 – FP Committee Terms of Reference
- Inclusion of approved membership

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve Governance Policy 1-102J – *Committees of the Board of Governors*, as revised.

PREPARED BY: Board Office

SECTION 6: COMMITTEES OF THE BOARD

31. Executive Committee

The Executive Committee is a standing committee of the Board and meets in-camera. Terms of Reference are outlined in *Attachment 1 of Governance Policy 1-102J* which may be amended by Board resolution from time to time, as appropriate.

31.1 The Executive Committee consists of the:

- ~~(a) Chair of the Executive Committee;~~
- ~~(b) Chair of the Board;~~
- ~~(c) immediate Past Chair of the Board if he/she is still a member of the Board;~~
- ~~(d) Chairs of the Standing Committees of the Board, one of whom will be elected the Second Vice-Chair of the Board; and the~~
- ~~(e) Secretary-Treasurer of the Board.~~

- (a) Chair of the Executive Committee, who shall be the Vice-Chair of the Board of Governors;
- (b) Chair of the Board of Governors;
- (c) Chair of the Audit Committee, who shall be the Second Vice-Chair of the Board of Governors;
- (d) two Governors-at-Large (both external governors), as elected by the Board;
- (e) College President (ex officio).

31.2 Membership on the Executive Committee shall be limited to external Governors, with the exception of the President who is a member by virtue of office.

31.3 The Chair of the Executive Committee is elected annually and shall be the Vice-Chair of the Board of Governors.

31.4 Motions passed at meetings of the Executive Committee shall have the force of a Board motion until ratified or repealed at the next subsequent meeting of the Board.

31.5 The Executive Committee shall perform such duties as may be assigned to it by the Board of Governors in accordance with this By-Law. It shall have power on its own motion to make inquiries and bring recommendations to the Board as it may deem to be in the best interests of the College.

36. Standing Committees

36.1 The Board shall appoint standing committees as required from time to time. ~~The standing committees may include but are not limited to the Executive Committee, the Academic and Student Affairs Committee, the Finance and Property Committee, the Audit Committee, and the Human Resources Committee.~~ The standing committees of the Board are the Committee-of-the-Whole, the Executive Committee, and the Audit Committee.

36.2 Terms of Reference for each standing committee shall be established by the Board. A listing of the Standing Committees and Terms of Reference is contained in the College's Policy Manual (*Governance Policy 1-102J – Committees of the Board of Governors*), and may be amended by Board resolution from time to time, as appropriate.

36.3 Membership on Standing Committees shall be established following the Board's annual Election of Officers and prior to the commencement of the Board year.

- 36.4 Members are appointed for a term of one (1) year commencing September 1 through to the following August 31 and may be extended for an additional year while the member continues as a governor.
- 36.5 Only members of the Board have a vote on standing committees. To clarify, only the Governors listed as members of the standing committee may make motions and vote at standing committee meetings.
- 36.6 By virtue of office, the Board Chair, the Vice-Chairs and the Secretary-Treasurer receive all standing committee meeting agendas, unless otherwise directed, and may attend and participate in all such meetings, without vote or consideration in quorum.
- 36.7 Standing Committees of the Board meet in-camera; meeting minutes are reviewed and approved by the full Board at the next succeeding Board meeting as part of the Closed Session Consent Agenda.

GOVERNANCE POLICY

Committees of the Board of Governors	
Policy ID:	1-102J
Approved by the Board of Governors:	June 24, 2015 TENTATIVE
Effective Date:	Current
Next Review Date:	2020
Contact for Policy Interpretation:	Board Secretary

Background

From time to time, the Board may appoint committees to support its work and to assist with the realization of Board objectives by preparing alternatives, options and implications for the Board's deliberation and approval. Standing Committees are permanent committees of the Board. The Board may also choose to appoint other committees. This policy outlines general procedure related to committee operation. More detailed information on committees is provided in By-Law 1-102, s.32 through 37.

Policy Statements

Committees complement the Board and do not pre-empt it in any way. Committees do not speak or act for the Board except when such authority has been formally designated by the Board, i.e. the Executive Committee. Committees cannot exercise authority over staff and college operations.

The Board establishes and approves terms of reference for each committee. Terms of reference may be amended by Board resolution from time to time, as appropriate.

Membership on committees is established annually on or before the first of September and in accordance with the Terms of Reference, for a one-year term commencing September 1 through to the following August 31, and may be extended for an additional year while the member continues to be a governor. Changes in membership may be made as circumstances require throughout the year. Vacancies occurring in the membership of a committee shall be filled by the Board at its earliest convenience.

~~Each Governor and the Student Observer is assigned to one committee of the Board.~~

Committees meet on a regular day and time as determined by the Board, ~~typically two weeks prior to the Board meeting.~~ Committees meet as listed on the annual Schedule of Meetings, recognizing that there may be circumstances necessitating additional meetings or cancellation of scheduled meetings.

Attendance at committee meetings is limited to the named committee members and other persons appropriate to the business of that meeting.

At the discretion of the Committee Chair and where the agenda for a scheduled committee meeting is composed only of one or two non-controversial matters (i.e. information items or reports), the meeting may be conducted by conference call with members.

Board Committees meet in-camera. The meeting minutes accurately reflecting the deliberations of the committee and are reviewed and approved by the full Board at the next Board meeting as part of the In-camera (Closed Session) Consent Agenda. The Committee Chair is responsible for presenting any recommendations to the Board.

The Board has established the following committees with composition and terms of reference detailed in Attachments 1 through 7 numbered 1, 5 and 7:

- | | |
|----------------------------|---|
| Standing Committees | <ul style="list-style-type: none"> • Committee-of-the-Whole • Executive Committee • Audit Committee • Academic and Student Affairs • Finance and Property Committee |
| Other Committees | <ul style="list-style-type: none"> • Naming Committee |

Related Documents

- By-law 1-102, s.32 through 37

Appendices

Attachment 1: Terms of Reference – Executive Committee

Attachment 5: Terms of Reference – Audit Committee

Attachment 7: Terms of Reference – Naming Committee

Summary of Amendments/Reviews:

Section(s)	Date	Comments
Regular review of By-law 1-102	June 22, 2011 #4	All Terms of Reference moved from By-law into policy
Attachment 2 – Human Resources Committee	October 29, 2014	Attachment rescinded upon dissolution of the committee and transfer of responsibilities to the Executive Committee
Attachment 6 – Advancement Committee	December 3, 2014	Attachment 6 (committee terms of reference) rescinded with removal of s.37.2 from the By-law
Minor language revisions, new format	June 24, 2015	Required as result of revision to s.31.1 of the By-law

Terms of Reference: EXECUTIVE COMMITTEE

TYPE: Standing Committee

MEMBERSHIP/COMPOSITION: Limited to external Governors, with the exception of the President who is a member by virtue of office, membership is defined in By-law 31.1 as the

- Chair of the Committee
- Chair of the Board of Governors
- Chair of the Audit Committee
- Two Governors-at-Large (both external Governors), as elected by the Board
- College President (ex officio)

QUORUM: Simple majority defined as half of the named members rounded down to the nearest whole number, plus one.

KEY RESOURCE: The Executive Secretary to the President and Board of Governors supports the Committee by liaising with the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

MEETINGS: Two weeks prior to each Board of Governors meeting, or at the request of the Board Chair or the President, as needed. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be included on the next In-Camera (Closed Session) Meeting Consent Agenda, for approval of the Board (as stated in By-law 1-102, s.32.7).

RESPONSIBILITIES

- Work closely with the College President, providing guidance and acting as advisor on College issues, strategy or process, as needed.
- Prepare Board meeting agendas and review any matters arising from the Board Committees before submission to the full Board for consideration.
- Monitor the leadership of the Board and ensure appropriate processes are established for succession planning.
- Through the Board Chair, take the lead in the election process of the Officers of the Board.
- Develop an orientation session for incoming governors. Develop and plan Board Retreats.
- By resolution, the Board may delegate to the Executive Committee any such powers of the Board subject to such restrictions, if any, as may be imposed by an applicable statutory provision or as may be imposed from time to time by the Board.

The Executive Committee is empowered to act on behalf of the Board during the summer as well as on other occasions when a quick decision is required and it is not possible to achieve the requisite quorum of Governors.

As a Human Resources Committee,

- Establish, with the approval of the Board of Governors, a Presidential Search Committee, as required. With the Board Chair as lead, oversee the recruitment and selection process* in filling the position of president including establishing salary and terms. The hiring process overall is supported by the Vice-President Human Resources and selected staff.

* reference document is the plan for Presidential Continuity and Succession (In-Camera Board meeting January 23, 2013)

- Through the Board Chair, advise the Board on the process for the President's annual performance review. With the Board Chair as lead, conduct the evaluation of the President's performance and prepare a recommendation report to the Board, in-camera, including recommended compensation.
- In-camera and as required, recommend to the Board the appointment of a president including the terms of employment and compensation, the re-appointment of the President and compensation, any change(s) to the terms of employment and, where appropriate, termination of the President's contract.

As a Nominating Committee,

- Assist with governor recruitment. Develop and maintain a pool of interested and suitable candidates.
- Annually review the skills matrix/profile, seeking input from the full Board with respect to identifying gaps.
- Review the applications of potential candidates including those seeking a second term, recommending nomination of new and continuing governors to the Board, for approval.
- Recommend the membership/composition of all Board Committees and liaison assignments, for Board approval.

As a Governance Committee,

- Advise the Board in respect of compliance with Ministry and Board policy relating to governance.
- Conduct regular reviews of the Board's By-law and related policies, procedures and guidelines, and prepare recommendations for consideration by the full Board.
- Annually review and evaluate the operation of the Board and its Committees as a means to continuous improvement, and prepare recommendations for consideration by the full Board.

Other

- Perform functions as may from time to time be assigned by the Board.
- To address other sensitive or confidential College matters as appropriate from time to time.

Review Summary:

- Resolution of the May 28, 2014 In-Camera Meeting of the Board of Governors to dissolve the Human Resources Committee and transfer responsibilities under its mandate to the Executive Committee
- Resolution of the October 29, 2014 Public Meeting of the Board of Governors to approve the *Terms of Reference: Executive Committee*
-

Terms of Reference: AUDIT COMMITTEE

TYPE: Standing Committee

MEMBERSHIP/COMPOSITION:

The Audit Committee shall consist of a minimum of four governors of which at least three are external governors, one of whom is the Committee Chair (as elected annually by the Board). All such committee members shall be financially literate* as determined by the Board or shall become financially literate within a reasonable time after appointment to the Committee, and at least one member shall have accounting or related financial management expertise. Any internal governor whose duties as an employee of the College include involvement in producing information for the external financial audit or the financial statements is not eligible to serve as a member of the Audit Committee.

** the definition and criteria for financial literacy is the ability to read and understand a balance sheet, an income statement and a cash flow statement, and the notes.*

Ex-officio (non-voting): Board Chair, Board Vice-Chair, College President

QUORUM: Simple majority defined as half of the named members (rounded down to the nearest whole number), plus one.

RESOURCE TO COMMITTEE: The Vice-President Finance and Administration is the senior administrative resource to the Committee. His/her assistant supports the Committee by liaising with the VP and the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

Additionally, the Committee shall have access to such personnel as it considers appropriate, i.e. Director Finance, Manager Accounting Operations.

MEETINGS: Two scheduled meetings per Board year (October or November, May or June); any member of the Committee, the external auditor or senior staff may request additional meetings to consider any matter he/she believes should be brought to the attention of the Committee or the Board. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be submitted to the Board Office, for inclusion on the next In-Camera (Closed Session) Meeting Consent Agenda for approval of the Board (as stated in By-Law 1-102, s.32.7). At each meeting at which the external auditors are present, provision will be made for the Committee to meet privately with either management and/or the external auditors.

RESPONSIBILITIES

The primary duties and responsibilities of the Audit Committee are to:

- Assist the Board in fulfilling its fiduciary responsibilities relating to accounting and reporting practices by ensuring appropriate controls and accountabilities are in place with respect to finance and areas of material risk.
- Monitor the integrity of the College's financial reporting process and systems of internal controls regarding financial reporting and applicable legal compliance.
- Recommend to the Board the annual appointment of the College's auditors after considering management's evaluation of the incumbent auditors; evaluate and make recommendation to the Board regarding the fees charged by the auditors.

- Monitor the performance of the College's independent auditors; review significant findings or recommendations submitted by the external auditor; and review changes in generally accepted accounting principles and practices.
- Review the external auditor's comprehensive audit plan, scope of examination and materiality thresholds.
- Provide an avenue of communication among the independent auditors, management and the Board, ensuring appropriate processes are in place to identify and report areas of significant risk; deal with conflicts between management and the auditor should they arise which cannot be resolved amicably between the two parties.
- Review the audited financial statements and make recommendation to the Board regarding acceptance or rejection.
- Perform such functions as may from time to time be assigned to the Committee by the Board of Governors.
- Review and report on such other matters as may be assigned to the Committee by the Board of Governors.
- Report to and make recommendations to the Board.

Review Summary:

- Resolution of the October 29, 2014 Public Meeting of the Board of Governors to approve the *Terms of Reference: Audit Committee*

Terms of Reference: NAMING COMMITTEE

TYPE: Committee of the Board

MEMBERSHIP/COMPOSITION:

- Executive Committee of the Board
- Vice-President Finance and Administration (or designate)
- Chief Advancement Officer

The Chair of the Executive Committee is also the chair of the Naming Committee.

The Committee shall have access to such personnel as it considers appropriate. Others may be invited as a resource (non-voting), to lend specific expertise.

QUORUM: Simple majority (half of the named members plus one rounded down to the nearest whole number) as stated in By-Law 1-102, s. 34.1.

KEY RESOURCE: The Executive Secretary to the President and Board of Governors supports the Committee by liaising with the Committee Chair in setting the agendas and related attachments, assembling/distributing the agenda packages, attending the meetings to record the minutes, etc.

MEETINGS: On an as-needed basis, immediately preceding or following a scheduled meeting of the Board Executive Committee. Meetings are **held in camera; minutes and attachments are considered confidential**. A full set of minutes will be included on the next In-Camera (Closed Session) Meeting Consent Agenda for approval of the Board (as stated in By-law 1-102, s.32.7)

RESPONSIBILITIES

- (a) The Board Naming Committee identifies naming opportunities, invites naming options as/when appropriate, and provides recommendations on College naming to the Board of Governors, for approval.
- (b) Suggestions for names for a campus, building, room, facility, space or road may be openly invited by the Committee. All suggestions in this regard may be provided to the Committee, to the College President, and/or to the Chief Advancement Officer.

The Committee may refer to the “Donor Recognition Policies and Procedures” and to Policy 1-105, *College and Community Recognition and Awards*.

- (c) The Committee prepares and forwards recommendations to the Board of Governors, for approval.

Review Summary:

- Policy 1-105 – Board of Governors Recognition (approved March 7, 2001) and Policy 1-105A – Board of Governors Naming Policy (approved September 27, 2006 and reviewed June 22, 2011) were reviewed and combined into a single policy document, Policy 1-105 – College and Community Recognition and Awards (approved at the June 27, 2012 Public meeting of the Board of Governors)

BOARD OF GOVERNORS Meeting Schedule for 2015-2016 Board Year

This document is provided for planning purposes; details are confirmed on issued agendas. Meetings are at the Sutherland Campus in Peterborough unless otherwise indicated; two Board meetings will be scheduled at the Frost Campus, to be confirmed.

September 2015

Wed 2 Board Executive Committee (start time to be established by the in-coming Executive)

Mon 7 LABOUR DAY – COLLEGE CLOSED

President attends Committee of Presidents Annual Retreat (Niagara-on-the-Lake) Sun Sept 20 and Mon Sept 21

Wed 23 Annual Board Planning Retreat (full day)

President attends C/Can Board of Directors meeting (in Calgary) Wed Sept 30

October 2015 *Independent Learning Week is October 26 - 30*

Mon 12 THANKSGIVING DAY – COLLEGE CLOSED

Wed 14 Board Executive Committee

Wed 28 Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm
Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

Board Audit Committee: October or November (either prior to or following the Executive Committee meeting or before the Board meeting)

November 2015

Wed 11 Board Executive Committee

The following College Centre of Board Excellence in-person sessions are offered just prior to the 2015 Higher Education Summit; location is at the Sheraton Centre hotel (Toronto) – registration is required:

Sat 14 Good Governance: 9:00am to 4:30pm (attendance by incoming governors recommended)

*Sun 15 Board Orientation: 8:00am to 11:30am (attendance by incoming governors recommended)
Board Chairs and Vice-Chairs Meeting: 8:30am to 12:30pm*

Sun 15 Higher Education Summit (HES) begins at 1:00pm

Mon 16 HES ends 4:00pm; Gala Evening reception 5:15pm, dinner 6:30pm, Premier's Awards Gala 7:30pm

Tue 17 CEC meeting 9:00am to 11:00am (President, Board Chair/Vice-Chair) at 20 Bay Street (16th floor), Toronto

Wed 25 Board Day: Governors Lunch at 12:30pm; Committee-of-the-Whole Meeting at 1:00pm
Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

December 2015 *The College closes at 1:00pm on December 24; re-opens January 4, 2016*

January 2016

Mon 4 COLLEGE OPENS

Wed 13 Board Executive Committee

Wed 27 Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm
Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

Board Audit Committee: February meeting TENTATIVE

February 2016 *Independent Learning Week is February 29 – March 4*

Wed 10 Board Executive Committee

Mon 15 FAMILY DAY – COLLEGE CLOSED

Wed 24 TBC Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm
Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

March 2016 *Independent Learning Week is February 29 – March 4*

	<i>Liaison Governor to College Recognition Committee – meeting dates/times to be confirmed</i>
Wed 11	Board Executive Committee
Wed 23	Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting
Fri 25	GOOD FRIDAY – COLLEGE CLOSED

April 2016

Wed 13	Board Executive Committee
Wed 27	Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

May 2016

Wed 11	Board Executive Committee
Mon 23	VICTORIA DAY – COLLEGE CLOSED
Wed 25	Board Audit Committee (with auditors) time TBC Foundation Board of Directors Meeting (with auditors) time TBC Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting
Fri 27	<i>Haliburton Campus <u>Convocation</u> at 2:00pm</i>

June 2016

Fri 3	<i>Frost Campus <u>Convocation</u> at 2:00pm, Lindsay Recreation Complex</i>
Tue 7 through Thu 9:	<i>Sutherland Campus <u>Convocations</u>, in the Gym at the Peterborough Sport and Wellness Centre; morning ceremonies are at 10:00am and afternoon ceremonies at 2:00pm</i>
Mon 13	Board Executive Committee
Wed 22	Board Day: Governors Lunch at 12:30pm; Board Committee-of-the-Whole Meeting at 1:00pm Election Meeting (Governors only) at 2:50pm Public Board Meeting at 3:00pm (approx.) followed by the In-Camera Board Meeting

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.3

SUBJECT: Fleming College Strategic Plan 2015-2018

PRESENTED BY: Dr. Tilly, President

DESCRIPTION: Another series of feedback from all stakeholders has been incorporated into a final version of our new strategic plan. This version is offered with the objective of receiving approval on the content of the Plan and providing some design features for Board reaction so that we can prepare for a launch at the end of August 2015.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

We have developed a number of iterations of the strategic plan using feedback from the community, internal stakeholders and the Board. In each instance we have tried to balance perspectives and arrive at a strategic plan that is differentiating, lays out a clear path for success in the future and connects all elements into a cohesive story.

Connection to Fleming's planning framework: A three-year plan allows a strong fit with the Strategic Mandate Agreement. It also provides a focus for redesigning postsecondary education in light of fiscal pressures and changing demographics.

Attachments:

- PowerPoint slides

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

Following the May Board meeting, a number of comments were incorporated into the Plan. Specifically, the Board:

- Favoured the option that explained our Vision statement.
- Suggested incorporating both the traditional and legacy Values in the Plan.
- Supported the way the Core Promise was captured and suggested the text be shortened somewhat.
- Preferred inclusion of a fourth Strategic Priority related to financial health.
- Commented on two specific priorities concerning differentiation and internationalization.

Implementation Strategy

Once the content of the Strategic Plan has been approved, the College will finalize the "look and feel" of the Plan and focus on a high-profile launch.

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the proposed Strategic Plan content.

PREPARED BY: Sonia Crook, Vice-President Human Resources and Student Services

From a Powerful Legacy

Fleming Forward

For Our Students
For Our Communities
For Our Employees

Fleming College
Strategic Plan
2015-2018



Our Vision

Fleming. More Than Skills.

Inspired by Sir Sandford Fleming, we are inventive. Fleming will be known for our continuous pursuit of excellence in teaching and every endeavour.

Our graduates will be recognized for exceptional knowledge, skills, attitudes and values on their lifelong journeys of learning and discovery.

We are community focused, yet we play a distinctive role serving Ontario and beyond through our specializations.



Our Values

Learning -- knowledge, skills and attitudes - for work and life

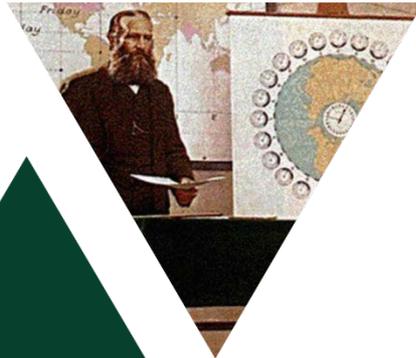
Collaboration -- with communities and employers, students and each other

Creativity -- in teaching and supporting students

Continuous Improvement – to innovate, grow, and excel

Sustainability -- for our college and our environment

Inclusiveness -- to welcome and value all students and all perspectives



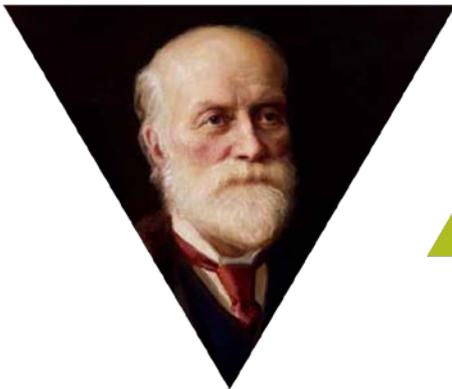
Fleming College

LEARN | BELONG | BECOME

The Fleming Legacy

Learning, living and working at Fleming is a process of personal discovery and development, supported by our unique learning communities.

Dare to dream.
Expand your knowledge and skills.
Develop yourself along with others.
Create learning communities.
Be inventive.
Build a better future.
Enjoy the journey.



Fleming College

LEARN | BELONG | BECOME

Our Core Promise to Students



Learn

You will be empowered to develop both technical and life skills. You will be the architect of your own experience, choosing from an array of exceptional educational and extracurricular opportunities, within and beyond the classroom.

Belong

There is a special feeling to our campuses. Our faculty and staff members, along with your classmates, welcome, engage and support you as you live, learn and grow as part of our inclusive learning communities.

Become

You will be equipped with the tools you need to build a better future – for yourself and for those around you. You will have renewed confidence in your skills, values and capabilities. From here, you can go anywhere.

Fleming College

LEARN | BELONG | BECOME

Strategic Priorities

1. Deliver Outstanding Student Learning and Experiences
2. Collaborate and Prosper With Our Communities
3. Achieve Organizational Excellence
4. Enhance Financial Health and Sustainability



Fleming College

LEARN | BELONG | BECOME

1. *Deliver Outstanding Student Learning and Experiences*

At Fleming, we will design all aspects of the student learning experience, within and beyond the classroom, to support students in pursuing their personal and professional goals and achieving success as flexible, resilient, lifelong learners.

1. Reimagine and design learning opportunities to fully engage our students through the use of accessible, outcomes-based approaches, applied learning, and authentic assessment.
2. Promote and recognize innovation and excellence in teaching by supporting and engaging faculty in industry practices, discipline research, and educational technology.
3. With our Core Promise as a guide, develop and implement an integrated student success strategy to support our domestic and international students from recruitment through to graduation.
4. Continue common and core program development with differentiation as a key principle, and expand our leadership role in specialized program areas; Environmental and Natural Resource Sciences, Trades and Technology, Arts and Heritage, and Healthcare and Community Services.
5. Focus unrelentingly on quality by implementing effective, evidence-based program review and accreditation processes to ensure outstanding student learning.
6. Provide clear and accessible academic and career pathways for all programs, enabling mobility between institutions and programs to meet the needs of multiple student audiences.
7. Leverage selected applied research activities and resources to complement programs, enhance learning and provide value to sponsors, partners, and clients.

Fleming College

LEARN | BELONG | BECOME

2. Collaborate and Prosper with Our Communities

Fleming communities include our campuses, cities and regional areas, as well as our far-reaching communities of interest: provincial, national, international, online and learning-related networks connecting the college to our stakeholders. We plan and share our work and our success with each of these unique communities.

