



**FANSHAWE**



**2022**  
**2023**

Annual Report on  
Strategic Plan  
Implementation

## OUR MISSION

To provide pathways to success, an exceptional learning experience, and a global outlook to meet student and employer needs.



**FANSHAWE**

**Unlocking Potential**



# SECTION A

## Government Issues



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## A. Government Issues

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The following section provides an overview of the government context within which the College will be operating as it develops its operational and financial plans.

### **Federal Government**

The federal government's strategic priorities in 2022 and 2023 surround measures and programs to help respond to the public health, and to social and economic impacts caused by the COVID-19 crisis, as well as to measures taken to recover from the pandemic.

In the 2021/22, the federal budget featured the following initiatives with positive implications for the post-secondary sector:

### ***International Education***

The Federal International Education Strategy for 2019/2024 continues the work started in the Strategy 2014/2019.<sup>1</sup> Several priorities were introduced or revised in relation to the pandemic and ongoing political trends. The Government of Canada allocated \$147.9 million over five years to implement the International Education Strategy, followed by \$8 million per year of ongoing funding.<sup>2</sup> After gaining input from provinces, territories, and education stakeholders, the government developed a strategy that includes the following objectives:

1. To increase diversification of the countries from which international students arrive, their fields, and levels of study, and their locations of study within Canada, by bringing 1.2 million new immigrants to Canada in 2022-2025.
2. To encourage Canadian students to gain new skills through study and work abroad opportunities in key global markets, especially Asia, launching the "Student mobility Pilot." Currently, up to 11,000 more Canadians study and work abroad, acquiring the skills, intercultural competencies, and international networks essential to their careers and economic growth, with financial support ranging from \$5,000 to \$10,000/year.
3. To increase support for Canadian education sector institutions to help grow their export services, and to explore new opportunities abroad.<sup>3</sup>

### ***Anti-Racism, Equity, Diversity and Inclusion***

In response to the discovery of the unmarked Indigenous graves at Residential Schools in 2021, the Black Lives Matter movement, and increased awareness of equity, diversity, and inclusion (EDI) issues, some government actions include, but are not limited to the following:

1. Investing \$74.8 million over three years in the Indigenous Justice engagement and Reconciliation projects to address systemic discrimination, and the underrepresentation of Indigenous peoples in the postsecondary education system.<sup>4</sup>
2. Continuing to support the implementation of diversity and inclusion programs in program planning, curriculum planning, and in diversifying faculty and support staff.<sup>5</sup>

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<sup>1</sup> <https://www.international.gc.ca/education/strategy-2019-2024-strategie.aspx?lang=eng>

<sup>2</sup> <https://www.international.gc.ca/education/strategy-summary-sommaire-strategie.aspx?lang=eng>

<sup>3</sup> <https://www.international.gc.ca/education/strategy-summary-sommaire-strategie.aspx?lang=eng>

<sup>4</sup> <https://www.canada.ca/en/departement-justice/news/2021/12/addressing-systemic-racism-budget-2021-and-fall-economic-statement-2020-support-for-criminal-justice-reform.html>

<sup>5</sup> <https://www.canada.ca/en/innovation-science-economic-development/news/2021/12/minister-champagne-announces-new-measures-to-help-companies-meet-their-diversity-and-inclusion-targets.html>

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## **A. Government Issues**

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### ***Trades, Training, and Skills***

The federal government is continuing the Canada Training Benefit program launched in 2019. A new, non-taxable Canada Training Credit will help Canadians with the cost of training fees, up to \$5,000/person. A new Employment Insurance Training Support Benefit provides workers up to four weeks of income support through the Employment Insurance (EI) system. To deliver the Canada Training Benefit, Budget 2019 proposes to invest more than \$1.7 billion over five years, starting in 2019/20, as well as an ongoing \$586.5 million per year.<sup>6</sup>

The government is investing \$23.2 million in funding for Colleges and Institutes Canada (CICan) to develop and implement an accelerated online program to train approximately 4,000 new personal support worker (PSW) interns. It is also committing \$447.5 million in 2021/22 to help continue, and to increase job placements through the Canada Summer Jobs program.<sup>7</sup>

### ***Apprenticeship***

In an attempt to increase the supply of skilled tradespersons, the federal government is eliminating interest on repayment of the federal portion of the Canada Student Loans and Canada Apprentice Loans for 2021/22. This will provide \$329.4 million in relief to recent graduates.

### ***Canada's COVID-19 Recovery Plan***

In line with its focus on responding to, and recovery from the COVID-19 pandemic, the federal government committed to support rapid testing to identify cases earlier, and to break the chain of transmission. \$1.7 billion will be invested to increase access to rapid testing supplies across Canada. The preventative measures are of high priority: \$70 million will be invested to support ventilation projects in public and community buildings like colleges, schools, hospitals, libraries, and community centres.<sup>8</sup>

### ***Provincial Government***

The provincial government is also focussed on protecting the health and safety of Ontarians, and on the recovery from the COVID-19 pandemic. To lay the foundation for future growth and economic revival, it is providing supports to higher education institutions. New funding that the post-secondary sector benefits from include the following:

1. \$466 million in capital grants over three years starting in 2020/21 for critical maintenance, repairs, and upgrades of Ontario's universities and colleges.
2. \$680 million to expand and improve broadband and cellular access across Ontario. This is integral to ensuring all students, particularly those in rural and northern communities, are able to access high-quality education as courses continue to be delivered predominately online.<sup>9</sup>

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<sup>6</sup> <https://www.budget.gc.ca/2019/docs/themes/good-jobs-de-bons-emplois-en.html>

<sup>7</sup> <https://www.budget.gc.ca/fes-eea/2020/report-rapport/FES-EEA-eng.pdf>

<sup>8</sup> <https://www.canada.ca/en/department-finance/news/2021/12/government-of-canada-releases-economic-and-fiscal-update-2021.html>; <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/federal-provincial-territorial-public-health-response-plan-ongoing-management-covid-19.html>

<sup>9</sup> <https://news.ontario.ca/mcu/en>

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## **A. Government Issues**

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### ***Skilled Trades Ontario***

In January 2022 the provincial government launched a new Crown agency, Skilled Trades Ontario, to replace the Ontario College of Trades, to simplify and transform the skilled trades and apprenticeship system in Ontario. Skills Trade Ontario is responsible for skilled trades certification in Ontario. It oversees the establishment of apprenticeship programs, experience and qualifications assessments of individuals who have not completed an apprenticeship program in Ontario, issuing and renewing certificates of qualification, and maintaining a public register of people authorized to work in compulsory trades.

Skilled Trades Ontario will conduct research in relation to apprenticeship and the trades, and address the labour shortage in the skilled trades sector, simplified access to services by building a “one-window” online channel for all skilled trades and apprenticeship clients and promoting the trades as a career of choice.<sup>10</sup>

### ***Labour Market and Skills Development***

The provincial government is investing \$50 million in virtual learning and educational technologies to help expand access to high-quality, market-responsive, and globally competitive "Ontario Made" education. The Ontario Skills Development Fund invested \$83 million in 2022 to support innovative projects that address challenges to hiring, training, or retaining workers, including apprentices, during and after the pandemic.<sup>11</sup>

### ***Mental Health Support***

The provincial government increased mental health funding for post-secondary students by investing \$19.25 million into mental health supports for post-secondary students starting in 2020/21. The province is investing \$583 million over 2021-23 to help colleges and universities provide a modern and safe learning environment, both virtually and on campuses. Seven million dollars will be invested to help increase access to mental health and addiction services for post-secondary students during COVID-19.<sup>12</sup>

### ***Nursing and Health Care Programs***

Ontario is investing in the creation and advancement of nursing and healthcare programs including:

1. \$1.2 million through the Learning Inter-Professionally Healthcare Accelerator (LIPHA), a new program to support innovative and flexible training for current and future personal support workers (PSWs) and nurses.
2. Over \$115 million through the 24 publicly assisted colleges to train up to 8,200 new personal support workers (PSWs) for jobs in Ontario's health and long-term care sectors. This funding supports tuition-free opportunities for 6,000 new students and a tuition grant for 2,200 existing PSW students.
3. Financial support for current PWS's and nurses to “level up”. Specifically, PSWs will be eligible for \$6,000 per year in tuition support to "level up" and become a registered practical nurse (RPN). Current registered practical nurses (RPNs) can receive up to \$10,000 per year in tuition funding to become registered nurses (RNs).

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<sup>10</sup> <https://www.skilledtradesontario.ca/>

<sup>11</sup> <https://www.ontario.ca/page/skills-development-fund>

<sup>12</sup> <https://news.ontario.ca/mcu/en>



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## A. Government Issues

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The provincial government now allows colleges to offer a Bachelor of Science in Nursing degree without a university partner. In 2021 and continuing into 2022, there were multiple announcements of colleges with these standalone programs, such as Canadore, Georgian, Humber, Loyalist, Sault, Seneca, St. Lawrence.<sup>13</sup>

### ***Micro-Credentials***

The province is investing \$59.5 million to expand micro-credential retraining programs and has increased OSAP eligibility to support access to micro-credentials. It is also providing \$15 million to accelerate the development of rapid training programs and help people retrain and upgrade their skills to succeed in their current careers or find new employment.<sup>14</sup>

### ***Public College-Private Partnerships***

Since the announcement of post-secondary public-private partnerships (PPPs) in November of 2019, 13 colleges in Ontario joined the initiative.<sup>15</sup> In addition to the requirements in this binding policy directive issued December 23, 2019, colleges must also comply with all other applicable minister's binding policy directives. Colleges are responsible for ensuring that public college-private partnerships are consistent with the statutory objects, mandate, and strategic goals of the college.<sup>16</sup> Ministry of Colleges and Universities is responsible for establishing clear expectations for colleges regarding parameters for public college-private partnership activities that do not unduly hinder the colleges in finding alternative resources to support their education and training mandate.<sup>17</sup>

### ***Funding to Colleges: Strategic Mandate Agreement 3 (SMA3)***

The provincial government's agreement with post-secondary institutions, via the third College and University Strategic Mandate Agreements, 2020-2025 (SMA3), was to take effect in 2020 and run until 2025. SMA3 (or Performance Based Funding for Post-secondary Institutions) ties colleges and universities' funding to performance metrics provided by the provincial government. Twenty-five percent of funding was tied to performance outcomes of 2020/21 and will be going up to 60 percent in 2024/25.<sup>18</sup> Recognizing that COVID-19 has caused challenges throughout Ontario's post-secondary sector, the Ontario Government decided to delay the link of institutions funding to the performance metrics for three years (2020/21, 2021/22, and 2022/23). All other aspects of the agreements, including data collection, evaluation, and publication, is continuing as planned.<sup>19</sup>

### ***Global and Canadian Economic Context***

Economic output contracted sharply in 2020 as the COVID-19 pandemic took hold, sending the global economy into a recession. In 2020, the governments in Canada accumulated a historical deficit of \$325.5 billion, which includes all federal, provincial, territorial, and local governments combined.<sup>20</sup> In 2021 recovery from the impact of the pandemic began in Canada. Real gross

