



**2010-2011 ANNUAL REPORT on
STRATEGIC PLAN IMPLEMENTATION**



Our Mission ...

Fanshawe College is committed to personal, social and economic success through quality education and learning for employment.

We enrich the lives of individuals and meet the changing needs of our diverse communities.

We are innovative and responsive.

We promote opportunity.

We are Fanshawe College.



**FANSHAWE
COLLEGE**

*Community Driven ...
Student Focused*

2010/11 Strategic Plan Implementation

Table of Contents

	Page
Executive Summary	i
A. Government Issues	
A.1 Government Issues	1
B. Board Directions	
B.1 Board of Governors' Directions	9
C. Progress Towards Achieving Board Ends & College Strategic Directions	
C.1 Vision and Mission (Policy A-05)	10
C.1.1 Pursue excellence in learning, teaching, and service	12
C.1.2 Foster a workplace where employees are proud to contribute and grow	19
C.1.3 Engage in applied research and scholarly activity	21
C.2 Student Success (Policy A-35)	25
C.2.1 Encourage and enhance student success	25
C.3 Meeting Labour Market Needs (Policy A-40)	27
C.3.1 Support strategic growth in current and new markets, both domestic and international	28
C.4 Other	29
C.4.1 Engage the support of community partners and patrons	29
D. Financial Planning/Financial Condition (Policy D-05, D-10)	
D.1 Introduction	31
D.2 Financial Projections	32
D.3 Risks	36
E. Capital Projects (Policy D-12)	
E.1 Introduction	38
E.2 Capital Projects	39
E.3 Significant Assumptions and Management of Risks	48
F. Appendices	
F.1 Financial Monitoring Report	52
F.2 Financial Projections	53
F.3 Summary of Planning Cycle	54
F.4 Enrolments	56
F.5 Budget Unit Summary	57

EXECUTIVE SUMMARY



Policy	Successes Achieved	Challenges & Emerging Issues
<p>A-05 Vision and Mission (page 10)</p>	<p>Strategic Developments</p> <ul style="list-style-type: none"> ➤ During the past year, the College has been reconfiguring its planning processes to enable an increased focus on the alignment of strategy with operational plans. ➤ Academic Services unveiled the 2009-2012 Academic Plan in September 2009 focusing on alignment of academic strategies and activities with the Board's six key Strategic Directions. ➤ The College introduced three foundational strategic initiatives which are intended to allow the College, now and in the out-years, to be increasingly responsive and adaptive to the competitive market conditions emerging in post-secondary. The highly integrated initiatives include: Strategic Enrolment Management (SEM); Business Process Review; and Culture Alignment (details in Section C.1). ➤ A new leadership structure, called the Senior Leadership Council (SLC), was created with a view to more effectively lead the strategic implementation of Board Ends as well as to facilitate key internal communications, sharing of critical information, risk and change management, and organizational cultural alignment. <p>Pursue excellence in learning, teaching and service</p> <ul style="list-style-type: none"> ➤ The Centre for Academic Excellence (CAE) has now launched a program review process college-wide, with 26 reviews scheduled to be completed by the end of the 2010 academic year. ➤ New, innovative academic programming as well as program renewal continues to be a high priority. The Academic Services area has developed a three year plan for the development of new programs very much focused upon enrolment potential and industry demand (details in Section C.1.1). ➤ The College has begun, as part of the SEM Foundational Initiative, to assess its most promising student segments and to wrap tailored recruitment, retention and success strategies around these groups. ➤ A new integrated Testing Centre will be designed to meet the diverse needs of students and to accommodate students with disabilities. 	<ul style="list-style-type: none"> ➤ The external environment can be expected to become increasingly turbulent in the mid-term requiring the College to become appropriately nimble and adaptive. ➤ Transitions will become a hallmark of College life for employees going forward necessitating ongoing change management. ➤ Government funding may become increasingly constrained necessitating pursuit of new funding sources and ongoing innovation. <ul style="list-style-type: none"> ➤ Our traditional 17 to 24 year old age cohort will begin a period of decline, which means that the College will depend on the successful implementation of the SEM Initiative to better understand and prioritize the student segments that should be our focus. ➤ Alternative program delivery methods and the identification of new academic space will be essential as the College strives to maximize enrolment while continuing to respond to industry demand and government initiatives.

Executive Summary

2010/11 Strategic Plan Implementation (Cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
	<ul style="list-style-type: none"> ➤ Many academic Schools will continue to explore and innovate with existing and new technologies to improve the student experience and outcomes. ➤ A Timetabling Task Force will be reviewing systems, processes, procedures and policies with a view to recommending the components of a quality timetable ➤ The College will seek to expand negotiated articulation and exchange agreements with both domestic and overseas institutions. ➤ The 2010/11 budget includes approximately \$1.7 million for professional development and training for staff ➤ A variety of new software products will be acquired and implemented to support the effective and efficient operations of the College ➤ The College will continue to explore sustainability initiatives and their fiscal as well as environmental impact. <p>Foster a workplace where employees are proud to contribute and grow</p> <ul style="list-style-type: none"> ➤ 2010 employee survey will be conducted in the fall to measure overall job satisfaction and level of engagement. Initiatives to support and enhance engagement and satisfaction will be introduced based on areas identified for improvement. ➤ A campaign to showcase the significant contributions of staff will be launched in the fall of 2010 ➤ A new employee portal will enhance collaboration, information sharing, and affiliation ➤ Enhanced training in teamwork and collaboration will be introduced throughout the organization ➤ A SEM engagement strategy is being launched intended to regularly share key information about Initiative progress and to solicit thoughts and opinions regarding its successful implementation 	<ul style="list-style-type: none"> ➤ There remains a significant amount of high priority equipment that is not funded – efforts will continue to identify sources of funding.

Policy	Successes Achieved	Challenges & Emerging Issues
<p>A-35 Student Success (page 25)</p>	<p>Engage in applied research and scholarly activity</p> <ul style="list-style-type: none"> ➤ Critical mass to conduct research is developing in the Academic Faculties and spans industry, community and internally focused areas of interest. ➤ Research partnerships have been growing significantly and include a recently acquired five year grant of \$2.3 million to further develop the Centre for Sustainable Energy and Environments (CSEE). ➤ In addition to externally funded research projects, internal seed funds continue to stimulate innovative research projects. There is continuing evidence of student and faculty engagement and an increase in the number of projects involving human subjects reviewed by Fanshawe's Research Ethics Board. ➤ The College is increasingly hosting a number of research based speaker series to mobilize research knowledge to the broadest number of College constituents <p>Encourage and enhance student success</p> <ul style="list-style-type: none"> ➤ Many initiatives are planned to improve student success, including: <ul style="list-style-type: none"> ○ Increasing resources to assist students to employ active learning strategies ○ Use of the staff portal to identify at-risk students and facilitate follow-up ○ Development and implementation of navigational tools for students to supports and services ○ Development and implementation of student wellness awareness initiatives ○ Expanded 24/7 services in several areas of the College ○ Enhanced aboriginal outreach and transitions services and supports ➤ Access to quality programming improved by: <ul style="list-style-type: none"> ○ Compressed/accelerated program offerings that allow students to complete program requirements more quickly ○ Continuous intakes that allow an earlier start or restart 	<ul style="list-style-type: none"> ➤ Fanshawe's long-term goal is to further expand the College's participation in research projects by integrating applied research and innovation into all programs and activities. ➤ The College's ability to sustain adequate funding and attract research grants will be challenged by the current economic environment. ➤ Currently, 34% of students at Fanshawe are considered to be 'at risk' due to their secondary school math and/or English grades. The College has invested in retention and student success strategies in an effort to assist students achieve their educational goals. Fanshawe's graduation rate increased to 68.5% in 2009/10 from 64.1% in 2008/09 as compared to the 2010/11 provincial graduation rate of 65.1%.

Policy	Successes Achieved	Challenges & Emerging Issues
<p>A-40 Meeting Labour Market Needs (page 27)</p>	<p>Support strategic growth in current and new markets, both domestic and international</p> <ul style="list-style-type: none"> ➤ Full-time domestic enrolments projected to increase by approximately 0.21%; international enrolments will remain flat until recently expanded recruitment efforts begin to take hold ➤ Twenty new programs under development ➤ All campuses will respond to the local education and retraining needs with programs to be delivered in a compressed timeframe ➤ Key schools are developing ladders and pathways for credential bridging programs and are taking numerous steps to further penetrate GTA, university and international student markets ➤ Enhanced marketing strategies will be implemented targeting mature learners ➤ International Partnerships will be implementing its new International Student Recruitment Strategy ➤ Efforts will be taken to grow and modernize the student/customer supply chain 	<ul style="list-style-type: none"> ➤ As part of the SEM initiative, the College will analyze the viability of new and emerging markets and student segments. Efforts will include increasing international enrolments which may take some time to realize. ➤ Opportunities to grow enrolments will depend on the College's ability to overcome space challenges and increase capacity. ➤ To compete for international students, Fanshawe's program offerings must include more degree programs.