1. Design Fleming programs to include learning opportunities in the workplace and in our communities, while in turn providing our communities with access to college resources and skills.
2. Strengthen our partnerships with our local communities and our extensive program-related communities of interest through collaborative projects and new communications and outreach strategies.
3. Encourage, facilitate and recognize student and staff contributions toward community betterment.
4. Develop and implement a comprehensive internationalization plan to: improve access and success for international learners, enhance international aspects of curriculum, grow international partnerships and provide expanded international study and work opportunities for students and faculty.
5. Work with both local and distant Indigenous communities to expand and improve programs and services, access, participation, and success rates for Indigenous learners.

3. Excel as an Organization

To continuously grow, develop and compete the college must leverage our people as our most important asset and ensure efficient and effective operations to support our stakeholders.

1. Promote a creative, integrated culture focused on continuous improvement in which employees are engaged, accountable and encouraged to take responsible risks while being led by leaders who are collaborative, flexible, and effective communicators.
2. Utilize integrated planning tools to strategically allocate resources and improve the effectiveness and efficiency of student learning and service experiences.
3. Ensure that both students and employees value our facilities and information technology resources as clear assets for their learning and work.
4. Meet and exceed a “Silver” rating in STARS sustainability measures, while continuing to plan and implement key improvements to the physical environments at all campuses, including a new Frost Campus Master Plan.
5. Bring our Core Promise to life by focusing on the way we deliver our student experience to enhance the skills, attitudes and values that lead to success in work and life.

4. Enhance Financial Health and Sustainability

Our external context presents both challenges and opportunities on several fronts. Fleming will respond by undertaking intensive analysis and planning with a multi-year perspective, setting aggressive targets to build financial reserves and developing new initiatives to ensure long-term financial health.

1. Improve financial sustainability by doubling our financial reserves to allow for more investment in capital and learning resources.
2. Grow overall enrolment and new revenue streams through effective program portfolio management, the launch of new contract training programs for both domestic and international markets and through enhancements to our enrolment and retention processes.
3. Complete a college-wide, multi-year *Meta Project* that will focus on growth, revenue, expenditure reduction and redesign to enhance quality and competitiveness while improving financial sustainability.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.4

SUBJECT: Addendum to the 2014-2015 Annual Report

PRESENTED BY: Mr. Baker, Vice-President Finance and Administration

DESCRIPTION: A report seeking approval of documents required under the Ministry's Governance and Accountability Framework.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- Minister's Binding Policy Directive, *Governance and Accountability Framework*
- Operating Procedure under the Policy Framework, *Annual Report*
- Audited Financial Statements 2014-2015, approved May 27, 2015
- Fleming College 2014-2015 Annual Report, approved May 27, 2015

Connection to Fleming's planning framework: Budget and Financial Management

Attachments:

- Analysis of College's Financial Performance

Action Requested:

- Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

To wrap up fiscal year 2014-2015, an Annual Report that documents the college's achievement of the operational outcomes established in the 2014-2015 Business Plan is due to the Ministry by July 31. It is a requirement of the Ministry that content of the annual report be approved by the Board of Governors.

The approved audited financial statements are to be submitted to the Ministry on June 15 and also included as an Appendix to the Annual Report. In addition to the audited financial statements, a high-level overview showing financial performance for the year is also required within the Annual Report.

The Analysis of the College's Financial Performance shows how Fleming College's overall financial position for year ended 2014-2015 compared to the 2014-2015 budget, as well as to the prior fiscal 2013-2014 actuals.

Implementation Strategy

The addendum will be included in the 2014-2015 Annual Report and submitted to the Ministry by the deadline.

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Analysis of Financial Performance Report*, required as supplementary information in the 2014-2015 Fleming College Annual Report, for submission to the Ministry of Training, Colleges and Universities.

PREPARED BY: Ms. Sims, Director of Budget Services

Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE

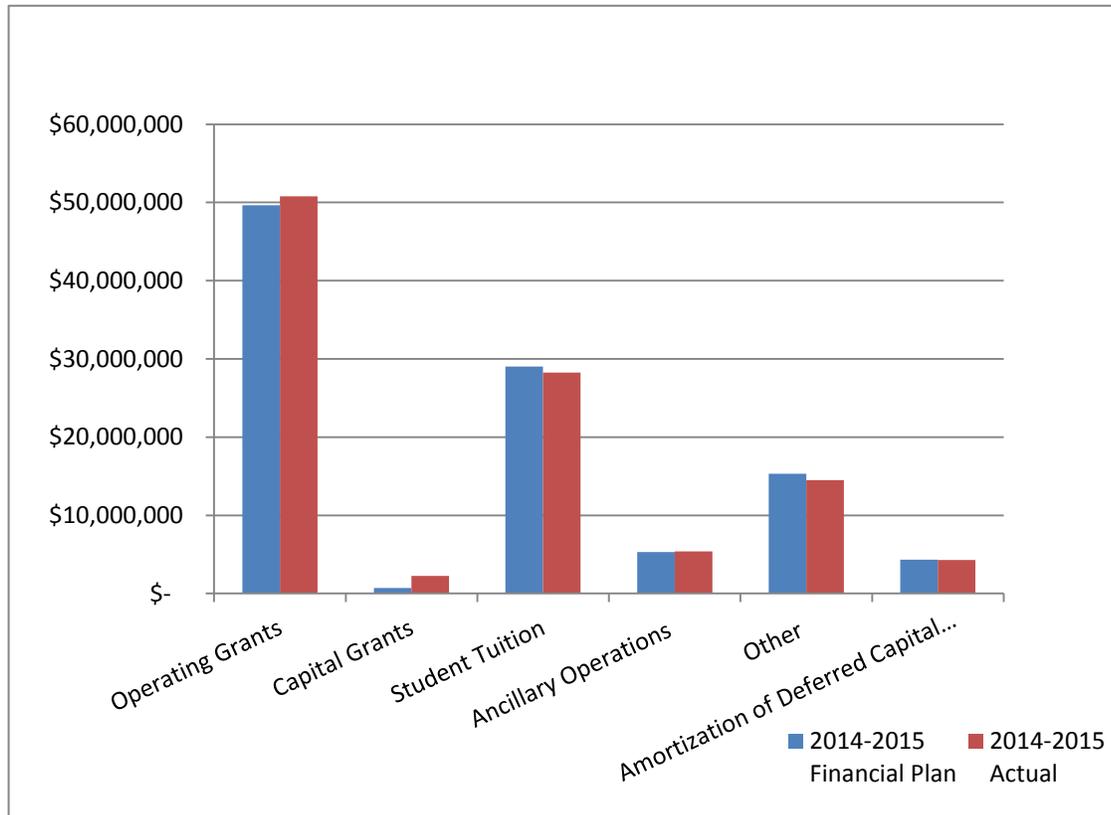
COMPARISON OF REVENUES & EXPENSES FOR 2014-2015

	<u>2014-2015</u> <u>Financial Plan</u>	<u>2014-2015</u> <u>Actual</u>	<u>2013-2014</u> <u>Actual</u>
REVENUE			
Operating Grants	\$ 49,645,060	\$ 50,784,722	\$ 51,165,916
Capital Grants	719,676	2,243,484	559,075
Student Tuition	29,017,578	28,266,517	26,918,148
Ancillary Operations	5,320,584	5,387,485	5,121,803
Other	15,301,519	14,510,939	13,971,213
Amortization of Deferred Capital Contributions	4,311,270	4,306,577	3,571,423
	<hr/>	<hr/>	<hr/>
	104,315,687	105,499,724	101,307,578
EXPENDITURES			
Salary, Wages and Benefits	\$ 70,061,143	\$ 70,012,265	\$ 67,927,993
Service and Supplies	15,742,656	17,102,254	15,058,624
Utilities, Maintenance and Taxes	8,499,358	8,315,578	8,556,325
Other Expense	3,489,796	3,333,963	4,031,517
Amortization of Capital Assets	6,522,734	6,429,000	5,669,138
	<hr/>	<hr/>	<hr/>
	104,315,687	105,193,060	101,243,597
Excess of revenue over expenditure	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
	\$ -	\$ 306,664.0	\$ 63,981.0

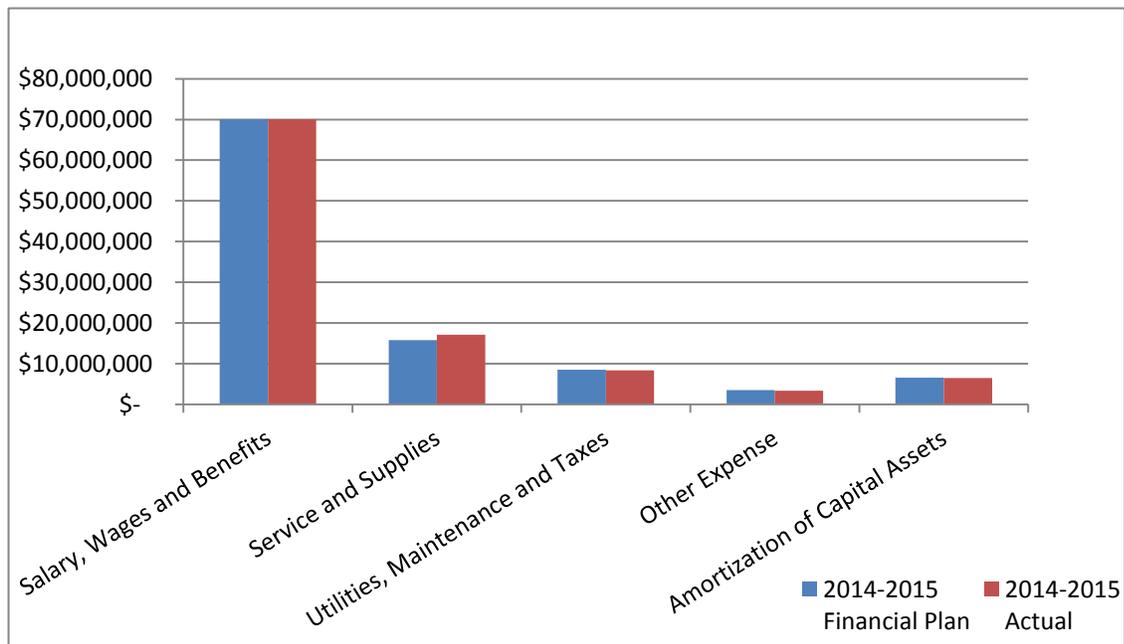
Analysis of College's Financial Performance

SIR SANDFORD FLEMING COLLEGE

COMPARISON OF REVENUES - BY SOURCE - 2014-2015 BUDGET TO ACTUAL



COMPARISON OF EXPENDITURES - BY CATEGORY - 2014-2015 BUDGET TO ACTUAL



BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.5

SUBJECT: Addendum to the 2015-2016 Business Plan

PRESENTED BY: Mr. Baker, Vice-President Finance and Administration

DESCRIPTION: A report seeking approval of documents required under the Ministry's Governance and Accountability Framework.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- Minister's Binding Policy Directive, *Governance and Accountability Framework*
- Operating Procedure under the Policy Framework, *Annual Report*
- Fleming College 2015-2016 Financial Plan, approved April 29, 2015
- Audited Financial Statements 2014-2015, approved May 27, 2015

Connection to Fleming's planning framework: Budget and Financial Management

Attachments:

- 2015-2016 College Budget Input Templates

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

Fleming's audited financial statements, as approved by the Board, are to be submitted to the Ministry on June 15, 2015. The Ministry also requires a prescribed series of templates with the College's final 2014-2015 year-end financial results along with the Board-approved 2015-2016 budget details. These are due to the Ministry by June 30 in conjunction with the 2015-2016 Business Plan.

The Financial Plan for 2015-2016 projected a balanced budget with \$103.3 million in both revenues and expenditures. The templates for submission to the Ministry reflect these amounts.

In addition, the submission requires a Statement of Financial Position representing the College's projected balance sheet as at March 31, 2016. The 2015-2016 Financial Plan projected a net asset balance of \$11.205 million. The Ministry submission amount has been adjusted to \$11.184 million which reflects the final audited 2014-2015 year-end balance including the adjusted year end surplus and a reduction in actual amounts capitalized as assets.

Additional templates include increased detail on capital asset planning and disclosure of the liability for contaminated sites. Contaminated sites are non-applicable for Fleming College for the 2015-2016 submission.

Implementation Strategy

The templates will be submitted to the Ministry as part of the Fleming College Business Plan by the June 30, 2015 deadline.

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the following reports, required as supplementary information in the 2015-2016 Business Plan: Financial Position and Operations Details, Capital Asset Details, Capital Project Details, Contaminated Sites Liability Reports, for submission to the Ministry of Training, Colleges and Universities.

PREPARED BY: Ms. Sims, Director of Budget Services

2015-2016 Colleges Budget Input Template

College: **0110**
 Prepared By: **Angie Sims**

Fleming

Capital Asset Details

Enter data only in yellow cells; show acquisitions as positive amounts; show amortization and disposals as negative amounts

Year Descriptions	Actual - Total March		Budget			
	2014-15	2015-16 Budget	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast
16101 - Land - OB	2,479,937	2,479,937	2,479,937	2,479,937	2,479,937	2,479,937
16102 - Land - Additions	0	0	0	0	0	0
16103 - Land - Disposals	0					
16104 - Land - Valuation and Other Adjustments	0					
16105 - Land - Transfers from CIP	0					
-161 - Land	2,479,937	2,479,937	2,479,937	2,479,937	2,479,937	2,479,937
16301 - Building - OB	104,446,996	136,536,703	138,292,723	138,992,723	139,692,723	140,392,723
16302 - Building - Additions	8,290,228	1,593,262	700,000	700,000	700,000	700,000
16303 - Building - Disposals	0					
16304 - Building - Valuation and Other Adjustments	0					
16305 - Building - Transfers from CIP	23,799,479	162,758				
-163 - Building	136,536,703	138,292,723	138,992,723	139,692,723	140,392,723	141,092,723
17301 - AA Building - OB	(40,491,567)	(43,585,046)	(46,793,645)	(50,266,684)	(53,687,301)	(57,095,631)
17302 - AA Building - current year amortization	(3,093,479)	3,208,599	3,473,039	3,420,616	3,408,330	3,422,330
17303 - AA Building - Disposals	0					
17304 - AA Building - Valuation and Other Adjustments	0					
-173 - AA Building	(43,585,046)	(46,793,645)	(50,266,684)	(53,687,301)	(57,095,631)	(60,517,961)
BUILDINGS- NET BOOK VALUE	92,951,657	91,499,078	88,726,039	86,005,422	83,297,092	80,574,762
16201 - Site Improvements - OB	4,327,846	4,796,663	5,113,818	5,413,818	5,713,818	6,013,818
16202 - Site Improvements - Additions	468,817	220,335	300,000	300,000	300,000	300,000
16203 - Site Improvements - Disposals	0					
16204 - Site Improvements - Valuation and Other Adjustments	0					
16205 - Site Improvements - Transfers from CIP	0	96,820				
-162 - Site Improvements	4,796,663	5,113,818	5,413,818	5,713,818	6,013,818	6,313,818
17201 - AA Site Improvements - OB	(2,926,935)	(3,214,034)	(3,474,584)	(3,752,120)	(4,055,171)	(4,370,186)
17202 - AA Site Improvements - Current Year Amortization	(287,099)	260,550	277,536	303,051	315,015	271,696
17203 - AA Site Improvements - Disposals	0					
17204 - AA Site Improvements - Valuation and Other Adjustments	0					
-172 - AA Site Improvements	(3,214,034)	(3,474,584)	(3,752,120)	(4,055,171)	(4,370,186)	(4,641,883)
SITE IMPROVEMENT - NET BOOK VALUE	1,582,629	1,639,234	1,661,698	1,658,647	1,643,632	1,671,935
16401 - Furniture and Equipment - OB	23,003,930	25,277,087	25,886,209	26,716,209	27,546,209	28,376,209
16402 - Furniture and Equipment - Additions	2,509,264	609,122	830,000	830,000	830,000	830,000
16403 - Furniture and Equipment - Disposals	(236,107)					
16404 - Furniture and Equipment - Valuation and Other Adjustments	0					
16405 - Furniture and Equipment - Transfers from CIP	0					
-164 - Furniture and Equipment	25,277,087	25,886,209	26,716,209	27,546,209	28,376,209	29,206,209
17401 - AA Furniture and Equipment - OB	(18,135,816)	(19,943,306)	(21,900,823)	(23,552,552)	(24,938,310)	(26,127,118)
17402 - AA Furniture and Equipment - current year amortization	(2,043,597)	1,957,517	1,651,728	1,385,758	1,188,809	777,178
17403 - AA Furniture and Equipment - Disposals	236,107					
17404 - AA Furniture and Equipment - Valuation and Other Adjustments	0					
-174 - AA Furniture and Equipment	(19,943,306)	(21,900,823)	(23,552,552)	(24,938,310)	(26,127,118)	(26,904,296)
FURNITURE & EQUIPMENT - NET BOOK VALUE	5,333,781	3,985,386	3,163,657	2,607,899	2,249,091	2,301,913
16501 - IT - OB	12,079,547	13,279,936	14,079,131	14,579,131	15,079,131	15,579,131
16502 - IT - Additions	1,200,389	718,109	500,000	500,000	500,000	500,000
16503 - IT - Disposals	0					
16504 - IT - Valuation and Other Adjustments	0					
16505 - IT - Transfers from CIP	0	81,086				

2015-2016 Colleges Budget Input Template

College: **0110**
 Prepared By: **Angie Sims**

Fleming

Capital Asset Details

Enter data only in yellow cells; show acquisitions as positive amounts; show amortization and disposals as negative amounts

Year Descriptions	Actual - Total March		Budget			
	2014-15	2015-16 Budget	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast
-165 - IT	13,279,936	14,079,131	14,579,131	15,079,131	15,579,131	16,079,131
17501 - AA IT - OB	(10,067,233)	(10,791,016)	(11,823,780)	(12,870,744)	(13,717,086)	(14,264,927)
17502 - AA IT - current year amortization	(723,783)	1,032,764	1,046,964	846,342	547,841	427,296
17503 - AA IT - Disposals	0					
17504 - AA IT - Valuation and Other Adjustments	0					
-175 - AA IT	(10,791,016)	(11,823,780)	(12,870,744)	(13,717,086)	(14,264,927)	(14,692,223)
INFORMATION TECHNOLOGY - NET BOOK VALUE	2,488,920	2,255,351	1,708,387	1,362,045	1,314,204	1,386,908
16601 - Aircraft - OB	0	0	0	0	0	0
16602 - Aircraft - Additions	0	0	0	0	0	0
16603 - Aircraft - Disposals	0					
16604 - Aircraft - Valuation and Other Adjustments	0					
16605 - Aircraft - Transfers from CIP	0					
-166 - Aircraft	0	0	0	0	0	0
17601 - AA Aircraft - OB	0	0	0	0	0	0
17602 - AA Aircraft - current year amortization	0					
17603 - AA Aircraft - Disposals	0					
17604 - AA Aircraft - Valuation and Other Adjustments	0					
-176 - AA Aircraft	0	0	0	0	0	0
AIRCRAFT - NET BOOK VALUE	0	0	0	0	0	0
16901 - Other TCA - OB	5,885,417	5,835,475	5,835,475	5,835,475	5,835,475	5,835,475
16902 - Other TCA - Additions	81,481	0	0	0	0	0
16903 - Other TCA - Disposals	(131,423)					
16904 - Other TCA - Valuation and Other Adjustments	0					
16905 - Other TCA - Transfers from CIP	0					
-169 - Other TCA	5,835,475	5,835,475	5,835,475	5,835,475	5,835,475	5,835,475
17901 - AA Other TCA - OB	(1,081,724)	(1,231,343)	(1,510,831)	(1,708,950)	(1,893,956)	(2,078,963)
17902 - AA Other TCA - current year amortization	(281,042)	279,488	198,119	185,006	185,006	185,006
17903 - AA Other TCA - Disposals	131,423					
17904 - AA Other TCA - Valuation and Other Adjustments	0					
-179 - AA Other TCA	(1,231,343)	(1,510,831)	(1,708,950)	(1,893,956)	(2,078,963)	(2,263,969)
OTHER TCA - NET BOOK VALUE	4,604,132	4,324,644	4,126,525	3,941,519	3,756,512	3,571,506
15101 - CIP - OB	23,799,479	340,664	0	0	0	0
15102 - CIP - Additions	340,664	0	0	0	0	0
15105 - CIP - Transfer to Tangible Capital Asset	(23,799,479)	(340,664)	0	0	0	0
15103 - CIP - Disposals	0					
15104 - CIP - Valuation and Other Adjustments	0					
15106 - CIP - Capitalized Interest	0					
-151 - CIP	340,664	0	0	0	0	0
-NET TANGIBLE CAPITAL ASSETS	109,781,720	106,183,630	101,866,243	98,055,469	94,740,468	91,986,962
TOTAL ACQUISITIONS	12,890,843	3,140,828	2,330,000	2,330,000	2,330,000	2,330,000
TOTAL AMORTIZATION	(6,429,000)	(6,738,918)	(6,647,388)	(6,140,773)	(5,645,002)	(5,083,506)

2015-2016 Colleges Budget Input Template

College: **0110**
 Prepared By: **Angie Sims**

Fleming

Capital Project Summary

Enter in Date format:
 Project end date cannot be prior to Project Start Date;
 Project End Date cannot be prior to budget period

enter data only in yellow cells

Click Links below to switch to details template	Project Name	Project Type (select from drop list - descriptions in Notes below)	Project Description	Project Start	Project End	Balance Project Actual	Budget 2015-16	Budget 2016-17	Budget 2017-18	Budget 2018-19	Budget 2019-20	Project Total Cost
				Date (enter in m/d/yyyy format only)	Date (enter in m/d/yyyy format only; invalid dates in red cells)							
Project 1	Kawartha Trades and Technology Centre	Major Capital Project	Kawartha Trades and Technology	1/8/2012	06/30/2015	33,954,183	671,000	0	0	0	0	34,625,183
Project 2	Annual renewal	Capital Renewal		4/1/2015	03/31/2016	0	1,605,852	1,600,000	1,600,000	1,600,000	1,600,000	8,005,852
Project 3	Annual renovation/modernization	Renovation, Modernization, and Adaptation		4/1/2015	03/31/2016	0	863,976	730,000	730,000	730,000	730,000	3,783,976
Project 4						0	0	0	0	0	0	0
Project 5						0	0	0	0	0	0	0
Project 6						0	0	0	0	0	0	0
Project 7						0	0	0	0	0	0	0
Project 8						0	0	0	0	0	0	0
Project 9						0	0	0	0	0	0	0
Project 10						0	0	0	0	0	0	0
Project 11						0	0	0	0	0	0	0
Project 12						0	0	0	0	0	0	0
Project 13						0	0	0	0	0	0	0
Project 14						0	0	0	0	0	0	0
Project 15						0	0	0	0	0	0	0
Project 16						0	0	0	0	0	0	0
Project 17						0	0	0	0	0	0	0
Project 18						0	0	0	0	0	0	0
Project 19						0	0	0	0	0	0	0
Project 20						0	0	0	0	0	0	0
Project 21						0	0	0	0	0	0	0
Project 22						0	0	0	0	0	0	0
Project 23						0	0	0	0	0	0	0
Project 24						0	0	0	0	0	0	0
Project 25						0	0	0	0	0	0	0
Total Project						33,954,183	3,140,828	2,330,000	2,330,000	2,330,000	2,330,000	46,415,011

[Go to Financial Position & Operations](#)

Notes

Project Type:	Description:
Major Capital Project	A project that is generally of a multiyear nature resulting in the construction of a new facility and/or the major renewal of an existing building.
Capital Renewal	Annual expenditure in excess of facility operation and maintenance expenditures required to keep the campus physical plant in reliable operating condition for its present use. These expenditures are over and above normal maintenance for items with a life cycle in excess of one year and are not normally contained in an annual facility operating budget. This is a separately funded, uniquely identified program that renews, replaces, or renovates building systems on a schedule based on life-cycle recommendations and on assessment of expected remaining useful life. This is typically represented as a total expenditure for capital renewal of an institution's capital assets. Capital renewal focuses on maintaining the operability, suitability, and value of capital assets. It is accomplished through the replacement and rework of those components of a building that wear out even though those components are routinely maintained. Capital renewal is a time-driven process with specific useful life cycles for such things as heating and ventilation systems, etc.
Renovation, Modernization, and Adaptation	Annual expenditure for the work performed to change the interior alignment of space or physical characteristics of an existing facility so that it can be used more effectively, be adapted for new use, or comply with existing codes. This expenditure is required to meet the evolving technological, programmatic, or regulatory demands of the campus.