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<sup>13</sup> <https://budget.ontario.ca/2021/fallstatement/contents.html>

<sup>14</sup> <https://news.ontario.ca/en/release/61236/ontario-invests-in-new-and-expanded-rapid-training-programs>

<sup>15</sup> <https://www.applyboard.com/blog/applyinsights-college-public-private-partnerships-attracting-students>

<sup>16</sup> <https://www.ontario.ca/laws/statute/02o08f>

<sup>17</sup> <https://www.ontario.ca/page/public-college-private-partnerships-ministers-binding-policy-directive>

<sup>18</sup> <https://www.ontario.ca/page/all-college-and-university-strategic-mandate-agreements>

<sup>19</sup> <https://news.ontario.ca/en/release/59368/promoting-excellence-ontario-implements-performance-based-funding-for-postsecondary-institutions>; <https://www.universityaffairs.ca/opinion/in-my-opinion/canadian-universities-are-quietly-being-repurposed/>

<sup>20</sup> <https://www150.statcan.gc.ca/n1/daily-quotidien/211122/dq211122a-eng.htm>

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## A. Government Issues

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domestic product (GDP) rose by 4.6 percentage points in 2021, after a decline of 5.3 percentage points in 2020.<sup>21</sup> In 2022 and 2023, the Canadian economy is projected to grow at 4.0 and 3.5 percentage points respectively. Notably, the cost of living reached a 30-year high of 5.1 percent.<sup>22</sup>

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<sup>21</sup> <https://www.bankofcanada.ca/wp-content/uploads/2022/01/mpr-2022-01-26.pdf>

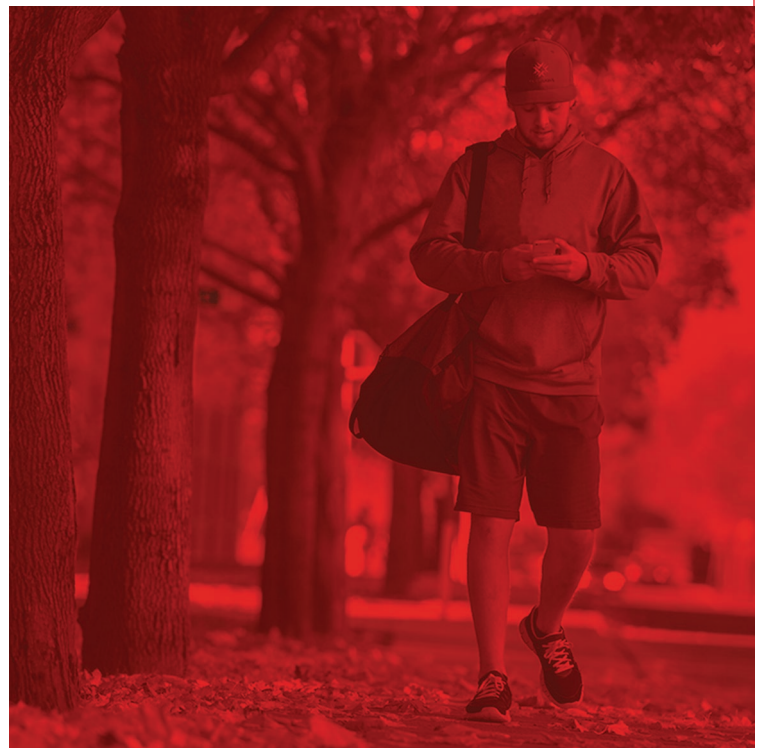
<sup>22</sup> <https://www.bankofcanada.ca/>





# SECTION B

## Board Directions



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## B. Board Directions

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The direction to the College from the Board of Governors is communicated through three separate Ends policies. Descriptions of these policies are below.

### Vision and Mission (A-05)

Policy A-05 articulates the following Board approved (May, 2013) Vision and Mission for the College:

Vision Statement:

***Unlocking Potential.***

Mission Statement:

***Provide pathways to success, an exceptional learning experience, and a global outlook to meet student and employer needs.***

Whereas the College's Vision Statement is considered aspirational and a powerful picture of what the College can and should be, its Mission Statement is considered to be the path that directs it towards this Vision. Fanshawe's Mission Statement builds upon its former strengths with respect to the provision of an exceptional learning experience, and also emphasizes the importance of enabling student education and labour market pathways to emerge and blossom. Moreover, it recognizes that Fanshawe's work is indeed global and so too must be its reach and influence.

In 2018/19, the College's Board of Governors formed a Vision and Mission Task Force to determine if the College's internal and external environments had changed in ways that its current Vision and Mission statements would not capture, but ought to. It was decided that these statements are enduring and are still relevant. As a result, they remain unchanged.

In January of 2020, the Board of Governors endorsed the College's proposed strategic goals for the 2020-2025 period. The goals include the following: Enhance innovative practices for exceptional student learning; Manage enrolment growth; Optimize use of resources and enhance organizational capacity; and Build sustainable, complementary sources of revenue. In order to achieve the strategic goals, College leadership developed operational commitments, which are discussed in detail in Section C of this report. Notably, in the fall of 2019, a Board task force reviewed and provided suggestions for the draft strategic goals and commitments.

### **Student Success (A-35)**

In April of 2015, the Board of Governors approved extensive changes to its Student Success policy. The revised policy includes full-time, part-time, and continuing education programs. Indicators of student success through which the College's performance is measured include the following: educational outcomes; student program progression outcomes; students' attainment of core labour market skills and global perspectives; and student and employer satisfaction outcomes. The revisions to the policy were informed by focus group discussions with students, alumni, employers, and College faculty and staff. In September 2015, the Board approved the first monitoring report under the expanded Student Success policy.

The Student Success Policy was reviewed again by a Board Task Force in early 2021. The Task Force determined that the Policy needed to better align with Fanshawe's recently

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## **B. Board Directions**

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approved Strategic Mandate Agreement (SMA3) as well as with the Innovation Village Teaching and Learning Framework. In February of 2021, The Board of Governors again approved associated revisions to the Student Success Policy.

### **Meeting Labour Market Needs (A-40)**

The Board's Meeting Labour Market Needs policy ensures compliance with one of the mandates defined in the Ontario Colleges of Applied Arts and Technology Act, 2002 which states, "the objects of the colleges are to offer a comprehensive program of career-oriented, post-secondary education and training to assist individuals in finding and keeping employment". The policy also affirms the College's commitment to provide graduates with the skills necessary to satisfy current and future labour market needs of the communities served by the College. The College accomplishes this commitment by providing career-focused post-secondary programs for which curriculum is informed by industry-led program advisory committees and through delivery of corporate/contract training.

Industry partnerships continue to be crucial for the College, as they enable it to provide experiential learning opportunities for students and ensure graduate skills match employer needs. These partnerships will be essential for the College's Innovation Village. This initiative will enable students to work on real-world problems and opportunities presented by client organizations. Fanshawe presented its Innovation Village concept, Signature Innovative Learning Experiences (SILEx), and job skills for the future to more than 500 Program Advisory Committee members, industry, and community leaders in October of 2019. The College's strong relationship with the London Economic Development Corporation (LEDC) will continue to help it build strong industry partnerships in the region.

In 2020, a Board Task Force was formed to review the Meeting Labour Market Needs policy and recommend changes to it, if needed. Changes which were recommended and approved by the Board of Governors included: inclusion of current Ministry of Colleges and Universities (MCU) Essential Employability Skills; language and directional alignment to the College's Strategic Goals and Commitments; and skills that would be important for a future work force whose employment will increasingly become remote.



## SECTION C

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Progress Towards Achieving  
College Goals



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## C. Progress Towards Achieving College Goals

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The purpose of Section C is to demonstrate that operating plans are in place for 2021/22 to advance the College's Strategic Goals. Specifically, Section C demonstrates how compliance with the monitoring criteria 1.1 in Board Policy D-05 will be achieved:

(1.1) Each financial plan shall not fail to describe in a narrative form how financial resource allocations are aligned with the Board's Ends.

### **Goal 1: Enhance innovative practices for exceptional student learning**

***Commitment 1.1. Create a Signature Innovative Learning Experience (SILEx) for every student by ensuring that at least one experiential learning activity (entrepreneurship; live client interaction; multidisciplinary projects; global projects; and applied research) is incorporated in all new and existing post-secondary programs by September 2021.***

This commitment has been achieved, and there is no need for additional future reports.

***Commitment 1.2. Incorporate at least three of the College's seven identified job skills for the future (novel and adaptive thinking; resilience; social intelligence; self-directed learning; global citizenship; complex problem solving; implementation) in learning outcomes for all programs by September 2021.***

This commitment has been completed, and there is no need for additional future reports.

***Commitment 1.3. Complete the Innovation Village capital project, supported by the Innovation Village concept, with the cost not to exceed \$55M. Launch Phase 1 by September 2020.***

The Capital Planning and Campus Development (CPCD) department and College stakeholders continue to work with Diamond Schmitt Architects and D Grant Construction Management on the Innovation Village capital project. Construction of Phase 1 (Library/Learning Commons) was completed and operational as of December 2020 and Phase 1 (Indigenous Spirit Assembly known now as The Kalihwiyō Circle) was completed as of February 2021.

Phases 2 and 3, now underway, include the modernization and redevelopment of existing space into an innovation centre and learning commons as part of Innovation Village with Agora, AR/VR lab, makerspace, self-serve media rooms, and various collaborative areas to support a future-focused teaching and learning strategy. Phase 3 replaces the original Student Union Building (SUB) with a new five-storey structure (upper 3 storeys - shell only, not originally part of the Innovation Village scope) approved by the board in June 2021. This phase includes a new student hall with a mezzanine, pitch rooms, studios and classrooms on the second floor. In addition, the mechanical, electrical and life safety system has been designed more efficiently than independent phases would require, the result being that systems within Phase 3 will now be supporting Phase 2. Phase 2 therefore, cannot be ready for occupancy until the consolidated systems are completed, resulting in Phases 2 and 3 being completed at the same time.

Due to: cumulative impacts of the pandemic; supply chain and market challenges; labour health restrictions, value engineering efforts; design delays caused by the CEC design and other design challenges; the addition of 3 floors and links have been absorbed by the project schedule. The construction management team has made every effort to maintain the schedule

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## C. Progress Towards Achieving College Goals

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however, despite these efforts the timetable requires an extension to Winter 2024. Ongoing challenges may require further extension. Despite challenges, the cost for the Innovation Village remains within the approved \$55M with a project contingency consistent with standards for this stage in design and construction.

An official ribbon cutting for the completed phase has been deferred three times due to pandemic restrictions, and another such event may be planned for spring 2022.