Executive Summary

2010/11 Strategic Plan Implementation (Cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
Other (page 29)	<p>Engage the support of community partners and patrons</p> <ul style="list-style-type: none"> ➤ Fanshawe College Foundation will identify priority needs for fundraising and partnership ➤ Increase efforts to engage employers and continue to steward and expand industry and community partnerships ➤ Host e-marketing conference in March, 2011 to position Fanshawe and London as a leader in the e-marketing sector ➤ Continue to partner with organizations and institutions to benefit and improve community conditions 	<ul style="list-style-type: none"> ➤ Industry partnerships provide support and essential resources to the College. It is anticipated that the current economic downturn in manufacturing and other sectors may result in reductions to training contracts and donations.
D-05 Financial Planning/ D-10 Financial Condition (pages 31, 52, 53, 57)	<ul style="list-style-type: none"> ➤ The proposed budget for 2010/11 is balanced with a projected year end Accumulated Operating Fund Balance of \$4.528 million ➤ Cost reductions and additional revenues generated a net savings to offset the excess of expenditures over revenues for 2010/11. There are always a number of new developments in which investment is required to remain competitive and current. 	<ul style="list-style-type: none"> ➤ While the College takes a conservative approach to its financial plans, the following are potential areas of risks associated with the 2010/11 operating plan: <ul style="list-style-type: none"> ○ Level of Operating Grants ○ Other revenue targets ○ Government programs ○ International revenues
D-12 Capital Projects (page 39)	<ul style="list-style-type: none"> ➤ Capital projects continue to unfold largely as expected, on time and within budget. 	<ul style="list-style-type: none"> ➤ There is a small amount of risk associated with approximately 90-95% of the sources of financing. ➤ Finding the resource capacity to acquire appropriate additional property for the London Campus will be a challenge ➤ Each of the three regional campuses has unique renovation/development needs. Resource capacity for the development of these campuses will also be a challenge. ➤ Costs of development/construction continue to rise as material and labour costs increase. This places additional pressure on the College to balance project costs ➤ Unfunded deferred maintenance costs by 2015 will have accumulated to \$26 million

SECTION **A**

Government Issues



A. Government Issues

A.1 Government Issues

The following major government issues are influencing strategic planning and implementation.

❖ **Economic and Demographic Challenges**

As at the end of the fourth quarter 2009, and a full year into the global recession and financial crisis, impacts for Ontario included:

- a 49.7% drop in corporate profits;
- a 5% drop in gross domestic product (GDP);
- a loss of 205,200 jobs (3% reduction) – mostly in manufacturing, services, construction, and other goods producing industries; and
- increases in unemployment – expected to rise as high as 10% in 2010 as the number of job seekers outpaces the number of people getting jobs.

London has been particularly hard hit having consistently had one of the highest rates of monthly municipal unemployment in the province. Evidence also exists that more and more people are giving up job search in the city and region thereby increasing demands for retraining and social services. Similar circumstances exist to varying degrees in the communities surrounding the regional campuses in St. Thomas, Woodstock and Simcoe. St. Thomas has been particularly hard hit as a consequence of its manufacturing base being eroded by plant closures and downsizing.

Many analysts from Canada's major banks predict that Canada will lead G7 economies by:

- returning to pre-recession GDP in early to mid 2011;
- arriving at approximately 7.5% unemployment by fourth quarter 2011; and
- introducing approximately 300,000 jobs in 2010.

Governments at both the federal and provincial level are faced with unprecedented deficits that they intend to balance in the next four to seven years. Deficit reduction strategies both federally and provincially depend on a combination of strong economic growth, likely cuts and constraint within the civil service, and limited or no further taxation. If economic growth assumptions do not eventuate as fulsomely and quickly as hoped, it is possible that both federal and provincial governments will have to look to constrain spending in other areas such as transfer payments. Transfer payment, including education, account for approximately 80% of all government spending. In either case, and as recently as the release of their budgets (March, 2010), education has continued to remain a priority. As such, and at least in the near term, grant levels are expected to remain stable with some additional areas of targeted funding.

Even in a recession, federal and provincial governments appear to recognize that it would be counter-intuitive to reduce funding to post-secondary because of an increasing skill gap emerging in the new knowledge-based economy. Researchers such as Dr. Rick Miner (Colleges Ontario) and Dr. Michael Bloom (Conference Board of Canada) have both recently described a significant skill gap by the next decade - owing to an aging workforce and declining birth rate - which will need to be remedied largely through increased participation in post-secondary education by traditional as well as a host of non-traditional student prospects. Estimates of the skill gap range from 700,000 unemployable Ontarians by 2021 (Miner) to a more conservative estimated skill shortage of 360,000 employees by 2025 (Bloom, Conference

A. Government Issues

A.1 Government Issues (Cont'd)

Board of Canada). This research has been foundational to lobby efforts of Colleges Ontario and the Association of Canadian Community Colleges (ACCC). The governments at both levels have responded by embedding new targeted funding commitments into their recent budgets related to: capital improvement, increased capacity, research and innovation, immigration and internationalization, skills development, and disadvantaged Canadians. The Ontario government has also signaled the importance of sustained support for post-secondary and innovation – to combat a slower rate of future real GDP growth to 2030 – in its recent *Long-term Report on the Economy*.

Ontario colleges have benefited from a provincial base plus growth funding model during the past few years owing to significant increases to first year enrolment (7% in 2009; 5.6% in 2008; and 6% in 2007). Fanshawe College will be challenged in its efforts to lobby government for additional money to address future near term growth however because recent forecasts (i.e., Ontario College Application System (OCAS) predict flattened college enrollment, save for the GTA, beginning 2011). These forecasts do not build in the potential for participation rates to increase as more and more people recognize the need for, and are enabled to, participate in post-secondary to reduce the province's skills gap. Unfortunately, it is very difficult to know, without the experience of time, the extent to which interventions taken by government, industry and education will be successful in motivating additional prospects toward post-secondary. Further, the ability for a shift of GTA applicant demand to large urban colleges outside of the GTA is a possibility but uptake is yet to be determined. Lobby efforts by the large colleges outside of Toronto are underway to demonstrate to government that such a scenario is viable.

❖ **Access to Post-secondary Education and Skills Training**

For the past several years, the Government of Ontario has committed to a vision that Ontario will have the most educated people and highly skilled workforce in the world in order to build the province's competitive advantage. Working towards this vision, the Ministry of Training, Colleges and Universities (MTCU) continues to invest in longer term knowledge and skills needs through Employment Ontario and Reaching Higher in Post-secondary Education. Most recently, in its 2010 Speech from the Throne, the government also signaled its intent to collaborate with partners in education, training and business to develop a new, five-year plan over the course of the next year to improve the quality of Ontario's post-secondary education system. This results in a gap for 2010/11, as the previous five year plan has now concluded.

Over the past two years, funding has been boosted to Employment Ontario to respond to sharply increased demand for employment and training services brought about by the global recession. Additional employment and training services have also been provided through a number of other ministries. The following commitments were recently announced by the government in the 2010 Budget, to enhance the Employment Ontario initiative:

- improve customer service by creating one-stop access for all Ontarians to Employment Ontario across the province; the new service delivery model will be in place by August 2010;

A. Government Issues

A.1 Government Issues (Cont'd)

- continue to deliver the Second Career Strategy by helping an additional 30,000 unemployed workers get training
 - this will bring the total number of participants to nearly 60,000 since the program began in June 2008;
- invest, for the second consecutive year, an additional \$39 million in 2010/11 in its Summer Jobs programs, including targeted resources for youth in high-needs neighborhoods
 - the programs will support nearly 110,000 jobs and services for students this summer;
- implement the federal-provincial Targeted Initiative for Older Workers agreement to support skills training projects in hard-hit communities
 - these projects will help unemployed older workers in vulnerable communities to develop the skills required to find a good job in today's labour market;
- continue workplace-based pilots for literacy training that respond to the changing needs of workers and provide them with literacy skills to work safely, effectively and productively;
- further enhance apprenticeship programs, including increasing the number of apprentices who complete the program; and
- provide improved training and employment supports for groups traditionally underrepresented in post-secondary education, training and the workforce.

While these investments are welcomed, it is important to note that several will be constrained by current economic conditions. Second Career, for example, depleted its initial funding and is nearing the end of a second infusion of cash. In order to manage costs effectively in its final year of operation, the government has restricted eligibility and suitability to focus upon laid off workers most in need. Another example, in-school apprenticeship training, will be forced through the regional offices to work within their budgets when creating additional classes not identified on a college's initial seat plan. The creation of additional classes or increases to class size will need to be offset by regular class cancellations and classes that do not meet their maximum size. Ensuring that new classes are financially net neutral is a step that the Ministry of Training, Colleges and Universities has taken to ensure that it does not exceed the seat purchase budget.

Building on Reaching Higher and Employment Ontario, the government intends to raise the post-secondary attainment rate to 70%. According to the government, "there will be a place for every qualified Ontarian who wants to go to college or university." Associated commitments to post-secondary education in the 2010 Budget include:

- adding 20,000 new spaces to colleges and universities in 2010/11;
- aggressively promoting Ontario post-secondary schools abroad to encourage the world's best students to study here, settle here and help Ontario build a stronger economy;
- improving students ability to navigate Ontario's post-secondary system by providing additional resources to support the implementation of a credit system; and
- creating the new Ontario On-line Institute, which will bring the best professors from Ontario's post-secondary institutions into the homes of those who want to pursue higher learning.

A. Government Issues

A.1 Government Issues (Cont'd)

❖ Internationalization of Post-secondary Education

Over the last two years there has been a significant shift in federal government views regarding the importance of international students to Canada. In 2008, the Department of Foreign Affairs and International Trade, working with the Council of Education Ministers Canada, launched a national brand for Canadian education in the global student marketplace. Under **Imagine-Education in Canada** brand, Canadian universities and colleges have been encouraged to promote their institutions to students and parents under this new national theme. Although in its early stages, the federal government's decision to take a proactive role in marketing Canadian education abroad is a positive step.