2015-2016 Colleges Budget Input Template

College: 0110
 Prepared By: Angie Sims

Fleming

Capital Project 1 Details

Project Name (carried from Capital Project Summary Tab) :

enter data only in yellow cells

Kawartha Trades and Technology Centre

Year Descriptions	2014-15 and Before	2015-16	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast	Total
16102 - Land - Additions							0
16302 - Building - Additions	31,274,451	671,000					31,945,451
16202 - Site Improvements - Additions	954,248						954,248
16402 - Furniture and Equipment - Additions	1,442,654						1,442,654
16502 - IT - Additions	282,830						282,830
16602 - Aircraft - Additions							0
16902 - Other TCA - Additions							0
15102 - CIP - Additions							0
-TOTAL ACQUISITIONS	33,954,183	671,000	0	0	0	0	34,625,183
Sources of Financing							0
TCU Capital Grant	28,467,566	563,350					29,030,916
TCU Operating Grant used for Capital	0						0
Other Provincial Funding	0						0
Internal Reserve	4,011,340	107,650					4,118,990
OFA Financing	0						0
Third Party Funding - Federal	11,750						11,750
Third Party Funding - Municipalities	433,000						433,000
Student Bodies							0
Other Third Party Funding	1,030,527						1,030,527
-Total Source of Financing	33,954,183	671,000	0	0	0	0	34,625,183
<i>Control - Total Additions vs Total Financing</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

[Go Back to Capital Project Summary Tab](#)

Notes:

Planned Sources of Financing:

Sources of financing are as of the date of project completion. For example, if a college will borrow during construction period but will use third party funding, e.g. student levies to repay the loan over a few years, treat it as OFA financing.

If a college is not sure whether the financing is from the OFA or a private lender, treat it as OFA loan.

New Additions Only

Please enter new additions only into the asset categories i.e. do not record transfers from CIP here. Record the transfers in the Capital Assets tab.

2015-2016 Colleges Budget Input Template

College: 0110
 Prepared By: Angie Sims

Fleming

Capital Project 2 Details

Project Name (carried from Capital Project Summary Tab) :

enter data only in yellow cells

Annual renewal

Year Descriptions	2014-15 and Before	2015-16	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast	Total
16102 - Land - Additions							0
16302 - Building - Additions		627,061	500,000	500,000	500,000	500,000	2,627,061
16202 - Site Improvements - Additions		43,432	200,000	200,000	200,000	200,000	843,432
16402 - Furniture and Equipment - Additions		567,359	600,000	600,000	600,000	600,000	2,967,359
16502 - IT - Additions		368,000	300,000	300,000	300,000	300,000	1,568,000
16602 - Aircraft - Additions							0
16902 - Other TCA - Additions							0
15102 - CIP - Additions							0
-TOTAL ACQUISITIONS	0	1,605,852	1,600,000	1,600,000	1,600,000	1,600,000	8,005,852
Sources of Financing							
TCU Capital Grant							0
TCU Operating Grant used for Capital		101,800	778,000	778,000	778,000	778,000	3,213,800
Other Provincial Funding		1,504,052	822,000	822,000	822,000	822,000	4,792,052
Internal Reserve							0
OFA Financing							0
Third Party Funding - Federal							0
Third Party Funding - Municipalities							0
Student Bodies							0
Other Third Party Funding							0
-Total Source of Financing	0	1,605,852	1,600,000	1,600,000	1,600,000	1,600,000	8,005,852
<i>Control - Total Additions vs Total Financing</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

[Go Back to Capital Project Summary Tab](#)

Notes:

Planned Sources of Financing:

Sources of financing are as of the date of project completion. For example, if a college will borrow during construction period but will use third party funding, e.g. student levies to repay the loan over a few years, treat it as OFA financing.

If a college is not sure whether the financing is from the OFA or a private lender, treat it as OFA loan.

New Additions Only

Please enter new additions only into the asset categories i.e. do not record transfers from CIP here. Record the transfers in the Capital Assets tab.

2015-2016 Colleges Budget Input Template

College: **0110**
 Prepared By: **Angie Sims**

Fleming

Capital Project 3 Details

Project Name *(carried from Capital Project Summary Tab)* :

enter data only in yellow cells

Annual renovation/modernization

Year Descriptions	2014-15 and Before	2015-16	2016-17 Forecast	2017-18 Forecast	2018-19 Forecast	2019-20 Forecast	Total
16102 - Land - Additions							0
16302 - Building - Additions		295,201	200,000	200,000	200,000	200,000	1,095,201
16202 - Site Improvements - Additions		176,903	100,000	100,000	100,000	100,000	576,903
16402 - Furniture and Equipment - Additions		41,763	230,000	230,000	230,000	230,000	961,763
16502 - IT - Additions		350,109	200,000	200,000	200,000	200,000	1,150,109
16602 - Aircraft - Additions							0
16902 - Other TCA - Additions							0
15102 - CIP - Additions							0
-TOTAL ACQUISITIONS	0	863,976	730,000	730,000	730,000	730,000	3,783,976
Sources of Financing							
TCU Capital Grant							0
TCU Operating Grant used for Capital							0
Other Provincial Funding							0
Internal Reserve		863,976	730,000	730,000	730,000	730,000	3,783,976
OFA Financing							0
Third Party Funding - Federal							0
Third Party Funding - Municipalities							0
Student Bodies							0
Other Third Party Funding							0
-Total Source of Financing	0	863,976	730,000	730,000	730,000	730,000	3,783,976
<i>Control - Total Additions vs Total Financing</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>

[Go Back to Capital Project Summary Tab](#)

Notes:

Planned Sources of Financing:

Sources of financing are as of the date of project completion. For example, if a college will borrow during construction period but will use third party funding, e.g. student levies to repay the loan over a few years, treat it as OFA financing.

If a college is not sure whether the financing is from the OFA or a private lender, treat it as OFA loan.

New Additions Only

Please enter new additions only into the asset categories i.e. do not record transfers from CIP here. Record the transfers in the Capital Assets tab.

This template applies to all or part of an operation of a government organization that is no longer in productive use and unexpected events causing contamination including productive assets. Please see PS 3260.05 for more detail.
 This template is filled for the information included in the Financial Statements.

Contaminated site number:		1	2	3
Name of the Site:	n/a			
Nature of the Contamination:				

Recordable sites

1(a) **Recordable sites** - all 5 criteria have been met for PS 3260 and the liability will be recorded as at March 31, 2016 as a result of adopting the standard this year (i.e., Liability reported in the Statement of Financial Position).

Undiscounted Amount (\$)			
Discounted Amount			

1(b) **Recordable sites - In-Year Activity.** Of the amount in 1(a), provide the amount associated with in-year activity reported in the 2015/16 expense.

Undiscounted Amount (\$)			
Discounted Amount			

1(c) **Recordable Sites** - Of the amount in 1(a), provide the Contaminated Sites recorded **prior to** the adoption of PS3260

Undiscounted Amount (\$)			
Discounted Amount			

Comments

2 **Recoveries reported in the Statement of Financial Position:**

(a) From Litigation or other 3rd parties

Undiscounted Amount (\$)			
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(b) From Provincial Grants

Undiscounted Amount (\$)			
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(c) The amount netted against the liabilities in your F/S.

Undiscounted Amount (\$)			
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Comments

This template applies to all or part of an operation of a government organization that is no longer in productive use and unexpected events causing contamination including productive assets. Please see PS 3260.05 for more detail.
 This template is filled for the information disclosed in the Financial Statements Notes.

Contaminated site number:	1	2	3
Name of the Site:	n/a		
Nature of the Contamination:			

1 **Potential Sites** - Sites where a contamination exists and remediation responsibility is known, but it has not yet been determined whether the contamination exceeds an environmental standard for properties you are responsible for.

Undiscounted Amount (\$)			
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Comments			
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2 **Discretionary Sites Costs** - A liability refers to the minimum obligation to comply with Federal or Provincial environmental standards. In some cases we may spend above and beyond that. Such costs are considered discretionary.

Undiscounted Amount (\$)			
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Comments			
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3 **Contingent Sites** - A liability for contaminated site exists but it is unclear whether you are legally responsible for it. Uncertain responsibility is a contingent liability. This is to be reported in the Contingent Liability tab.

Undiscounted Amount (\$)			
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Comments			
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BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting
Date of Meeting: June 24, 2015 **Agenda Item 5.6**

SUBJECT: Indigenous Education Protocol

PRESENTED BY: Ms. Kerford, Associate Vice-President Student Services

DESCRIPTION: Colleges and Institutes Canada (CICan) is a national, voluntary membership organization representing publicly supported colleges, institutes, cégeps and polytechnics in Canada and internationally.

CICan respects and recognizes that Indigenous people including First Nation, Métis and Inuit people, have distinct cultures, languages, histories and contemporary perspectives. In order to reaffirm the importance of Indigenous education, CICan, in consultation with its members and partners in indigenous communities has developed an Indigenous Education Protocol.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

The Indigenous Education Protocol was developed by the CICan Indigenous Education Committee, comprising the college and institute representatives.

The Committee led consultations on how the Protocol should be developed and what should be included in the Protocol. These consultations took place at two CICan annual conferences (2013 and 2014), and at the Serving Indigenous Learners and Communities Symposium in December 2013. A draft of the Protocol was also shared with national Indigenous organizations: the Assembly of First Nations, the Métis National Council and Inuit Tapiriit Kanatami.

This protocol is founded on seven principles that aim to guide the institutions who will agree to sign on to this aspirational document.

Signatory institutions agree to:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Fleming's Aboriginal Education Council (AEC) reviewed and discussed the Protocol at their February 2015 and April 2015 meetings. A sub-committee was formed to have a more detailed discussion and brought back to AED a report that began to outline how Fleming was and could continue to strive to meet these aspirational goals.

At the April 2015 meeting, the Aboriginal Education Council recommended that Fleming College join the CICan Pan-Canadian Protocol and sign the Indigenous Education Protocol.

An internal working group has now met twice to further develop the AEC sub-committee's report. These efforts will form the College's Indigenous Education strategy.

Information for this briefing report has been summarized in part from the CIGan web site, <http://www.collegesinstitutes.ca>

For the full document, please visit <http://www.collegesinstitutes.ca/the-issues/indigenous-learners/download-the-indigenous-education-protocol>

Connection to Fleming's planning framework: Strategic Plan

Attachments: N/A

Action Requested:

Information/Update Discussion/Advice **Decision/Approval** (*Recommendation as a motion*)

ANALYSIS

Fleming College has a history of involvement and support of Aboriginal education. The signing of this document allows the College to make a public statement about its work and to continue its efforts in this area. The document is aspirational in nature, though it is still important that we begin to clearly articulate how we will strive towards these goals. The Indigenous Education strategy will guide us in this.

Implementation Strategy

The internal working group will continue to develop, review and implement the Indigenous Education strategy. A signing ceremony will take place in the fall 2015.

Decision Point

Does the Board support Fleming's participation?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve Fleming's participation through signing the Indigenous Education Protocol.

PREPARED BY: Office of the Associate Vice-President Student Services

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: June 24, 2015		Agenda Item 5.7

SUBJECT: New Program – Moving Image Design

PRESENTED BY: Ms. Schollen, Vice-President Academic

DESCRIPTION: The Moving Image Design program will be offered as an *Ontario College Certificate* at the Haliburton campus. The program will focus on the art of the moving image using strong visual narratives and design. As the digital world expands and technology becomes easier to use, there is increase demand for strong, differentiated visual content. Content creation is important from a visual design point of view and *Moving Image Design* will focus on visual imagery and the art of the narrative. The program will be delivered in a compressed format: one year in one semester.

The program is a natural extension of the existing Digital Image Design program which focuses on still image design. As such, we will explore the option for students who take both Moving Image Design and Digital Image Design to receive an Ontario College Diploma in Image Design.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- Committee-of-the-Whole meeting, April 29, 2015

Since then, the Product Review Board has approved the program to proceed to development, and the Center for Learning and Teaching (CLT) has been working with the Credentials Validation Service (CVS) to validate the credential. Course outlines and high level learning outcomes have been created and submitted to CVS.

The program was recently endorsed by a preliminary Program Advisory Committee, confirming that "a program of this nature would provide much needed skills to artists who choose to enter the workforce, opening more doors and creating more employment opportunities."

Connection to Fleming’s planning framework: Fleming College’s SMA lists Haliburton School of The Arts (HSTA) programs as an area of institutional strength and proposed growth. Our differentiation strategy builds on an established commitment to high quality learning and niche programs. *Moving Image Design* falls under the umbrella of Haliburton School of the Arts and is considered niche based on our unique delivery option.

Our SMA projects an increase in growth for HSTA programming by 2019. Specifically, we identified that we would grow by at least three additional full-time programs in arts and design resulting in a 15% share of the overall new program growth for the college. The new programs include Studio Process Advancement graduate certificate (launched), Integrated Design diploma (launched), Graphic Design advanced diploma (in process) and Moving Image Design (proposed).

Differentiation Strategies:

Build a differentiated portfolio that meets regional demand and includes program specialization.

- An *Ontario College Certificate in Moving Image Design* is a specialized program that fits into the category of a niche program. It will be an exclusive offering and not a duplication of what our College partners are offering.

Collaboration and pathways for students.

- Creating pathways for current and past students is key with respect to supporting the professional body’s expectations regarding commitment to professional development. *Moving Image Design* allows Digital Image Designs a logical pathway to an Ontario College Diploma. Students in the Visual and

Creative Arts and Integrated Design diploma programs will also be able to select Moving Image Design as an area of specialization to complete their diploma.

Attachments:

- Business Case

Action Requested:

- Information/Update Discussion/Advice **Decision/Approval** (*Recommendation as a motion*)

ANALYSIS

A preliminary financial analysis was completed and is provided in the Business Case.

Implementation Strategy

Upon approval, the College will proceed with developing the course level curriculum and obtaining Ministry funding approval. Launch is anticipated for September of 2016. Parallel to that, Fleming College will seek approval from the Ministry to offer students who graduate Digital Image Design AND Moving Image Design an Ontario College Diploma in Image Design.

Decision Point

1. Does this program align with our Strategic Mandate Agreement?
2. Does this new program support financial sustainability by growing enrolment?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Certificate in Moving Image Design* program with an implementation date of Fall 2016, for submission to the Ministry of Training, Colleges for funding approval.

PREPARED BY: Brian Bates, Product Development Manager

Program Name: Moving Image Design
School: HSTA
Champion: Sandra Dupret

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1 Executive summary

The Haliburton campus is seeing an increase of artists who use technology as a tool in their art practice. Recently, applications to the campus' Digital Image Design (DID) have increased by 30-40%. DID focuses on teaching artists how to use the computer as a tool for to create still images that incorporate traditional material processes (painting, drawing, printmaking, photography). Missing from the program's curriculum is the study of the moving image.

Haliburton School of The Arts has strong market niche and hold in art and design. We are proposing the development of a new Ontario College Certificate program in Moving Image Design. High caliber faculty and our longstanding reputation for delivering innovative programs will significantly enhance the appeal and marketing of a unique program that will address the gap in time based media and moving image programming at the campus. MID will attract students interested in using moving images within their visual art, app development, video production, animation, and content development for the internet. Our program will focus on the art of the moving image using strong visuals, narrative and design. As the digital world expands and technology becomes easier to use, there is increase demand for strong, differentiated visual content. Content creation is important from a visual design point of view and Moving Image Design will focus on visual imagery and the art of the narrative. MID will be delivered in a compressed format; one year in one semester. We will also explore the option for students who take both MID and DID, to receive an Ontario College Diploma in Image Design. If successful, this would be the only diploma of its kind in the Ontario College system and would meet the needs of students who want to earn a diploma in technology based art forms from Fleming College. It would also complement our Visual and Creative Arts diploma and our Integrated Design diploma offerings.

2 Program description

Moving Image Design will be an Ontario College Certificate, delivered at the Haliburton campus under the umbrella of the Haliburton School of The Arts. Program delivery aligns with other arts certificates and uses the well proven, accelerated, fifteen week format (two semesters in one).

In this innovative, laptop-based program, students are introduced to a broad range of tools and techniques. Using mobile devices, hand-held technologies (smart phones, tablets, laptops, digital cameras [still and video]) and software tools, students will create digital content for a variety of platforms.

Distinct from other programs, MID focuses on developing student skills to professionally create strong visual and narrative content for internet consumption. Creative content and

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application within the visual arts will be emphasised. Graduates will be well positioned to enter careers ranging from media to fine arts.

MID program is an important strategic addition to the Haliburton portfolio, aligns well with the College's Strategic Mandate Agreement (SMA), as well as providing a pathway into art-technology programs, and the proposed graphic design program. The addition of a media program also responds to a gap in overall College programming. MID is attractive to high school graduates, creates an new pathway for the Visual and Creative Arts (VCA) diploma and the Integrated Design (IND) diploma, and if taken in conjunction with the Digital Image Design certificate(DID), could create a new diploma in Image Design that integrates an internship.

2.1 Program Learning Outcomes

Graduates of the Media Image Design program will be able to design and create time-based media works of art through the integration of digital studio techniques, fine art practices and knowledge of media culture.

Proposed Program Vocational Learning Outcomes:

1. Conceptualize, capture and create time-based media
2. Apply principles of visual literacy, media culture, and elements of design to moving images
3. Integrate traditional art, photography, and computer generated content using the principles of design and composition
4. Use storytelling skills to design, create, and produce time-based art
5. Apply a variety of animation tools and technologies to create work with moving images
6. Design, develop, and present visual content across a variety of platforms
7. Produce a professional portfolio that highlights one's creativity, skills, and proficiency with relevant technologies

SEMESTER I

Introduction to Time-Based Arts

This course will introduce the principles, elements, concepts and technology of digital media and time-based media arts within the context of contemporary art practice.

Capturing the Image

In this studio/lab-based course, computers, digital cameras, tablets and scanners will be employed to gather images and create compositions for time-based media. Technical emphasis will be on how the camera works and creating short movie sequences.

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Media Editing I

Students will move through the fundamentals of video and audio production in digital editing. Media elements (live footage, animation, photography, graphics, sound and music) will be combined and students will learn to output to different applications.

The Art of Light and Sound

This course introduces light, shadow, sound and audio as artistic media. Images and sounds and will be captured and transformed using an assortment of digital and traditional effects. Students will learn how these elements are used by moving image artists to support storytelling.

Narratives

This course is an introduction to the nature of storytelling and communication through visual and spoken language. Students will develop digital and traditional storytelling processes with increased emphasis on the relationship of moving images and words.

Moving Image Studio I

This course is the first of two studio art classes designed to provide students with the opportunity to create, author, exhibit and critically evaluate video and time-based arts. The course will culminate in a video art screening/exhibition of student work.

SEMESTER II

Interactive Media

Students will learn creative and technical skills to integrate text, photography, illustration, and video to create animated and interactive projects. Applications will include internet, website, digital, mobile device, phone and tablet to interact with an audience across multi-platform delivery.

Media Editing II Special Effects

Students will design and edit multi-media projects incorporating advanced post-production tools and techniques such as time mapping, morphing, stylistic overlays, illustration and video blending.

Animation

Students will be exposed to 2D and 3D animation styles with hands-on creation. Techniques learned will include hand drawing, object animation and pixilation.

Media Art Installation

Students will design digital art installations including augmented reality, content-rich media and projection. The focus will be on current trends in video art and installation, sound, performance and multimedia computing in the contemporary art world.

GEN ED Elective

Students will be required to take one Elective General Education course in order to meet College and MTCU policy guidelines.

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The course type (mandatory/elective) and / or delivery mode is to be determined in relation to other General Education needs at the Haliburton campus.

Moving Image Studio II

This course is the second of two studio art classes designed to provide students with the opportunity to create, author, exhibit and critically evaluate video and time-based arts. In this advanced course, students are expected to consult with faculty and apply techniques learned in prior courses. The course will culminate in a video art screening/exhibition of student work.

Digital Portfolio and Presentation

Students will understand the importance of a professional digital portfolio and presence. Websites, video channels, and digital magazines will be used showcase student portfolios.

3 Market description

MID is attractive to high school graduates who have an affinity for arts and technology. YouTube® and social media continues to grow, evolve and attract this age group and moving images are a large part of the industry. Businesses are continually exploring new uses of digital moving images from high impact annual reports to dynamic online employee training to innovative public relations. Artists are also increasingly interested in combining elements of time based media within their studio practice. All of which indicates a strong employment market for graduates with a unique combination of arts and technology skills.

3.1 Market potential

The labour market report is proving to be difficult for this program. Since this program is unique, no data exists on OCAS. While a complete lack of competition is highly desirable in new program development, it makes market research more challenging. However, employers in the Haliburton area have expressed a need for graduates with these skills, and graduates of the Digital Image Design program have also expressed interest in this subject area.

The national data presented below was created in 2012. These codes capture some of the jobs graduates could pursue but it is not the overall employment market. Increased interest in the field will result in higher demand than indicated below. Additionally, cohort sizes of approximately 16 students would not flood this employment market.

Employment Level

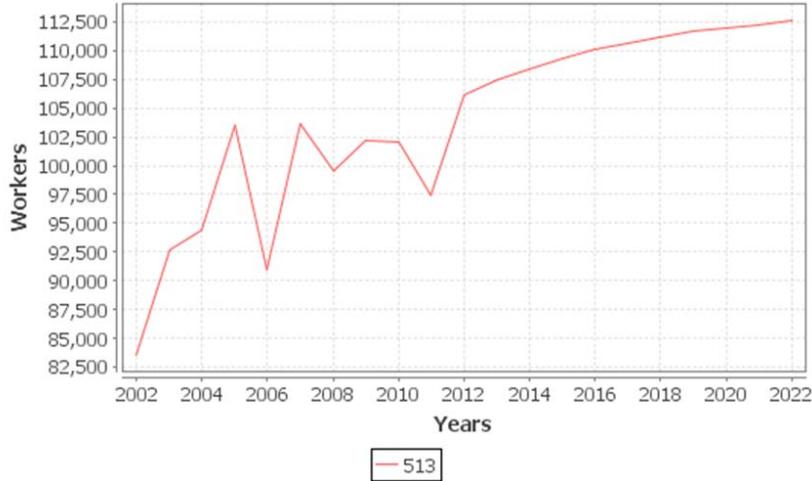


Figure 1: Projected Employment level for “Producers, Directors, Choreographers and Related Occupations” (5131) and “Painters, Sculptors, and other Visual Artists” (5136).

Job Openings

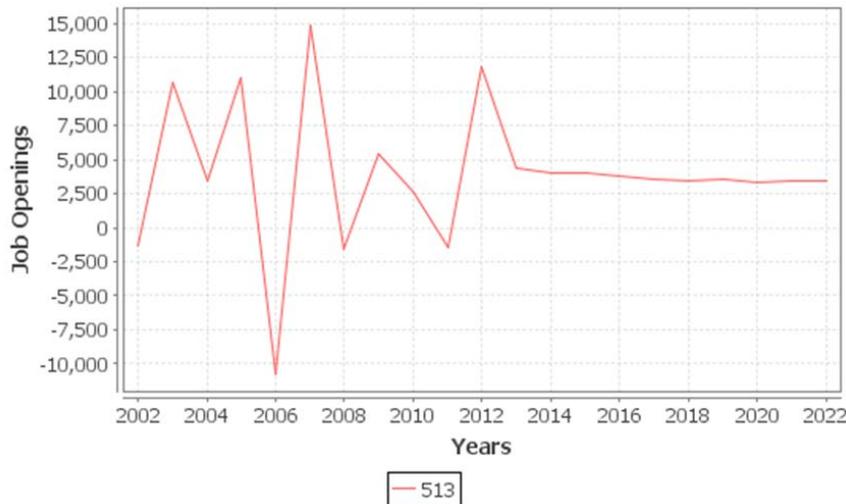


Figure 2: Projected Job Openings for “Producers, Directors, Choreographers and Related Occupations” (5131) and “Painters, Sculptors, and other Visual Artists” (5136).

NOC Code 513: This unit group includes producers, directors, choreographers and others who oversee and control the technical and artistic aspects of film, television, radio, dance and theatre productions. They are employed by film production companies, radio and television stations, broadcast departments, advertising companies, sound recording studios, record production companies and dance companies. They may also be self-employed.

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NOC Code 5136: This unit group includes painters, sculptors and other visual artists create original paintings, drawings, sculptures, engravings and other artistic works. They are usually self-employed. This group also includes art instructors and teachers, who are usually employed by art schools.