***Commitment 1.4. Continue to implement the College's Mental Health Strategy, through a comprehensive and college-wide approach to student wellness that focuses on creating a culture of support and responsiveness to student mental health concerns. Complete an evaluation of impact for the strategy by September 2023.***

In January of 2022, the College administered a Mental Health and Wellbeing Survey, funded through a Bell Let's Talk grant, to students and employees. In 2022/23, the information will be used as a measure of current policies, programs and services, and to identify and strengthen the ways they align with the National Standard for Post-Secondary Mental Health and Well-Being. Feedback from students and staff will improve understanding of gaps, identify benchmarks, and guide advancements in a college-wide approach to student wellness.

Mental Health Toolkits for students and employees will be further promoted across the college. Peer Support programming will partner with the Institute for Indigenous Learning, to develop Indigenous-led peer-support programming. Mental Health First Aid will continue to be offered to employees. Social media presence will increase, and mail out campaigns will continue, which provide information and tools for emotional regulation and stress management. Transition programming for students will continue to be offered to incoming student populations including increased awareness of accommodations and supports. Individual counselling, group counselling, and accessibility support will continue to be offered to students with the current hybrid service model expanded. Online information and resources will continue to be provided to current students via the 'counselling' and 'accessibility' pages on the MyFanshawe portal, and Reputation and Brand Management will contribute to updates, and increasing ease of use.

Partnerships with Student Wellness Centre, Student Health Services, Campus Security Services, International Centre, and Institute for Indigenous Learning will continue to be further developed with a focus on shared programming (e.g., student events, wellness fairs, referral processes, shared training and support for increased peer programming). Partnership with Fanshawe Student Union will be continued to bring in speakers related to mental wellbeing and gender diversity. Strengthening all of these partnerships will help to reduce barriers, including stigma. Partnership with Canadian Mental Health Association – Crisis Supports will continue to provide virtual support for Fanshawe students after hours. A hybrid model of service will be explored again with a goal to implement in-person supports in the coming year. Strengthening relationships with community resources specific to International populations, LGBTQ2+ and Trans+ students will be a focus.

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## C. Progress Towards Achieving College Goals

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***Commitment 1.5. Continue to implement the Here for You campaign with a focus on systems and social media tools that improve student awareness of available services and supports, increase student engagement on campus, and refine referral from departments and schools to relevant services. Complete an evaluation of impact for the campaign by September 2020.***

The emergence of COVID-19 in March 2020 impacted evaluation of the Here for You campaign. In 2021/22, students were surveyed, participated in focus groups, and attended live panels to inform the college on their learning and service experience during COVID-19.

The College launched a Student Experience Committee in December 2020. This Committee engaged four task teams to develop a framework and vision to support an exceptional student experience informed by lessons learned during the pandemic experience. The task teams have committed to five broad goals that will complete in September 2022. A core element to Fanshawe's Here for You campaign between 2020 and 2022 was the presence of on-site Student Services information hubs located in three areas of the Oxford campus, with the primary function of triage and referral to schools and services. In 2022/23, these hubs will evolve into permanent service points for students and will replicate in the virtual environment as well. Student Services will provide input to the 2022/23 Campus Master Plan process to ensure future consolidation of service points that support one-stop triage and referral.

### **Goal 2: Manage enrolment growth**

***Commitment 2.1. Maintain the enrolment of domestic students by staying within the corridor midpoint (equating to 17,200 weighted funding units) as defined in the Strategic Mandate Agreement (SMA) 2020-25.***

Fanshawe's domestic corridor has a floor of 15,996 weighted funding units (WFUs) and a ceiling of 17,716 WFUs. The midpoint is 17,200. For Fanshawe to maintain its position within the corridor for the 21/22 assessment year, the three-year average of WFUs from 17/18, 18/19 and 19/20 must stay within the corridor. Fanshawe's actual WFUs were as follows:

17/18 = 17,097

18/19 = 17,288

19/20 = 17,093

Based on these results, Fanshawe's three-year average is 17,159, which is slightly below the midpoint, but is well above the corridor floor. Fanshawe's 20/21 WFUs dropped 3.5% from the previous year, at 16,491, which may be related to global pandemic. The three-year average from 18/19 to 20/21 was 16,957 WFU's. As a result, Fanshawe is still positioned well above the corridor floor for the 22/23 assessment year.

***Commitment 2.1.1. Develop and implement a Mature/Part-time Learner Strategy focusing on growth strategies mapped to renewed segmentation analysis and existing and emergent flexible delivery methods (develop by Spring 2020 and implement by Spring 2022).***

Implementation of Mature Learner and Part-time Studies strategies focus on utilizing key resources and establishing a culture of innovation and continuous growth for part-time studies, college-wide. All academic faculties and areas have a dedicated Academic Services Consultant



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## C. Progress Towards Achieving College Goals

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to lead and operationalize part-time programming, and the Part-time Studies Community of Practice was launched. With these supports in place, all faculties and areas will launch three new continuing education courses or programs, three new micro-credentials, and will increase part-time post-secondary enrollments by 10 percent. This will contribute to increased intake dates offered for programs that are most popular for mature learners, and it will also contribute to increasing the number of courses and programs offered through online delivery. Ongoing work is underway to enhance the visibility and access of opportunities for awards and bursaries that support mature learners.

### ***Commitment 2.1.2. Implement an organizational-level eLearning Strategy to support enrolment growth and enhance the student's digital learning experience.***

Fanshawe's Digital and eLearning Strategy remains focused on digitally enhancing teaching and learning student workplace readiness, physical infrastructures, the institution's environment, and culture and supports for students and employees. In 2022/23, the College will focus on post-COVID online and blended tracking and reporting toward strategic targets, the establishment of a rapid development studio designed to assist conversion of traditional curricula to strong online content, and an increased focus on production of open education student course resources. The College has hired a Director of Online Learning to help advance the College's eLearning Strategy.

### ***Commitment 2.1.1. Increase the number of fully online post-secondary programs by 10, by September 2023.***

The demand for online programming has increased over the course of the pandemic. Fully online program delivery has grown as a unique segment of the College's market, and it is anticipated that this demand will remain. Twelve new part-time, post-secondary online programs were launched in the 2021/22 academic year. In the upcoming year, five additional programs will proceed in online versions. Supports for 100 percent online and fully remote learners are now being designed in coordination with both the College's academic and student services areas.

### ***Commitment 2.2. Increase Indigenous student enrolment to represent 6% of the College's annual domestic student population (Target 1 of the Indigenous Action Plan) by December 2025.***

The Institute of Indigenous Learning has developed the Indigenous Applicant tool to assist in the early identification of Indigenous applicants. The staff of the Institute will continue to intervene early in the process to assist prospective students from application to confirmation and beyond, to ensure they have the funding and community sponsorship to undertake their studies. For 2022, there are over 900 applicants, 75 percent of which will receive direct offers. Historically, forty percent of Indigenous applicants to Fanshawe confirm. In 2020, self-identifying Indigenous students represented three and a half percent of the domestic student population. In 2021, self-identifying Indigenous students represented four percent of the domestic student population. Increasing the number of offers given to Indigenous students, and ensuring all programs have targeted access opportunities will continue, as well as providing supports to help students navigate the application process.

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## C. Progress Towards Achieving College Goals

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### ***Commitment 2.2.1. Develop innovative and alternative pathways to recruit and retain Indigenous students by March 2021 (Goal 1 of the Indigenous Action Plan).***

Creating a sense of belonging and readiness for College studies requires unique approaches for a student population that is often not seen, heard, or understood. Initiatives include the hiring of Transition and Learning Advisors to directly support Indigenous students through the application process, with funding and financing of education, and supporting student transition to London. These supports will continue to assist in retaining students. For individuals that require alternative entry, a unique Academic and Career Entrance (ACE) program has been developed for delivery in First Nation Community Learning Hubs and Urban Indigenous Child and Family Centres. The Niisitaug FutureWork program will continue to provide opportunities for students who have not had academic success to reset, enhance their community building skills, and design a new life path. A new initiative with the Registrar and the Institute is targeted at the 100 students per year who are ineligible due to missing requirements. The key early indicator for retention and graduation is the number of students who are in good standing at the end of level 1. In 2018, 42 percent of students were in good standing. In 2021, just over 52 percent of Indigenous students were in good standing at the end of level 1. Historically close to ninety percent of Indigenous students in good standing progress to graduation. Furthermore, the percentage of students who had A+, A, B+ increased to 47 percent versus 40 percent in the year prior. A unique retention approach includes Indigenous cohort modelling in the Child and Youth Care program. It includes identification of courses students historically have difficulty with, and deploying Institute staff to provide targeted academic supports. Continuing to collaborate with community partners to offer Summer College programs will allow students to find a greater sense of belonging, and to gain the experience of taking a College-level course prior to the start of the Fall semester. Continuing the All My Relations program will bring Indigenous and non-Indigenous staff and faculty together to not only learn about Indigenous peoples, but to have conversations with community partners and Indigenous students leading to projects that have a meaningful impact on the way Fanshawe recruits, retains, and support Indigenous students in their learning.

### ***Commitment 2.3. Increase international term enrolments by 50% (from baseline established April 1, 2020) over five years.***

Fanshawe International is sourcing technology-enhanced solutions to support three specific areas: predictive enrolment modeling, agent training and compliance, and further digital representation throughout the world. Fifty percent international growth will be achieved by 2025, with the introduction of new market representatives in Columbia and Pakistan, and the establishment of a significant presence in East Africa, which is predicted to be the next international growth frontier. Fanshawe's WorldWide Fair will be offered twice. It is expected to generate over 10,000 registrations from 150 countries. New program offerings and the opening of Fanshawe Toronto are expected to generate increased learner-excitement, student interest, and enrolment in 2022.

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## C. Progress Towards Achieving College Goals

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***Commitment 2.3.1. Implement the staff and faculty pillars of the Global Engagement Framework by March 2025 (retention of global learners to London; sector leadership in international student supports; supports to staff to be responsive of student needs; and opportunities for students to learn abroad).***

Fanshawe is engaged in active participation in the City of London's Annual Newcomer Day, and on the Newcomers Committee. Collaboration with the London Economic Development Corporation (LEDC) and Career Services on FanshaweWorks provides extensive information on employment opportunities and life in the community. Additional international student supports, and engagement activities will be introduced, including the expansion of the 'WhatsApp International Student Ambassador' program where over 7,000 student callers are expected to speak to a senior international student volunteer about their Fanshawe experience.

Staff supports include Teaching to International Students programming with a targeted enrolment of 30 participants, along with new programming and supports with the addition of Fanshawe's Equity, Diversity and Inclusion initiative.

Mobility and Exchange opportunities will be re-established following the removal of travel bans. The College received funding (\$464,000) from Colleges and Institutes Canada (CICan), who is administrating the federal government's Global Skills Opportunity Program through its International Education Strategy. The College will be able to provide scholarship funding to select students from Fall 2022 to Winter 2025. In addition, the International Risk and Security Management Strategy will be formalized in the coming year, based on lessons learned, with a collaborative and holistic process that ensures transparency for safe and secure International Learning Activities.