More recently, Canada's Minister of International Trade released a major report, *The Economic Contribution of International Education in Canada*, which illustrates the economic impact that international students bring to the Canadian economy. The report estimates Canada's 178,000 international students spend \$6.5 billion annually, providing jobs for 83,000 Canadians. The Association of Canadian Community Colleges (ACCC), the Association of Universities of Canada (AUCC), the Canadian Bureau for International Education (CBIE), Languages Canada and the Canadian Association of Public Schools have joined forces in response to the report, calling on government for a significant investment in an international student recruitment strategy over the next five years.

More important, there is growing awareness in government that international students and Canada's immigration goals are inextricably linked. International students are increasingly seen as an important part of the solution to the challenges presented by Canada's aging workforce. A forthcoming report, *Canada First*, from CBIE is expected to show that 52% of international university students and 71% of international college students intend to stay in Canada to work for up to three years after graduation.

Key amendments to the Immigration and Refugee Protection Act (Bill C50) passed by parliament in June 2008 have more closely aligned Canada's immigration policies with skilled labour shortages. The amendments allow Citizenship and Immigration Canada to fast-track permanent resident applications from skilled immigrants including those already working in Canada. Other policy changes responded to consistent lobbying efforts by organizations such as CBIE and ACCC to ease restrictions affecting international students. Major changes included:

- the introduction of a "dual intent" visa that allows international students to apply for a student visa while at the same time disclosing an intention to apply for permanent residence status after graduation;
- eligibility to apply for a post-graduation work permit of up to three years depending on the length of program taken; and
- the introduction of a Canadian Experience Class visa and the Provincial Nominee Program that allows graduates of a Canadian college or university to apply for permanent resident status from within Canada after only one year of Canadian work experience.

These three policy changes have enabled college recruiters to better position Canada as a country that welcomes students who aspire to become permanent residents and that value their Canadian post-secondary credential.

A. Government Issues

A.1 Government Issues (Cont'd)

The March 2008 Provincial Budget included \$7 million over three years for an International Ontario Strategy and a Global Edge Program aimed primarily at supporting Canadian students participating in international learning activities as well as providing some funding for marketing Ontario post-secondary education opportunities abroad. In the recent March 2010 Provincial Budget, the government committed to increase international enrolment by 50% through vigorously promoting Ontario post-secondary schools abroad and by planning for a portion of new funded spaces to be allocated to international students. They also recently introduced a new education bursary to help newcomers get the local training they need to find a job in their field. The Ontario Bridging Participant Assistance Program will help cover the cost of short-term college and university bridge training programs that are not covered under the Ontario Student Assistance Program (OSAP).

❖ **Provincial Long-Term Capital Planning**

Early in 2008, the Ontario Government commissioned the Courtyard Group to assess capital requirements at colleges and universities. MTCU, in conjunction with a cross-government capital review scheduled for completion before the end of 2010, intends to develop a comprehensive long-term (10 year) capital planning process aimed at addressing the ongoing need for strategic capital investments across the system. Following the completion of its short-term stimulus program in March 31, 2011, the government intends to slow the pace of infrastructure investments in the mid- and long-term. In the current fiscal environment, it has also revised the scope and timing of some capital investments.

The Auditor General is in the final stages of auditing the Capital Program of the MTCU, with a focus on five specific colleges. A final report is expected to be released publicly in April, 2010.

❖ **Growing the Green Economy**

An emerging issue for all levels of government is environmental sustainability. Global investment in renewable power-generation, bio-fuels and low-carbon technologies has increased dramatically over the last several years. On February 23, 2009, the Provincial Government introduced the Green Energy and Green Economy Act, 2009, indicating that it would be one of the most comprehensive energy policies in the world. The proposed legislation would lead the transition to a cleaner, greener economy and support the creation of an estimated 50,000 jobs in the first three years. Building on the proposed legislation, the Government intends to make Ontario a champion of a green economy, with initiatives that build on protecting Ontario's natural resources.

As part of the March 2009 Provincial Budget, the Government committed to creating new green economy jobs and protecting the environment. Investments and initiatives to support this commitment will provide opportunities for college programming and infrastructure including:

- approximately \$390 million to match Ontario's share of the federal Green Infrastructure Fund to develop initiatives that assist in the implementation of the proposed Green Energy and Green Economy Act, 2009 (GEA);
- \$250 million over five years for a new Emerging Technologies Fund, which will include investments in green technology companies;

A. Government Issues

A.1 Government Issues (Cont'd)

- \$50 million over five years to enable research, capital and demonstration projects necessary for the development of a smart grid in Ontario;
- introduction of a significant retrofitting program focused on government buildings, schools, social housing and commercial buildings and aimed at reducing energy costs and developing marketable expertise; and
- \$5 million over two years to develop a Green Job Skills Strategy that responds to labour demand in the emerging green energy sector.

The provincial government projects that the GEA will create 50,000 jobs for Ontarians in its first three years and boost investments in renewable energy through North America's first comprehensive feed-in tariff (FIT) program, which pays renewable energy generators for the electricity they produce under long-term contracts. To date:

- The Ontario Power Authority (OPA) has issued the first 510 FIT contracts totalling 112 megawatts, enough to power more than 13,000 homes. These projects, which can include post-secondary infrastructure development, primarily focus on initiatives related to solar generation; and
- Ontario has attracted a \$7 billion proposed investment by the consortium led by Samsung C&T Corporation and Korea Electric Power Corporation, the single largest investment in renewable energy in provincial history.

In its 2010 Budget, the federal government announced a \$1 billion investment over five years under the Clean Energy Fund to support research, development and demonstration of promising clean energy technologies, including carbon capture and storage technologies.

❖ **Research and Technology**

According to *Ontario's Long-term Report on the Economy*, fostering innovation will continue to be a key government priority. Over the next 20 years, technological trends that may re-shape the Ontario economy include:

- information technologies that enhance computational capabilities (such as cloud computing and quantum computing);
- new sources of renewable power and energy storage as well as sustainable production techniques;
- biomedical technologies that build upon advances in genomics and stem cell research;
- smart technologies that integrate sensors, computers and communication technologies (such as smart electricity grids); and
- research into advanced processing methods which encourage faster productivity growth.

A. Government Issues

A.1 Government Issues (Cont'd)

The March 2009 Provincial Budget proposed additional tax relief in 2009/10 and investments to support key industry partnerships in innovation and to encourage business to develop new products and services. Colleges are gradually becoming recognized for the role they can effectively play in research and commercialization that supports innovation in practice. The budget provided \$10 million over three years to the Colleges Ontario Network for Industry Innovation (CONII) to assist small/medium-sized enterprises (SME) with hands-on applied research, technology transfer and commercialization. Other investments in research infrastructure and emerging technologies create potential for colleges to obtain funding for new research activities.

The federal government has signalled through recent announcements and its 2010 Budget a commitment to enhance its Science and Technology Strategy. It will launch a digital economy strategy to drive the adoption of the new technology across the economy. It will also extend support for advanced research, development and prototyping of new space-based technologies, especially in support of Arctic sovereignty. The Budget also strengthened the College and Community Innovation Program, a partnership of ACCC with Natural Sciences and Engineering Research Council (NSERC), in concert with other federal granting councils. Specific investments are being made by the federal government including \$30 million per year, starting in 2010/11 to the College and Community Innovation Program (CCIP).

❖ **Accountability to Government**

Multi-year Accountability Agreements (MYAAs) commit the Ministry and post-secondary institutions to communicate results achieved through Reaching Higher investments. The Ministry established an interim three year funding framework (2006-2009) while a post-secondary funding framework was being developed. Multi-year funding allocations facilitate planning activities by enhancing predictable funding and in return colleges must show progress in achieving their institution-specific access and quality improvement strategies. Consistent with the MYAA framework, the College must provide a report-back detailing the extent to which commitments were achieved and the results of the College's progress toward stated outcomes. MTCU is working towards the development of a framework for the next generation of MYAAs and will be reviewing and finalizing system-wide indicators to be introduced in 2010/11. The 2009/10 Transition-Year Report-Backs and previous MYAA Report-Backs will inform discussions with colleges and universities scheduled for early fall, 2010. The agreed upon system measures along with individual college and university commitments will form the basis for future MYAAs.

The Government of Ontario established the Accessibility for Ontarians with Disabilities Act (AODA), with the goal of making Ontario accessible to all persons with disabilities by 2025. The first standard to become regulation under this Act is Accessibility Standards for Customer Service. Legislation came into force January 1, 2008 and applies to every organization in the public and private sectors of the Province of Ontario. The Customer Service Standards requires that organizations provide accessible customer service through establishing policies, reviewing service processes, training staff and providing a feedback mechanism so that anyone can comment on the provision of goods or services for people with disabilities.

A. Government Issues

A.1 Government Issues (Cont'd)

MTCU is working with a group of college representatives to develop indicators that will measure the financial health of a college. It is expected that these indicators will establish a benchmark for performance which may bring additional reporting responsibilities should minimum standards not be achieved. Details are still under development, but it should be noted that college representatives including Fanshawe College are part of the working group helping the Ministry to identify what is reasonable and achievable. It is likely that a framework will be distributed in 2010/11.

❖ **Funding Levels and Distribution**

Ontario colleges currently receive lower revenues per student from operating grants and tuition fees than Ontario secondary schools and universities. In fact, per student grant revenues for colleges are approximately 27% lower than those for universities, and approximately 39% lower than secondary school funding. The value of the per full-time equivalent funding unit for post-secondary education in Ontario remains the lowest in Canada and will continue to be a focus of the advocacy efforts of Colleges Ontario.

Increasingly government funding allocations to colleges, both operating and capital, are segmented into a variety of special purpose grants for which there are significant reporting and audit requirements. The increasing level of government bureaucracy and accountability reporting carries with it associated tracking and reporting costs for colleges.