4 Sales arguments

4.1 Student Needs / Requirements / Values

- Creative, technology-minded students are looking for unique, innovative programming that allows them to develop their creative abilities
- Visual artists seeking to understand and incorporate time-based media in their practice
- Students (particularly young students) that have been raised in a digital culture (YouTube, vine, Instagram) have a strong desire to create digital content
- Students tend to lean towards shorter program durations – showing a desire for a compressed delivery format
- Request and demand for media based programming at Fleming (regional)
- A vocation in the arts that aligns with an industry and leads to well-paying jobs
- High level of entrepreneurial/employment opportunities for graduates
- Students seek and demand programs that integrate art and technology

4.2 Student Benefits

- Students (particularly young students) raised within a digital culture – Millennials- (YouTube, Vine, Instagram) have a strong desire to create digital content. With MID, students receive hands-on, practical skills in moving image design that focuses on both creative design, and technical/production skills
- Moving Image Design will be defined and differentiated by focusing on the importance of the art of the visual image and narrative versus the “computer jockey” approach; students will learn how to create visual images and narrative for technology, providing greater employment opportunities in creative industries and technology fields

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- The Moving Image Design certificate will be delivered in the 15 week intensive block format that enables high-calibre industry professionals to deliver leading edge curriculum in Haliburton– ensuring students have the best learning experience possible. The accelerated delivery will ensure that students exit into the workforce quicker
- Creating a pathway between Moving Image Design with Digital Image Design will provide an opportunity to incorporate an internship program that allows students to work in a wide range of companies requiring digital content
- Haliburton offers an affordable student lifestyle, within a very artistic community, providing students a lower cost, higher value experience than other colleges could offer

4.3 Fleming Value Proposition student benefits

Building on Fleming’s strong reputation in art and design, MID will focus on the creative aspect of digital content. Graduates will have a strong balance of computer and creative skills with access to diverse employment opportunities.

Haliburton School of The Arts’ high calibre faculty and reputation for delivering innovative programming will make MID highly desirable to students and prospective employers. Furthermore, Fleming will offer this program in a compressed format, meeting the students’ need for a shorter program and a quicker route into the workplace.

A pathway from Moving Image Design certificate to an Integrated Design diploma would be value add for the students. Students with a diploma have greater transferable skills and additional pathway opportunities. Our diploma grads would have a certificate in DID and MID and a diploma in IND, plus an internship that would provide relevant work experience. Students in the Visual and Creative Arts and Integrated Design diploma programs will also be able to select Moving Image Design as an area of specialization to complete their diploma.

5 Business Objective / Plan

MID will be the third proposed program in the design and media cluster, with the recently launched Integrated Design program being the first. The creative focus of the design and media cluster aligns well with the Arts and Heritage section of the SMA. Future additions in this cluster could include web design, app design, creative advertising, and brand design. The skills learned in MID would transfer nicely into any additional programs, including those in other schools such as business or technology.

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Fleming's arts programs are unique because we build on our 47+ years of history and reputation for visual arts and creative studies, which has stemmed from the Haliburton campus and the museum programs.

The design and media cluster will also support college growth, as design and media programs attract students who seek to be well-equipped graduates with transferable skills providing access to a wide range of work opportunities. MID program will be based at the Haliburton program and will require minimal additional capital equipment.

5.1 MTCU/SMA Argumentation

Fleming College's SMA lists Haliburton School of the Arts (HSTA) program as an area of institutional strength and proposed growth. Our differentiation strategy builds on an established commitment to high quality learning and niche programs such as HSTA programs. MID would fall under the umbrella of HSTA and be considered niche based on our unique delivery option and content. As with our other HSTA programs, our unique offering would attract students from outside of our catchment area who are interested in completing a certificate or diploma in Moving Image Design.

Our SMA is projecting an increase in growth for HSTA programming by 2019. In our SMA, we identified that we would grow by at least three additional full time programs in arts and design resulting in a 15% share of the overall new program growth for the college. The new programs include: Studio Process Advancement graduate certificate (launched), Integrated Design diploma (launched), Graphic Design advanced diploma (in process) and MID (proposed). Within this growth cluster, we also identified the importance of expanding the programming for the Haliburton School of The Arts to meet student demand for design-oriented programs to supplement the arts-based portfolio. MID meets this objective.

6 Launch Plan

MID will need a formal and creative marketing campaign to promote MID as it is a unique program in the college system. The marketing material will highlight our reputation in the arts and the hands on creative process that is at the forefront of all our programs. The campaign will focus on our accelerated programming and showcase the Haliburton campus. We are proposing to launch of this program for September 2016.

7 Financial Analysis

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Financial projections are show that Contribution to Overhead is positive by year 3 (11.2%), and surpass the 33% target by year 4. Because of slip funding by the ministry, cashflow goes positive by year 5, at \$34,667.

Historical data from the Digital Image Design (DID) program was considered during the development of the Moving Image Design program costing exercise as the two programs are very similar in design, staffing, and equipment.

8 Risks

8.1 Program Risks

- The field of study is changing and evolving at a rapid pace.

8.2 Market Risks

- Competitors could follow suit. This risk is considered small, as it is a niche market that Haliburton School of the Arts is well known for. Typically “early adopters” would copy programs with much larger enrolment numbers, ensuring there are enough students for all.
- Sheridan College may be a competitor, but their main focus is on degrees and graduate certificates, so they are not likely to compete in this space.

8.3 Countermeasures

As with Digital Image Design, we renew the curriculum and update software applications each year. Furthermore, a strong Program Advisory Committee will help ensure the learning outcomes remain relevant.

We are well positioned to have a lead on the combination of Digital Image and Moving Image combination, with integrated internship.

8.4 Constraints

The IT infrastructure and space constraints mirror the requirements of Digital Image Design (DID) and are in place in Haliburton.

The initial capital investment will be minimized due to the ability to share capital with the Digital Image Design certificate. The classroom computers, ergonomic chairs, secondary screens, and the DSLR camera and tripod can all be used by Moving Image Design.

There will be some needed capital equipment, but students will provide the bulk of it as a laptop, the software, a camera and tripod will be mandatory.

Capital equipment:

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ipads/Tablets	\$ 2,500
set of LED lights	\$ 1,500
audio recorders	\$ 1,000
green screen installation	\$ 1,500
animation station	\$ 2,000
Camera/tripod	\$ 3,000
External HardDrive/Storage	<u>\$ 1,000</u>

TOTAL CAPITAL \$ 12,500

Facility/space needs:

One room will need to be fitted with retractable extension cords and additional electrical work.

Electrical work and retractable cords \$6000
(based on work completed in integrated design studio)

Most of these items will also be able to augment the Digital Image Design certificate as well.

9 Implementation

9.1 Responsible School

The program will be delivered by the Haliburton School of the Arts at the **Haliburton campus**.

9.2 Staffing Requirements

Staffing for this program will fall under the Haliburton MOU agreement rates and will be identical to the DID program.

9.3 Space Requirements

This program as a hybrid will require one dedicated space to house a computer lab “editing suite”, plus access to another classroom space for filming, lighting, animation stations, and a green screen area. This is similar to the Digital Image Design which integrates traditional art into the digital still image. With MID, and its emphasis on the art of the media, this access to a creation space is critical. MID, will have the same footprint as Digital Image Design and run sequentially.

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9.4 IT requirements

Moving Image Design will have the same IT requirements as the current “cloud-based” Digital Image Design (DID) currently has. As these two certificates will not run simultaneously, but rather sequentially, and as DID had full enrolment this year, we know that there is no added IT requirements.

9.5 Delivery times

The program will be offered during normal operating hours.

BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.8

SUBJECT: New Program – Rural Nursing

PRESENTED BY: Ms. Schollen, Vice-President Academic

DESCRIPTION: The *Rural Nursing* program would be offered as an Ontario College Graduate Certificate online offering. This certificate would include a core group of courses with the intention of providing students with some of the essential knowledge and clinical skills needed to provide nursing care in rural practice. It will focus on improving patient outcomes and incorporate a component of virtual simulation. Additionally, it will be designed to be completed on a part-time basis through distance education focusing on RN and RPN graduates - opening doors to those in rural and remote areas.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

The program was brought to the Board Committee in March of 2015. Following that, the business case was finalized and brought to the Project Review Board in June 2015, where it successfully passed a Gate 2 vote.

Connection to Fleming’s planning framework: Strategic Mandate Objective #1: Erasing the Walls

- A) Work Integrated Learning
- B) Fleming + Trent: A leading partnership
- C) Regional Responsiveness

Differentiation Strategies:

Instil work/community-integrated and hybrid learning as core components of Fleming’s teacher/learning practice.

- The proposed online offering offers an alternate option that offers students more flexibility and makes more effective use of faculty and student time. The online learning offering will match the expectations of today’s students and reduce the demand for physical space and related operating and capital costs.

Build a differentiated portfolio that meets regional demand and includes program specialization.

- An Ontario Fleming College Graduate Certificate in Rural Nursing is a specialized program would definitely fit into the category of a niche program or market. It will be an exclusive offering and not a duplication of what our College partners are offering.

Erase walls and open new doors for learners.

- This certificate represents a relevant program that will be designed to meet the lifelong learning goals of the communities we serve and those that extend beyond.

Collaboration and pathways for students.

- Creating pathways for current and past students is key with respect to supporting the professional body’s expectations regarding commitment to professional development (for example: College of Nurses of Ontario).
- Continuing to work with community partners to develop offerings that satisfy their needs is also a priority and this certificate would provide another opportunity to do so.

Attachments:

- Business Case

Action Requested: Information/Update Discussion/Advice **Decision/Approval** (*Recommendation as a motion*)**ANALYSIS**

A preliminary financial analysis was completed and is provided in the Business Case.

Implementation Strategy

Upon approval:

- Detailed curriculum development
- Validation by Credentials Validation Service
- Submission to Ministry for funding approval

Decision Point

1. Does this program align with our Strategic Mandate Agreement?
2. Does this program support financial sustainability by growing enrolment? Does it provide a healthy contribution to overhead?
3. Does the program meet both student and employee needs?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Graduate Certificate in Rural Nursing* program with an implementation date of Fall 2016 and submission to the Ministry of Training, Colleges and Universities for funding approval.

PREPARED BY: Brian Bates, Product Development Manager

1 Program description / Product Idea

The Rural Nursing Graduate Certificate will be offered as an Ontario College Graduate Certificate online offering. This certificate would include a core group of courses with the intention of providing students with some of the essential knowledge and clinical skills needed to provide nursing care in rural practice. It will focus on improving patient outcomes and incorporate a component of virtual simulation.

We would envision the certificate being composed of approximately 8 courses (approx. 360 hours) offered part time over an academic year through Continuing Education at Fleming College potentially using the Ontario Learn platform. We would focus on the fundamentals of rural nursing with potential content areas within the unique context of remote/rural geography regarding social determinants of healthcare delivery

- Health assessment across the lifespan
- Gerontological Care
- Perinatal Care
- Mental Health
- Cultural Care
- Critical Care and Trauma management
- Sole Practitioner
- Collaborative Practice
- Current Technology
- Public Health in a remote area

2 Identified need

According to the Canadian Health Services Research Foundation, there is a pressing need for undergraduate and postgraduate education programs to prepare nurses for the realities of rural and remote nursing practice.

Because many rural and remote nurses work alone or with little backup in their practice, it is essential that curriculum prepare nurses for confident, competent and safe rural practice. A main reason for this is that recruitment and retention of nurses can be more successful when done with an understanding of the perception of nurses in rural and remote communities.

In October 2014, the Registered Nurses Association of Ontario (RNAO) commandeered a task force of nurse educators, nurse leaders, practicing nurses and nurse researchers who work in or address rural issues. The purpose of this task force was to identify recommendations for RNAO to address regarding Rural, Remote and Underserved practice areas. A number of the recommendations speak to the need to provide education to support practicing rural and remote nurses. More urgently, there was

identified a need to develop an orientation program that would support rural and remote nurses as they transition to practice in these settings. Further, the work spoke to the need for any educational offering provided to be delivered in such a way that would not disadvantage rural and remote nurses. Specifically, to be provided using innovative and alternative methods that would support nurses remaining in their home communities.

For nurses already working in rural and remote settings, it is extremely difficult to access continuing education (this includes education that is required such as ACLS). The RNAO has been instrumental in increasing the scope of practice for RNS, the RPNAO has done the same for RPNs. However, nurses currently practicing in rural and remote settings face tremendous difficulty in obtaining the education to support this advanced scope.

The extent to which rural nurses are supported in their educational pursuits varies widely – standardized approaches are required which are flexible and accessible. Satisfying the high demand for clinical competence requires funding for accessible sessions for certification, re-certification and skills upgrading.

Currently educational focus has been almost exclusively on Community Nursing with very little offerings in Ontario to speak to Rural and Remote Nursing. We see this as an opportunity to enter this market and address the gap in education.

Additionally, we have strong support from our pre-program advisory committee. All agreed that there are challenges for Rural Nurses such as limited resources in these remote settings. Therefore the nurses have to be more independent thinkers because there is a lack of support.

3 Market description

Nursing practice in rural and remote Ontario is characterized by its irregularity and intricately defined needs. The rural nurse requires a wide range of knowledge and skills in situations of minimal support and resources incorporating a specialized scope of practice.

Understanding the differences between urban and rural nursing is key to ensuring that rural populations receive the standard of health care currently mandated by the Canada Health Act. A sustainable rural nursing pool is crucial to the health of a large number of rural communities.

People who live in rural and remote parts of Canada tend to have more health challenges than people living in urban areas (Zimmer et al, 2014). Rural and remote communities also experience limited numbers and chronic shortages of health care workers, including nurses.

Concerns about a predicted nursing shortage have settled in many sectors, except for rural and remote areas. It is anticipated that greater numbers of rural nurses intend to retire in the next few years. Already in many remote areas there is a heavy reliance on “fly-in fly-out” care that does not support continuity of care or positive patient outcomes. It becomes even more important to provide an education program that prepares nurses to practice in these settings.

With respect to an Ontario College Graduate Certificate, these courses could be offered online allowing us to capture past Fleming & Trent/Fleming nursing program graduates and also draw in alumni from other institutions across Canada. Using an online format, along with virtual or “e-simulation” is innovative and would appeal to a broader population. As there is not currently a similar program in Ontario, it is expected that there would be greater appeal outside of the Peterborough area. In addition, the online part time offering would appeal to a variety of healthcare providers currently employed with a fluctuation work schedule and additional life commitments.

The target market is individuals with current practice as a Registered Nurse or Registered Practical Nurse. These individuals might desire this certification to expand their current credentials and employability

3.1 Market Potential

3.1.1 The Statistics Canada definition of Rural and Small Town Canada.

Rural refers to communities with a core population of less than 10,000 people, where less than 50% of the population commutes to larger urban centres for work. This Statistics Canada definition of rural includes northern communities, as well as remote areas with little or no metropolitan influence as measured, in a labour market context, by the size of commuting flows to any larger urban centre.

According to the 2011 Census, Ontario had a population of 12,851,857 (Statistics Canada)

Of the 2.6 million Ontario residents who lived in non-metropolitan areas, 1.4 million lived in rural and small towns (Rural Ontario Institute, 2013a). According to the Rural Ontario Institute (2013b), Ontario’s RST population has grown over each census period since 1986

3.1.2 Nurse workforce numbers

Between 2003 and 2010, the number of rural nurses working in primary healthcare settings increased from 17.0% to 22.7%.

The changes in the regulated nursing workforce were also examined in terms of urban and rural comparisons.

Of the total regulated nursing workforce in Ontario in 2010, 6.0% of RNs, 10.5% of RPNs, and 15.3% of NPs worked in rural communities. When we considered the rural regulated nursing workforce with respect to the rural population, we found that 7.2% of Ontario nurses served 11.3% of Ontario residents. The situation in urban locations was reversed; here we found that 92.8% of the regulated nursing workforce served 88.7% of the population (Statistics Canada, 2012).

3.1.3 Working in Primary healthcare settings

Primary Health Care (PHC) settings include the following places of work: nursing station/outpost/nurse clinic; private nursing agency/private duty; business/industry/occupational health; self-employed/private practice; mental health centre; physician's office; home care agency; and, public health agency/community health centre (Wong et al., 2009).

The proportions of regulated nurses working in rural PHC settings in Ontario increased from 17.0 % in 2003 to 22.7% in 2010. Between 2003 and 2010, the proportions of rural nurses practicing in PHC settings increased for each type of nurse. RNs in PHC settings increased from 19.7 % to 28.6 % and the proportion of rural RPNs increase from 12.6 % to 13.6 %.

According to the Registered Nurses Association of Ontario, nearly two million Canadians live in rural settings, yet these communities often have difficulties recruiting and maintaining a nursing workforce. To address the health needs of Ontarians living in these areas, RNAO created the Rural, Remote and Underserved Area – Nursing Workforce Task Force. The task force was launched in April 2014 aiming to identify the barriers affecting recruitment and retention of RNs, NPs and RPNs in remote Ontario communities, and propose strategies to overcome these barriers. It is co-chaired by David McNeil, Vice President Clinical Programs and Chief Nursing officer at Health Sciences North and RNAO past-president, and Louis Paquette, Chief Executive Officer of the North EAST LHIN, and will engage stakeholders from a range of health sectors. The task force is expected to release a report in 2015.

3.1.4 Rural nurses

- Are more likely to know their clients personally (e.g. neighbour, friend, or relative) than are urban nurses;
- Are generalists who care for patients with diverse health problems;

- Are cross-trained to maintain the skills required to rotate across various specialties (ICU, ER, OB);
- Respond to contingencies such as patient transfers to larger centres;
- Stabilize acutely ill patients in settings with few professional resources;
- Work autonomously and refer to their practice as “being it”;
- Assume multiple roles within the health care organization (e.g. triage nurse, receptionist, and housekeeping).

3.1.4 Initiatives

There are currently a number of initiatives in place to entice Nurses to work in rural and remote settings.

3.1.5 The Tuition Support Program for Nurses

Through the Northern Health Programs, the Ministry of Health and Long term care is currently offering tuition support for nurses interested in rural nursing. The Tuition Support Program for Nurses is part of the government's commitment to provide more families with access to primary health care, and to support the recruitment and retention of nurses to rural and remote areas across the province.

3.1.6 The Northern Health Programs – Community Assessment Visit Program

Provides reimbursement for travel and accommodation expenses incurred by health care professionals and their spouse within Ontario, for purposes of assessing practice opportunities in an eligible community of the province.

Objective of the Program: To promote the relocation of health care professionals to eligible communities. (many identified are rural and remote)

3.2 Competitive Market

Telementoring Resource Kit

The RNAO Centre for Professional Nursing Excellence in partnership with NORTH Network is offering the Telementoring Resource Kit as an outcome of the Ministry of Health and Long-term Care funded Teleprimary Care Demonstration Project

In partnership with NORTH Network, RNAO has lead the Telementoring component of the project which has resulted in this practical and evidence based mentoring framework and toolkit. The Telementoring Resource Kit.

While the tool kit was developed in conjunction with this project focusing on Nurse Practitioners in rural and remote areas, we know from our interactions with nurses in all

parts of the province, and indeed the country, that this resource kit will be helpful to nurses in all roles in rural, remote, and even urban areas.

4 Student benefit, selling arguments

The Ontario College Graduate Certificate provides students with some of the essential knowledge and clinical skills needed to provide nursing care in rural practice.

The Ontario College Graduate Certificate is designed to be completed on a part-time basis through distance education focusing on RN and RPN graduates. This allows working professions to obtain this credential.

5 Strategic Mandate Agreement Alignment

Objective 1: Erasing the Walls

- A) Work Integrated Learning**
- B) Fleming + Trent: A leading partnership**
- C) Regional Responsiveness**

A) Work Integrated Learning at the Center of Curriculum:

- The applied project component to the certificate will satisfy the theme of Work-Integrated Learning (WIL)
- The collaborative approach, with initially a reference group that will segue into a Program Advisory Committee, will speak to the Pathways and Partnerships focus. Members will represent a cross section of professionals who currently hold the role of Rural Nurse or who are directly responsible for co-ordinating those activities in their community.
- Regional Community and Labour Market: Commitment to improving access, participation and success of our aboriginal learners and communities will be supported by an offering of specialization in Aboriginal Emphasis in the body of the certificate (in addition to other specializations)

In addition: collaborative research identified the following trends and future considerations.

- Inter-professional and cross-disciplinary approaches to education (RN & RPN)
- Aboriginal Learners and Communities
 - It is estimated that 25 % of the aboriginal population living in remote, fly-in communities in northern Ontario have Type 2 diabetes, the third highest in the world. Given the variety of potential complications

related to this disease process, rural nursing using telemedicine programming and technology is key. It takes the healthcare providers to the community rather than the considerable expense and logistical challenge of bringing the community to the healthcare providers.

- Lifelong Learning

A Fleming College Rural Nursing Certificate would satisfy all three priorities with respect to target audience (multidiscipline), areas of specialization (Aboriginal) and the on-going commitment to lifelong learning.

B) Fleming + Trent: A leading PARTNERSHIP

This certificate will support the intent to create pathways to enrich professional development with our university partner targeting the RN Degree program graduates.

C) Regional Responsiveness

As stated in the SMA, Central Eastern Ontario is a complex mix of high density, rural and remote areas. It is a vibrant economic region that will grow with the province's investment in the 407 extension and other infrastructure expansion. Specific parts of this unique region of Ontario continue to require the healthcare attention necessary in what would be considered a Rural or Remote population.

Through our Aboriginal Education Council, Indigenous Perspectives Initiative and targeted programs and services, we commit to improve access, participation and the success of our Aboriginal learners and communities. This would also be captured in a specialized course embedded within the Rural Nursing Certificate.

Differentiation Strategies:

Instill work/community-integrated and hybrid learning as core components of Fleming's teacher/learning practice.

- The proposed online offering offers an alternate option that offers students more flexibility and makes more effective use of faculty and student time. The online learning offering will match the expectations of today's students and reduce the demand for physical space and related operating and capital costs.

Build a differentiated portfolio that meets regional demand and includes program specialization.

- An Ontario College Graduate Certificate in Rural Nursing is a specialized program would definitely fit into the category of a niche program or market. It will be an exclusive offering and not a duplication of what our College partners are offering.

Erase walls and open new doors for learners.

- This certificate represents a relevant program that will be designed to meet the lifelong learning goals of the communities we serve and those that extend beyond.

Collaboration and pathways for students.

- Creating pathways for current and past students is key with respect to supporting the professional body's expectations regarding commitment to professional development. (for example: College of Nurses of Ontario)
- Continuing to work with community partners to develop offerings that satisfy their needs is also a priority and this certificate would provide another opportunity to do so.

6 Launch Plan

Launch anticipated for Winter 2016 via website in addition to targeted marketing. Timing required would be associated directly with Credential Validation Service (CVS) and Ministry approval processes, curriculum development and adaptability of technology. Approx. 6 months with correlation to winter schedules deadlines for the part time calendar and website marketing.

This program should be marketed both internally to current RN students, and externally to past graduates, active job seekers, and working professionals. With effective internal marketing, year 1 enrolment projections may exceed expectations.

7 Financial

As can be seen below, cash flow is positive at year 5, and contribution to overhead is 27% at year 3.

\$2950 was added to "Development Costs" to build simulations for this online program.

Net Tuition (per 45 hour course) \$257.40
BOG (per 45 hour course) \$227.24

(All values expressed in current dollars)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fleming Enrolment:						
Fall enrolment two courses	15	20	20	20	20	20
Winter two courses	15	20	20	20	20	20
Summer two courses	15	20	20	20	20	20
	45	60	60	60	60	60
Revenues						
Tuition Fees	\$11,583	\$15,444	\$15,444	\$15,444	\$15,444	\$15,444
MTCU Operating Grant Received	0	6,817	15,907	24,997	27,269	27,269
Total Revenue	11,583	22,261	31,351	40,441	42,713	42,713
Expenses						
Academic Direct	20,893	20,893	20,893	20,893	20,893	20,893
Course Supplies	200	200	200	200	200	200
Dean & Other academic costs	672	1,291	1,818	2,346	2,477	2,477
Total	\$ 21,765	\$ 22,384	\$ 22,911	\$ 23,438	\$ 23,570	\$ 23,570
Net Contribution or (Cost) of Proposed						
New Program before Overheads	(10,182)	(123)	8,440	17,002	19,143	19,143
Contribution %	(87.9%)	(0.6%)	26.9%	42.0%	44.8%	44.8%
Development Costs	16,000					
College Overhead	4,083	7,847	11,051	14,255	15,056	15,056
Net Contribution or (Cost) of Proposed						
New Program	(\$30,265)	(\$7,970)	(\$2,611)	\$2,747	\$4,086	\$4,086
Cumulative Cash Flow (excluding overhead)						
	(\$26,182)	(\$26,304)	(\$17,865)	(\$862)	\$18,280	\$37,423

Assumptions:

1. Dean and other academic administrative expenses allocated at 5.8% of revenue
2. College overhead is allocated at 35.25% of revenue

8 Implementation

8.1 Responsible School

Health & Wellness would be responsible for the Rural Nursing Certificate program.