***Commitment 2.4. Maintain Fall semester level one retention rate within a +/-1% band of tolerance from a target of 79.2%***

The level one retention rate for fall 2020 was 78.4 percent which is within the band of tolerance for this target. Over the entire year including fall, winter and summer intakes, the level one retention rate was 78.87 percent. The impact of the pandemic may have contributed to this outcome, which is down slightly from the previous year. Fanshawe will continue to implement strategies to enhance first semester experiences for students.

Planned activity over the coming year includes the creation of a Retention Strategy developed in collaboration between the Academic and Student Services teams of the College. The strategy will focus on wrap-around services to support students during their first year at the College and will include: a review of programs and courses where progression is lower than average; the development of a pan-College student advising model; and a review and enhancement of orientation activity.

Through the College's Student Experience Committee, four task teams will be engaged in 2022/23 to focus on strategies that support student persistence and to identify barriers to student success. Student surveys, focus groups and panels will inform these strategies.

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## C. Progress Towards Achieving College Goals

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***Commitment 2.5 Develop an Apprenticeship Strategy, in alignment with metrics as defined in SMA3 and in congruence with current government priorities, by Spring 2020 and implement by Spring 2022.***

Apprenticeship reform at Fanshawe College will continue in accordance with the Board approved strategy based on the following themes of a) support of provincial reform and industry alignment, b) service growth and opportunity recognition, c) focus on municipal and community engagement, and d) continuous improvement of local and internal organizational coordination efforts. To these ends, a strong focus for 2022/23 will be to seek funding to establish a College-supported regional skilled trades education community and industry center; to continue a portfolio-wide process and delivery review of apprenticeship programming at the College; to create a coordinated, regional secondary school skilled trades strategic group to promote pathways and to incubate interest in the skilled trades; and to align energies and resources to do so.

***Commitment 3.1. Implement a procedure to evaluate, prioritize, and select capital requests for investments over \$500,000, that the College will approve funding for, by March 2021.***

This commitment has been achieved, and there is no need for additional future reports.

***Commitment 3.2. Implement the College's Enterprise Resource Planning (ERP)/integrated solutions project with a focus on a new/improved Student Information System (SIS), Financial System, and Human Resource Management System (HRMS) by March 2025.***

The College is introducing a new ERP system that will update the technological systems used by Finance, HR, and academic areas. A cross-functional project team will both plan and execute the ERP. To implement the ERP, the College will communicate the value of the ERP system to all employees and managers, and develop and execute a comprehensive training program for them.

***Commitment 3.3. Complete the five phases of the Data Strategy (student success; budgeting and planning; capital planning; enrolment optimization; and workforce planning) by March 2025.***

Advancement of the College's ERP/Integrated solutions project has brought to light the fact that data development, workflow, and governance for student success, budgeting, financial planning, and workforce planning, initially contemplated as being within the purview of the Data Strategy, are better addressed through the steering and planning group mechanisms established for the College's ERP/integrated solutions project. The capital planning component of the Data Strategy has largely been addressed through the development of a capital planning dashboard/scorecard. Further improvements to the dashboard/scorecard will occur through the course of 2022/23, as the Capital Planning Committee continues to evolve the College's relatively new capital planning approach. The College will continue to advance aspects of the Data Strategy relating to enrolment optimization in the upcoming year, including continued advancement of related BI analytics and predictive models.

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## C. Progress Towards Achieving College Goals

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***Commitment 3.4. Foster wellness, creativity and personal and professional fulfillment among faculty and staff through a culture of innovation, interdisciplinary collaboration, lifelong learning and flexible work environments. Conduct a needs assessment, by September 2020, of human resource supports required to implement changes arising from the 2020-2025 Strategic Goals and Commitments.***

By 2023, a workforce plan will be developed, inclusive of hiring, professional development, and streamlined performance review processes, to support the contribution of employees to the 2020-2025 Strategic Goals and Commitments. By 2024, the development of organizational practices to become a flexible workplace will be coordinated.

***Commitment 3.4.1. Execute an Equity, Diversity, and Inclusion (EDI) Strategy by December 2021.***

The Director, Equity, Diversity, and Inclusion (EDI) was onboarded in November 2021 and has been engaging with campus stakeholders to chart a path forward for Fanshawe's EDI and anti-oppression initiatives. In February 2022, as part of the College's commitment to advance anti-racism, the President joined dozens of post-secondary institutions across Canada in signing two important inter-institutional EDI and anti-oppression Charters: the Scarborough Charter on Anti-Black Racism and the federal Dimensions EDI Charter. The immediate EDI and anti-oppression priorities for the College focus on actioning EDI initiatives that advance the principles of the Charters and set a strategic course for EDI work at the College. In the coming months, the College will establish an EDI and Anti-Oppression Task Force, drawing upon expertise and lived experience from the across the College to identify systemic barriers, develop priority themes and areas for action, and deliver preliminary recommendations for a strategic EDI framework and action plan. In parallel, the Director, EDI will undertake a number of specific systems improvement projects to establish robust and sustainable EDI infrastructure. These efforts will include integrated data collection efforts, leadership training, supports for equity-deserving students and staff, and an assessment of the College's employment equity practices. The Director, EDI has and will continue to support College stakeholders in creating equitable and inclusive environments, including inclusive name change processes, equity scans for physical inclusion, and embedding a scaffolded training and education framework for EDI competencies. Finally, the College will recruit and hire an anti-racism and EDI advisor role – reporting to the Director, EDI – to support equity-deserving staff, students, and faculty, with a focus on supporting BIPOC-identified community members with experiences of racism and oppression.

***Commitment 3.4.2. Create a culturally safe environment for Indigenous students and employees by providing awareness and competency training to at least 20% of staff annually commencing in September 2020 (Goal 3 of the Indigenous Action Plan).***

The Kahkiyaw ni wahkomâkanak (All My Relations) series sets out to answer questions about Indigenous realities, reconciliation, and equip participants to improve support to Indigenous students, and all students. The ongoing discoveries of unmarked graves on the sites of former residential schools has created an atmosphere where many are ready for action. Acquiring facts and information is part of what's required for truth; however, reconciliation requires a shift in mindset and in how society functions. Kahkiyaw ni wahkomâkanak's focus lies squarely on adjusting mindset, while sharing facts to create a basis for action. With its complexities, this program requires a dedication of roughly 23 hours over the course of a term. Participants will complete the program with a cohort to create community. The program currently offers a maximum of four cohorts per term, providing training to ten percent of staff annually. Reaching

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## C. Progress Towards Achieving College Goals

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our commitment of 20 percent of staff annually, would require an additional commitment of resources for personnel to facilitate the awareness and cultural competency training.

### **Goal 4: Build sustainable, complementary sources of revenue.**

***Commitment 4.1. Increase revenues generated from providing instructional and non-instructional services to Non-Government Ontario-based, Canadian and foreign firms, agencies, or associations, where the activity is paid for by the firm, agency, or association and not by students through student tuition or fees, as determined by the SMA3 targets.***

By collaborating with the College and external partners, Corporate Training Solutions (CTS) will assume a leadership role to ensure the College meets established revenue targets under SMA3 for mandated provincial performance reporting purposes. Moreover, CTS will continue to grow revenue with a bottom-line focus to drive the highest possible value to the College. CTS will achieve this goal by introducing new products and services and leveraging industry partnerships nationally, provincially, and regionally.

***Commitment 4.2. Implement the operational plan for offshore education and training by March 2021 with a focus on business development in countries identified as most aligned to the BoG's Offshore Opportunities Framework (Commitment 4 of the Global Engagement Strategy).***

Through Fanshawe Global (FG), the College will continue to build capacity and experience in developing, promoting, and delivering higher education consultancy, research, dual credentialing, and business services and solutions to international markets consistent with Commitment 4 of the Global Engagement Strategy. FG will continue to target primary markets in Latin and South America, as well as secondary markets such as Africa, the Caribbean and Asia Pacific. FG will actively explore opportunities targeting the advancement of cultural competencies for domestic companies employing and integrating newcomers to their workforce.

FG will pursue private, government, and not-for-profit funded opportunities with the goals of increasing its sectoral footprint and profitability, while demonstrating a high regard for environmental, social, and governance considerations.

***Commitment 4.3. Increase annualized cash donations from \$3M (2019/20FY) to \$6M (2022/23FY).***

The Foundation will focus on converting existing prospects in the pipeline into gifts to support identified strategic priorities of the College. Moreover, the Foundation will identify an additional \$1 million in additional expectancies (prospects) consistent with the goal to raise \$6 million in cash and pledges by fiscal year 2024/25.

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## C. Progress Towards Achieving College Goals

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***Commitment 4.3.1. Continue to implement data - driven and contemporized advancement efforts (structure, processes, data, talent, and platforms)***

This commitment has been achieved, and there is no need for additional future reports.

***Commitment 4.3.2. Develop persona descriptions that can be used to tailor high-impact donor cultivation and conversion strategies - by September 2021.***

This commitment has been achieved, and there is no need for additional future reports.

***Commitment 4.3.3. Finalize a multi-year College donor cultivation and conversion strategy, enabled by the donor segmentation study findings, by December 2021.***

This commitment has been achieved, and there is no need for additional future reports.





## SECTION D

### Financial Planning/Financial Condition



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## **D. Financial Planning/Financial Condition (Policy D-05, D-10)**

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### **1 Introduction**

The financial projection (Schedule A on the following page) reflects a surplus position of \$11 million for 2022/23, and a projected surplus of \$8.3 million and \$8.45 million for 2023/24 and 2024/25 respectively, as measured with the accounting principles used in reporting the College's financial statements and consistent with the Board's financial planning policy (Board Policy D-05). These projections include the anticipated operating results of the College's three subsidiary organizations.

As a College, Fanshawe continues to demonstrate strength and resilience, especially in the face of the continued challenges posed by the COVID-19 pandemic. The budget development process focused on enrolment growth, transitioning to post-pandemic operations, and realignment of resources, to allow new capital investments to support the College's strategic goals. Emphasis continues to be on enhancing innovation, developing sustainable operating efficiencies, and enrolment growth through new program development and implementation that will carry forward into the future years.

The Ministry's tuition fee policy mandated a 10 percent reduction in domestic tuition rates in January 2019 for the 2019/20 academic year. In addition, the colleges were directed to keep domestic tuition rates frozen for the 2020/21 and 2021/22 academic years, and in the absence of any further Ministry communication, Fanshawe has assumed the rates will continue to be frozen for the three academic years following. Fanshawe assumes international tuition rates to increase by 2 percent in 2022/23, and for the two years following. Domestic and international enrolments are projected to increase 1.6 percent and 26.2 percent respectively in 2022/23. International enrolments include enrolments associated with introduction of the Private Public Partnership in Toronto, and Fanshawe plans to increase its international enrolments by 14.6 percent and 6.2 percent for 2023/24 and 2024/25 respectively, to achieve the enrolment targets set out in the strategic goals. Domestic enrolments are expected to remain flat for 2023/24 and 2024/25. Fanshawe also plans to achieve all of the performance indicators set out in the Strategic Mandate Agreement with the Ministry, and therefore is not anticipating a reduction in its operating grant.