The March 2010 Provincial Budget indicated that the Ontario College System will be receiving new funding. Based on an assessment by Colleges Ontario it appears that of this \$62 million, \$44 million is to fund growth in 2009/10 and 2011/12, growth which would not be otherwise recognized by the funding model. An additional \$12 million is to fund growth up to 2009/10 and \$6 million is for adjustments to the Special Purpose Grants. Details regarding the allocation of this funding amongst institutions and the reporting and accountability requirements are yet to be communicated. Consequently, the College's proposed budget includes grant assumptions that are believed to be relatively conservative.

SECTION **B**

Board Directions



B. Board Directions

B.1 Board of Governors' Directions

The Board of Governors has provided direction for the College's Strategic Plan through the following Ends Policies.

❖ **Vision and Mission (A-05)**

The College's Mission Statement proudly presented at the front of this document was established by the Board of Governors in June 2002. This Mission Statement reflects the unique results that our communities require from the College and emphasizes learning for employment and responsiveness to support the economic development of the communities that the College serves. In June 2002, the Board reaffirmed the College's Vision Statement also presented at the front of this document. The Vision Statement reflects how the College will grow and lead in the future.

The Mission and Vision Statements are dynamic and memorable statements that guide and focus our future and our energy and efforts.

During 2008/09, the Board established a task force to undertake a regular five-year review of the Vision and Mission policy. In May 2009 the Board again reaffirmed the Vision Statement and the level one Mission Statement as shown at the front of this document. Further, the Board decided that the level two Mission Statements should be eliminated from the Policy as they have the potential to confine the organization when they were originally intended as clarification statements to illuminate the level one statement.

❖ **Student Success (A-35)**

The Board's Student Success policy affirms its commitment to student success as an outcome.

The Board has established the following indicators of student success:

- The student has obtained his/her educational goal of a diploma/certificate/applied degree
- The graduate has attained the ability to think critically and analytically
- The graduate was satisfied with the usefulness of his/her college education in achieving his/her employment goals after graduation
- The employer was satisfied with the graduate's overall preparation for the type of work the graduate was doing

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

The Board's Meeting Labour Market Needs policy clearly affirms the College's commitment to providing graduates with the skills necessary to satisfy current and future labour market needs of the communities served by the College. More specifically, the communities served include Southwestern Ontario and strategic provincial, national and international labour markets.

SECTION C

Progress Towards Achieving Board Ends & College Strategic Directions



C. Progress Towards Achieving Board Ends and College Strategic Directions

The purpose of Section C is to demonstrate that the 2010/11 operating plans advance the College's Strategic Plan by making progress towards achieving the Board's Ends and the College's Strategic Directions. Where possible, each of the College's six Strategic Directions has been mapped to one of the three Board Ends policies.

C.1 Vision and Mission (Policy A-05)

The Board's Vision and Mission Policy A-05 is the highest level Ends statement, and reflects the results our communities require from the College and how they will be better because we are here. The following three College Strategic Directions support the achievement of this End:

- Pursue excellence in learning, teaching, and service;
- Foster a workplace where employees are proud to contribute and grow; and
- Engage in applied research and scholarly activity.

The following strategic developments and operational initiatives support the achievement of our Mission and are shown according to the Strategic Direction that they support.

Strategic Developments

- ❖ During the past year, the College has been reconfiguring its planning processes to more effectively place an increased focus on the alignment of strategy with operational plans. Research demonstrates that high performance organizations demonstrate concrete linkages between strategy and operations, have formal processes in place to monitor results through effective metrics, and have integrated planning processes that support review and realignment of plans as necessary. The following strategic developments have been introduced during the past year, and plans are in place to further evolve strategy implementation during the next cycle.
 - Academic Services unveiled the 2009-2012 Academic Plan in September 2009. This focuses on each of the Board's six key Strategic Directions. Each faculty and school developed their own specific implementation plans and initiatives that support the six key Strategic Directions of the Academic Plan. These plans will guide Academic Services over the next three years.
 - In recognition of the fact that upwards of 80% of public and private organizations fail to effectively implement their Strategic Plan, Strategy and Planning (SP) introduced a *Strategic Implementation Framework* for Fanshawe College in November 2009. The framework clearly articulates the areas of college alignment and integration that need to occur - vertically and horizontally so that all departments can effectively collaborate to fulfill the Board's Ends, the College's Academic Plan and Strategic Directions. Ultimately, such an approach ensures that all levels of the organization remain student focused. This initiative has led to the development of standardized multi-year plans by each of the College's Enabling Departments (those areas providing enterprise support services) which align to the requirements articulated in the Academic Faculty and School operation plans. The new Enabling Plans distill the Strategic Directions into departmental goals, objectives and activities which can be measured to inform continuous improvement, as well as embedded in individual performance planning systems to better ensure that behaviours are strategically focused toward desired results.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ Foundational to the success of the Fanshawe College Strategic Implementation Framework are three new strategic initiatives, Strategic Enrolment Management (SEM); Business Process Review; and Culture Alignment.
 - SEM activities focus upon efforts to introduce and sustain optimum recruitment, retention and success of students leading to optimized enrolment activity levels. This initiative will become increasingly important to address a demographic shift beginning 2013 and lasting to 2025, wherein the 17 to 24 year old cohort will begin a slow decline. Beginning with an understanding and greater prioritization of student segments that should be actively pursued going forward, SEM marshals the efforts of all areas of the organization to ensure that among other things: the College's marketing efforts yield optimal return on investment, the right program mix is in place, and the proper range and intensity of services support student success and contribute to the student experience;
 - Business Process Review, building upon the formerly introduced LEAN initiative, will systematically and continuously focus upon the elimination of waste, variation and work imbalance in end-to-end systems and processes, as well as recalibration of systems, processes and structures to align with mission and changing externalities. Projects currently underway under this initiative banner are: streamlining the student admissions process; streamlining the employee recruitment process; and re-calibration of the College's committee structure to align with the current and emerging strategic and business focus of the organization as well as against best practice literature on contemporary governance and accountability; and
 - Culture Alignment is focusing upon the systematic and regular assessment of the current college culture and its alignment with future challenges and opportunities. Specific actions that are being introduced through this initiative relate to: programs of change leadership and management; effective organizational communication; re-enforcement and support for horizontal working relationships; enhanced employee engagement; and results-based measurement.

- ❖ The Strategic and Operational Planning Schedule for the College has been changed this year to ensure that all future organizational planning is completed approximately eight months in advance of a new academic year. As a consequence, planning for 2011/12 commenced January 2010. This change allows for a more measured, thoughtful, strategic and collaborative approach to planning as well as better opportunity to be adaptive to challenges and opportunities as they arise. Details are set out in Appendix F.3.

- ❖ In March 2010, the College introduced a new Senior Leadership Council (SLC) (replacing the former Administrative Council) comprised of the President, Vice-Presidents and leaders from the Dean/Director level. This new leadership structure is intended to support improved strategic implementation of Board Ends as it will not only focus upon matters of general policy and associated procedures, but also:
 - organizational objectives and associated measures intended to better position the College as a results-based organization;
 - risk and change management, prioritization, and capacity considerations for significant College planning initiatives;
 - aspects of organizational culture that may be improved; and,
 - the alignment of College committees with the strategy and core activities of the College.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

C.1.1 Pursue excellence in learning, teaching, and service

- ❖ A SEM Project Leadership Committee was established to oversee SEM project implementation. Over the course of the next year, several task groups will commence and complete work to develop marketing profiles for each of the College's prioritized student segments. The profiles will be used by a further set of task groups whose role will be to develop and implement a series of strategies including but not limited to: the collection and use of actionable intelligence; staff engagement with SEM; College and program marketing; and student-centred scheduling and services.
- ❖ During the past decade, Fanshawe College has experienced significant growth in student enrolment and also in College facilities and assets. The College's London Campus, which is home to approximately 14,000 full-time and 27,000 part-time students, is the size of many small Ontario towns and universities. To better plan for future space utilization impacts, the College has introduced a SEM Timetabling Task Force responsible for reviewing systems, processes, procedures and policies which support the production of quality timetables and effective space management. Through this work, the College intends to foster a culture of shared responsibility for space management leading to an enriched student experience and improved student satisfaction, success and retention.
- ❖ As part of its focus on quality, the College recently filed an interim quality assurance report with the Management Board of the Ontario Quality Assurance Service. This report highlights progress made with respect to the four recommendations made in the College's first Program Quality Assurance Process Audit (PQAPA) report. In addition, the Centre for Academic Excellence (CAE) has now launched the revamped program review process college-wide, with 26 reviews scheduled to be completed by the end of the 2010/11 academic year.
- ❖ New, innovative academic programming as well as program renewal continues to be a high priority. The Academic Services area has developed a three year plan for the development of new programs. The plan clearly represents the intent of SEM in terms of prioritizing programs based upon enrolment potential and industry demand. Eighty proposed programs were systematically reviewed and a list of twenty programs emerged. If resources are fully available and Ministry approvals forthcoming, the program offerings over the next three years are planned to include:

2010/11:

- On-line and Mobile Game Development – Graduate Certificate;
- Business Banking – Certificate;
- Information Security Management – Graduate Certificate;
- Game Development - Advanced Programming – Graduate Certificate;
- Small Business/Entrepreneur – Certificate;
- Magnetic Resonance Imaging (MRI) – Graduate Certificate;
- Practical Elements of Mechanical Engineering – Graduate Certificate;
- Electromechanical Technician – Diploma; and
- Auto Body Techniques – Pre-Apprenticeship.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

2011/12:

- Motion Graphics – Graduate Certificate;
- Human Resources – Graduate Certificate;
- Paralegal – Graduate Certificate;
- Hospitality Management – Collaborative Degree;
- Business Administration – Advanced Diploma; and
- Aviation Technician – Avionics – Diploma.