8.2 Staffing Requirements

Anticipate hiring 2 new contract faculty for curriculum design and content delivery based on their experience as Rural Nurses.

8.3 Space Requirements

N/A. Online Delivery

8.4 IT requirements

There are no anticipated IT requirements above and beyond what is already in place at Fleming.

8.5 Delivery times

Flexible delivery online within time parameters associated with semester schedule.

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Fact Sheet: 2 of 2

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BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.9

SUBJECT: New Program – Construction Engineering Technician

PRESENTED BY: Ms. Schollen, Vice-President Academic

DESCRIPTION: The *Construction Engineering Technician* program would be offered as an Ontario College Diploma at the newly constructed KTTC building at the Brealey campus.

Construction Management is a growing field in Canada, has strong regional employment opportunities, and has been rated as one of the top 20 jobs for the past two year. It is also a logical area of growth for the School of Trades and Technology as it bridges the gap between trades and technology, offers graduates a strong career growth path, and additional educational pathways.

The current leader in this space, George Brown College, has offered to help us develop the program in a way that offers a pathway into their 3-year Construction Engineering Technology program and their Bachelor of Construction Management program. Furthermore, they are willing to look at ways to reduce our operations costs by sharing resources in unique ways.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)* Construction Engineering Technician was brought to the Board Committee in April of 2015 for comment. The Product Review Board approved this program to pass Gate 2 in June 2015.

Discussions have occurred with George Brown College, and they continue to strongly support and encourage a partnership.

Connection to Fleming’s planning framework:

Fleming has set an aggressive growth target of 1,000 students in Trades and Technology program areas by 2017. This means Fleming will need an additional 150 students enrolled in Trades and Technology programs at a time where there are fewer high school graduates. It is expected that the Construction Engineering Technician program would bring in 60 first-year students by year 4. Furthermore, it could drive interest in other trades program, knowing there is a potential pathway into Construction Engineering Technician.

Differentiation Strategies:

- Creating pathways for current and past students is key with respect to supporting the professional body’s expectations regarding commitment to professional development. We envision some existing Fleming trades programs could pathway into Construction Engineering Technician. Furthermore, graduates from this program could pathway into George Brown's Construction Engineering Technology and Bachelor of Construction Management programs.

Attachments:

- Business Case

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

A financial analysis was completed and is provided in the Business Case.

Implementation Strategy

After the Board has approved the program and Credential Validation Services have validated the credential, course level learning outcomes will be completed and submitted to the Ministry for funding approval.

Additionally, a pathway agreement will be signed with George Brown College.

Decision Point

1. Does this program align with our Strategic Mandate Agreement?
2. Does this program support financial sustainability by growing enrolment?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Ontario College Diploma in Construction Engineering Technician* program for implementation Fall 2016, for submission to the Ministry of Training, Colleges and Universities for funding approval.

PREPARED BY: Brian Bates, Product Development Manager

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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1 Executive summary

Construction Engineering and Construction Management is a growing occupation both within our region and across Canada. Fleming College has a well-established Trades & Technology (T&T) school; our strong reputation coupled with the addition of the new Kawartha Trades and Technology Centre (KTTC) has created strong student demand (applications are up 21% over last year while overall system applications are down 2%). Fleming has set an aggressive growth target of 1000 students in T&T program areas by 2017. This means Fleming will need an additional 150 students enrolled in Trades & Technology programs at a time where there are fewer high school graduates. To help accomplish this goal, new programming is needed.

After an extensive search on possible program concepts, Fleming decided that a logical space to grow is in the area of Construction Engineering/Management. The Construction Engineering Technician program provides a progressive educational path for current trade students, adds to our technology programming portfolio, and is listed as a top job in Canada for the past 2 years. Regional employment opportunity is also strong.

The current leader in this space, George Brown College, has offered to help us develop the program in a way that offers a pathway into their 3 year Construction Engineering Technology program and their Bachelor of Construction Management program. Furthermore, they are willing to look at ways to reduce our operations costs by sharing resources in unique ways. This offer will be looked at in more detail during the curriculum mapping and development stage.

2 Program description

Construction Managers are typically individuals with strong experience in the construction/trades industry. Construction Managers are responsible for planning, organizing, directing, controlling, and evaluating the activities of a construction company or a construction department within a company, under the direction of a general manager or other senior manager. They are employed by residential, commercial and industrial construction companies and by construction departments of companies outside the construction industry.

Fleming will seek MTCU approval for the Technician program. However, parallel to development Fleming will partner with George Brown so that students that enroll at Fleming for 2 years, and later wish to pursue an advanced diploma have a pathway to do so. An additional, and perhaps most valuable, advantage is that students will have a pathway to George Brown's Bachelor of Construction Management program. Presently George Brown Construction Engineering Technologists enter into the 3rd year of their degree program.

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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In the future, Fleming could look to build upon the Construction / Technology program cluster by offering a Graduate Certificate that combines *WIN* and *Construction/Civil Engineering* which looks at *Structural Health Monitoring* which is a combination of wireless technology and structural engineering curriculum.

2.1 Program Learning Outcomes

Construction Engineering Technician Program Graduates will have completed a program that has a firm basis in building science and current construction management theory, principles, and practices.

Graduates of this program will have the reliably demonstrated the ability to:

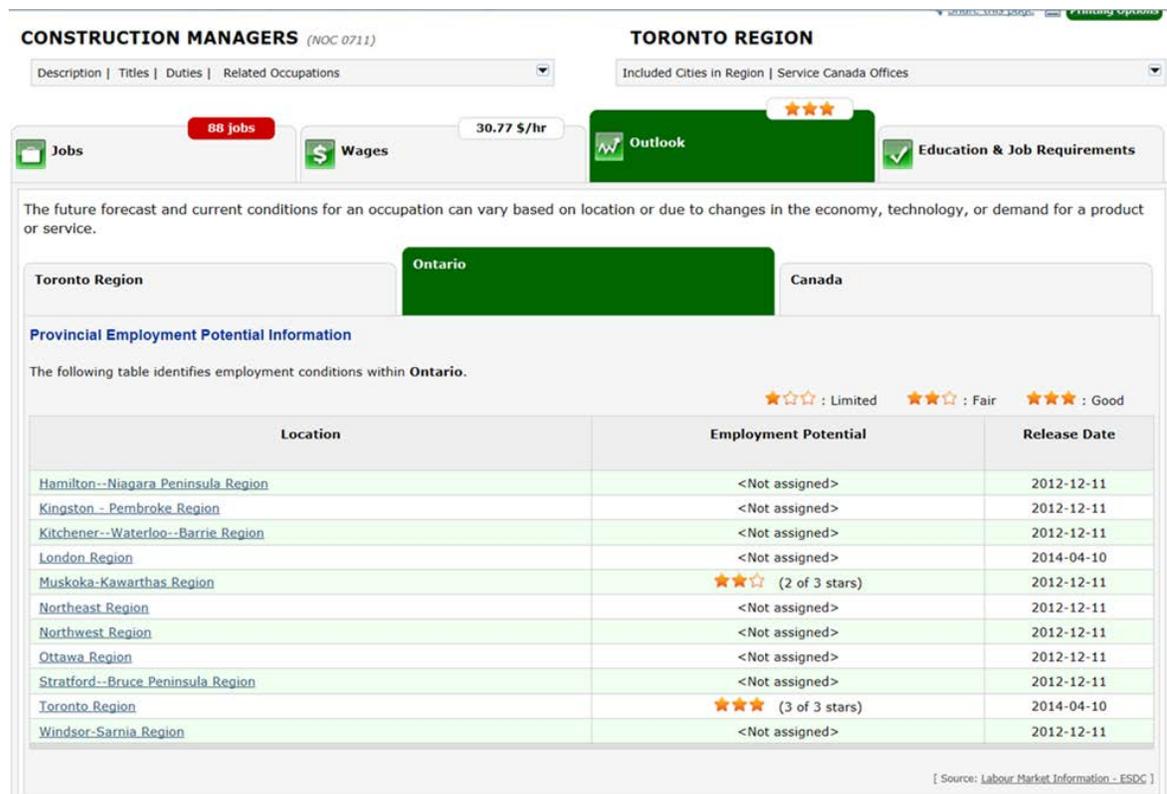
- Collect, interpret, and appropriately apply information from past construction projects including graphics, reports, performance and productivity analyses, and other documents.
- Assist in the preparation of accurate estimates of time, cost, quality and quantity; tenders; and bids.
- Contribute to the collecting, processing, interpreting, and applying of survey and layout information related to construction projects.
- Communicate construction project-related information effectively and accurately by interpreting and producing data in graphic, oral, and written formats.
- Work according to contractual obligations; the project manual; and applicable law, standards, bylaws, and codes.
- Work in compliance with the theory and the accepted principles and practices of the construction industry.
- assist in the coordination of time, cost, quantity, and quality performance for Construction projects.
- Contribute to the evaluation of equipment use, materials, and of the methods employed to implement and complete construction projects.
- Contribute to the maintenance of project records, logs, and inventories.
- Apply the principles of building science and construction engineering to assist in solving technical problems related to construction projects.
- Recognize the interdependence of disciplines including architectural, structural, mechanical, electrical, and civil engineering, and others relating to construction projects.
- Cooperate with the project stakeholders involved in the design, implementation, and evaluation of construction projects.
- Contribute to the human resource management of construction projects.
- Use electronic technology to support construction projects.

3 Market description

Construction Engineering and Civil Engineering are similar programs and both could be used when combined with extensive trades experience to qualify job seekers for a Construction Management position.

3.1 Market potential

Coming in at #13, Construction Management is listed as a top job in Canada for both salary and employment growth by *Canadian Business*. As shown in Figure 1 below, the Government of Canada Job Bank website ranks the profession as 2 out of 3 stars for Muskoka-Kawartha's region and 3 out of 3 for the Toronto Region. The employment outlook is also high in Alberta.



3.2 Competitive Environment

Currently numerous colleges offer these programs, so Fleming would have to capitalize on the strong brand image the new trades and technology building offers. Furthermore, a bridge to an undergraduate program (Bachelor of Technology) would be beneficial as it would allow trades people to “test” their abilities and interest at Fleming before deciding to enrol in a higher cost and perhaps more intimidating degree program.

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Figures 2 & 3 below show system applications, confirmations and registrations from 2011 – 2014. There appears to be growth in Civil Engineering Technology, but relatively flat growth in Construction Engineering Technology. This could be because the “Civil Engineering” title might convey a larger job market to students than the more narrow title of “Construction Engineering.” Another possibility is that since this job has only been listed as a top Canadian job for the past 2 years, there is low awareness that this is a growing and well paid position. Either way, a targeted marketing campaign would be needed to create demand for this program at Fleming.

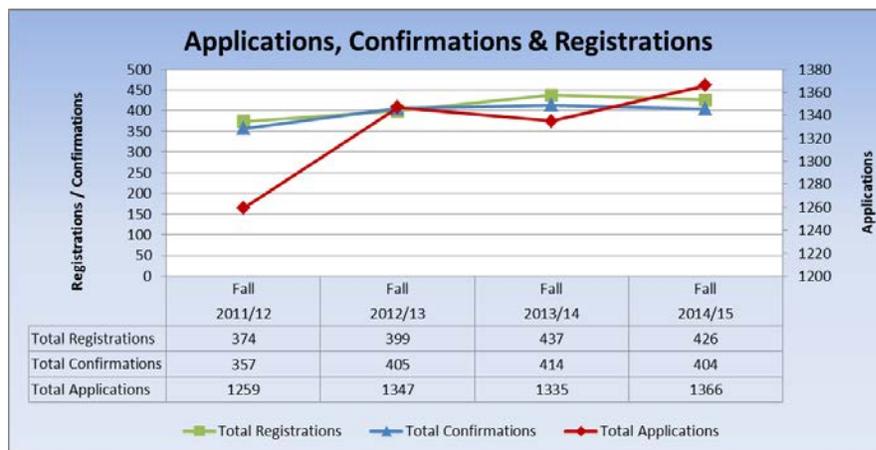


Figure 1. Construction Engineering Technology Applications, Confirmations, and Registrations

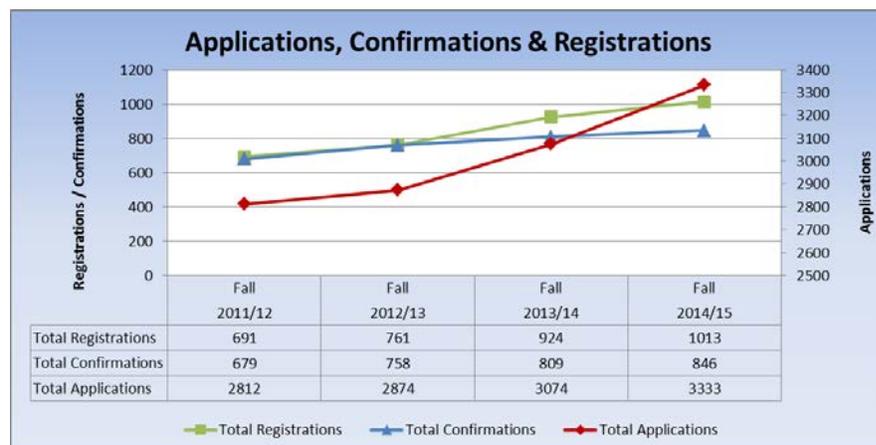


Figure 2. Civil Engineering Technology Applications, Confirmations, and Registrations

For reference, figure 3 and 4 show applications, confirmations and registrations over the past 4 years for Construction and Civil Engineering Technician

respectively. Both have similar growth trends, but it shows the construction engineering technician has more registrations than civil engineering technician.

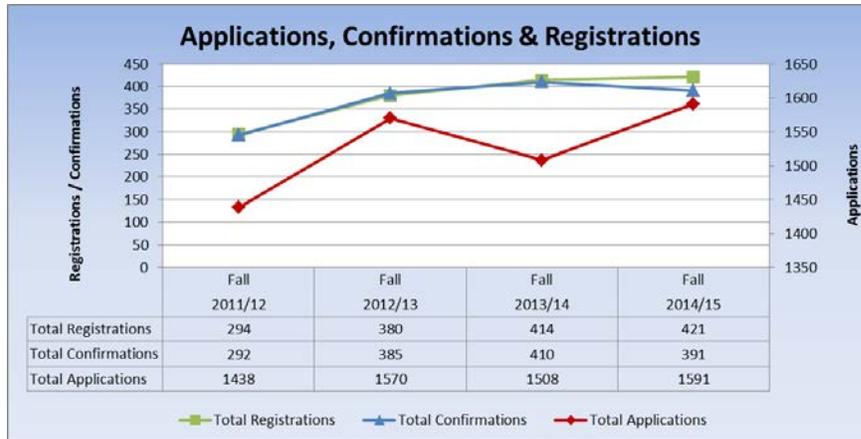


Figure 3. Construction Engineering Technician Applications, Confirmations, and Registrations

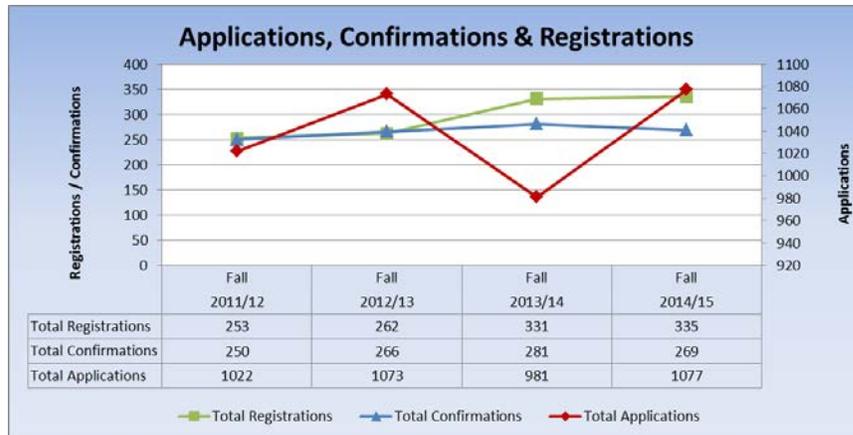


Figure 4. Civil Engineering Technician Applications Confirmations, and Registrations

Figures 5 and 6 below show where Construction Engineering Technician applicants and registrants are coming from within Ontario. Note that the flags on the map are cities of origin. In most cases there are more than one applicant or registrant per city.

Project Name: Construction Engineering Technician

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Champions: S. Fleming & S. Mokedanz

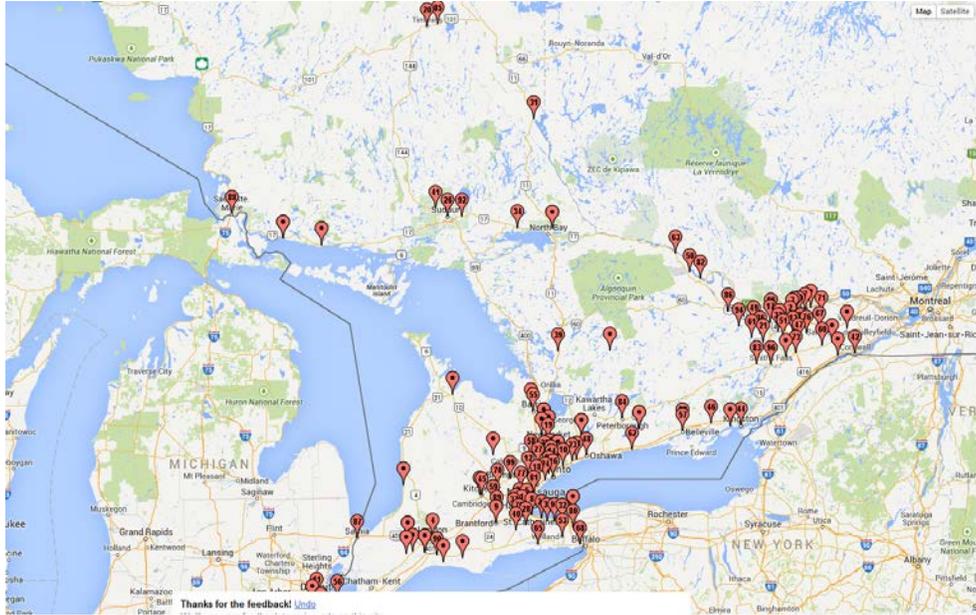


Figure 5. Construction Engineering Technician Registrations by Geographical Area

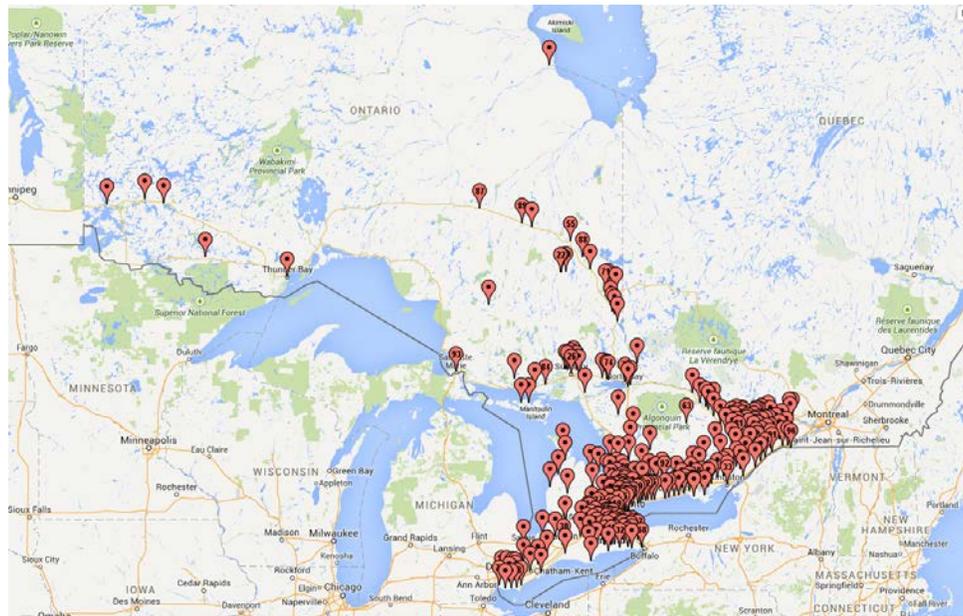


Figure 6. Construction Engineering Technician Applications by Geographical Area

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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4 Sales arguments

4.1 Student Needs / Requirements / Values

Some students that are drawn to the trades want to move quickly into a management or supervisory role in the industrial/commercial building space. They also want to be ensured there is return on their educational investment. Other students wish to move into more of a technology based course, with roots in the trades because of strong family connections to trades. This program is a unique blend of both trades related content and engineering technology content.

Faculty reports that current students are requesting this program and look for laddering potential from existing Fleming programs such as Carpentry Techniques.

Some students also seek additional skills so that they are more appealing to potential employers.

4.2 Student Benefits

The strongest student benefit is that this is a growing employment area. A Fleming offering would allow local students to learn locally (lowering total cost of diploma) from a College that is known for its trades and technology programs and new KTTTC building. Students from outside our traditional catchment area will also see benefits of learning in our new building in a lower cost of living community (as compared to George Brown).

Additional benefits could come from pathway agreements to a Bachelor of Technology (Construction Management) or possible agreements for 2 years at Fleming (Construction Technician) into another college that offers programs like:

- Construction Engineering Technology,
- Civil Engineering Technology
- Building Renovation Technology
- Architectural Technology.

4.3 Fleming Value Proposition

Construction Engineering Technician at Fleming provides students with a solid education in a trades related field that has a strong local, regional, and national employment demand coupled with healthy earning potential.

Laddering/pathway opportunities allow greater flexibility for students to obtain credentials that align with their individual career goals.

Graduates of the program will be more appealing to employers as they will possess a higher set of skills that allows them to grow quickly into higher level positions.

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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5 Business Objective

This objective is to add more “technology” offerings in Fleming’s Trades & Technology portfolio to attract more students. This particular program is an ideal addition to our mix because it draws upon our reputation for quality trades programs (and a new building) and provides graduates with technology skills for employment in trades-related sector.

This program helps further our goal to help build the communities we serve. Local students, learning locally, and finding local employment. Furthermore Trades and Technology is stated as an area of strength and growth in our Strategic Mandate Agreement (SMA).

5.1 Pathways

As stated previously, this proposed Construction Engineering Technician 2-year Ontario College Diploma will be built with a direct pathway to George Brown College’s 3-year Construction Engineering Technology Ontario College Advanced Diploma. Additionally, George Brown’s Advanced Diploma pathways into their Bachelor’s of Construction Management degree program.

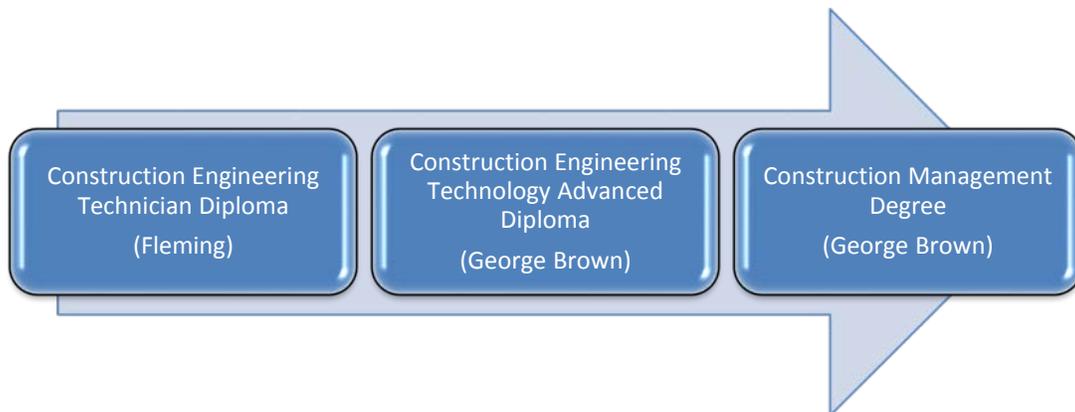


Figure 7: Possible Pathways for Construction Engineering Technician Students.

6 Launch Plan

This program is anticipated to Launch in September 16/17. No special marketing tactics are anticipated beyond what is normally done for new programs. However, the pathway to George Brown’s programs should be highlighted in the marketing materials, along with the strong employment trends in this occupation.