The allocation of resources aimed at achieving the Board's ENDS policies regarding student success and meeting labour market needs are presented in two schedules in Appendix F. As indicated in these schedules, 76.6 percent of total operating expenditures excluding ancillary expenditures support student success, while approximately 62 percent of total operating expenditures excluding ancillary expenditures are directly related to meeting labour market needs. In addition, the budget distribution by organization capturing the revenue and expenses for each subsidiary corporation is included in a separate schedule.

## D. Financial Planning/Financial Condition (Policy D-05, D-10)

### Schedule A

<i>in \$000's</i>		2021	2022	Annual Budget	2023	Annual Forecasts			
						2024	2025	2026	2027
<i>ref</i>		(Note 1)	(Note 4)	(Note 4)	(Note 4)	(Note 4)	(Note 4)	(Note 4)	(Note 4)
a)	<b>Available Net Assets [Note 2] (opening balance)</b>	<b>77,520</b>	<b>70,254</b>		<b>55,134</b>		<b>8,903</b>		<b>(9,669)</b>
	<b>Revenue</b>								
b)	Government Grants	93,936	102,826	92,708	(9.8%)	91,497	(1.3%)	90,910	(0.6%)
c)	Enrolment Revenue	183,799	206,276	245,398	19.0%	265,514	8.2%	279,840	5.4%
d)	Restricted Contributions (Revenue)	1,269	2,450	2,600	6.1%	2,600	0.0%	2,600	0.0%
e)	Investment Income	5,817	3,611	3,355	(7.1%)	2,684	(20.0%)	2,147	(20.0%)
f)	Amortization of Deferred Capital Contributions	12,421	11,756	11,280	(4.0%)	11,500	2.0%	11,700	1.7%
g)	Other Revenue	7,932	8,994	10,292	14.4%	10,879	5.7%	11,494	5.7%
h)	Ancillary Revenue	9,898	15,092	23,308	54.4%	24,019	3.1%	24,569	2.3%
		<b>315,072</b>	<b>351,005</b>	<b>388,941</b>	10.8%	<b>408,693</b>	5.1%	<b>423,260</b>	3.6%
	<b>Expenditure</b>								
i)	Instructional Service	158,590	173,249	187,089	8.0%	197,185	5.4%	204,130	3.5%
j)	Instructional Support Service	26,032	29,320	36,297	23.8%	38,559	6.2%	39,800	3.2%
k)	Student Service	44,328	49,376	50,745	2.8%	54,082	6.6%	56,024	3.6%
l)	College Service	39,669	46,526	53,802	15.6%	58,536	8.8%	61,197	4.5%
m)	Facility Service	23,188	24,515	29,852	21.8%	31,363	5.1%	32,373	3.2%
n)	Ancillary Service	16,401	15,428	20,158	30.7%	20,668	2.5%	21,286	3.0%
		<b>308,207</b>	<b>338,414</b>	<b>377,941</b>	11.7%	<b>400,393</b>	5.9%	<b>414,810</b>	3.6%
o)	<b>Operating Surplus</b>	<b>6,865</b>	<b>12,591</b>	<b>11,000</b>		<b>8,300</b>		<b>8,450</b>	
p)	Change in net assets invested in capital assets	(14,135)	(27,711)	(57,231)		(26,873)		(3,171)	
q)	Internally Restricted transfer	5							
r)	<b>Available Net Assets [Note 2] (closing balance)</b>	<b>70,254</b>	<b>55,134</b>	<b>8,903</b>		<b>(9,669)</b>		<b>(4,390)</b>	
s)	Investment in Capital Assets	154,912	182,623	239,853		266,726		269,898	
t)	<b>Accumulated Net Assets [Note 3]</b>	<b>225,166</b>	<b>237,757</b>	<b>248,756</b>		<b>257,057</b>		<b>265,508</b>	

#### Notes

- 1 as per audited consolidated financial statements
- 2 includes Unrestricted Net Assets and Internally Restricted Net Assets
- 3 includes Unrestricted Net Assets, Internally Restricted Net Assets, and Investment in Capital Assets
- 4 projected Consolidated Statement of Operations

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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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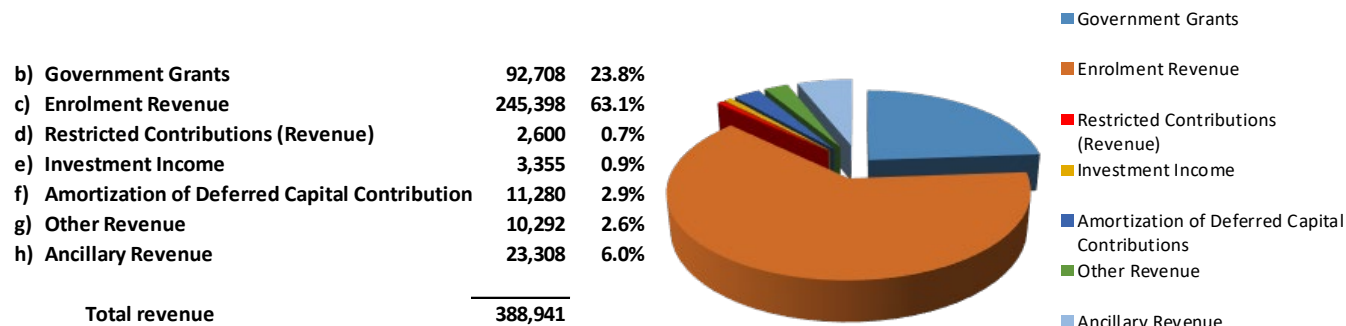
### 2 Financial Projections

**NOTES:** (using reference in Schedule A on the preceding page)

**a) Available net assets (opening balance)**

Available net assets is defined as the unrestricted net assets plus the internally restricted net assets as projected to be presented on the consolidated financial statements in each fiscal year.

#### Operating Revenue



**b) Government Grants** - Includes all grants received from the Provincial, Municipal, and Federal Governments, such as base operating grants, apprentice revenue based on training agreements with the Provincial Government, government sponsored programs such as Literacy and Basic Skills (LBS), and Employment Services (ES), Accessibility Funding, etc. Since details of the 2021/22 special purpose grants are largely unknown at this time, the College uses best estimates in the budget. The decrease in Government Grants from 2021/22 of 9.8 percent is due to projected growth of international enrolments, which results in a reduction in grant due to the International Student Recovery one-time grant funding associated with one-year projects and COVID-19 supports, as well as the discontinuance of the Accelerated PSW program offered through the Ministry in 2021/22.

**c) Enrolment Revenue** - Includes all fees collected from students, such as tuition and related ancillary fees. The tuition rates for domestic students, in the absence of Ministry communication, was assumed to continue to be frozen for academic year 2022/23. Total domestic tuition revenue is projected to increase by 0.6 percent, due to planned enrolment growth. International tuition rates were increased by 2.0 percent for the 2022/23 academic year due to a market analysis. Total International tuition revenue is projected to increase by 25.8 percent.

Total post-secondary enrolment projections anticipate an overall increase of 11.6 percent over 2021/22 actual enrolment. International enrolments are planned to increase by 26.2 percent (+4,605), and domestic enrolments are projected to increase by 1.6 percent (+402).

**d) Restricted Contributions** – Includes donations paid out as bursaries or awards to students in the year. All revenue in this category has a direct student expenditure offset and does not contribute to operations of the College.

**e) Investment Income** - Includes interest earnings on bank accounts and long term investments as well as gains/losses on the sale or transfer of Investments. We are projecting a decrease in

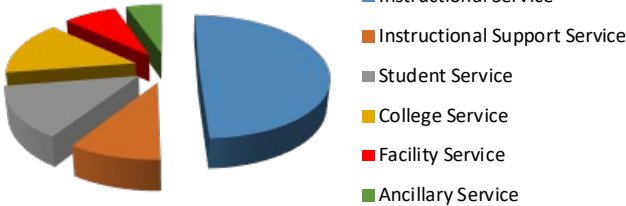
**D. Financial Planning/Financial Condition (Policy D-05, D-10)**

investment income of 7.1 percent. Due to uncertainty surrounding interest rates and the market value of Fanshawe’s investments over the year, the income has been calculated conservatively.

- f) **Amortization of Deferred Capital Contributions** - The College recognizes revenues from grants and donations received for capital projects over the same timeframe that it amortizes the costs of those projects. The projected values are based on the existing grants and donations that have already been received by the College, or commitments from granting bodies with respect to specific capital projects.
- g) **Other Revenue** - The College earns other revenues from various sources such as domestic and international contract training activities, rental revenue, donations and sales of course products. The primary driver of the revenue increase from the 2021/22 forecast reflects a continued transition towards pre-pandemic levels of activity in the College. Revenues have been forecasted to rise largely on an inflationary basis over the future two-year period, except for contract services which are forecasted to increase by 10 percent over the next two years, forecasted to align to the college’s strategic goals.
- h) **Ancillary Revenue** – The College has a variety of ancillary activities. The key operations include the College Bookstore, Parking and Student Residences. The revenue increase of 54.4 percent is due to a continued transition towards pre-pandemic levels of activity.

**Operating Expenditures**

i) Instructional Service	187,089	49.5%
j) Instructional Support Service	36,297	9.6%
k) Student Service	50,745	13.4%
l) College Service	53,802	14.2%
m) Facility Service	29,852	7.9%
n) Ancillary Service	20,158	5.3%
	<b>377,941</b>	



- i) **Instructional Services** – Services that are directly involved with the learning process where there is an expectation of a positive financial contribution. Examples include academic programs funded by government and contract training funded by business and industry. The 8.0 percent increase in instructional services costs from 2021/22 is driven by increased teaching costs, and direct instructional supplies required to support growth and new programming, as well as economic increases and reestablishing activities which were not able to operate or were impacted during the pandemic.
- j) **Instructional Support** – Services that primarily support Instructional Services and contribute to the learning process, which may or may not generate additional revenue. Examples include the Library, Student Labs, Research, and International Partnerships. The 23.8 percent increase in costs from 2021/22 is due to higher enrolments, which directly affect the cost of student labs, as well as economic increases and reestablishing activities which were not able to operate, or were impacted during the pandemic due to remote learning.
- k) **Student Services** – Services that primarily support the needs of students either with the learning process, or with student life. Examples include the Office of the Registrar, Counselling and Accessibility Services, and Athletics. The 2.8 percent increase in expenditures is the result of

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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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economic increases, as well as the returned operations of Athletics programming and the Wellness Centre. The overall impact is masked by the reduction of awards associated with student assistance during the pandemic.

The proposed budget complies with Board Policy D-05, which requires that expenditures contributing to the learning process (*Instructional Services, Instructional Support Services, and Student Services*) must total at least 70 percent of the College's total expenditures excluding *Ancillary Services*.