2012/13:

- Video Game Design and Development – Graduate Certificate;
- Human Resources – Advanced Diploma;
- Internet Applications (MS Web Specialist) – Diploma;
- Insurance and Bank Management – Graduate Certificate;
- Early Childhood Leadership (ECE) – Degree;
- Ultrasound – Advanced Diploma;
- Building Performance Technology – Graduate Certificate; and
- Aviation Technician – Aircraft Maintenance – Diploma.

- ❖ Many schools have continued to explore and innovate with existing and new technologies to improve the student experience and student outcomes. Examples include:
 - Several professors in the Lawrence Kinlin School of Business (LKSB) and some in the School of Information Technology have used the Elluminate software platform to support on-line synchronous and asynchronous delivery of courses. With additional training and best practices sharing between professors planned over the spring and summer, it is expected that usage will increase substantially by 2011. It is also expected, once appropriate supports are in place, that approximately 30% of courses in some programs in LKSB will be delivered on-line or in blended hybrid formats using this technology. The effective use of Elluminate should eventually extend the geographic reach of Fanshawe through the delivery of more on-line courses;
 - The deployment of Smartboards began as a pilot in 2009 and will be extended in 2010/11. Employing Smartboards and Elluminate together provides a modern, student-friendly and dynamic learning environment; and
 - Representatives from several areas of the College, including academic managers, professors, support staff and IT Services personnel have worked together in a re-assessment of student classroom response technology (“clickers”) to confirm needs going forward. These clickers are used by approximately 1600 students in three schools at the London and Regional Campuses.
- ❖ The School of Tourism and Hospitality has started to set aside resources to refresh and re-design its kitchens so that they remain high quality teaching environments attractive to prospective students. Some design and infrastructure work will be done in summer, 2010, with more extensive work in early stages of planning for 2011 and 2012. Investigation continues regarding the feasibility of introducing a teaching hotel to support applied learning in Hotel Management within the School of Tourism and Hospitality. Funding options and partnership requirements will be further assessed in 2010/11.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ The Faculty of Arts, Media and Design (FAMD) will continue the implementation of one of its key strategic directions, expanding opportunities for program convergence. Faculty and students from distinct programs within FAMD will work collaboratively by sharing curricula and projects. This approach more accurately reflects the changing character of the media and design industries in which there is convergence of different forms of media (radio, TV, internet, etc.).
- ❖ The Faculty of Technology has begun to implement some of the non-traditional (accelerated) semester-based programs that it began to develop a year ago in consultation with students and industry leaders. By way of example, the School of Applied Sciences and Technology has implemented a compressed 18 week semester in the Manufacturing program allowing students to complete a three year program in two. Formal and informal feedback by students and industry has been extremely positive.
- ❖ Program accreditation is a requirement for most program offerings of the Faculty of Health Sciences and Human Services. There exist annual reporting and compliance issues associated with accreditation with specific emphasis placed upon a record of scholarship/research. Industry and students expect that the College will benefit from and perform exceptionally in all of its various accreditation exercises. Just this past year, the BScN program achieved the full seven year accreditation through the Canadian Association of Schools of Nursing (CASN); and the Practical Nursing program achieved the full five year program approval through the College of Nurses of Ontario. The Paramedic and Advanced Care Paramedic programs are preparing for accreditation submission in 2010.
- ❖ During the past year, the College undertook a master planning exercise for the Regional Campuses to define renovation and development priorities to meet the post-secondary and training needs of their communities. A funding submission was made to the Community Adjustment Fund (CAF) in support of an expansion/redevelopment of the Woodstock Campus. The architectural plans are almost complete and the City of Woodstock has donated to the College the land (worth approximately \$2 million) as well as an additional \$1 million over seven years to Fanshawe College, linked to the CAF project moving forward. At the James N Allan (JNA) Campus in Simcoe some extensive renovations are being planned. The County of Norfolk will support this initiative with a \$150,000 donation over three years. The St. Thomas/Elgin Campus, our newest regional campus, will also undergo some minor renovations.
- ❖ All three regional campuses will continue to adjust their program offerings according to local demands. With extensive lay-offs in the area, the St. Thomas/Elgin Campus has the highest number of programs with multiple entry and exit points. The Campus Advisory Committees at the three regional campuses are active with excellent representation from industry.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ To ensure that programs remain current and relevant with changing technology, equipment upgrades are required each year. The demand always exceeds available resources and in the current economic environment, this circumstance has been exacerbated. Nevertheless, a number of equipment upgrades are planned for the next year. A few examples include:
 - enhancements to production equipment and acoustics/noise abatement in Music Industry Arts studios;
 - improvements to radio transmission equipment in the Broadcast Centre;
 - student computers, labs, high-tech classroom equipment and computer desks where required;
 - improvements to faculty work areas, equipment and furniture;
 - kitchen re-design and expansion in Tourism and Hospitality; and
 - equipment support to the solar power research project.

- ❖ Several information technology advancements and improvements are currently underway or planned for implementation later this year intended to support the effective and efficient operations of the College. The following are some examples:
 - release of the new and improved “MyFanshawe” student portal to strengthen and simplify electronic access to a wide variety of resources, enhance collaboration and support workflow throughout the College;
 - complete replacement of the College’s corporate Storage Area Network intended to dramatically improve electronic storage capacity and efficiency;
 - an upgrade to wireless services in multiple locations throughout the College by deploying state-of-the-art 802.11n wireless access points;
 - upgrades to program specific software necessary to ensure currency of training delivered;
 - upgrade of all college computers to the state-of-the-art Windows7 operating system; and
 - elimination of paper-based forms with electronic forms and workflow.

- ❖ Efforts will continue to review, plan and implement facilities developments and strategic property acquisition consistent with the College’s Campus Master Plans and Long-Term Campus Development Plan in support of the College’s strategic directions and the SEM initiative. Details regarding capital planning initiatives are outlined in Section E.

- ❖ Facilities Management will continue to develop and improve its facilities information management system (VisionFM), and its asset management/capital planning system (VFA), through implementation of the following initiatives:
 - enhanced work order response time with the goal of achieving 90% success in meeting established response times;
 - implementing time sheets with the goal of capturing 100% of trades and maintenance time to enable optimal resource deployment; and
 - completing the development of the preventative maintenance work order system to help ensure accountability to work place health and safety.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ A number of initiatives are scheduled to continue to strengthen the College's emergency preparedness and response capabilities at the London campus:
 - an internal application will be implemented which allows emergency messages to be sent out to all computer screens and VDP projectors on the College's networks;
 - two-way voice communication services will be deployed to high-tech podiums throughout the College so that very specific emergency messages and calls can be issued between the Security Control Centre and all high-tech classrooms;
 - emergency communications will be deployed in public spaces and offices through further enhancements to the College's fire alarm system which are scheduled for completion campus-wide in 2010; and
 - to improve service levels, the configuration of the emergency power distribution will be evaluated ensuring that essential connectivity is maintained in the event of a significant power outage.

Application of these same initiatives will be considered for regional campuses based on 'lessons learned' from London Campus implementation.

