



FLEMING

**Strengthening Accountability and
Student Supports Act, (2024)
Annual Report**

Submitted January 31, 2026

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1.0 Introduction

Bill 166, the *Strengthening Accountability and Student Supports Act (2024)*, introduced new legislative requirements for Ontario's publicly assisted colleges and universities intended to support student mental health and well-being and institutional mechanisms to combat racism and hate.

Bill 166 introduced two foundational requirements that shape this first annual report and the work it reflects. First, it mandates that postsecondary institutions strengthen their frameworks for preventing and responding to racism and hate by expanding definitions, clarifying reporting mechanisms, and increasing transparency and accountability. Second, it requires institutions to establish and implement a comprehensive Student Mental Health and Well-being Policy that outlines guiding principles, cross-functional collaboration, and continuous evaluation to support student success. Together, these two components reinforce the interconnected priorities of equity, safety, and holistic student well-being, providing the legislative context for the initiatives and outcomes outlined in this report.

In accordance with the Act, this report is submitted to fulfill those requirements. It provides an overview of Fleming College's Student Mental Health and Well-being Policy, procedures, education initiatives, services, supports, and campus efforts that foster positive mental health and well-being. It also summarizes institutional efforts to advance mental health broadly, and to ensure a safe, respectful and inclusive environment for students, faculty, and staff.

The information contained in this report reflects activities undertaken during the reporting period and is intended to demonstrate the institution's ongoing commitment to continuous improvement, compliance with legislative and regulatory obligations, and an evidence-informed approach.

Fleming College believes in holistic, proactive, and student-centred access to well-being services. Our Student Mental Health and Well-being Policy aligns with the calls to action in the Okanagan Charter (2015) and the Student Mental Health and Well-being National Standard of Canada (2020). We support student choice in service acquisition and strive to include continuous improvement in our service delivery.

2.0 Policy Landscape

Over the past year, Fleming College has taken important steps to strengthen its commitment to equity, safety, and student well-being through both policy renewal and new policy development. In response to evolving legislative requirements and the needs of our community, the College has updated its Harassment and Discrimination Prevention and Response Policy and introduced a comprehensive Student Mental Health and Well-being Policy. Together, these initiatives reinforce our institutional responsibility to address racism, hate, harassment, and discrimination while advancing

a holistic, proactive, and student-focused approach to mental health and well-being. The following outlines the key updates and collaborative efforts that underpin this work.

Updates to the Harassment and Discrimination Prevention and Response Policy

In January 2025, the College updated its *Harassment and Discrimination Prevention and Response Policy and Operating Procedure*. The policy has additional guidelines for reporting incidents of racism and hate, and has also expanded its definitions of racism to include specific racial/ethnic groups, such as anti-Asian racism, anti-Black racism, anti-Indigenous racism, Islamophobia, and antisemitism.

Under this policy, students, faculty, staff, and community members of Fleming may report, anonymously or otherwise, any experience or observation of racism, hate, harassment, and/or discrimination. Reportable incidents include written or verbal statements, gestures, imagery or video, and property damage denoting racism, hate, harassment and/or discrimination.

In alignment with Bill 166 directives, the College has:

- Expanded the language, where applicable, from “harassment and/or discrimination” to “racism, hate, harassment and/or discrimination”
- Developed a definition of racism and sub-defined unique experiences of racism such as anti-Black racism, anti-Indigenous racism, and anti-Asian racism as per directive obligations
- Added ‘guest speaker’ to the definition of College community
- Developed a definition of hate and sub-defined unique experiences of hate such as Islamophobia and antisemitism

Development of New Student Mental Health and Well-being Policy

The Student Mental Health and Well-being Policy (5-507) was approved by the Fleming College Board of Governors on February 6, 2025. The policy is located within the student experience policy space, and all students have access to the policy and its statements. The policy is a driving force in the work we do to support student well-being, and its general principles guide our holistic and broad approach throughout Fleming College.

Our Student Mental Health and Well-being Policy (5-507) development was done in consultation and collaboration with the work our Equity and Diversity office was engaging with on Anti-Racism and Hate. This consultation also included counselling services, accessible education, health services, human resources and college services. Our policy was reviewed extensively by the Vice President, Student Experience, the Director, Counselling Services, and the Dean of Students. The work that is being done supporting student well-being falls within each of the general principles of the policy, and includes holistic, proactive and student-centred services, access, confidentiality and protection of privacy, evaluation, and continuous improvement.

The work developing, implementing and evaluating the Student Mental Health and Well-being Policy (5-507) collaboratively engaged with our Equity, Diversity and Inclusion Manager, International Education Department, Office of Student Rights and Responsibilities, and the Dean of Students, and included recommendations from our Diversity Officer and Student Experience team.