- l) College Services** – Services that primarily serve the needs of the College as a corporation. Examples include the Board of Governors, Marketing, Human Resources, and Finance. The 15.6 percent increase in costs from 2021/22 is due to economic increases, as well as an increase in commissions for recruitment of international students due to planned growth.
- m) Facility Services** – Services that are primarily associated with providing a physical environment conducive to education and training that is both safe and secure, as well as in compliance with all applicable codes and regulations. Examples include facilities planning and development, maintenance, utilities, custodial services, and security. The cost increase of 21.8 percent over 2021/22 reflects economic increases, utilities, and cleaning costs which are expected to increase with more activity on campus planned, and the commencement of campus master planning activity.
- n) Ancillary Services** – Services that primarily provides a user-pay service at competitive rates as a convenience to students, and in some cases the College. Examples include the College Bookstore, Residence and Parking Services. The 30.7 percent increase in expenditures reflects a continued transition towards pre-pandemic levels of activity.

The proposed budget complies with Board Policy D-05, which stipulates that ancillary expenses shall not exceed ancillary revenues.

**o) Operating Surplus (Deficit)**

The College is planning a surplus position in 2022/23. The College projects an operating surplus of \$8.3 million in 2023/24 and \$8.45 million in 2024/25, however will be reassessing future years as new developments and information are available. In order to invest in the College's current capital priorities, a surplus for each of the next 3 financial years is planned.

**p) Change in net assets invested in capital assets**

The following table presents the detail to support the change in net assets invested in capital assets as presented with the financial projections on Schedule A. This table shows the impact of non-cash items on the operating surplus and the net change in investment in capital assets.

## D. Financial Planning/Financial Condition (Policy D-05, D-10)

	2021	2022	2023	2024	2025
Amortization of deferred capital contributions	(12,421,317)	(11,756,200)	(11,279,868)	(11,500,000)	(11,700,000)
Impairment of deferred capital contributions					
Amortization of capital assets	22,805,231	22,877,000	22,320,000	24,671,000	26,000,000
Impairment/disposal of capital assets					
Gain on disposal of capital assets	(107,708)				
Additions to capital assets	(29,335,929)	(47,394,395)	(95,833,977)	(61,682,360)	(21,025,000)
Amounts financed by: deferred contributions	6,718,546	10,535,795	29,574,347	23,685,053	5,553,700
student fees receivable	608,400				
proceeds on disposal of CA	140,380				
capital lease	(5,917)	(6,030)	(4,599)		
bank loans	(2,537,115)	(1,967,289)	(2,006,635)	(2,046,768)	(2,000,000)
<b>Change in net assets invested in capital assets</b>	<b>(14,135,429)</b>	<b>(27,711,119)</b>	<b>(57,230,732)</b>	<b>(26,873,075)</b>	<b>(3,171,300)</b>

**r) Available net assets (closing balance)**

The impact to the opening balance of available net assets with the current year operating surplus and the change in net assets invested in capital assets is shown on this line on Schedule A with the closing balance of available net assets.

**s) Investment in Capital Assets**

As a result of the change in net assets invested in capital assets from line o) above, the investment in capital assets on the consolidated financial statements has changed as projected on this line on Schedule A.

	2021	2022	2023	2024	2025
Investment in capital assets (opening balance)	140,776,136	154,911,565	182,622,684	239,853,416	266,726,491
Change in net assets invested in capital assets	14,135,429	27,711,119	57,230,732	26,873,075	3,171,300
<b>Investment in capital assets (closing balance)</b>	<b>154,911,565</b>	<b>182,622,684</b>	<b>239,853,416</b>	<b>266,726,491</b>	<b>269,897,791</b>

**t) Accumulated Net Assets**

The balance of Accumulated Net Assets is the sum of the College's Unrestricted Net Assets and the Internally Restricted Net Assets and the Investment in Capital Assets as presented on the consolidated financial statements.



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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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### D.3 Risks

Forward-looking operating budgets are subject to risks and uncertainties, and are based on several business assumptions. The College strives to maintain a balanced approach with respect to projecting financial information. The following describes the risks associated with the 2022/23 operating budget.

- 1) **Operating Grants** - The College estimates the General Purpose Operating Grant (includes performance component) from the Province will be approximately 19 percent of the College's operating revenues. There is risk that the College may not receive the current level of operating grants due to the introduction of a performance component in 2023/24. The performance component of the grant will make up 10 percent in 2023/24 and 25 percent in 2024/25 of the total operating grant. The College has exceeded the performance metrics in place for the most recent year, and therefore this risk is estimated to be low. The total operating grant is also contingent on remaining above the WFU floor, which is set at 15,996 (calculated on a 3-year average). The College does not anticipate to fall below the WFU floor despite the reduction in enrolments through the pandemic years. Therefore, the risk is projected to be low.
- 2) **Enrolment Targets** - The 2022/23 financial projections reflect revenues based on best estimate enrolment projections. There are uncertainties regarding enrolment levels, and some targets may be under-achieved, while others may be exceeded. The continuation of the pandemic could have an impact on international student enrolments and revenues beyond the projections made. The 2022/23 budget includes international revenues (both post-secondary and ESL) totaling \$165 million.
- 3) **Ancillary Revenue** - Revenue estimates are included in the 2022/23 financial projections based on increasing campus activities as pandemic restrictions are lifted. This includes a transition towards an increase of Retail (Food Services, Clothing Store, Bookstore, etc.) and parking fee revenue. We also anticipate more summer activity in the Residence and Conference Centre. Fanshawe will continue to closely monitor the pandemic impact on ancillary activities, and will act quickly to implement further cost containment strategies throughout the college, if required.
- 4) **Other Revenue Targets** - Revenue estimates are included the 2022/23 financial projections. There is a risk that not all revenue will materialize as planned. Revenues involving higher levels of risk include contract training and miscellaneous revenues.
- 5) **Government Programs** - Confirmations of projected revenues related to a number of government - sponsored programs (e.g. Literacy and Basic Skills) have not been yet received. There is some risk that these revenues may not materialize as expected. However, the College will implement cost containment initiatives if there is a shortage in government funding for these types of programs.
- 6) **Salary Costs** - The Academic Collective Agreement expired September 30, 2021 and the Support Staff Collective Agreement expires August 31, 2022. Fanshawe has included estimates for salary escalation in lieu of available Collective agreements spanning the 2022/23 fiscal year and beyond. The College anticipates the financial risk is low.
- 7) **Actuarial Estimates** - The value of post-employment benefits and compensated absences as presented on the College's consolidated financial statements are based on actuarial estimates performed annually. There has been no attempt to estimate the changes to these balances and their impact with the financial projections presented on Schedule A.



# SECTION E

## Capital Planning



## E. Capital Planning (Policy D-12)

### 1 Introduction

To ensure Fanshawe's facilities are well maintained and meet the needs of the current and evolving learning and working environments, the College's capital development program continues to respond to pressure for capacity to support the academic programming and service delivery necessary to achieve the College's current Strategic Goals. For the next several years the management of service disruptions and the risks associated with the College's Capital Plan will continue to be important elements of the College's activities.

#### Schedule A

#### Capital Plan Summary (in '000s)

Mar-22

	Board Approved Budget	Prior	2022/23	2023/24	2024/25	2025/26	TOTAL
<b>1) Innovation Village</b>	<b>55,000</b>	<b>29,633</b>	<b>20,250</b>	<b>5,117</b>			<b>55,000</b>
a) Government Grants		2,250	12,125	625			15,000
b) Fundraising		1,000	800	700			2,500
c) Working Capital		25,550	6,492	2,958			35,000
e) Other Contributions		833	833	834			2,500
							<b>55,000</b>
<b>2) Innovation Village - Additional Floors and Links</b>	<b>13,500</b>	<b>5,705</b>	<b>5,000</b>	<b>2,795</b>			<b>13,500</b>
c) Working Capital		5,705	5,000	2,795			13,500
							<b>13,500</b>
<b>3) Kestrel Court - Net Zero</b>	<b>2,508</b>	<b>327</b>	<b>2,056</b>	<b>125</b>			<b>2,508</b>
a) Government Grants		163	1,140	65			1,368
c) Working Capital		164	916	60			1,140
							<b>2,508</b>
<b>4) Welding Lab</b>	<b>5,400</b>	<b>4,400</b>	<b>1,000</b>				<b>5,400</b>
a) Government Grants		585	-				585
c) Working Capital		3,815	1,000				4,815
							<b>5,400</b>
<b>5) Campus Energy Centre</b>	<b>37,500</b>	<b>1,252</b>	<b>25,600</b>	<b>10,648</b>			<b>37,500</b>
c) Working Capital		1,252	25,600	10,648			37,500
							<b>37,500</b>
<b>6) Enterprise Resource Planning System</b>	<b>52,760</b>	<b>2,630</b>	<b>16,620</b>	<b>7,830</b>	<b>12,750</b>	<b>12,930</b>	<b>52,760</b>
c) Working Capital		2,630	16,620	7,830	12,750	12,930	52,760
							<b>52,760</b>
<b>Total</b>	<b>166,668</b>	<b>43,947</b>	<b>70,526</b>	<b>26,515</b>	<b>12,750</b>	<b>12,930</b>	<b>166,668</b>
<b>Upcoming Projects</b>		-	<b>6,825</b>	<b>20,775</b>	-	<b>7,500</b>	<b>35,100</b>
1) Botanical Garden			300	1,200			1,500
2) Data Centre						7,500	7,500
3) Enhanced Central Energy Centre			6,525	19,575			26,100
<b>Total</b>		<b>43,947</b>	<b>77,351</b>	<b>47,290</b>	<b>12,750</b>	<b>20,430</b>	<b>201,768</b>

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## **E. Capital Planning (Policy D-12)**

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### **3 Upcoming Capital Projects**

#### **1) Botanical Gardens**

The College has acquired additional land adjacent to the Cuddy property in Strathroy based on the approval of the Board of Governors in April 2021. The land will be commissioned to develop a botanical garden. The gardens will embrace a natural landscape design and will serve as a hotspot for academic programs and research on plant ecological genetics. The cost estimate of this development project is \$1.5 million. A working group has been established to determine scope and cost with an expectation that a business case will be presented to the Board of Governors in 2022/23.

#### **2) Data Centre**

The School of Information Technology recognizes the need for a formal academic and production Data Centre to serve the ongoing needs of our students as they complete our programs and prepare to work in the fields of data creation, storage, retrieval, backup and delivery. This is supported by employers in the industry who are increasingly looking for necessary skillsets as opposed to credentials only. The skillsets need to reflect a significant level of digital literacy, competency and environmental familiarity. Working with data is a critical part of learning outcomes.

The Data Centre will facilitate the operation of our academic programs, research projects, data analytics functions, and scenario planning. The creation of a coherent formal Data Centre would permit the College to explore new avenues for content development and delivery, innovative student learning experiences, data mining, visualization, and analytics. In addition, by leveraging a unified technology infrastructure across the entire School of Information Technology, we are better placed to develop new programs that share infrastructure, including Emergency Management, Data Science, Information Sciences, Health Informatics, Systems Engineering and many other data and systems-driven programming, thus allowing the development a core set of instructional materials in a case study approach.