- ❖ Campus Security Services will be working to further develop and enhance its ongoing collaborative working relationships with the London Police Services and UWO Police through various security and policing initiatives. Through this collaboration, Campus Security Services assessed its communications system for operations and emergencies in 2009 and during 2010 will be updating its existing system with a secure, digitally-encrypted platform similar to the platform used by London Police and UWO.
- ❖ At the end of 2009, the London Police Service generously offered to donate its former mobile incident command vehicle to the College during 2010/11. Once decaled and outfitted for College purposes, the London Police Service and the College will jointly announce the exciting donation and opportunity in a formal media release. Campus Security Services and the Emergency Management Office, in collaboration with the School of Human Services, will use the vehicle for purposes of campus mobile security and applied learning in the Police Foundations, Paramedic and Emergency Services programs. The College will also purchase a used paramedic ambulance, generously offered at a discounted rate, by the Middlesex-London Emergency Medical Service.
- ❖ An Internationalization Strategy Update consultation process, finalized earlier this year, surfaced many promising ideas on how faculty and staff can integrate an international dimension into their teaching, curriculum and services. These ideas were articulated into the form of guidelines in a later Internationalization Strategy Discussion Paper, which has been circulated to all divisions. Individual school and divisions are reviewing operations to seek opportunities for improved programming and services in alignment with the discussion paper. During 2010/11 a number of internationalization initiatives are planned for academic and enabling areas.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ In partnership with the academic units, International Partnerships will seek to expand negotiated articulation and exchange agreements with overseas institutions that can accommodate the applied learning objectives of Fanshawe's students. Students will benefit from enhanced opportunities to gain international experience while still in school, graduating with the international skill set that will give them competitive advantage in the global job market.
- ❖ The Marketing and Corporate Communications Department will implement several, new social media strategies aimed at measuring and responding to key dimensions of customer service. For example, a major web audit is underway which will expose how customers use the web site and how it can be improved. Additionally, the audit will help the College to ensure all components, such as content, navigation, and design, are meeting or exceeding the provincial standard for accessibility (AODA). The new web site standard for accessibility will then be applied to all publications and communications to ensure customer access and satisfaction.
- ❖ Efforts are underway to design and implement a new expanded and integrated Testing Centre to meet the diverse testing needs of students and to accommodate students with disabilities. The new Testing Centre will offer all students the opportunity to take computerized tests and will provide increased space and adaptive technology for test accommodations for students with disabilities. An on-line test registration system will also be implemented and a systematic model for on-line note-sharing will be designed to better accommodate students with disabilities.
- ❖ Career Services and Co-operative Education will establish customer service metrics for students, graduates, employers and clients and monitor performance against those metrics. Job Connect will adopt the services standards recently developed through the provincial College Employment Committee for use by college-based Employment Ontario programs. Data from the newly installed Career/Co-operative Education database and service system and the soon-to-be installed MTCU system for Job Connect will provide the information needed for timely statistical analysis of all significant elements of service as a basis for maintaining and improving service quality.
- ❖ The Office of the Registrar will implement a wide range of service and process improvements. Software upgrades such as Q-matic, the queuing system for in-person service, and the telephone call centre system will enhance service delivery and produce intelligence to monitor and adjust staffing levels, ensuring service quality. The student portal will be developed as a primary vehicle for information and service delivery. Efforts will continue to define, modify and deliver service models and pursue funding opportunities to support capacity development to meet the needs of our diverse applicant and student populations. Developing information and service processes required to support the expansion of flexible and alternative delivery of programs/courses will continue to be a high priority. New strategies will be developed to assist applicants who are experiencing financial challenges and to increase outreach to ensure both applicants and their influencers and also our students are aware of financial supports available and how to access these resources. Increasing Prior Learning Assessment and Recognition opportunities will be a focus through completing a process review aimed at improved service delivery and building awareness of services by internal and external stakeholders.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ Food services improvements will be a major focus over the next year. Retail Services will collaborate with Health & Safety Services to design and implement a Food Safety Management System. The system will improve food service operations by conducting hazard analysis and developing solutions before problems arise. It will also aim to ensure compliance with legislation, establish roles of all parties and ensure that food service staff members are working proactively and collaboratively to maintain a safe environment. Retail Services will also collaborate with our food service supplier to undertake a detailed food service review to strategically identify food concepts and new brand offerings that meet the needs of our students according to our changing demographics and market conditions.
- ❖ Retail Services' newly implemented point of sale system, Bookware, provides the opportunity for a number of services improvements. Bookware's on-line textbook ordering system will allow academic areas to submit textbook requirements to Retail Services on-line. This will increase efficiency and ensure earlier availability of textbooks for students. The system will also enable Accessibility Services to provide students with disabilities who require textbooks in an alternate format earlier access to their textbooks. Retail Services will also expand Bookware's current point of sale system and on-line website to include regional campus locations.
- ❖ Environmental sustainability will continue to be "top of mind" and the College will continue to explore sustainable initiatives and their fiscal as well as environmental impact including:
 - developing a corporate sustainability policy to guide activities towards a more sustainable environment;
 - establishing a broad based sustainability committee to review sustainability initiative opportunities;
 - continuing to explore ways to include sustainability and greening into academic programs to ensure that graduates skills align with current industry trends;
 - advancing a strategy to replace computer lab CRT monitors with more efficient units, significantly reducing energy consumption;
 - renewing various building envelope systems, including roofing and window systems and lighting replacements/retrofits, using improved energy efficient products;
 - investigation of collaborative opportunities with suppliers, students, staff and the community to reduce the use of paper and plastic, offering green products and recycling, and introducing compostable packaging;
 - heating, ventilation and air conditioning (HVAC) system upgrades/replacements will be installed, including the addition of an outdoor winter air cooling system for M-Building;
 - investment into the real time operating system (RTOS) for utilities extending beyond electrical metering to include natural gas and water metering and possibly some electrical sub-metering; and
 - Residence & Conference Planning is considering a friendly competition among the three student residences to promote sustainability, including energy conservation and possibly recycling/waste diversion.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ Library and Media Services will be taking a multi-faceted approach to service improvement. Priorities include leveraging technology and social media to engage students and to deliver services and expanding access for students and faculty to research and data resources in digital format. Another focus will be collection enhancement in all formats in consultation with academic areas to meet changing curriculum needs.
- ❖ Following a hugely successful intercollegiate sports year in 2009/10, Athletics will focus on expanding student engagement in the athletics programs, increasing student attendance at home games and enhancing College spirit. The development and implementation of a marketing and communication plan will be a high priority as well as the expansion of services for international students.

C.1.2 Foster a workplace where employees are proud to contribute and grow

- ❖ There is a renewed commitment to employee engagement at the College and a number of areas have ideas and plans to foster a workplace where engagement, collaboration and pride are common values. Included in these plans is a campaign coordinated by the Marketing and Corporate Communications Department and Human Resources to showcase the significant contributions of staff, both in the work place and in their community. “Our People Make the Difference” campaign is expected to launch in the fall of 2010.
- ❖ A new employee portal was launched this year with project leadership provided jointly by the Information Technology and Marketing and Communications areas. The coming year will see implementation of phase two of portal development – including feedback from users, technical upgrades, and content reconfiguration. Although there have been some start-up challenges, the portal has become a major, internal business tool with over 100 team sites. Staff sharing common interests, such as members of committees, can communicate with one another, post information, distribute, and share documents – all on-line.
- ❖ The College’s bi-annual employee survey will take place this fall inviting participation from all full-time and regular ongoing non-full-time employees. The tool measures overall job satisfaction and the level of engagement that employees feel with the College. In addition, the results detail Fanshawe’s strengths as an employer and identify areas for improvement in our processes, policies and practices. Supported by Human Resources, managers and staff will be reviewing results and identifying and implementing initiatives to improve engagement and satisfaction.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (Cont'd)

- ❖ Human Resources (HR) will be introducing multiple approaches this year to influence employee engagement. These include:
 - a renewed Wellness program aimed at improving and maintaining employee health, encouraging healthy living and reducing health risks;
 - leveraging various communication formats, especially the employee portal, to facilitate access by employees to their own personal information;
 - enhanced training in collaboration and teamwork through the 'Crucial Conversations' Program for leaders, team development facilitation, and cultural competency courses;
 - updates to the Respect in the Workplace training and the development and delivery of new training offerings aligning with new legislation under the Ontario Health and Safety Act on Violence and Harassment in the Workplace (Bill 168); and
 - facilitating an investment of \$1.7 million in college-wide professional development.
- ❖ Over the course of the past year, HR engaged in a LEAN project that examined how the College could more effectively and efficiently transition applicants to full employee status. This process improvement is intended to make prospective staff less anxious about their hiring status and hiring departments better able to respond to issues of resource capacity. In 2010/11 the outcome of the project will go live with the launch of "Fanshawe Works".
- ❖ As part of SEM, HR will be involved in ensuring organizational effectiveness plans (e.g. workforce planning, change management, and continued implementation of the Human Resources Management System (HRMS) throughout 2010/11.
- ❖ Faculties and Enabling Areas of the College have consulted their staff extensively during the preparation of their multi-year operational plans, for both the 2010/11 planning cycle and the concurrent (modified) 2011/12 planning cycle. Staff engagement in these plans will be amplified later this year when they are once again involved in a process, this time to develop performance metrics for the objectives embedded in these plans.
- ❖ All academic schools have and intend to continue providing faculty development opportunities such as relevant conferences, workshops and courses. Each school will also continue providing formal (e.g. strategic consultation sessions) and informal (e.g. "meet and greet") opportunities for staff to input into aspects of college planning and program delivery.
- ❖ A favourable external audit of the College's Corporate Health and Safety Management System (CHSMS), which yielded a 13% improvement over the 2006 audit, was completed in 2008/09. The College will continue to further its improvement efforts in the coming year by implementing actions to address the auditor's recommendations.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- ❖ Phased implementation of the College's updated Emergency Plan and London Campus' Emergency Guidelines (released in 2008) will continue. The Plan includes communications, emergency response training, employee orientation sessions and student awareness communications, as well as testing of the Emergency Plan through drills and simulated events. Lessons learned from the 2009 London transit strike and H1N1 influenza pandemic will be considered as the Plan is continually reviewed and updated in 2010. Resources to support the ongoing administration and management of the Emergency Plan are included in 2010 plans. Individual departmental action plans necessary to support the College's overall preparedness, response and recovery plans, will continue to be developed and refined.
- ❖ Following the release of the Internationalization Strategy Discussion Paper, the Manager of International Partnerships facilitated divisional discussions. These sessions explicitly engaged staff in the design of their unique path to greater internationalization. The process will create ongoing opportunities for staff to have input in the future of their division and of their own professional development as it relates to teaching, learning and service in a globalized economy where boundaries are increasingly vague.