3.0 Anti-Racism and Anti-Hate Reporting Data

In 2025, Fleming College received 13 anti-racism and anti-hate reports. Reports may be received from employees, students, and/or College community members. The majority of the reported incidents involved anti-Black racism, and one reflected an experience of anti-Asian racism. One case resulted in an internal investigation. All other cases resulted in learning and/or development measures where concerns were raised regarding anti-Black or anti-Asian racism. In one case, a student was directed to other culturally relevant supports and services after experiencing incidents of anti-Black racism.

Complaint Statistics

Category	Total Complaints	Proceeded to Review	Not Reviewed	Notes
Verbal Harassment	0	0	0	
Physical Harassment	0	0	0	
Property Damage	0	0	0	
Online/Virtual	0	0	0	
Other (specify)	13	8	5	Verbal comments of a discriminatory nature

Hate Incident Classification

Human Rights Code Ground	Sub-Category	Number of Complaints	Proceeded to Review	Notes
Race		5	3	One case was withdrawn
Race	Anti-Black Racism	7	1	More than half of the cases did not meet the threshold of harassment and/or discrimination and 100% reflected complaints directly from students
Race	Anti-Asian Racism	1	0	
Race	Anti-Indigenous Racism	0	0	
Religion	Antisemitism	0	0	
Religion	Islamophobia	0	0	
Sexual Orientation	Homophobia	0	0	

Gender Identity	Transphobia	0	0	
Disability	Ableism	0	0	
Other (specify)	Gender	0	0	

A threshold assessment for an investigation is a preliminary, structured evaluation conducted after a complaint is received to determine whether a formal investigation is necessary.

Incident Outcomes

Outcome Type	Number of Cases	Average Resolution Time	Notes
Investigation Completed	6	1 month	
Informal Resolution	5	1 month	
Disciplinary Action Taken	2	N/A	Most incidents did not meet the threshold for disciplinary measures. The others resulted in education and verbal warnings.
Interim Measures Applied	0	N/A	
Law Enforcement Involved	1	N/A	
Appeals Filed	0	N/A	

A threshold assessment for an investigation is a preliminary, structured evaluation conducted after a complaint is received to determine whether a formal investigation is necessary.

Since implementing the anonymous reporting system, no incidents have been reported.

4.0 Institutional Improvements and Initiatives: Anti-Racism and Anti-Hate

Training & Education

- Asian Heritage – education on the history and current systemic experiences of East Asians in Canada
- Black History Month – resource list on the exploration of the history of Black Canadians
- Jewish Heritage – education on the history and current systemic experiences of Jewish people in Canada
- Sikh Heritage – learning and education on the history and current experiences of Sikhs in Canada

Policy Updates

- January 2025: Adaptations to Fleming College’s Harassment and Discrimination Policy and procedure to reflect more specific definitions of anti-Asian, anti-Indigenous, anti-Black, antisemitic or Islamophobic experiences

Proactive Measures

- Over the past year, Fleming has launched four eLearning courses for the internal Fleming community to facilitate a more comprehensive understanding of the historical contexts that elucidate the systemic and cultural experiences of marginalized groups on campus

Publicly available resources and reporting mechanisms for racism and hate reporting: <https://flemingcollege.ca/equity-diversity-inclusion>.

5.0 Student Mental Health Reporting Data

Fleming College recognizes that well-being encompasses physical, mental, financial, and spiritual health, as well as a sense of belonging. To support student success, the College offers a comprehensive range of services in one accessible location, including counselling, health, and accessible education supports.

Our well-being staff strive to include community partners by bridging our internal resources with outstanding community partnerships to provide further access to services for Fleming College students. These include the Canadian Mental Health Association, local and regional hospital locations, and local sexual violence support.

In addition, Fleming College works closely with our internal partners, including security services, residence, student rights and responsibilities, and academic partners to ensure our learners can access seamless well-being services. Fleming College also works closely with our external partners, including the Canadian Mental Health Association, municipal and provincial police services, Peterborough Regional Health Centre, Kawartha Sexual Assault Centre, and Kawartha Victim Services. We regularly monitor trends in program and service uptake to best guide our service delivery and community engagement outreach. We incorporate feedback from community stakeholders and learners into our service provision to provide robust wraparound services for students.