#### **3) Enhanced Central Energy Centre**

The Campus Energy Centre (CEC) (Phase I – Chiller Centre) is an approved capital project. Future phases of the CEC project are identified in the Campus Energy Centre roadmap. The CEC Roadmap is linked to greenhouse gas reduction targets specified in the Greenhouse Gas Reduction Roadmap. The opportunity to attract significant funding while reducing close to 1900 tCO<sub>2</sub>e (over 75 percent of our 2030 reduction target) is the main driver of the modification of this project timeline.

While this phase of the CEC project can be executed later, there is no guarantee that grants will be available at that time. The cost to implement the additional scope in the future is expected to increase as material and labour costs will increase, as activity in this industry intensifies. The work can be done now, for less money than in the future, and generous funding can be received as well.

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## E. Capital Planning (Policy D-12)

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### Funding Sources

\$ 000's

a) Government Grants	\$ 16,953	10.2%
b) Fundraising	\$ 2,500	1.5%
c) Working Capital	\$ 144,715	86.8%
d) Bank Loan	\$ -	0.0%
e) Other Contributions	\$ 2,500	1.5%
<b>Total Funding</b>	<b>\$ 166,668</b>	<b>100%</b>

- a) Government Support** - The College has access to capital grants from the Ministry of Colleges and Universities (MCU), the Federal Government, and the City of London through applications for defined programs, as well as contracted agreements to support Capital projects that meet the criteria of government agencies. The College has secured funding from the City of London in the amount of \$2.5 million and the Federal Government in the amount of \$3 million for Innovation Village. The College will continue to pursue grant opportunities from other sources.
- b) Fundraising/Donor Support** - The Foundation is currently collecting committed pledges, and these pledges will be recognized as contributions towards projects as they are received.
- c) College Working Capital** - As shown in past financial monitoring reports, financial health indicators used by the province demonstrate that Fanshawe College has a healthy balance sheet. Both liquidity measures and debt measures exceed industry benchmarks, so there is an opportunity to draw excess working capital to meet the College's capital needs.
- d) Bank Loans** – No loans are anticipated at this time.
- e) Other Contributions** – The College has secured a contribution from the Fanshawe Student Union towards Innovation Village in the amount of \$2.5 million.

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## **E. Capital Planning (Policy D-12)**

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### **Project Risks**

- 1) The impacts of the ongoing pandemic on the construction industry, including the cost and availability of materials and equipment, schedules, inspections, etc. continue to impact College capital projects. Material and equipment selections are reviewed, and adjustments are made to minimize impacts where possible. Requirements for social distancing and limiting workers on site also continues to impact projects.
- 2) Resource unavailability and/or competing demands for the same resources are risks. It is imperative to be proactive in identifying all project requirements through the Capital and Project Planning Committee to closely monitor business requirements and critical resources beyond one year.
- 3) The capital plan references several different sources of financing. Some of these sources carry more risk than others, which place additional pressure on existing working capital. Fanshawe will track the funding available and monitor the resources throughout the project.
- 4) There is an inherent risk of significant cost variances, both favourable and unfavourable, as projects contain cost estimates. Project cost estimates are refined during project planning and as projects become better defined, the quality of the cost estimate increases. Although many capital projects continue to carry cost estimates prepared by third parties, there is a risk of unforeseen costs and underestimating the extent of work necessary which may exceed planned contingency amounts.
- 5) Capital projects that include a financial arrangement as set out in the Minister's Binding Policy Directive on Banking, Investments and Borrowing are contingent upon Section 28 approval from the Ministry of Colleges and Universities.

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## E. Capital Planning (Policy D-12)

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### Infrastructure Reinvestment

The allocation of limited, often inadequate, funds among organizational priorities, or to ongoing facilities maintenance is a decades old challenge faced by government, and public and private sectors alike. This has led to the accumulation of a deferred maintenance backlog of building systems on an ongoing basis. Beginning in fiscal 2018, the College began allocating additional funding to deferred maintenance.

Between 2012 and 2015 Ontario colleges, working through the MCU, formally established a facilities capital planning and management system to forecast and model, as well as to monitor and manage the condition of the colleges' facilities. The chosen system, known as VFA Facility, integrates with well-known industry cost modelling and lifecycle data systems to forecast the lifecycle of a facility by its building systems, and to forecast cost projections to assist with capital planning and management of the College's facilities. Ontario hospitals utilize a similar system, and Ontario universities currently use the same system (VFA Facility). Condition assessments are undertaken periodically (maximum of every 5 years) to assess whether the building systems are deteriorating faster than, at the pace of, or slower than the theoretical lifecycle, so that adjustments can be made to the system's predictive forecasting model.

Since September 2017, Ontario colleges and universities have been working together to align reporting parameters. Additionally, the Ontario colleges formed an Asset Management Subcommittee that continues to standardize and refine the deferred maintenance data and correct errors that existed in the original assessments conducted from 2012-2015. Fanshawe is beginning its 5th year of a 5-year cycle to refresh all data and improve its accuracy and reliability. This initiative has resulted in an increase in the value of deferred maintenance across the Ontario college system. Some examples of changes that have resulted in these increases include:

- Addition of site infrastructure assets (paved areas, site lighting, storm sewers, and water supply)
- Global data clean-up and standardization
- Switching to 'auto-renewals' within the software system, allowing the next series of requirements to be automatically activated as their useful life comes due each year
- Annual inflation multiplier – usually 2-4 percent, however 2022 will see its highest increase since the program began of 6.7 percent

The Global Data Clean-up effort has led to a revised reference point for grouping deferred maintenance requirements. Rather than relying on Priority Levels (that were not automatically updated), colleges have moved to 'Action Year'. This is the year that building systems reach the end of their useful life and require repair, renewal, or replacement. Building systems that are well-maintained or are deemed to be safe for extended use have their useful lives extended within the software during assessments. Systems that are at risk due to accelerated wear, or unexpected conditions may have their useful lives shortened during these assessments.

As shown in the table "Unfunded Infrastructure Renewal" below, the College's unfunded infrastructure renewal backlog is estimated to be \$30.7 million for Primary Systems at the end of fiscal 2022 with an additional \$10.6 million estimated for Other Systems, for a total of \$41.3 million in 2022. Over the five-year capital plan cycle the estimated backlog of unfunded infrastructure renewal will reach \$185.7 million if not addressed through the Capital Renewal Plan by capital renovations or infrastructure projects such as Innovation Village or Central

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## E. Capital Planning (Policy D-12)

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Energy Centre, or through other opportunities such as the Energy Conservation and Demand Management Plan.

### Unfunded Infrastructure Renewal

Recommended Action Year	Primary Systems	Other Systems	Total
2022	\$30.70	\$10.60	\$41.30
2023	\$5.60	\$2.30	\$7.90
2024	\$11.00	\$4.40	\$15.40
2025	\$40.50	\$18.20	\$58.70
2026	\$43.50	\$18.90	\$62.40
<b>5-Year Total</b>	<b>\$131.30</b>	<b>\$54.40</b>	<b>\$185.70</b>

Estimated Unfunded Infrastructure Reinvestment (\$M) by System Group

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*Primary Systems* include complex building systems such as Heating, Venting and Air Conditioning (HVAC); Electrical Supply and Distribution (i.e. transformers, major distribution panels); Exterior Enclosures (i.e. roofing) and Plumbing, and are often addressed as a large project.

*Other Systems* are less complex, and are often bundled together, or are addressed within larger capital projects (e.g. flooring, ceiling tile, painting, washrooms and sidewalks).

Over the past decade, the College has advanced best efforts to mitigate the impact of the unfunded infrastructure renewal. During this period, the College has allocated to the extent practicable an annual budget for facilities renewal to address priority needs. Government assistance has helped in this regard as well, with grants in some years more material than in other years. The College focused its attention on reducing unfunded infrastructure renewal requirements attributable to mission critical *Primary Systems*. In many cases *Other Systems*, while identified as due for renewal, were considered to be either non-mission critical, or relatively minor in nature, and as a result, were not addressed, and in many instances remain deferred.

The College has developed a rolling five-year Capital Renewal Plan to continue addressing unfunded infrastructure renewal. The plan assumes \$5 million annually (increased to \$6 million in 2026) to address infrastructural renewal, which is funded by the College, as well as the Provincial Facilities Renewal Program (FRP). The Capital Renewal Plan ranks Primary System and Other System deferred maintenance requirements based on risk severity and probability in order to address the highest, mission critical deferred maintenance priorities with the limited available funds.

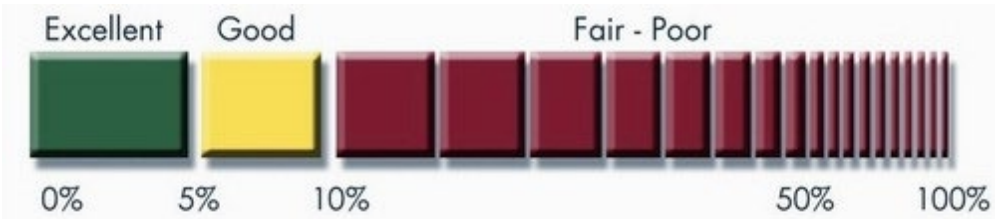


## E. Capital Planning (Policy D-12)

Infrastructure Renewal Funding Plan					\$ 000's
	2022	2023	2024	2025	2026
College	518	1,718	1,718	1,718	2,718
Provincial FRP	3,282	3,282	3,282	3,282	3,282
<b>Total</b>	<b>3,800</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>6,000</b>

Further, where practicable, the College has leveraged academic and service renovation projects to incorporate capital renewal elements into the project to further reduce the backlog of unfunded infrastructure renewal overall. Some examples include the recently completed Phase 1 – Innovation Village, Oral Hygiene and Mend Massage Clinic Redevelopments (A Building) and Aviation Redevelopment (Y Building) projects, as well as Phases 2 and 3 - Innovation Village, Kestrel Court Net-Zero Retrofit and Welding Lab Renovation projects currently underway.

The Facilities Condition Index (FCI) is a real property industry standard that was developed in an effort to quantify, monitor and manage infrastructure renewal. The FCI is the ratio of the unfunded infrastructure renewal needs (or deferred maintenance backlog) to the real property's Current Replacement Value (CRV). The condition of a facility according to the calculated FCI is illustrated in the graph below.



*Excerpt from VFA facility user manual*

The College's current 3-Year FCI is 5 percent or "Good" (prior year 7 percent). This measures the renewal needs for the current year and the next 2 years, as a percentage of the current replacement value.

Of the College's thirty-four buildings, eleven buildings are now more than 40 years old, and the three oldest buildings are more than 55 years old. At this stage, many of the systems in these buildings, if not already renewed (many, but not all, mission critical systems have seen renewal), will be at or will exceed their theoretical service life within the next decade. This will result in the unfunded infrastructure renewal number increasing, as building systems reach the end of their service life (if not still functioning properly and/or being well maintained to achieve an extended service life). By the end of this five-year Capital Plan, the College's two oldest buildings will be 60 years old with some building systems requiring their second or third lifecycle replacement.