C.1.3 Engage in applied research and scholarly activity

- ❖ The Centre for Applied Research and Innovation and University Partnerships encourages, supports, and oversees the development of the applied research and innovation culture, policy frameworks and infrastructure at Fanshawe College. The Centre also actively pursues funding for such activities by working with provincial and federal agencies to develop funding programs which suit the nature of college applied research and innovation, and by assisting college researchers with the development of specific funding proposals. The Centre's long-term goal is to further integrate applied research and innovation into academic programs and other college activities, to enrich the student experience and the quality of graduates, keep faculty current and engaged, enhance the reputation of the College, and contribute to the economic well being of our community.
- ❖ Fanshawe's strategic research plan has identified several thematic areas of concentration within its academic faculties. Critical mass is being developed in those areas which span industry, community, and internally focused areas of interest. Projects being undertaken include industry-focused commercialization projects, projects with community service based organizations, and projects related to teaching, learning and student success.
- ❖ A number of research projects are in various stages of implementation and will be actively pursued during the course of the next year. An example is the industry, community and College research partnership for a five year grant of \$2.3 million, which the College received in September 2009, to further develop its Centre for Sustainable Energy and Environments (CSEE). CSEE, working with the renewable energy sector in the London region, brings together academic, entrepreneurial, technical and business expertise to help companies innovate in the fields of energy and the environment, with a focus on alternative energy management and green technologies. These projects include:

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

- **Solar-Powered Concrete De-Icing System** - aimed at utilizing solar power for operating concrete de-icing systems in place of electricity from the power grid;
 - **Solar-Powered electric golf cart** - working on improved control systems for small electric vehicles to optimize recharging and storage efficiency thereby extending the time between recharges from the grid;
 - **Solar-Power station optimization** - focuses on development of an algorithm and control/feedback system to effectively manage solar energy and transmit it to the Ontario power grid. The project includes computer simulation and feasibility studies, systems construction, testing and proving;
 - **Solar array efficiency** - exploring ways to increase the efficiency of solar arrays;
 - **Solar Awnings & Blinds** - a project to develop aesthetically-pleasing shading devices (awnings and blinds) that also can collect, store and utilize solar energy as an additional energy source in residential and commercial buildings;
 - **Grow green** - aimed at developing an environmentally-friendly greenhouse plant production system using reclaimed energy and by-products from composted organic waste. Grow Green will test this concept, develop growing techniques and processes and evaluate various crops and plants grown using this system;
 - **Next-generation wind turbine** - a project to develop a small 3kW wind turbine suitable for use by residents living in urban communities in partnership with Vital Group Inc., a wind turbine manufacturer located in Southwestern Ontario. The School of Applied Science & Technology will help develop the generator, and test and validate the new product; and,
 - **Evaluating Strengths and Durability of Beams and Slabs** - targeted at better concrete composition and improved construction techniques with the goal of strengthening and extending the life of concrete infrastructure.
- ❖ Fanshawe is a founding member of the College Ontario Network for Industry Innovation (CONII). Based upon the success of a ten college CONII pilot project, the March 2009 Provincial Budget included funding to sustain the CONII network and to extend its membership to include an additional ten colleges. Fanshawe has undertaken a number of projects under the CONII umbrella and will continue to operate its CONII College Industry Innovation Centre under the renewed funding with particular emphasis on green technologies. For example, Fanshawe College is working with London Hydro and Virelec Inc. on an applied research project that may produce a greener, more efficient power grid. The three-year project focuses on optimizing when to use, store and sell energy produced from solar energy installations.
- ❖ In addition to externally funded research projects, internal seed funds continue to stimulate innovative research projects. There is continuing evidence of increased student and faculty engagement and an increase in the number of projects involving human subjects reviewed by Fanshawe's Research Ethics Board. In addition, innovation projects are being integrated into curriculum, as evidenced by sustained activity such as the following:

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (Cont'd)

- The School of Applied Science and Technology is increasing the number of projects related to solar energy management and optimization. One such project focuses on finding ways to overcome existing limitations in electrical battery capacity and recharging times in order to make solar-powered vehicles a more efficient and practical alternative to gasoline-powered vehicles. The results of this project will be published shortly in the prestigious Institute for Electrical and Electronic Eugenic's *Transactions on Power Electronics*; and
 - Marketing students in the Lawrence Kinlin School of Business are continuing to conduct practical projects with community employers related to market research, marketing strategy, and business plans.
-
- ❖ Through a recent real property gift from the City of London the College will be well positioned to better leverage and advance its strategic research plan. An economic summit hosted by the London Economic Development Corporation in September 2009 identified the importance of advanced manufacturing and the role of the University of Western Ontario and Fanshawe College to London's future economy. This summit led the City of London to invite both UWO and Fanshawe to join the City in a joint venture partnership for the purpose of developing Phase IV of the Innovation Park, located on the northeast corner of the Veterans Memorial Parkway and Bradley Avenue intersection, into the Advanced Manufacturing Park. With the joint development agreement agreed to in principle, the City will donate and transfer (in 2010) approximately four hectares (ten acres) to Fanshawe, and ten hectares (25 acres) to UWO for the purpose of continuing their research efforts and creating incubator facilities relating to advanced manufacturing through substantial site development within the next fifteen years.
 - ❖ Research support will continue to be provided to academic areas by the College's enabling areas. Several enabling areas, including Strategy and Planning, the Student Support Services Division, and International Partnerships, will also conduct, lead and/or partner to complete research that supports planning and decision-making.
 - ❖ Strategy and Planning (SP), through enhanced resources, will expand its leadership to cross-functional teams in the development of complex data analysis, proposals, College policies, position and concept papers to support the information and reporting requirements of the College, Board of Governors, and government. As departmental goals, objectives and activities are finalized by Faculty and Enabling Areas this year, SP will facilitate the development and implementation of associated performance metrics and action plans to address aspects of performance variance. As part of the Strategic Enrolment Management initiative, SP will also be ramping up its ability and capacity to ascertain credible and actionable market intelligence about the market segments that the College should be pursuing and the ways in which it should be differentiating itself to increase its competitive advantage.
 - ❖ In collaboration with SP, Student Success Services staff will analyze data relevant to students to determine if there are measures that are predictive of student engagement and success. The aim will be to identify metrics that are predictive of a lack of student engagement that may be helpful in developing a student risk profile. Usage data from the learning management system, Fanshawe On-Line (FOL), will be assessed by examining possible correlations between student achievement and interaction with FOL. Other areas

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.1 Vision and Mission (Policy A-05) (*Cont'd*)

of study will include analyzing new KPI data on student engagement for trends and indicators that may assist in developing student success strategies and also exploring success rates of on-line learners to determine what additional supports and services efforts are required to enhance their success.

- ❖ Counselling and Accessibility Services will continue with the third and final year of the federal government funded research project, Essential Skills On-line: A Consortium Project, in partnership with Canadian Virtual College Consortium (CVCC) and Bow Valley College. Fanshawe's focus is developing adaptive technology strategies to support the distance learning of students and apprentices with disabilities or learning challenges. Counselling and Accessibility Services will also continue to partner with LEADS Employment Services, The University of Western Ontario, Regional Mental Health Centre, and Canadian Mental Health Association to examine the supports required for Fanshawe College students with mental health issues to persist academically and to progress to employment. This innovative project will be presented at a number of conferences and further research funding opportunities will be pursued.
- ❖ International Partnerships collaborated this past year with the Canadian Bureau of International Education to solicit the participation of almost 18,000 Fanshawe College students and select senior administrators in the first Canada-wide survey of college and university students' study abroad experiences. A more detailed project, under the same umbrella, will focus upon outcomes for recipients of the Ontario International Education Scholarship. Results will help shape tools that better prepare and debrief study abroad students in order to optimize their learning and skills training while studying abroad. Participation in these activities directly aligns with the Province of Ontario's goal to increase student mobility.
- ❖ Fanshawe College also recognizes the importance of mobilizing research knowledge to the broadest number of College constituents so that professional practice and decision-making become increasingly evidence-informed. In support of this goal, the College hosts a number of research based speaker series over the course of the academic year. Examples include:
 - The Research Education Seminar Series within the School of Nursing designed by the chair and a faculty member. The series topics are planned in collaboration with all faculty to ensure that their research support needs are met;
 - The Visiting Scholar Series in the School of Nursing which spotlights leading national and international scholars and their unique research; and
 - The Fanshawe "Looking to the Future" Speaker Series led by Strategy and Planning. This series regularly introduces a strategic speaker to senior managers, chairs, managers, other staff, and the Board of Governors. Each speaker will provide his or her unique perspective on mid-term challenges and opportunities of a political, economic, social and technological nature that may impact post-secondary planning. Speakers already scheduled this year include Dr. Michael Bloom from the Conference Board of Canada, Dr. Rick Miner, author of *People Without Jobs, Jobs Without People*, Linda Franklin, President and CEO of Colleges Ontario, and Dr. Scott Swail, President and CEO of the Education Policy Institute based in Virginia Beach, USA.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.2 Student Success (Policy A-35)

Annually, in accordance with the requirements of Board Policy A-35, the College provides a comprehensive monitoring report to the Board regarding the College's student success indicators and an indication that a balance between student success and access has been maintained. In support of the achievement of this End, the college specifically identified the following as a Strategic Direction:

- Encourage and enhance student success

Listed below are a number of planned initiatives that support student success.