6.0 Institutional Improvements and Initiatives: Student Mental Health

Programs, Services, and Supports

Category	Description	Delivery Method	Target Population	Accessibility Notes
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Clinical Supports	Counselling Services support student well-being and success by promoting effective learning, growth, and personal development. Fleming counsellors use an interactive and iterative process to assist students to address issues that may be affecting their academic success and personal well-being and help build individual resilience and agency in decision-making.	Counselling services are provided in person, online (student can opt for both).	All students.	Fleming College has counsellors and advisors supporting specific student demographics, including international students, racialized students and students within the 2SLGBTQI+ community.
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Peer Support Programs	Fleming College Student Life provides peer mentor support for students new to college. Peer mentors provide new students with information on accessing college services, connecting with student groups on campus (including social groups, fitness, varsity sports, etc.), and provide new incoming students with a role model to help them succeed and persist to graduation.	Peer Mentors work in person and online with incoming students.	All incoming Year One students.	Peer Mentors receive training to support students who identify as having accommodation needs.
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Wellness Workshops	Wellness workshops include: Exploring Mental Health: a 60 to 90-minute interactive workshop gives an overview of anxiety, depression, neurodivergence, and the associated stigma.	Workshops are offered both online and in person, depending on the workshop and the content.	All students and some groups with a focus on learner population (e.g. neurodivergent learners, racialized	
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	<p>Improving Mental Well-being: a 60 to 90-minute interactive workshop that explores strategies for managing feelings of overwhelm and improving overall mental well-being.</p> <p>Substance Use: a 60 to 90-minute workshop focusing on the use of substances in post-secondary schools, as well as the supports that can contribute to recovery.</p> <p>Getting Unstuck - Strategies for Overcoming Procrastination: a 60 to 90-minute interactive workshop focusing on skills for improving time management.</p> <p>Chai with Rodney: Chai with Rodney is a drop-in for any racialized student wishing to discuss their experience as a racialized person and to connect with other racialized students on campus.</p>		<p>learners, learners identifying in the 2SLGBTQIA + community).</p>	
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	<p>Queer Connections: Queer Connections is a drop-in group for any 2SLGBTQIA+ Fleming students wishing to connect with other 2SLGBTQIA+ students on campus.</p> <p>Fleming Vibrations: A drop-in group created for Black students at all Fleming Campuses.</p> <p>Mood Walks: A walking program designed with four elements:</p> <ul style="list-style-type: none"> • Spending time in nature • Being physically active • Making social connections • Well-being tips and insights 			
Self-Guided Resources	<p><u>Fleming College's website</u> has a self-directed list of services and resources for learners, including internal and external community resources for students.</p>			

Fleming College's "List of Support Services" dedicated webpage is a new landing page for learners to access information regarding service provision for mental health and well-being broadly through Fleming College. The site provides internal and external support services for learners, including contact and service referral information in an easily accessible one-stop landing page.

This year also saw an expansion of our Queer Connections group to include workshops in collaboration with faculty. Our Queer Connections counsellors supported a classroom workshop using art therapy practices to engage learners' interactive conversations and discussion about equity and access. This engagement was well received, and the counselling group has additional workshops planned.

Additionally, this year saw the inclusion of Fleming College Health Services outreach to learners, including classroom health promotion sharing and informational booth set up throughout the year. Topics included were safe sex practices, STI prevention, and healthy relationships.

Utilization and Impact Metrics

Metric	Value	Notes
Number of students accessing mental health services	3,230	Total number of students accessing counselling services, workshops, and peer support services
Average wait time for clinical appointments	0 days	No waitlist: students are offered the first available appointment, which is typically within the same week. Any wait would be due to a student's schedule or specific request
Engagement in self-guided resources	Varied	Often, students who utilize self-guided resources do not access 1:1 counselling support. Students attending 1:1 support receive education of the self-guided resources
Workshop attendance	218	Attendance across all campuses and workshops

Peer support engagement	1,301 students registered for peer support	<p>Peer support mentors are upper semester or experienced Fleming students who:</p> <p>Help new students find the resources they need to succeed, providing timely and appropriate referral(s) to a variety of college resources, services, and staff</p> <p>Help new students learn about college life</p> <p>Serve as role models to demonstrate and encourage participation in college life, academic success, and personal growth</p>
Satisfaction rating (if available)	96%	<p>2025 Student Services Survey: Personal Wellness Counselling</p> <p>96% of learner responses answered Strongly Agree/Agree with the statement 'overall, I received high quality of service'</p>

Challenges and Opportunities

The greatest barriers identified for accessing services include student mental health literacy and adequate funding for resource training and additional initiatives. These resources would support Fleming College in providing educational opportunities to increase student mental health and well-being literacy. Fleming College’s Well-being Committee will focus on the allocation of resources and applications for further resource and project funding intended to examine student mental health literacy skills and to develop and implement continuous and on-demand training opportunities.

Fleming College has ongoing partnerships with outside community organizations (Kawartha Sexual Assault Centre, CMHA, Victim Services, Women’s Resource Centre, etc.) with a focus on supporting Fleming learners. We will continue to strengthen community partnerships, including the development of funding partnerships (where applicable). This will allow Fleming College to build additional and expanded

partnerships in the community to provide support to our learners while they are attending Fleming and when they graduate and enter the community.

Future Plans

Fleming College intends to expand both internal and community engagement through the work of our Fleming College Well-being Committee. This committee will drive the work of our Health Promotion, Counselling, and Accessible Education departments, along with all service and academic areas of the college to provide shared well-being services. We also engage students, student associations, and outside community stakeholders in our committee for work and strategy development.