The MCU requires all 24 Ontario colleges to update their facilities condition assessments every five years. The College will be assessing another 20 percent of our facilities in 2022-23, thus completing our 5-year cycle of 100 percent of all College facilities and site infrastructure. Each college is required to provide funding to complete their respective condition assessment updates.

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## **E. Capital Planning (Policy D-12)**

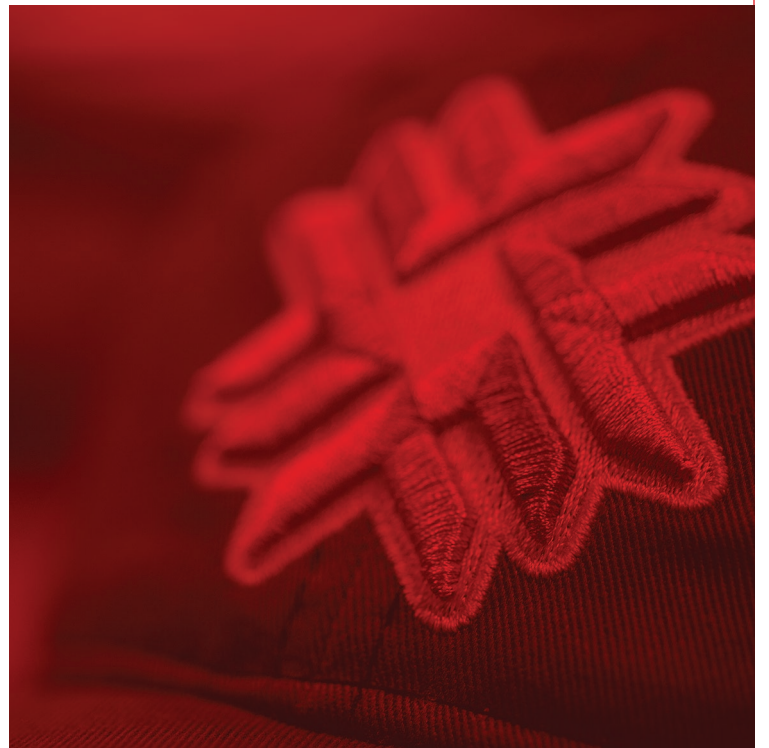
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The College will continue to leverage opportunities to address and reduce the impact of the unfunded infrastructure renewal by incorporating capital renewal as part of future renovation projects. All Ontario colleges, including Fanshawe, will also continue to advocate for appropriate levels of funding from government to assist with meeting infrastructure renewal requirements.



# SECTION F

## Appendices



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## F. Appendices

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### 1 Resources allocated to Student Success

<b>Group Name</b>	<b>Amount</b>
President's Office	\$ 572,940
Human Resources	\$ 1,141,519
Academic Services	\$ 8,021,677
Faculty of Creative Industries	\$ 32,189,499
Faculty of Business, IT & Part Time Studies	\$ 47,773,742
Faculty of Health, Community Studies and Public Safety	\$ 33,339,361
Faculty of Science, Trades and Technology	\$ 30,902,938
Faculty of Access, Language and Regional Campuses	\$ 29,380,292
Corporate Strategy & Business Development	\$ 703,647
Strategy and Planning	\$ 2,805,646
International Centre	\$ 3,676,518
Facilities Management and Community Safety	\$ 10,000
Information Technology	\$ 10,127,151
Finance	\$ 14,213,356
Student Services	\$ 13,207,467
Office of the Registrar	\$ 14,723,905
Student Success	\$ 11,336,103
Centrally Held Costs	\$ 18,103,288
Fanshawe Global Corporation	\$ 430,488
Hotzone Training	\$ 1,386,643
<b>Total</b>	<b>\$ 274,046,180</b>

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## F. Appendices

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### 2 Resources allocated to Meeting Labour Market Needs

<b>Group Name</b>	<b>Amount</b>
President's Office	\$ 457,140
Human Resources	\$ 1,141,519
Academic Services	\$ 8,021,677
Faculty of Creative Industries	\$ 32,189,499
Faculty of Business, IT & Part Time Studies	\$ 47,773,742
Faculty of Health, Community Studies and Public Safety	\$ 33,339,361
Faculty of Science, Trades and Technology	\$ 30,902,938
Faculty of Access, Language and Regional Campuses	\$ 27,927,526
Strategy and Planning	\$ 2,805,646
International Centre	\$ 45,000
Information Technology	\$ 10,127,151
Finance	\$ 4,633,398
Student Services	\$ 7,358,278
Office of the Registrar	\$ 369,250
Student Success	\$ 95,721
Centrally Held Costs	\$ 14,296,288
Fanshawe Global Corporation	\$ 430,488
Hotzone Training	\$ 1,386,643
<b>Total</b>	<b>\$ 223,301,265</b>

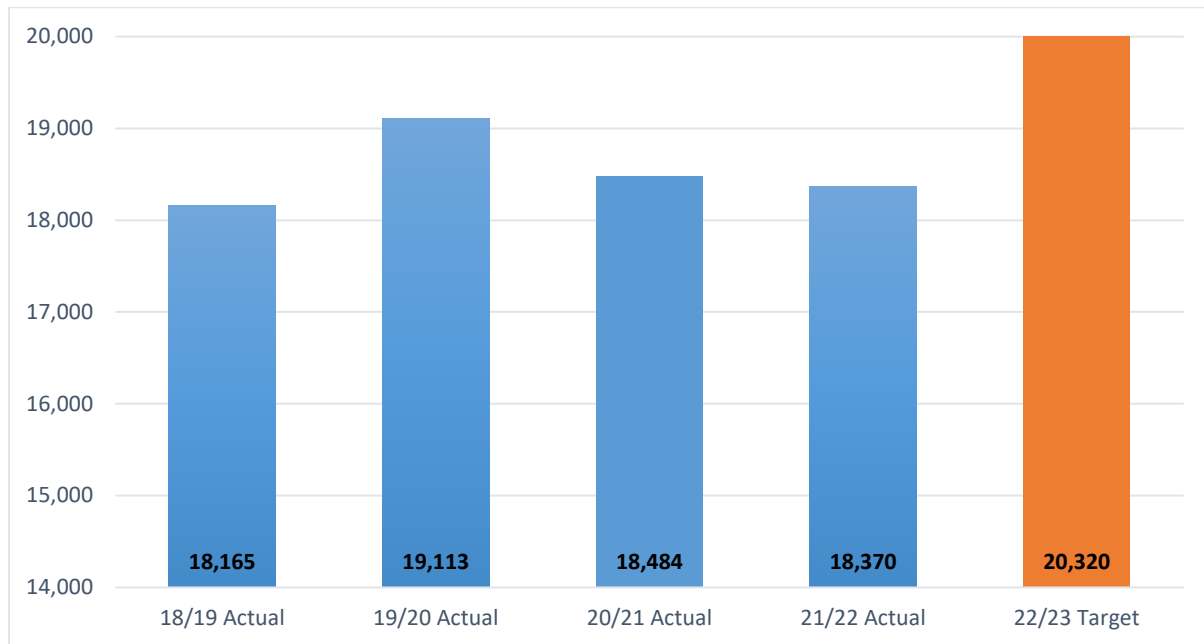
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## F. Appendices

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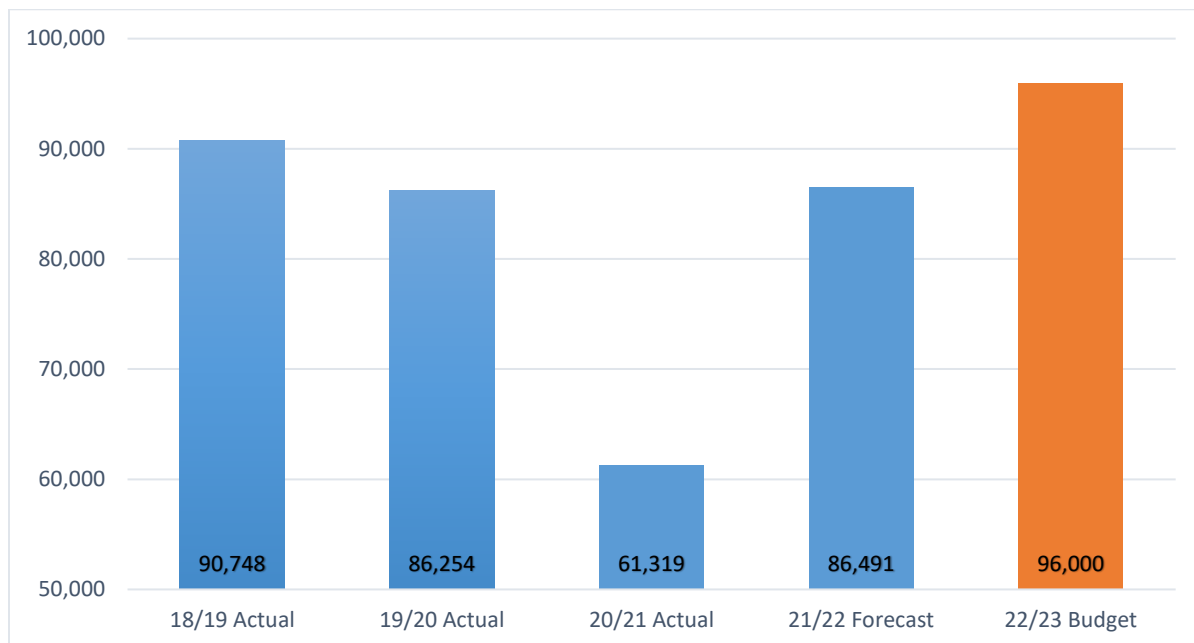
### 3 Enrolments

#### a) Full-Time Postsecondary Enrolments\*



\*includes Fall term enrolments only

#### b) Apprenticeship Purchased Training Days



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## F. Appendices

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### 4 Organizational Summary

#### **ORGANIZATIONAL DISTRIBUTION**

**2022/23 Draft Budgets**

in 000's

	<b>Foundation</b>	<b>FGC</b>	<b>Hotzone</b>	<b>College</b>	<b>Total</b>
<b>Revenue</b>	\$ 1,035	\$ 506	\$ 1,734	\$ 385,666	<b>\$ 388,941</b>
<b>Expenses</b>	<u>\$ 1,010</u>	<u>\$ 430</u>	<u>\$ 1,387</u>	<u>\$ 375,114</u>	<u><b>\$ 377,941</b></u>
<b>Surplus (Deficit)</b>	<u>\$ 25</u>	<u>\$ 76</u>	<u>\$ 347</u>	<u>\$ 10,552</u>	<u><b>\$ 11,000</b></u>

*Note: The above Subsidiary budgets are draft until approved by individual Boards.*

# STRATEGIC GOALS

To help direct and focus the time, energy, and resources of the College, strategic goals have been identified:

- 1** Enhance innovative practices for exceptional student learning.
- 2** Manage enrolment growth.
- 3** Optimize use of resources and enhance organizational capacity.
- 4** Build sustainable, complementary sources of revenue.