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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7 Financial Analysis

Net Tuition (per semester)	\$ 1,199
BOG (per yr)	\$ 4,300
Attrition	20%
	15% b/n Sem 3 & 4
WFU (per semester)	0.66

(All values expressed in current dollars)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Semester 1 Enrolment	30	40	50	60	60	60
Semester 2 Enrolment	24	32	40	48	48	48
Semester 3 Enrolment		20	25	32	40	40
Semester 4 Enrolment		17	21	27	34	34
Total Enrolment	54	109	136	167	182	182

Revenues

Tuition Fees	\$ 64,746	\$ 130,691	\$ 163,064	\$ 200,233	\$ 218,218	\$ 218,218
MTCU Operating Grant Received	-	51,084	154,198	282,854	389,752	458,810
Total	64,746	181,775	317,262	483,087	607,970	677,028

Expenses

Academic Direct	126,663	200,723	200,723	265,123	279,613	279,613
Program Coordinator	22,566	22,566	22,566	22,566	22,566	22,566
Technicians	19,320	19,320	19,320	19,320	19,320	19,320
Course Supplies @ \$250 per student	13,500	27,250	34,000	41,750	45,500	45,500
Dean & Other academic costs	3,755	10,543	18,401	28,019	35,262	39,268
Total	\$ 185,804	\$ 280,402	\$ 295,010	\$ 376,778	\$ 402,261	\$ 406,267

Net Contribution or (Cost) of Proposed New Program before Overheads	(121,058)	(98,627)	22,252	106,309	205,709	270,761
Contribution %	(187.0%)	(54.3%)	7.0%	22.0%	33.8%	40.0%
Startup and Replacement Capital Costs Development Costs	100,000	20,000	20,000	20,000	20,000	20,000
College Overhead	22,823	64,076	111,835	170,288	214,309	238,652
Net Contribution or (Cost) of Proposed New Program	(\$243,881)	(\$182,703)	(\$109,583)	(\$83,979)	(\$28,601)	\$12,109

Cumulative Cash Flow Excluding Overhead	(\$221,058)	(\$319,685)	(\$297,434)	(\$191,125)	\$14,584	\$285,345
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Assumptions:

1. Dean and other academic administrative expenses allocated at 5.8% of revenue
2. Academic delivery costs are comprised of approximately 20% FT Faculty and 80% Contract Faculty
3. College overhead is allocated at 35.25% of revenue
4. Normal tuition gross of \$1,305

The above costing shows favourable contribution % and positive cumulative cash flow by year 4. Every effort will be made to improve these numbers with further work by a) reducing coordinator costs, and b) working with George Brown College on ways to save money by using some of their resources. George Brown is a very enthusiastic partner, and have indicated a strong willingness to help us minimize costs so that they can take advantage of our pathway into their Bachelor Degree.

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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8 Risks

8.1 Program Risks

Event	Seriousness ¹⁾	Probability ¹⁾	Risk = Seriousness x Probability	Preventive actions
3 year program may be difficult to sustain at Fleming	3	4	12	From the beginning of curriculum development, map the curriculum to pathway to George Brown's 3 year program.
Cost of materials lab.	4	2	8	Look for a local partner while also exploring George Brown's offer to share their lab.

1) 1-5; 1=very low, 2= low, 3=average, 4=high, 5=very high

9 Implementation

9.1 Responsible School

The Construction Engineering Technician program will be added to the School of Trades and Technology.

9.2 Staffing Requirements

It is anticipated that 1 new full time faculty member will eventually be required, along with 2 technicians.

9.3 Space Requirements

Program planning is based on a section size of 30 students. We have the necessary classroom and computer lab space to accommodate the program(s). Space within the KTTC would need to be identified for a Building Materials Lab, however unique delivery options are being explored that may allow us to use George Brown's facilities.

Space would need to be indented for survey equipment to be located and accessible to students enroled in the program.

Project Name: Construction Engineering Technician
School: Trades and Technology
Champions: S. Fleming & S. Mokedanz

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9.4 IT requirements

No special IT equipment requirements are needed for this program. However, some program specific software will be required such as Auto CAD.

- There are many different types of software available for managing construction projects. Examples:
 - MS Excel, and Project
 - Autodesk Navisworks 2015
 - BIM Software: Sketch-up, REVIT, Navisworks
 - QuickBooks
 - Aconex - <http://www.aconex.com/construction-project-management-software>
 - BuildTools - <http://www.buildtools.com/>
 - Premier - <http://jonaspremier.com/>
 - Research into what industry, both national and local is using would be vital.

9.5 Delivery times

The program would be delivered during normal programs hours at Fleming.

10 Additional Information

Program Information (as defined by George Brown College)

Construction Engineering Technician

Construction engineering technicians work with home builders and general contractors, bid for construction work and organize and supervise the participation of the various trades involved in a construction project. This two-year program provides the technical skills and knowledge required to assist in the management of all phases of residential, small commercial and industrial construction projects, emphasizing sustainable design principles.

Construction Engineering Technology

The construction industry is Canada's largest employer and the demand for professional construction managers continues to grow. This three-year program will provide you with the technical, business and interpersonal skills required to effectively manage construction projects of varying size and complexity, emphasizing sustainable design principles.

Residential Construction Management Certificate

The program provides a hands-on environment for you to learn the specialized skills employers value in project management; procurement, quality control and defects prevention. Class and lab work is project based to replicate on site construction activities and will give you increased practice in current industry practices and procedures.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.10

SUBJECT: New Policy – Academic Appeal

PRESENTED BY: Ms. Schollen, Vice-President Academic

DESCRIPTION: A document that outlines guiding principles students, faculty and staff must adhere to during an academic appeal, in policy format. This process has been removed from the Academic Regulations Policy.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*
 At the November 2014 meeting of Academic Council, the need for a rigorous academic appeals policy and procedures was identified. While we cannot account for faculty level appeals under the current system, academic appeals consume approximately 40 hours of the Deans time every semester; often these appeals are frivolous. Consultation regarding the application of LEAN methodology to the process was sought and applied. In order to better track the number of appeals across all levels, the development of the appeals forms using myCampus or Evolve has also been explored.

Consultations were completed with Counselling, Indigenous Perspectives, Deans, the Office of the Vice-President Academic, the Local Union, Academic Leaders Team (ALT), Executive Leaders Team (ELT), and Academic Council. As well, Academic Council and ALT reviewed the policy and operating procedure on multiple occasions.

Connection to Fleming’s planning framework: Academic Plan

Attachments:

- College Policy # 2-219, *Academic Appeal*
- For Information, *Administrative Operating Procedure #2-219, Academic Appeal*

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

Student Impact: Students who are undergoing an appeal should be less impacted as the timelines are tighter and they should receive a decision in a faster timeframe. The process has been designed so that the majority of appeals are resolved at the faculty level.

Mechanisms are in place that allow faculty and the chair of the panel to seek clarification and conduct an in-depth investigation, respectively, into the appeal.

Financial Impact: Indirectly, there will be a financial benefit as the number of frivolous appeals will be reduced and the number of appeals moving to the Dean or Vice-President levels should be reduced.

Implementation Strategy

The College will begin the work of training faculty and staff in implementing the new policy and operating procedure for a September 1, 2015 implementation.

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve *College Policy 2-219, Academic Appeal.*

COLLEGE POLICY
NEW

Academic Appeal	
Policy ID:	#2-219
Manual Classification:	Section 2 – Academic Affairs
Approved by Board of Governors:	<i>TENTATIVE June 24, 2015</i>
Effective Date:	September 1, 2015
Next Policy Review Date:	June 2020
Administrative Contact for Policy Interpretation:	Vice-President Academic
Linked to an Operating Procedure:	<input checked="" type="checkbox"/> Yes 2-219 OP <i>Academic Appeal</i> <input type="checkbox"/> No

Policy Statement

Fleming College is committed to delivering an enriching learning experience for all students, and is accountable for setting and maintaining a high standard of academic achievement. The College is dedicated to ensuring that students are treated in a fair and equitable manner that is consistent across all areas relating to their academic performance and progress.

Should a student perceive that their learning experience or an academic decision has not been consistent, fair, and equitable, the faculty and staff share a common interest in resolving the dispute in a professional, transparent, and timely manner through an academic appeal process.

While an academic appeal is in process, the student may continue in their program of study; however, provided there is strong supporting evidence, the Dean may prohibit continuation in cases where the health, safety, or learning of others may be at risk.

All academic appeal decisions will be based on the information presented by the student, faculty, school, or College at each level, with the ultimate goal of making a decision based on academic integrity.

Purpose

Students of Fleming College have the right to a positive, enriching learning environment where learning outcomes are assessed using evidence-based teaching methodology in a fair and accurate manner. This policy outlines the expectations of the student, faculty, and staff with respect to the steps that must be taken should a student feel an academic decision was not fair or accurate.

Scope

This policy applies to all current students, faculty, and staff of Fleming College.

Definitions/Acronyms

Academic Integrity: means honoring an ethical and moral code regarding the honest creation of an individual's own work and the acknowledgement of contributions from others to that work.

Academic Progression: is questioned if a student earns a Grade Point Average (GPA) of less than 1.2 or are unsuccessful in greater than 66% or 2/3rds of their course load for that given semester. Students are placed into three levels of academic probation based on their status and may be required to meet with their program coordinator or could be withdrawn from their program and/or the college.

Restorative Practice: involves giving the student an opportunity to discuss academic concerns with faculty and determine the steps needed to address the area of concern and avoid future issues. The

intent is to proactively encourage dialogue between students and faculty in a way that promotes respectful relationships, a sense of community, learning and problem solving together, while still encouraging personal responsibility.

General Principles

1.0 Consistent with a traditional Indigenous approach, a restorative practice should be adopted where students communicate with their professors throughout the semester, either individually or with a support person, to discuss different perspectives and insights on academic expectations and concerns.

2.0 Grounds for Appeal

2.1 Students have the right to appeal an academic decision provided it meets the criteria outlined in the Academic Appeal Administrative Operating Procedures, Appendix A (Grounds for Appeal) available through the Office of the Vice-President Academic.

2.2 The only academic decisions dealt with through this academic appeal process are:

1. Final marks
2. Prior Learning Assessment & Recognition
3. Academic progression
4. Withdrawal from a program

2.3 Students who do not agree with decisions made by an external professional or certifying body or a registered college of practice must appeal through the external body's process.

3.0 Procedures

3.1 There are three levels to the appeal process:

1. Appeal to Faculty
2. Formal Appeal to Panel
3. Appeal Panel Review

For further details, please refer to the Administrative Operating Procedure #2-219 OP, Academic Appeal.

3.2 The majority of academic appeals will be resolved at the Appeal to Faculty level, between the student and the faculty member. It is the College's expectation that all parties work together to provide a fair, accurate, and satisfactory resolution regarding the academic disagreement that is based on the evidence provided.

3.3 An academic appeal is considered abandoned if the student fails to meet the timelines as outlined in this academic appeal policy.

3.4 The decision of the Appeal Review Panel is final and binding and any relevant documentation will be provided to the Registrar's Office for inclusion in the student's file.

4.0 Timelines

4.1 The timelines outlined in Administrative Operating Procedure #2-219 OP represent the maximum allowable time limits for each level and every effort should be made to expedite the process to decrease the impact on the student's academic status. Please refer to Section 1.0 of the Administrative Operating Procedure #2-219 OP for a visual representation of the academic appeals process.

5.0 Academic Appeal Assistance

5.1 The student has the right to request and receive assistance with his or her appeal.

- 5.2 Student Administrative Council or Frost Student Association Executive Members, Counsellors, and Program Coordinators will be available to assist at any level of the appeal process, however, their role will not include advocating on behalf of the student.

6.0 Authorization for Release of Student Information

- 6.1 All aspects of the appeal process are strictly confidential. The panel will have access to all information available concerning the appeal and in accordance with the [Freedom of Information and Protection of Privacy Act](#), and the [Personal Health Information Protection Act](#)

Related Documents

- Administrative Operating Procedure #2-219 OP *Academic Appeal*
- College Policy #2-201, *Academic Regulations*
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-341, *Accessibility for Persons with Disabilities*
- College Policy #2-210, *Prior Learning Assessment and Recognition*
- Freedom of Information and Protection of Privacy Act
- Personal Health Information Protection Act

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New Policy		

ADMINISTRATIVE OPERATING PROCEDURE

NEW

Academic Appeal	
Procedure ID:	#2-219 OP
Approved by:	Executive Leaders Team
Effective Date:	September 1, 2015
Next Review Date:	June 2018
Monitoring Responsibility:	Chair, Academic Council
Linked to a College Policy:	<input checked="" type="checkbox"/> Yes # 2-219 <i>Academic Appeal</i> <input type="checkbox"/> No

Policy Statement

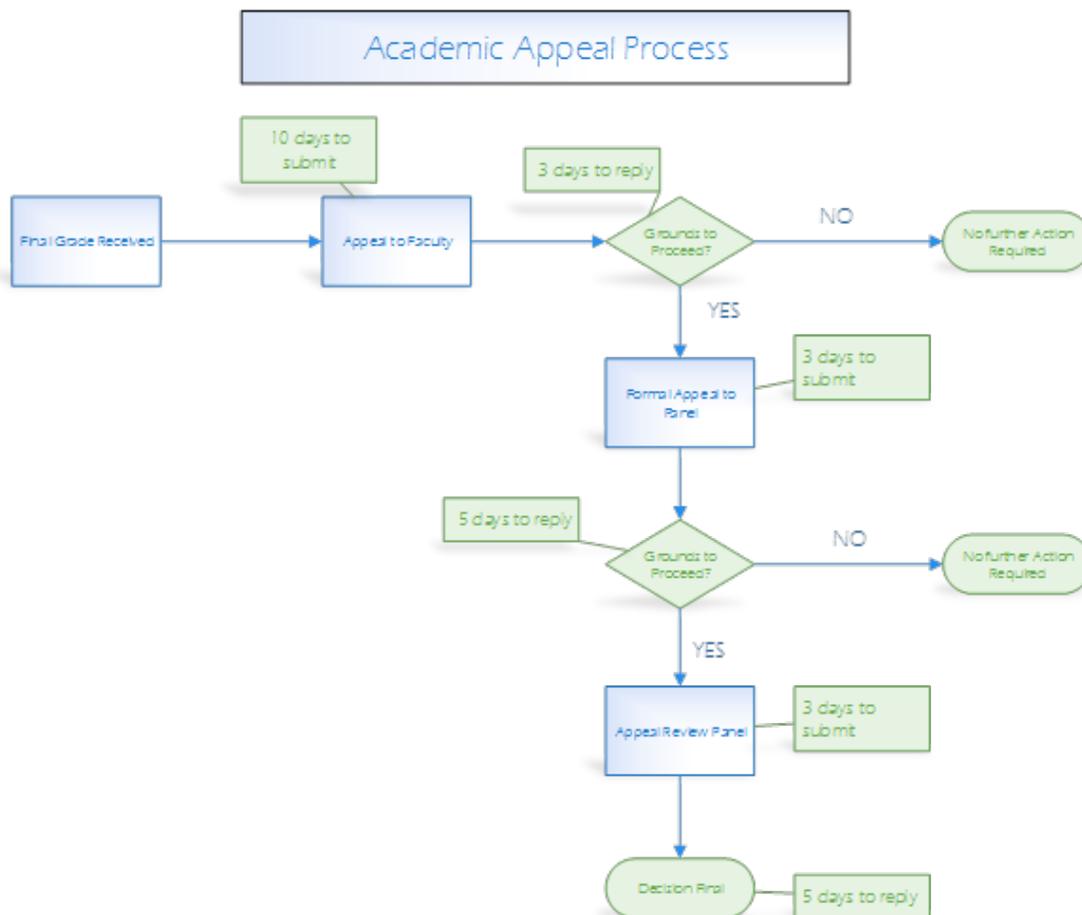
This operating procedure supports the College's Academic Appeal Policy #2-219.

Definitions/Acronyms

College Business Day: any day that the College is open as indicated on the Academic calendar.

Operating Procedure

1.0 Academic Appeals Process Schematic



2.0 Grounds For Appeal

Grounds are reasons that can be used to challenge an academic decision which the student believes is not fair or accurate. The College will only consider the grounds for an appeal detailed in Appendix A. Students must submit relevant documents to support their request when they submit an appeal.

3.0 Procedures

3.1 Students and faculty are encouraged to meet with their professors throughout the semester, either individually or with a support person, to discuss different perspectives and insights on academic expectations and concerns. This restorative practice promotes opportunities to validate concerns, maximize teachable moments, ensure accountability, and allow personal growth. Documentation of these interactions is encouraged by both the student and faculty, and, should the student decide to initiate a formal appeal, the documentation of these interactions would be presented during the first level appeal to faculty.

3.2 Appeal to Faculty

- 3.2.1 Any student may appeal an academic decision by completing the required documentation and submitting it to the professor as soon as possible, but no more than ten (10) college business days after receiving the final grade in the course, as released by the Registrar's Office. The "Appeal to Faculty" form can be found in Appendix B.
- 3.2.2 The Appeal to Faculty should address the specific academic decision the student is appealing and it should include a deep reflection on how they ended up in the situation. The student should also detail the learning they have gained from the experience while presenting evidence that they feel shows they have met the learning outcomes for the course. It is expected that the student has read the Academic Regulations, the Academic Appeal Policy, and this Operating Procedure document.
- 3.2.3 The faculty member will acknowledge receipt and, after a meeting either in person or via electronic means, or a phone conversation and an investigation with the information available, provide in writing their decision within three (3) college business days of receiving the appeal documentation from the student (refer to Appendix B).
- 3.2.4 The faculty member may seek clarification from persons or parties listed in the Appeal to Faculty submission. Clarification is limited to confirming that the statements made are truthful and accurate and does not include obtaining further details about any such statements made within the appeal submission. All information provided will be in accordance with the Authorization for Release of Personal Information form (refer to Sections 4.1.1, 4.1.3, and 4.2.3; Appendices C, D, and E).
- 3.2.5 In situations where a student has a concern regarding the grade assigned to a discrete assessment within a course, the student must discuss the grade with the faculty member who assigned the grade. Distinct assessments cannot be formally appealed in isolation, but rather the discussions should be documented and can be included as part of the appeal with respect to a final grade.

- 3.2.6 In the rare event where a faculty member is not available or not replying to a student's submission of an appeal, the appeal will automatically move forward to a Formal Appeal to Panel after the faculty level timelines have passed.
- 3.2.7 Where a faculty member knows he or she will not be available after the semester to hear appeals, the faculty member will appoint a designate to represent him or her should any appeals be presented.
- 3.2.8 If resolution at the faculty-level cannot be reached, or the absence of the faculty member has resulted in the time limits lapsing, the student may pursue a Formal Appeal to a Panel by completing an "Appeal to Panel" form available in Appendix C.

3.3 Appeal to Panel

- 3.3.1 A student can initiate an Appeal to Panel by completing the required documentation (refer to Appendix C) and submitting it to the office of the Dean of their school of study within three (3) college business days of receiving the decision regarding the faculty-level appeal.
- 3.3.2 Appeals regarding academic progression and withdrawal from a program should initiate at the Appeal to Panel level, bypassing the Appeal to Faculty level. However, in cases where the withdrawal from a program is a faculty decision, as in a third breach of academic integrity, the appeal should be initiated at the Appeal to Faculty level.
- 3.3.3 The Dean or Designate will investigate the situation with the stakeholders involved by calling upon a Panel who, after reviewing all relevant material, will render a decision.
- 3.3.4 The Dean or Designate will acknowledge receipt and provide notice of the Panel meeting. The Panel meeting will take place within five (5) college business days of receiving the documentation from the student. The Dean or Designate can extend the time limits in this procedure after consulting with all involved parties to ensure appropriate preparation time. In all cases, unless agreed upon by all parties, there will be a minimum of 48 hours' notice of the panel meeting. The Appeal Panel composition is outlined in Section 3.0 of this Procedures document and the panel meeting order of proceedings are outlined in Section 5.0 of this Procedures document.
- 3.3.5 The student(s), faculty member(s), Program Coordinator, and Registrar's Office will be notified in writing of the results of the Appeal Panel by the Dean or Designate normally within five (5) college business days of receiving the submission from the student (refer to Appendix C).
- 3.3.6 If resolution at the Appeal to Panel level cannot be reached, the student may pursue an Appeal Review by completing an "Appeal Panel Review" form available in Appendix D.

3.4 Appeal Panel Review

- 3.4.1 If the student perceives that the Formal Appeal Process was incomplete, the student can choose to initiate an Appeal Panel Review by completing the required documentation and submitting to the Office of the Vice-President

Academic within three (3) college business days of receiving the decision from the formal appeal level.

- 3.4.2 The Vice-President Academic or Designate will investigate the *process* followed at the Appeal to Panel level with the stakeholders involved by calling upon a Panel who, after reviewing all relevant material, will render a decision.
- 3.4.3 The Vice-President Academic or Designate will acknowledge receipt and provide notice of the Panel meeting. The Panel meeting will take place within five (5) college business days of receiving the documentation from the student. The Vice-President Academic or Designate can extend the time limits in this procedure after consulting with all involved parties to ensure appropriate preparation time. In all cases, unless agreed upon by all parties, there will be a minimum of 48 hours' notice of the panel meeting. The Appeal Review Panel composition is outlined in Section 4.0 of this Procedures document and the panel meeting order of proceedings are outlined in Section 5.0 of this Procedures document.
- 3.4.4 The student(s), faculty member(s), Program Coordinator, Dean or Designate, and Registrar's Office will be notified in writing of the results of the Appeal Review Panel by the Vice-President Academic or Designate normally within five (5) college business days of receiving the submission from the student (refer to Appendix D).
- 3.4.5 The decision of the Appeal Panel Review is final and binding and any relevant documentation will be provided to the Registrar's Office for inclusion in the student's file.

4.0 Appeal Panels

4.1 Purpose of The Appeal Panel

- 4.1.1 The Appeal Panel will provide the student with a neutral forum to present an appeal of an academic decision. The Appeal Panel will review the academic decision being challenged by the student, the grounds the student is using for the appeal, and hear all evidence relevant to the case. The Panel will conduct an investigation into the student's academic history and use of student services through the Chair of the Appeal Panel to determine what additional information is required.
- 4.1.2 Academic history includes admission and enrolment history, any record of communication, student account history, and final grades.
- 4.1.3 Use of Student Services includes, but is not limited to, the use of Aboriginal Student Services, Accessible Education Services, Career Services, Counselling, Health Services, Housing, Testing Centre, Tutoring/Learning Centre, and Varsity Sports.

Where students have listed counselling or health services in their appeal they are required to complete the Authorization for Release of Personal Information form (refer Appendix E).

4.2 Membership

4.2.1 The College will establish Appeal Panels in sufficient number to address the needs of students at various campuses. Rosters of panel members will be provided to the Office of the Vice-President Academic on an annual basis.

The membership for each Appeal Panel will be chosen from a roster of:

1. The Dean or a designated administrator who will serve as Chair of the Appeal Panel;
2. Six (6) faculty members;
3. Four (4) student representatives from the Student Administrative Council or Student Association.

4.2.2 Each Appeal Panel hearing must have in attendance a total of three (3) members, not including the Chair, who is a non-voting member. At least one member of the appeal panel will be a student and at least one member will be a faculty member of the College.

4.2.3 The role of the Chair is to facilitate and guide the appeal hearing. The primary responsibilities of the Chair are to ensure the proceedings are followed, the tone and discussion in the room respects the rights of all persons involved, and that panel members are fully informed of the various policies. The Chair, with input from the panel members, will also be responsible for determining and obtaining any additional information that is required to render an accurate and fair decision.

4.3 Length of Term

4.3.1 Membership on the Appeal Panel for academic administrators and faculty will be for two (2) years, subject to renewal.

4.3.2 Membership for students will be for one year, subject to renewal.

4.4 Conflict of Interest

4.4.1 No member of an Appeal Panel is to have had any prior involvement with the case. Any involvement will constitute a conflict of interest and must be declared to the Chair of the Appeal Panel as soon as possible but no less than five working days prior to a hearing. If, in the opinion of the Chair of the Appeal Panel, a conflict of interest is present, the member will be replaced.

4.5 Secretarial Support

4.5.1 The Chair of the Appeal Panel is responsible for providing secretarial support.

4.6 Functions

4.6.1 The Panel is to consider the application of various policies at the College, School, Department and Program levels and other factors that have an impact on the decision being appealed.

4.7 Expert Resources

4.7.1 The Appeal Panel, through the Chair of the panel, may call upon expert resources prior to and during the panel hearing to help render a fair and accurate decision. Expert resources include, but are not limited to: counsellors, tutors, Learning Centre staff, program coordinators, the Registrar's Office, and discipline experts.

4.8 Outcomes

- 4.8.1 The Appeal Panel, upon completion of its review, is authorized to uphold, modify, or reverse the academic decision being appealed.
- 4.8.2 The Chair of the Appeal Panel hearing will communicate the decision and reasons behind the decision to the student.

5.0 **Appeal Review Panels**

5.1 Purpose of the Appeal Review Panel

- 5.1.1 The Appeal Review Panel will review the process followed at the Appeal Panel level, the academic appeal decision being challenged by the student, and the grounds the student used for the appeal, and hear all evidence relevant to the case. The Panel will conduct an investigation through the Chair of the Appeal Review Panel to determine what additional information is required.

5.2 Membership

- 5.2.1 The College will establish an Appeal Review Panel roster and publish its membership on an annual basis.

The membership of the Appeal Review Panel will be chosen from a roster of:

- 1. The Vice-President Academic or designate, who will serve as Chair of the Appeal Review Panel;
 - 2. Six (6) Faculty members from different Schools within the College;
 - 3. Four (4) student representatives from the Student Administrative Council or Student Association.
- 5.2.2 Each appeal review panel hearing must have in attendance a total of three (3) members, not including the Chair, who is a non-voting member. At least one member of the Appeal Panel Review will be a student and at least one member will be a faculty member of the College.
 - 5.2.3 The role of the Chair is to facilitate and guide the appeal hearing. The primary responsibilities of the Chair are to ensure the proceedings are followed, the tone and discussion in the room respects the rights of all persons involved, and that panel members are fully informed of the various policies. The Chair, with input from the panel members, will also be responsible for determining and obtaining any additional information that is required to render an accurate and fair decision.

5.3 Length of Term

- 5.3.1 Membership on the Appeal Review Panel for faculty will be for two (2) years, subject to renewal.
- 5.3.2 Membership for students will be for one year, subject to renewal.

5.4 Conflict of Interest

- 5.4.1 No member of an Appeal Review Panel is to have had any prior involvement with the case. Any involvement will constitute a conflict of interest and must be declared to the Chair of the Appeal Review Panel as soon as possible, but no less than five working days prior to a hearing. If, in the opinion of the Chair of

the Appeal Review Panel, a conflict of interest is present, the member will be replaced.

5.5 Secretarial Support

5.5.1 The Chair of the Appeal Review Panel is responsible for providing secretarial support.

5.6 Functions

5.6.1 The Appeal Review Panel is to consider the application of various policies at the College, School, Department and Program levels and other factors that have an impact on the Appeal to Panel process being reviewed.

5.7 Expert Resources

5.7.1 The Appeal Review Panel may call upon expert resources during their investigation and during the panel hearing to help render a fair and accurate decision. Expert resources include, but are not limited to counsellors, tutors, Learning Centre staff, program coordinators, the Registrar's Office, and discipline experts.

5.8 Outcomes

5.8.1 The Appeal Review Panel, upon completion of its review, is authorized to uphold or modify the decision of the Appeal Panel.

5.8.2 The decision of the Appeal Review Panel is final and binding.

5.8.3 The Chair of the Appeal Review Panel hearing will communicate the decision and reasons behind the decision to the student.

6.0 Panel Order of Proceedings

6.1 If a student pursues a formal appeal at the Dean or Vice-President Academic level they will be heard by a panel. The order of proceedings for the Formal Appeal Panel and Appeal Review Panel hearings will be as follows:

6.1.1 A pre-appeal meeting will be held where the Chair and Panel members will review the procedure and any documentation presented by the student and faculty member.

6.1.2 Introduction of attendees and opening remarks of the Chair of the Appeal Panel or Appeal Review Panel to explain the procedure. The Chair is to stress that all information presented at the appeal is to be kept confidential.

6.1.3 The Chair will ask the student(s) and the professor(s) to present their evidence and any statements in the following order:

1. The student(s) will be invited to present his/her case.
2. Panel members will be invited to ask questions of the student.
3. The student will be asked if they have any additional questions or comments before being asked to leave the meeting room.
4. The faculty member(s) will enter the meeting room and present his/her case if they have indicated they wish to do so in advance.
5. Panel members will be invited to ask questions of the faculty.
6. The faculty member will be asked if they have any additional questions or comments before being asked to leave the meeting room.

7. Neutral, expert resource people, if any, will be called upon to present information relevant to the hearing.
8. Panel members will be invited to ask questions and seek clarification of the expert resources as needed.
9. Panel members will perform a post-presentation review and assess the appropriateness of the original grade or academic decision and determine the nature of any adjustment.

6.1.4 The order can be amended with the agreement of the parties or by the Chair if he or she determines that such amendment(s) will not prejudice the student or the faculty member, and will ensure the fair determination of the appeal hearing.

7.0 Communication of Decisions to Students

7.1 Reasons for decisions made by the faculty, the Appeal Panel, and the Appeal Review Panel will be included in the final report for each respective level. A copy of the report will be sent to the student and the Registrars' Office; in addition, the faculty member, program coordinator, and the Dean for the student's program area may also receive a copy of the final report, depending on the level of appeal. A copy will remain in the student's file for one year after the student leaves Fleming College.

Related Documents

- College Policy #2-219, *Academic Appeal*
- College Policy #2-201, *Academic Regulations*
- College Policy #5-506, *Student Rights and Responsibilities*
- College Policy #3-343, *Sexual Assault and Sexual Violence*
- College Policy #3-311, *Harassment and Discrimination Prevention*
- College Policy #3-341, *Accessibility for Persons with Disabilities*
- College Policy #2-210, *Prior Learning Assessment and Recognition*
- Freedom of Information and Protection of Privacy Act
- Personal Health Information Protection Act

Appendices

- Appendix A – Grounds for Academic Appeal
- Appendix B – Appeal to Faculty
- Appendix C – Appeal to Panel
- Appendix D – Appeal Panel Review
- Appendix E – Authorization for Release of Personal Information

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New Operating Procedure		

Appendix A to Operating Procedure 2-219 OP: *Grounds for Academic Appeal*

Grounds	Explanation	Required Documents
Merit of Work	<ul style="list-style-type: none"> ▪ A breach of academic integrity ▪ An assessment that may have been unfairly or inaccurately graded ▪ Prior Learning Assessment & Recognition (PLAR) ▪ Academic progression 	<ul style="list-style-type: none"> ▪ Specific and detailed reasons, in writing, as to why the original grade was inaccurate ▪ Any documentary evidence from course notes, textbooks, work experience, etc. ▪ Samples of work from the course (tests, assignments etc.) ▪ Breach of academic integrity documentation ▪ Proof of proactive attempts to learn about academic integrity
Personal Bias / Unfair Treatment	<ul style="list-style-type: none"> ▪ Perceived unfair treatment of the student by a professor in comparison to the other students within the course. ▪ Withdrawal from a program ▪ <i>Please consult the College Policy #5-506, Student Rights & Responsibilities and/or the College Policy #3-311, Harassment and Discrimination Prevention if considering using this criteria</i> 	<ul style="list-style-type: none"> ▪ Write a record of the events and explain how this has affected the student's ability to succeed. ▪ Course outline or assignments if appropriate.
Extenuating Circumstances	<ul style="list-style-type: none"> ▪ Illnesses or medical conditions that have affected the timely completion of an assignment or affected a student's academic performance or ability to meet academic obligations and faculty did not accommodate. ▪ Unforeseen significant event or circumstance, that may affect the ability of the student to meet course requirements, for example, attend class, prepare papers, complete projects or write exams and faculty did not accommodate. ▪ Generally, employment commitments will not constitute grounds for academic consideration. 	<ul style="list-style-type: none"> ▪ Timely presentation of: <ul style="list-style-type: none"> ○ Medical certificate ○ Note from a medical professional ▪ If appropriate, could include: <ul style="list-style-type: none"> ○ Death certificate ○ Funeral arrangement ○ Travel arrangements ○ Letters from counsellors, therapists or religious leaders
Course Management	<ul style="list-style-type: none"> ▪ Concerns about how a course is delivered or managed, or a significant departure from the course outline. 	<ul style="list-style-type: none"> ▪ Write a record of where the departure occurred and explain how this has affected the student's ability to succeed. Include relevant course outline.

Appendix B to Operating Procedure 2-219 OP: *Appeal to Faculty Form*



APPEAL TO FACULTY

This form is used for students opening an academic Appeal to Faculty. The student is responsible for initiating a meeting either in person or via electronic means, or phone conversation with the faculty member prior to submitting this documentation. This form must be submitted to the faculty member within ten (10) business days after the release of the final grade by the Registrar's Office. The faculty member will respond within three (3) business days with their decision.

STUDENT INFORMATION

Name		Student ID Number
Street Address	City	Postal Code
Phone Number	Email Address	

PROGRAM AND COURSE INFORMATION

Please complete the chart below with the program and/or course information that is relevant to your academic appeal.

Program	
Program Coordinator	
Course (include course code and name)	Section
Faculty Member's Name	Grade

ACADEMIC DECISION AND GROUNDS FOR APPEAL

Please place a checkmark beside the type of academic decision(s) you are seeking to appeal.

- Final mark in a course
- Prior Learning Assessment and Recognition (PLAR)
- Academic progression
- Withdrawal from program

Please place a checkmark beside all applicable reasons for the academic appeal (see Academic Appeal Operating Procedures, Appendix A for details).

- Merit of Work
- Personal Bias / Unfair Treatment
- Extenuating Circumstances
- Course Management

APPEAL STATEMENT

Please describe how your circumstances meet the grounds for an academic appeal.

- I have included a reflection on what I have learned from the situation and how I will apply this learning to my future professional career.
- I have presented evidence that I believe demonstrates my achievement of the learning outcomes of the course.
- I have read the Academic Regulations, the Academic Appeals Policy, and the Academic Appeals Operating Procedures document.

Please place a checkmark next to all that apply:

- I certify that the statements I have made in this Academic Appeal Application are true and complete.
- I have attached copies of relevant documentation to support my academic appeal.
- I acknowledge that the submission of false documents or statements is a violation of Fleming College’s Academic Regulations and Student Rights and Responsibilities Policy.
- I have read Fleming College’s Academic Appeals Policy and Procedures.
- I have reviewed the course outline.
- I am aware of my right to request and receive assistance concerning the academic appeals process.
- I understand that my academic appeal will be deemed to be abandoned if I do not follow the timeframes stipulated in the Academic Appeals Policy and Procedures.
- I understand that my request for an appeal hearing could be denied if I do not provide evidence to support my grounds for appeal.
- To the best of my knowledge, I have included everything in this appeal submission to help the Faculty make a fair and accurate decision.

DECLARATION AND AUTHORIZATION FOR RELEASE OF INFORMATION

By signing below, I acknowledge the statements made herein to be accurate, complete and truthful, and that the faculty member may seek clarification from any persons or parties listed in this appeal.

Student Signature	Date dd-mm-yyyy
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Personal information contained on this form is collected under *the Freedom of Information and Protection of Privacy Act*, and *the Personal Health Information Protection Act* and will be used to answer your request.

**FACULTY DECISION
(Faculty Use Only)**

Faculty Member's Name	
Date Appeal Received dd-mm-yyyy	Date, Time, and Method met with Student dd-mm-yyyy
Decision <input type="checkbox"/> Appeal is incomplete, resubmission required within level 1 timeframe <input type="checkbox"/> Denied <input type="checkbox"/> Granted <input type="checkbox"/> Granted, pending successful completion of listed requirements	

FACULTY DECISION RATIONALE

Please describe in detail the reasons for the above decision.

Please place a checkmark next to all that apply:

- I have reviewed all related supporting documentation from the student.
- I have sought clarification from persons or parties listed in the appeal. Please list who was contacted:
- I have attached relevant supporting documentation for my decision rationale (e.g. timeline of events leading to the academic appeal; chronological summary of attempts to resolve the issue; relevant emails; course outline; graded assessments; assignment rubrics; other documents).
- I have had the student's work reassessed.
- I have made every effort to resolve the student's academic issue(s).

Faculty Signature	Date dd-mm-yyyy
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Personal information contained on this form is collected under *the Freedom of Information and Protection of Privacy Act*, and *the Personal Health Information Protection Act* and will be used to answer your request.

Appendix C to Operating Procedure 2-219 OP: Appeal to Panel Form



APPEAL TO PANEL

This form is used for students pursuing an academic Appeal to Panel. This form must be submitted to the Office of the Dean within three (3) business days after receiving the Appeal to Faculty decision. Once the submission is received, the Dean or Designate will communicate the panel meeting date and time to the student. The Dean or Designate has five (5) business days to hold the panel meeting and render the panel's decision.

APPEAL TO PANEL STATEMENT

Please describe how your circumstances meet the criteria for an academic Appeal to Panel.

- I have included reasons why I disagree with the Faculty level decision.
- I have presented new information and supporting documentation that was unavailable prior to this level of appeal.
- I have presented evidence that I believe demonstrates my achievement of the learning outcomes of the course.
- I have read the Academic Regulations, the Academic Appeals Policy, and the Academic Appeal Operating Procedures document.

Please place a checkmark next to all that apply:

- I certify that the statements I have made in this academic Appeal to Panel are true and complete.
- I have attached copies of the additional documentation to support my academic Appeal to Panel.
- I acknowledge that the submission of false documents or statements is a violation of Fleming College's Academic Regulations and Student Rights and Responsibilities Policy.
- I have included my original Appeal to Faculty submission including all supporting documentation.
- I have included the Faculty's response to my original appeal.
- I understand that the Panel may conduct an investigation into my appeal, which may involve, but is not limited to, obtaining information from program faculty, counsellors, tutors, Learning Centre staff, and the Registrar's Office.

DECLARATION AND AUTHORIZATION FOR RELEASE OF INFORMATION

By signing below, I acknowledge the statements made herein to be accurate, complete and truthful, and that the Panel may conduct an in depth investigation into my academic history, my use of student services, and seek further clarification from any persons or parties listed in both levels of this appeal.

Student Signature	Date dd-mm-yyyy
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Personal information contained on this form is collected under *the Freedom of Information and Protection of Privacy Act*, and *the Personal Health Information Protection Act* and will be used to answer your request.

Appendix D to Operating Procedure 2-219 OP: *Appeal Panel Review Form*



APPEAL PANEL REVIEW

This form is used for students pursuing an Appeal Panel Review. This form must be submitted to the Office of the Vice-President Academic within three (3) business days after receiving the Appeal to Panel decision. Once the submission is received, the Vice-President Academic or Designate will communicate the panel review meeting date and time to the student. The Vice-President Academic or Designate has five (5) business days to hold the panel meeting and render the review panel's decision.

APPEAL PANEL REVIEW STATEMENT

Please describe how your circumstances meet the criteria for an academic Appeal Panel Review.

- I have included reasons why I disagree with the Appeal to Panel level decision.
- I have presented information and supporting documentation that the process followed at the Appeal to Panel level was inaccurate or incomplete.
- I have presented evidence that I believe demonstrates my achievement of the learning outcomes of the course.
- I have read the Academic Regulations, the Academic Appeals Policy, and the Academic Appeal Operating Procedures document.

Please place a checkmark next to all that apply:

- I certify that the statements I have made in this academic Appeal Panel Review are true and complete.
- I have attached copies of the additional documentation to support my academic Appeal Panel Review.
- I acknowledge that the submission of false documents or statements is a violation of Fleming College's Academic Regulations and Student Rights and Responsibilities Policy.
- I have included my original Appeal to Faculty submission including all supporting documentation.
- I have included the Faculty's response to my original appeal.
- I have included my Appeal to Panel submission including all supporting documentation.
- I have included the Appeal to Panel's response.
- I understand that the Appeal Review Panel may conduct an investigation into my appeal, which may involve, but is not limited to, obtaining information from program faculty, counsellors, tutors, Learning Centre staff, and the Registrar's Office.

DECLARATION AND AUTHORIZATION/VICE FOR RELEASE OF INFORMATION

By signing below, I acknowledge the statements made herein to be accurate, complete and truthful, and that the Review Panel may conduct an in-depth investigation into my academic history, my use of student services, and seek further clarification from any persons or parties listed in all levels of this appeal.

Student Signature	Date dd-mm-yyyy
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Personal information contained on this form is collected under *the Freedom of Information and Protection of Privacy Act*, and *the Personal Health Information Protection Act* and will be used to answer your request.

Appendix E to Operating Procedure 2-219 OP: Authorization for Release of Personal Health Information



AUTHORIZATION FOR RELEASE OF PERSONAL INFORMATION

Pursuant to the Personal Health Information Protection Act, 2004 (PHIPA), I hereby authorize the release of the personal information listed below to the individual and/or organization also listed below. The personal information authorized for release/collection on this form may not be further used/disclosed to anyone else without my explicit and written consent.

This authorization for release of personal information will remain in effect for the following period only:

From: dd-mm-yyyy	To: dd-mm-yyyy
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IDENTIFICATION OF PERSONAL INFORMATION TO BE RELEASED

Release Information To: Name: Phone: Email:	Release Information From: Name: Phone: Email:
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Release is for two-way communication between both parties listed above.

Description of Personal Information to be Released and Purpose for Release:
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AUTHORIZATION

By my signature, I hereby consent to the release of my personal information in accordance with the specifications detailed on this consent form. I understand the purpose for disclosing this personal information to the person noted above. I understand that I can refuse to sign this consent form.

Student Name:	Date of Birth: dd-mm-yyyy
Student Signature:	Date: dd-mm-yyyy
Witness Signature:	Date: dd-mm-yyyy

Personal information contained on this form is collected under *the Freedom of Information and Protection of Privacy Act*, and *the Personal Health Information Protection Act* and will be used to answer your request.

Questions about the collection, use, retention, or disclosure of the personal information listed above should be directed to Kristi Kerford, Associate Vice-President Student Services, Fleming College, 599 Brealey Drive, Peterborough, Ontario K9J 7B1. Tel: 705-749-5530 ext. 1032. kristi.kerford@flamingcollege.ca

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 5.11

SUBJECT: New Policy – Alcohol Management

PRESENTED BY: Mr. Baker, Vice-President Finance and Administration

DESCRIPTION: A new policy and operating procedure developed in response to increasing risks surrounding incidents and potential liability to the College.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

At the February 18, 2015 Committee-of-the-Whole meeting, the Board received a draft policy and operating procedure for a new policy. The Board provided input and requested certain language be updated/included in the policy prior to final approval. The Policy has been revised based on these recommended changes.

Connection to Fleming’s planning framework: N/A

Attachments:

- College Policy #4-425, *Alcohol Management*
- For information, *Administrative Operating Procedure #4-425 OP*

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

There has been an increase in the number of alcohol-related incidents at the Auk’s Lodge (Frost Campus pub), the Steele Centre (Sutherland Campus pub), and within the College’s student residences. The College’s security staff have generally had an effective, collaborative working relationship with residence staff and both student governments’ staff. This has facilitated adequate planning and dealt with most issues arising in the residences and at special events and pub nights. However, all stakeholders agreed that the College would benefit from a policy with clear accountability, procedures and risk assessment protocols to guide decision making for alcohol-related activities campus-wide.

While a policy and protocols had been in development for several years, co-operative relationships with the current cohort of Student Government Executives has allowed Administration to make considerable progress over the past year. During 2014, a stakeholder working group was successful in achieving participation and buy-in on the proposed policy and procedures by all members from Student Services Management, both Student Governments, Fulford’s Management, and Aramark Food Services Management. This culminated with the proposed document, endorsed by all of these stakeholders.

Implementation Strategy

Immediate upon approval.

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve *College Policy #4-425, Alcohol Management.*

COLLEGE POLICY
NEW

Alcohol Management	
Policy ID:	#4-425
Manual Classification:	Finance and Facilities
Approved by Board of Governors:	TENTATIVE June 24, 2015
Effective Date:	August 1, 2015
Next Policy Review Date:	June 2020
Administrative Contact for Policy Interpretation:	Vice-President Finance and Administration
Linked to an Operating Procedure :	<input checked="" type="checkbox"/> Yes # 4-425 OP <i>Alcohol Management</i> <input type="checkbox"/> No

Policy Statement

Fleming College recognizes the importance of students' social needs and strives to meet these needs. The College prioritizes creating and maintaining a safe and secure environment. The consumption of alcohol on campus must be undertaken without harm and without disrupting the teaching, learning, living or working environment of other members of the College community.

Purpose

To guide practices relating to the provision, serving and consumption of alcohol at college campuses, venues and events. To ensure the responsible service of alcohol at College licensed locations and at College-sponsored events. To provide a healthy and safe campus environment where alcohol is involved. To prevent incidents and accidents related to the use of alcohol on campus. To limit the College's exposure to liabilities related to the use of alcohol on campus. To support the practice of providing alcohol on campus through well-managed licensed facilities.

Scope

This policy is applicable to all members of the Fleming College community on all college property, including students, faculty and staff, third party vendors as well as clients, volunteers, consultants, visitors and guests.

Definitions/Acronyms

Alcohol: for the purposes of this policy the term alcohol shall be the same as the definition in the Liquor License Act of Ontario.

Low Risk Event: an event where the risk of the overconsumption of alcohol is low and has been proven so through a history of previous events.

Moderate Risk Event: an event where the risk of the overconsumption of alcohol is increased and there is limited or no history of the event on campus.

High Risk Event: an event where the risk of violence or the overconsumption of alcohol is significantly increased and there is no previous history on campus, or a history of issues that indicate a high likelihood of incidents may occur at similar events.

Non-Reportable Incident: an occurrence that requires documentation by the event organizer or establishment for liability reasons such as refusing service to a patron, non-physical removal of a patron or minor property damage.

Reportable Incident: an occurrence involving violence, threats of violence, first aid/EMS, significant property damage, the violation of the College Student Rights & Responsibilities Policy or the College Violence Prevention Policy. All reportable incidents require reporting to the Manager of Public Safety and Parking.

General Principles

This policy is guided by the following principles:

- promote responsible attitudes and choices regarding alcohol use on campus;
- respect the needs of those who do not consume alcohol or are underage;
- promote awareness of the effects of the use and abuse of alcohol;
- provide educational materials aimed at preventing alcohol abuse; and
- provide appropriate policies and procedures in the areas of prevention, intervention and discipline

Related Documents

- Administrative Operating Procedure #4-425 OP, *Alcohol Management*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- Liquor License Act of Ontario
- College Policy #5-506, *Student Rights and Responsibilities*
- Smart Serve Training

Appendices

N/A

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New policy		

ADMINISTRATIVE OPERATING PROCEDURE

NEW

Alcohol Management		
Procedure ID:	#4-425 OP	
Approved by:	Executive Leaders Team	June 16, 2015
Effective Date:	August 1, 2015	
Next Review Date:	June 2018	
Monitoring Responsibility:	Director, College Facilities	
Linked to a College Policy:	<input checked="" type="checkbox"/> Yes #4-425 Alcohol Management	<input type="checkbox"/> No

Policy Statement

Fleming College recognizes the importance of students' social needs and strives to meet these needs. The College prioritizes creating and maintaining a safe and secure environment. The consumption of alcohol on campus must be undertaken without harm or disrupt the teaching, learning, living or working environment of other members of the College community.

Definitions/Acronyms

Alcohol: for the purposes of this policy the term alcohol shall be the same as the definition in the Liquor License Act of Ontario.

Low Risk Event: an event where the risk of the overconsumption of alcohol is low and has been proven so through a history of previous events.

Moderate Risk Event: an event where the risk of the overconsumption of alcohol is increased and there is limited or no history of the event on campus.

High Risk Event: an event where the risk of violence or the overconsumption of alcohol is significantly increased and there is no previous history on campus, or a history of issues that indicate a high likelihood of incidents may occur at similar events.

Non-Reportable Incident: an occurrence that requires documentation by the event organizer or establishment for liability reasons such as refusing service to a patron, non-physical removal of a patron or minor property damage.

Reportable Incident: an occurrence involving violence, threats of violence, first aid/EMS, significant property damage, the violation of the College Student Rights & Responsibilities Policy or the College Violence Prevention Policy. All reportable incidents require reporting to the Manager of Public Safety and Parking.

Alcohol Event Assessment Team (AEAT): an internal committee whose mandate is to assess and determine risk and to approve/deny all "special events" as defined in this Operating Procedure.

Licensed premise or facilities: for purposes of this policy, all locations on College property licensed by the Alcohol and Gaming Commission of Ontario including locations where a license is held.

Operating Procedure

1. Alcohol Event Assessment Team

In order to ensure a consistent approach to event planning and safety and in recognizing that there are multiple stakeholders involved in the responsible service of alcohol at on campus events the AEAT shall include membership from College Management, Student Associations and Food Service Vendors.

In order to provide ongoing advice, guidance and regular enforcement of this policy an Alcohol Event Assessment Team (AEAT) will be established by the Vice-President Finance and Administration. The Director, Housing and Conference Services shall chair the Team. The Terms of Reference for this team have been established in consultation with the appropriate stakeholders See Appendix A.

Decisions regarding event safety and service standards made by the AEAT are binding on all departments, schools, groups, clubs and individuals that are planning events where alcohol is to be served.

The AEAT shall maintain the included in Appendix B.

2. Education and Training

Fleming College is committed to providing all members of our community with access to appropriate education related to the responsible serving and consumption of alcohol. Training shall be approved by the AEAT and shall comply with all legal and policy requirements.

Student Awareness

Educational materials that address the consequences of the over-consumption and/or use of alcohol and strategies for harm reduction in addressing addiction are offered throughout the academic year by Health Services and Counseling Services.

Staff Awareness

Mandatory training will be provided by the College to:

- Frost Campus Student Association
- Student Administrative Council
- Contract Food Service staff
- Fulford's Restaurant staff

3. Security Services

Any time an event is organized on campus at which alcohol will be served, the organizers of the event will be responsible to submit an Event Assessment Form to the AEAT Chair at least ten (10) business days in advance for review.

The organizer of an event, where alcohol is being served, shall notify the Manager Public Safety and Parking. The Manager Public Safety and Parking shall assess the requirements for uniformed or non-uniformed security staff and make recommendations to the AEAT. The individual or organization sponsoring the event will be responsible for the cost of the additional security and safety-related staff.

The College employee, supervisor or manager responsible for supervising any event where alcohol is served shall ensure that all reportable incidents are documented and copies of incident reports are forwarded to the Manager Public Safety and Parking the next business day.

The Manager Public Safety and Parking has the authority to terminate any function where the possession, consumption or sale of alcoholic beverages is being conducted in violation of this policy and procedure or in violation of the laws and regulations of Ontario (e.g. Trespass to Property Act, Liquor License Act, etc.). Prior to termination of the event, the person responsible for supervising/managing the event shall be provided the opportunity to remedy the situation that caused the violation.

4. Service of Alcohol

a) General Requirements

- The service practices prescribed for licensed premises as set out in the Liquor License Act of Ontario.
- All licensed facilities on campus will serve alcohol in compliance with this legislation. Except in designated licensed areas, alcohol may not be consumed in public areas of the campus.
- The College does not permit liquor delivery services on campus, except to licensed establishments.
- Rules (house policies) for licensed establishments must be posted at the entrance to and inside each establishment so that the rules for admission and service are readily and highly visible, even in dim light.

b) All Ages Events

All Ages events may be permitted for designated special events or regular pub night activities. The Event Assessment Team shall determine the criteria and process for approval of All Ages Events included in Appendix D.

c) Transportation

The management of an on campus licensed facility shall have procedures in place to ensure any person who appears to be intoxicated will not be permitted to leave the premises until reasonable steps have been taken to arrange safe accompaniment or transport.

These steps include:

- The server shall stop the service of alcohol to the intoxicated person immediately and inform the on duty supervisor or manager.
- The on duty supervisor, manager or security will assess the intoxicated person to determine if they require medical attention.
- The on duty supervisor or manager will also determine if the intoxicated person has a safe means of transportation to the hospital or their home
- Where no safe transportation home is available to a patron removed from an event for intoxication, a taxi will be called to ensure safe transport home.

5. Use of Force

Before using force to remove an unwanted or disruptive patron, every reasonable effort shall be made to convince the patron to leave voluntarily. Where possible and practical, the police shall be contacted for assistance prior to the use of force.

In the event a person refuses to take an alternate safe method to get home, the police shall be contacted if there is reason to believe the driver is impaired. Security and bar staff should not attempt to physically restrain a suspected impaired driver.

6. Residence

Students living in Residence and their guests who have reached the legal drinking age are permitted to consume alcohol in Residence suites only in accordance with the rules set out in the Fleming College Residence Agreement and Res Code of Conduct. Alcohol is not permitted to be consumed in lounges, hallways, stairwells, laundry rooms or on the external grounds of the residence or campus.

7. Advertising and Sponsorship

All advertising of alcohol or events involving alcohol shall conform to the regulations set out by the Alcohol and Gaming Commission of Ontario, the Liquor License Act of Ontario. In addition, all advertising must be in accordance with this procedure, its related policy, and other applicable College policies.

Advertising for licensed establishments or licensed events taking place off College property are not permitted to be posted on College property. Exceptions may be approved by the AEAT.

8. Off-Campus Events

The following provisions are in force for off-campus events where alcohol is consumed and the events are held in a location other than a private place, residence, a licensed establishment or under the authority of a caterer's endorsement.

- The College will not obtain a special occasion or equivalent license for such events.
- No individual or organization shall use the name of the College for such application for a special occasion permit or equivalent license.
- When off-campus events are advertised contrary to the requirements of this procedure and its related policy, the College will not permit advertising of the event on campus, the selling of tickets on-campus, accessing buses or other conveyances for the event to come on campus.

9. Variances and Waivers

Event organizers may apply for variances of, or waivers to, the specific rules in this procedure. Requests shall be submitted in writing to AEAT Chair, who will consult by way of meeting with the AEAT.

The request must be made in writing at least twenty (20) business days in advance of the event for which the variance or waiver is required. The application must include:

1. the name of the individual applicant (event organizer or on behalf of event organizers), including address, phone number and email;
2. the full name of the event, including the name(s) by which it is being advertised;
3. the rule or standard from which the variance or waiver is requested;
4. the type of action requested, i.e., variance or waiver, and the period during which it will be in force;
5. the substantial hardship which justifies a variance or waiver;
6. an assessment of the risks and opportunities in the variance or waiver;
7. the alternative standards which the applicant agrees to meet; and

8. a description how the proposed standards will meet the general standards sought in this procedure and its related policy.

The AEAT will notify the event organizer in writing with reasons of the decision to allow or refuse the variance or waiver within five (5) days of receipt of the request.

Related Documents

- College Policy #4-425, *Alcohol Management*
- College Policy #4-420, *Violence Prevention*
- Administrative Operating Procedure #4-420 OP, *Violence Prevention*
- Liquor License Act of Ontario
- College Policy #5-506, *Student Rights and Responsibilities*
- Smart Serve Training

Appendices

- Appendix A – Alcohol Event Assessment Team Terms of Reference
- Appendix B – Alcohol Event Planning Form and Procedure
- Appendix C – Alcohol Service Practices for High Risk Events
- Appendix D – High Risk Event, Pre-Opening Checklist
- Appendix E – Advertising Regulations

Summary of Amendments/Reviews:

Section(s)	Date	Comments
New procedure		

Appendix A to Operating Procedure 4-425 OP: Alcohol Event Assessment Team

Purpose: The purpose of this Team is to assess and determine risk and approve or deny all “special events” as these activities or functions are defined in the operating procedure.

Membership: The Alcohol Event Assessment Team (AEAT) shall consist of the following members:

- Director, Housing and Conference Services (Chair)
- Manager, Student Life
- Manager, Public Safety and Parking
- President, Student Administrative Council
- General Manager, Student Administrative Council
- Steele Centre Manager, Student Administrative Council
- President, Frost Student Association
- Operations Manager, Frost Student Association
- Contract Food Service Representative
- Culinary Operations Liaison

Quorum: Quorum for a meeting of the AEAT will consist of 4 members, including at least 2 College representatives and 2 Student Government representatives.

Authority: This Team operates under the authority of the Vice-President Finance and Administration.

Principles

1. Fleming College recognizes the rights of its community members to gather, communicate, discuss and explore ideas and strives to promote a sense of community through the organization or sponsorship of a wide range of special events or activities for lawful purposes.
2. In the preparation, organization, and planning of special events, Fleming College and its community members place equal importance and priority to the matter of student and public safety.
3. Fleming College officials, staff, student associations, students and individuals that are undertaking to organize a special event must be fully aware of their obligations under the following policies or procedures: the Alcohol Management Policy, the Student Rights and Responsibilities Policy, and Fleming’s Event Assessment process.

Alcohol Event Assessment Process

1. The individual or organization that is planning to organize or host an event on campus where alcohol is to be served will complete the Event Assessment Form (Appendix B of this Operating Procedure) and submit it to the Alcohol Event Assessment Team Chair at least ten (10) business days prior to the event. If the event involves sale of tickets, the Event Assessment Form must be submitted ten (10) business days prior to advertising for or the sale of the tickets.
2. The Team Chair will distribute the submitted Event Assessment Form to the AEAT electronically and each of the members will be required to review the Form and submit their comments to the Team Chair within 5 business days.
3. The Manager, Public Safety and Parking will make recommendations to the event organizers regarding appropriate security staffing for the event. The costs associated with security staffing for the event are the responsibility of the event organizers.

4. Beyond public safety considerations, should a proposed event require more in depth consideration related to the value of the event relative to the risks involved, the Team Chair shall call a meeting and the Team shall consider the proposed event.
5. In the event the Team has questions or modifications regarding the special event, these issues will be communicated by the Team Chair to the event organizers.
6. In circumstances where there is an unacceptable risk to student or public safety, the Team may withhold approval of an event until acceptable risk management strategies are put in place.
7. The Manager, Public Safety and Parking is responsible for investigating and reporting to the Team on actions or reportable incidents at special events that are contrary to an event's approved proposal, or that violate one of the College's policies.

Appeals Process

In the event approval of an event is denied by the Team, the event organizers may appeal in writing to the Vice-President Finance and Administration within five (5) business days of notification of the denial of the event.

The Vice-President Finance and Administration shall respond to the appeal within five (5) business days of receiving the appeal. The decision of the Vice-President Finance and Administration is final.

Appendix B to Operating Procedure 4-425 OP: Alcohol Event Planning Form

Definitions

Alcohol: for the purposes of this policy the term alcohol shall be the same as the definition in the Liquor License Act of Ontario.

Low Risk Event: an event where the risk of the overconsumption of alcohol is low and has been proven so through a history of previous events.

Moderate Risk Event: an event where the risk of the overconsumption of alcohol is increased and there is limited or no history of the event on campus.

High Risk Event: an event where the risk of violence or the overconsumption of alcohol is significantly increased and there is no previous history on campus, or a history of issues that indicate a high likelihood of incidents may occur at similar events.

Non-Reportable Incident: an occurrence that requires documentation by the event organizer or establishment for liability reasons such as refusing service to a patron, non-physical removal of a patron or minor property damage.

Reportable Incident: an occurrence involving violence, threats of violence, first aid/EMS, significant property damage, the violation of the College Student Rights & Responsibilities Policy or the College Violence Prevention Policy. All reportable incidents require reporting to the Manager of Public Safety and Parking.

Alcohol Event Planning Form Instructions

Students, employees, clubs, groups or individuals that are considering holding an event on campus where alcohol will be served are required to abide by the conditions set out in the Alcohol Event Assessment Policy.

The following steps shall be followed in order to have the event approved by the Alcohol Event Assessment Team:

1. Event organizers shall review the College Alcohol Event Assessment Policy and related Operating Procedure prior to submitting the Alcohol Event Planning Form to ensure the AEAT is aware of policy requirements and planning timelines for events where alcohol is served.
2. Prior to submitting the Alcohol Event Planning Form, event organizers shall contact the On Campus Venue Management to discuss availability of the space as well as the general details of the event.
3. This form must be submitted to the Alcohol Event Assessment Team a minimum of ten (10) business days prior to an event where alcohol is to be served.
4. The Alcohol Event Assessment Team shall review the information submitted and shall reply within five (5) business days of receiving this form.
5. The Alcohol Event Assessment Team has the authority to approve or deny an event based on the information provided by the event organizer. Reasonable effort will be made to work with the event organizers to put risk management strategies in place before denying an event.

Alcohol Event Planning Form

Event Organizer

Contact Name:		Dept/Club/Group:	
Email Address:		Phone #:	

Event Details

Date:		Start/End Times:	
Location:		Event Name:	
Description of the purpose of the event and activities that will take place:			

Facility Requirements

Describe and Facility requirements that you have (set up of tables, chairs, displays, heating/cooling etc).

Event Assessment Information

In order for the Alcohol Event Assessment Team to assess the level of risk and ensure appropriate risk management is in place for an event, the following information is required.

1. Is the event 19+ only or All Ages?	
2. What is the anticipated attendance?	
3. Is the event for Fleming Students only or the General Public?	
4. Can Fleming students sign in a guest for the event?	
5. Is the event being advertised on or off campus or both?	
6. Are advanced tickets being sold for the event?	
7. Has this event been held on campus in the past? When?	
8. Please provide names/details of any outside companies or vendors being used?	
9. Please provide names/details of any speakers or entertainers that will be presenting or performing at the event.	
10. Have you met with the management of the venue to discuss your event? Has venue availability been confirmed?	
11. How is alcohol being served?	
12. Are all legal/licensing requirements fulfilled?	
13. Is there provision in place for rides home?	

Other Information

Please provide any other information that you feel is relevant for the Event Assessment Team to consider.

**FOR USE BY
ALCOHOL EVENT ASSESSMENT TEAM**

General Event Assessment Considerations

When reviewing the information submitted by the event organizers the Alcohol Event Assessment Team shall consider the following Event Assessment factors for an event:

- How is alcohol being served?

- Bar staffing requirements (all Smart Serve trained bartenders, volunteers, other bar staff) for the event.

- Bar security requirements (in-house guards, contract guards, police) for the event.

- Access control requirements (tickets, wrist bands, sign in).

- Insurance requirements (event, contractors, vendors).

- Are all legal/licensing requirements fulfilled

- Provision in place for rides home

Specific Event Assessment Considerations

The Alcohol Event Assessment Team will also consider and document any event specific risk factors including but not limited to the following:

- All ages event.

- Previous history of event.

Risk Determination

After consideration of the information provided by the event organizer the Alcohol Event Assessment Team has determined that this event is (circle one): Low Moderate High

- Rationale for risk rating:

- Recommendations:

Appendix C to Operating Procedure 4-425 OP: Alcohol Service Practices for High Risk Events

To ensure safety and to encourage responsible practices for the consumption of alcohol, Fleming College stipulates these service practices for on-campus licensed events that are deemed by the Alcohol Event Assessment Team to be high risk. These stipulations may go beyond the limits imposed by the Alcohol and Gaming Commission of Ontario (AGCO) and the Liquor License Act of Ontario.

Tracking Client Volume/ Attendance

During designated high risk events, door staff will use “in and out” counters. A record of non-student guests must also be maintained by the licensed facility’s staff and provided to Campus Security if an incident investigation is required. See “Guests” section below for additional details.

Approved legal capacity for licensed facilities will be determined by and must comply with the capacity requirements described by the AGCO.

Admission Requirements

Entry to high risk events will be restricted to patrons that are 19 years of age or older unless the event has been approved by the AEAT as an All Ages Event.

Patrons must prove their age by presenting an AGCO-approved piece of identification.

Children (persons under 16 years of age) shall not be permitted in Licensed Establishments during high risk events even where the event has been approved for all ages. Patrons will also be required to present a valid Fleming College Student Card.

Guests

Guests who are not Fleming College students must be signed in by a Fleming College student. There will be a maximum of one guest per host. In circumstances where there are reportable incidents involving guests, the names of the guest and host must be documented for future reference and submitted to Campus Security after the event.

Alcohol Service

1. Service is restricted to a maximum of two (2) drinks per patron per order.
2. After 12:00am, service is restricted to one (1) drink per patron per order.
3. There will be no service of pitchers to less than one patron at any time.
4. There will be no announced last call prior to regular closing hours.
5. No admittance to licensed areas will occur after 1:00 a.m.
6. All facilities will refuse admission to anyone who is or appears to be intoxicated by alcohol or under the influence of a controlled substance, and will refuse service of alcohol to any guest or patron who appears to be intoxicated.
7. A list of individuals banned from on-campus venues is to be shared and enforced by all on-campus venues and by the Campus Security and Student Services.

Note: Individuals who have been banned from licensed establishments by the College or the establishment management for more than 24 hours will be notified of the ban in writing. Students will

have the opportunity to appeal the ban to the Vice-President Finance and Administration. Employees of the College, including contractors, may appeal through usual employment channels.

8. During designated high-risk events after 8:00 p.m.:
 - a) all alcohol will be served in plastic containers;
 - b) a mandatory coat and bag check will be in effect; and
 - c) patrons may be required to submit to a search prior to entry.

9. During high risk events, bar staff are required to complete and pass a Check List (see Appendix D of this Operating Procedure) prior to opening and submit the Checklist to the on duty Campus Security Staff if there are any reportable incidents.

Appendix D to Operating Procedure 4-425 OP: High Risk Event, Pre-Opening Checklist

Prior to opening the doors for an event that has been deemed high risk by the Alcohol Event Assessment Team, the staff, supervisor or manager responsible for alcohol service at the event will complete the following checklist.

Checklist Completed By

Name:		Title:	
Date:		Time:	

Event Organizer

Contact Name:		Dept./Club/Group:	
Email Address:		Phone #:	

Event Details

Date:		Start/End Times:	
Location:		Event Name:	

Staffing/Volunteers

Item	Names
Supervisor or Manager on duty	
Bartenders on duty	
In-house Security Staff on duty	
Contract Security Staff on duty	
Other bar staff on duty	
Volunteers (describe role)	

Access Requirements

Item	Initial
In/Out Counters for door staff	
Wrist bands for door staff	
Ban list for door staff	
Guest sign in log for door staff	
Coat/bag check in place	
Security staff briefed on search protocol	
No access after 1:00 a.m. (doors close)	

Service Requirements

Item	Initial
All drinks to be served in plastic cups	
Max. 2 drinks per person before 12 a.m.	
Max. 1 drink per person after 12 a.m.	
No pitcher service after 12 a.m.	

Reminder: Copies of all reportable incidents must be forwarded to the Manager Public Safety and Parking the next business day.

Appendix E to Operating Procedure 4-425 OP: Advertising Regulations

1. All advertising of alcohol or events involving alcohol must conform to the regulations set out by the Alcohol and Gaming Commission of Ontario, the Liquor License Act of Ontario, this procedure and related policy, and other applicable College policies.
2. Advertising includes posters, flyers, electronic notices, web sites including social utilities (e.g., Facebook), advertisements in campus publications, and other media outlets.
3. Advertising of events must be responsible, in good taste and shall not promote alcohol as the focus of the event implicitly or explicitly.
4. Promoting alcohol use in advertising e.g. such as reference to an event as a “bash” or “drunk” is prohibited. Advertising promoting drinking games, key parties, special prices on alcoholic beverages, free drink offers, or any promotion or inducement of binge drinking are also prohibited.
5. Sponsorship by the manufacturers or representatives of alcoholic beverages for any event involving the use of alcohol is not permitted.
6. Brewery/distillery sponsorship of activities such as “most valuable player of the game” will not be allowed.
7. Brewery/distillery sponsorship with respect to the announcement of events via posters, t- shirts, balloons, and other accessories related to the event will not be permitted.
8. The College retains editorial control of any alcohol awareness and/or education sponsored by brewers and distillers.
9. Postings from off-campus licensed establishments are prohibited on College property. With regard to on campus advertising or sponsorship, actions for infractions are as follows:
 - a) written requests to cease inappropriate material can be issued on behalf of the College.;
 - b) advertising can be denied for publications and/or clients can be requested to change their advertising and/or advertising can be altered to follow college policy and procedure.;
 - c) complaints may be filed through the AGCO.;
 - d) non-student offenders may be charged with trespass through the authority of Campus Security.;
 - e) student offenders, including accredited student groups, clubs or societies can be referred to the College Student Rights and Responsibilities Policy for appropriate remedies.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: June 24, 2015

Agenda Item 6.1

SUBJECT: Summer/Fall Enrolment Update

PRESENTED BY: Dr. Pander-Scott, Registrar and Executive Director International Education

DESCRIPTION: An update on the enrolment for Summer 2015 and Fall 2015.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

At 1,261 students, Summer 2015 enrolment was our highest summer enrolment ever and exceeded our previous year's summer enrolment by 54 students. Most of this growth is attributable to a greater number of students opting to start programs in January who then move on to return to their next semester in the summer and also a shift of some intake enrolment from fall to summer.

Our overall enrolment target for Fall 2015 is on par with the previous year's actual enrolment. We are currently tracking about 2% behind on intake in terms of applications and confirmations. From a budget perspective, we have a risk mitigation strategy in place that accounts for only 60% of international intake in the budget.

Connection to Fleming's planning framework: Strategic Plan

Attachments:

- PowerPoint slides

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

The first quarter analysis of achieved and projected revenues will be carried out based on June enrolment data. In terms of summer enrolment, we are ahead on related summer budget projections.

Implementation Strategy

N/A

Decision Point

N

/A

RECOMMENDATION

There are no recommendations as this Report is provided for information only.

PREPARED BY: Brenda Pander-Scott, Registrar and Executive Director International Education

Summer 2015 Day 10 Enrolment

Total Enrolment	2014	2015	% Growth
New (Semester 1)	199	214	+7.5%
All Years	1207	1261	+4.5%

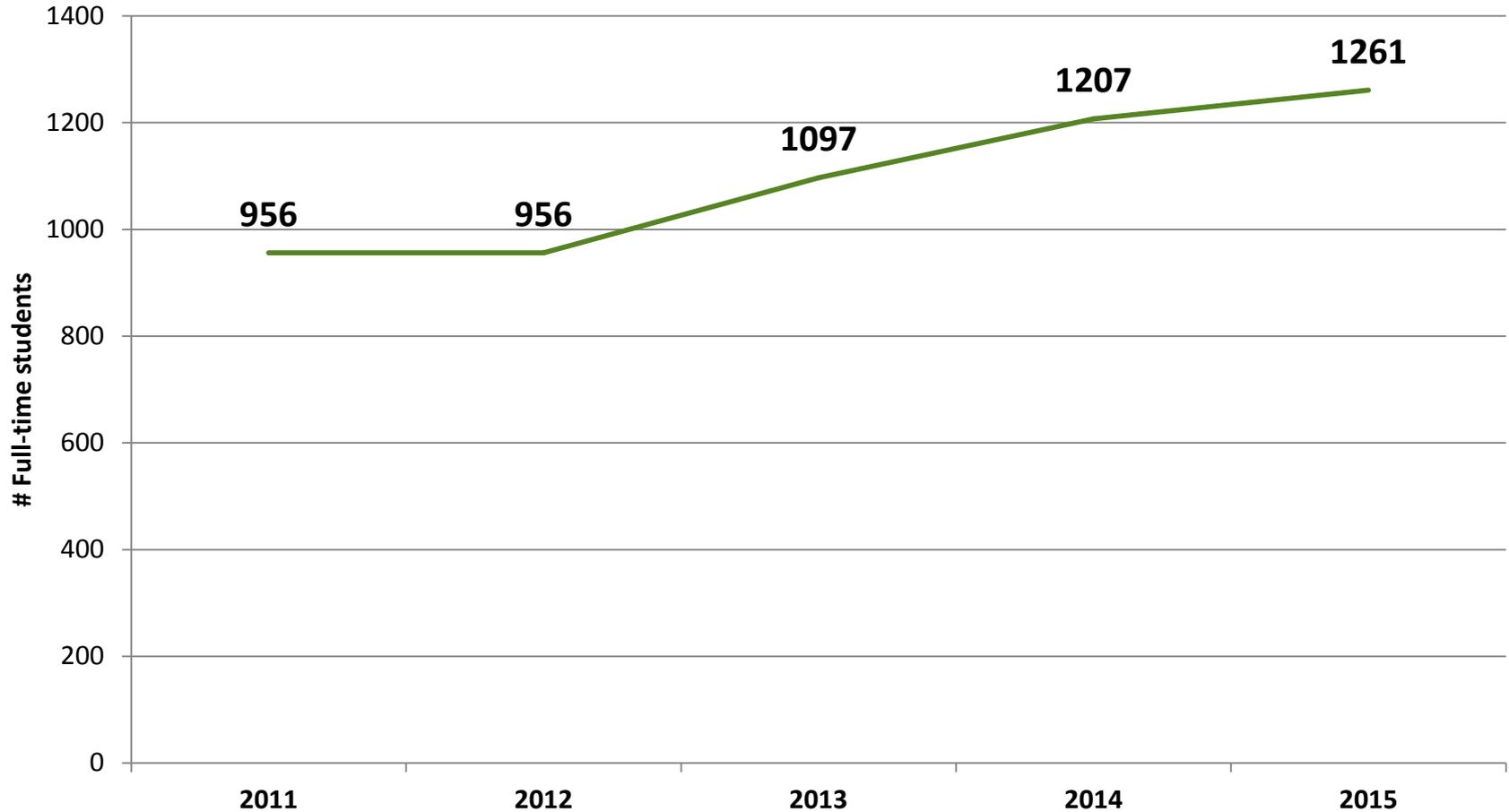
International	2014	2015	% Growth
New (Semester 1)	75	57	-24%
All Years	195	238	+22.1

Domestic	2014	2015	% Growth
New (Semester 1)	124	157	+26.6%
All Years	1012	1023	+1.1%

Public June 24/15

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Summer Enrolment Trends



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Fall 2015

Domestic

Applications

- Fleming applications -2.5% (estimate)
- System applications -2.9%

Confirmations

- Fleming confirmations -2.3%
- System confirmations -1.8%

International

- Applications +20%
- Payment -7%
- No system information available

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Next Steps Fall 2015

- Targeted Programs
- Marketing/Conversion
- Updating Enrolment Plan
- Tuition Policy response
- International
- Careful monitoring

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