C.2.1 Encourage and enhance student success

- ❖ Student Success Services will implement a number of new initiatives to support student success. Resources will be created to build students' capacity to employ active learning strategies aimed at increasing their engagement with their learning. Another priority will be to encourage Faculty and Student Success Advisor interaction via the staff portal to identify at-risk students based on observable behavior and to facilitate Student Success Advisor follow-up with these students to support their success. Models and tools will be created to increase the persistence and subsequent semester success of students who are not in good standing especially at the end of their first level. Another focus will be exploring activities and strategies that will reduce mathematics as a barrier to student success and persistence. Staff will create a guide that will be posted on the College's web site and student portal to assist all new students to navigate the College environment and to increase their awareness of the supports and services available to support their success.
- ❖ Counselling and Accessibility Services will identify emerging student development and wellness needs and implement student awareness strategies and targeted activities to address these needs. These new initiatives will be added to a wide range of supports already in place including groups for mature students and those with eating disorders and workshops and awareness education related to stress, sexual assault, and suicide. Customized outreach and transitional programming will be provided for vulnerable prospective student populations - such as students with disabilities - to encourage participation in post-secondary education, academic readiness, appropriate program selection, and skill development for academic success at college.
- ❖ The provision of expanded 24/7 services for students is becoming the focus of a number of departments throughout the College. For example,
 - Career Services and Co-operative Education will provide new on-line services to complement current in-person and classroom services. This approach is intended to engage students more effectively in employment preparation, on a 24/7 basis.
 - In collaboration with Library and Media Services and Marketing and Communications, Counseling and Accessibility Services will develop and implement a 24/7 on-line resource for students who may be experiencing or at risk of developing mental health concerns. Social media will also be utilized to engage students, assist them to self-identify mental health concerns, increase their awareness of available resources and supports, and assist them to pursue referrals to campus counselling services and community agencies; and
 - Expanded IT HelpDesk support is under consideration.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.2 Student Success (Policy A-35) (Cont'd)

- ❖ New three-year Aboriginal funding from the MTCU will support the expansion of services offered by the First Nations Centre. New services include an Aboriginal Outreach and Transitions Advisor who will work closely with local First Nation communities, Aboriginal Education Institutes, and Aboriginal community organizations to increase Aboriginal students' participation in post-secondary education and apprenticeship programs and facilitate their successful transition to the College. In addition, an Aboriginal Student Success Advisor will collaborate with post-secondary education Counsellors from First Nation communities to identify at-risk students and provide specialized services to support academic and personal success. Support for students within the First Nations Centre will also be increased and study skills workshops tailored to an Aboriginal learning style will be implemented.
- ❖ The School of Language of Liberal Studies will be expanding WRIT into the School of Human Services this coming year. The introduction of WRIT into the programs within the School of Human Services is the continuation of the Colleges' commitment to improve student success by providing learners with the ability to improve their communication skills. The expansion of WRIT should improve the graduation rate at Fanshawe College.
- ❖ Athletics will lead a working group with representation from Academic Services, Student Success Services, the Student Union and coaches in a review of the academic success policy, program and processes for intercollegiate athletes. As part of this review, academic eligibility data for intercollegiate teams will be assessed. Workshops on the revised policy and program will be provided for athletes.
- ❖ Working with area Guidance Heads and educators at both the secondary and adult learning school level, the College is enhancing a number of its marketing strategies aimed at ensuring student success, beginning with the recruitment phase. Of particular note are projects aimed at the parent market (including a web site and booklet produced this past year) and a new, parent forum being planned for 2011.
- ❖ Another initiative enhanced this year, and expected to become an ongoing strategy, is a cross-College conversion project to ensure qualified applicants became confirmed students. Co-led by the Marketing area and the Office of the Registrar and supported by Strategy and Planning, this tactical enrolment strategy is being embraced by all areas of the College including areas that have traditionally had high applicant numbers or oversubscribed programs. A comprehensive, College-wide project on a continuous basis will ensure an ongoing commitment to 'the right fit' or the best students in the right program in order to launch their plan for success.
- ❖ A new partnership between the Lawrence Kinlin School of Business and Nipissing University has provided the opportunity for 24 graduates of the Business Administration Accounting program and Business Administration Marketing program to earn a Bachelor degree from Nipissing without leaving London. The Nipissing courses are offered on-line but students in the program also attend seminars on site at Fanshawe, facilitated by local instructors. This delivery method provides students with the opportunity to interact and learn with both the Nipissing professors and with industry-experienced instructors at Fanshawe. This program will be offered again in 2010/11 with discussions to expand this opportunity to graduates of other business programs.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.2 Student Success (Policy A-35) (Cont'd)

- ❖ Several initiatives in the Faculty of Business were launched in 2009 to increase the number of articulation agreements intended to provide pathways to universities for graduates of business programs. A province-wide project is underway to open clear pathways for graduates of several college business programs enabling their entry to business and commerce programs at several universities. Discussions began in 2009 with local universities and university colleges capable of providing students from LKSB, the School of IT and the School of Tourism and Hospitality with new pathways to university degrees. It is hoped that these agreements will be finalized in 2010/11.
- ❖ The Faculty of Art, Media and Design intends to employ a systematic strategy enabling the success of its students over the coming academic year. Elements of the strategy include: improving clarity and consistency in Course Information Sheets; providing all faculty with relevant tools and appropriate training; and implementing faculty-to-student mentoring as required.
- ❖ The School of Building Technology developed and implemented a retention pilot project for one of the post-secondary programs. The project was aimed at level one students transitioning into the College and provided them with supports that were both program specific and general in nature. Retention was increased dramatically during the pilot. As a result, the approach will be expanded and adopted more broadly in the Fall.
- ❖ The Faculty of Health Sciences and Human Services is exploring changes to the process for managing student internships in an effort to improve the experience for students. This prospective change is expected to help the students better understand internship requirements and agencies to better track, support, and evaluate interns.

C.3 Meeting Labour Market Needs (Policy A-40)

The College provides a comprehensive monitoring report to the Board in accordance with Board Policy A-40 regarding the College's performance with respect to providing graduates with the skills necessary to satisfy current and future labour market needs of the communities that the College serves. The College supports this End and identifies it as a Strategic Direction:

- Support strategic growth in current and new markets, both domestic and international

The initiatives identified below will support a number of the labour market needs as defined by both Board policy and the College's related Strategic Direction.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.3 Meeting Labour Market Needs (Policy A-40) (*Cont'd*)

C.3.1 Support strategic growth in current and new markets, both domestic and international

- ❖ College wide, 2010/11 domestic post-secondary enrolments in the proposed budget are projected to increase by 0.21%. The Ontario government's recent Budget announcement calling for the increase of 20,000 new post-secondary spaces could favorably influence this projection, however assuming the College is able to create space to accommodate further enrollees or is able to find effective alternate delivery mechanisms to accommodate post-secondary growth within existing space. Efforts by the College to increase international enrolments have been ratcheted up in India, China and South Korea but effects are not likely to be felt until the following reporting cycle. For the time being, relatively conservative targets have been established for international enrolments.
- ❖ The Faculty of Arts, Media and Design is taking numerous steps to expand its reach to prospective students. Design and Contemporary Media intends to further penetrate GTA, university graduate, and international student markets for all of its graduate programs and specific clusters of diploma and post-graduate programs. The School of Contemporary Media is expanding its intake of students into 3D Animation. The School of Design continues to develop and refine its offering of programs at the Millennium Institute of Technology and Management in Saudi Arabia as well as beginning programming discussions with post-secondary institutions in Wales, Brazil, and Bermuda.
- ❖ In the Faculty of Health Sciences and Human Services, several program innovations are expected to lead to increasing enrolments including:
 - participation in the "Colleges Integrating Immigrants to Employment Program";
 - consolidation of block placements for students in the Schools of Health Sciences, Human Services and Nursing;
 - exploration of BScN clinical placements in the Dominican Republic and Peru; and
 - the development of ladders and pathways related to credential bridging programs for internationally educated nurses through the collaborative degree in Nursing with U.W.O.
- ❖ Over the course of the next year, and in the years to come, Strategy and Planning, Marketing and Communications, and the Office of the Registrar will be working very closely - as part of the SEM initiative - to link and analyze internal and external data to assess the viability of new and emerging markets and student segments. Together these groups will routinely provide evidence-based recommendations to the SEM Project Leadership Committee, task forces responsible for new program design and testing, and senior leaders vested with strategic planning responsibilities.
- ❖ The College's new strategic marketing plan is currently under development. To date, goals, objectives and activities have been drafted and are being refined as a result of extensive stakeholder consultations. Even once finalized, the plan will be 'evergreen' in recognition of the fact that the SEM process is fluid and may create some future directional changes.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.3 Meeting Labour Market Needs (Policy A-40) (Cont'd)

- ❖ The Marketing Department will develop new segment strategies, and enhance others in the upcoming year, consistent with demographic shifts and demand. Working with School Board partners, a new recruitment campaign will be aimed at early learners as young as age five. Drawing on the success of a Second Career marketing strategy, the College will further enhance its marketing strategies aimed at the adult market including: adults displaced or affected by job losses or wishing to re-enter the workforce, adults looking for career enhancement opportunities, current College and University graduates, Aboriginals, and First Generation students.
- ❖ Growing and modernizing the customer service supply chain is a major priority for the Marketing and Corporate Communications Department. Working in collaboration with other areas of the College, Marketing and Communications will provide leadership in efforts to engage, recruit, and retain prospective students in a manner that they now expect. For example, virtual tours, on-line chat (recruit) nights, virtual career fairs, and the extensive use of video, are now common methods to engage with prospective students regardless of age, place of origin, or program/course selection.
- ❖ The First Nations Centre, in collaboration with the Aboriginal Education Council, will strive to increase the enrolment, retention and academic success of First Nations, Metis and Inuit students. Career Services and Co-op Education and Job Connect will provide direct supports to individuals looking to enter or re-enter the labour market, and to area employers wishing to recruit workers. All of these areas will be introducing enhanced on-line services for both the job seeker and job recruiter. In addition, efforts will be expanded to build partnerships with new employers. The employment success of graduates is an important recruitment incentive for potential students.

C.4 Other

C.4.1 Engage the support of community partners and patrons

- ❖ The Fanshawe College Foundation will serve as a key link in engaging the support of community partners and patrons. Since its launch, April 1, 2008, the Foundation has continued to raise its profile as a charitable organization creating enhanced opportunities for philanthropy and partnerships at Fanshawe. One-to-one donor and partner meetings, communications and marketing initiatives augmented by special events, cultivation events and fundraising programs will be utilized to support community outreach.
- ❖ The Fanshawe College Foundation will continue to utilize multiple methods to recognize student excellence and to create the conditions for student success. Key future work will build on:
 - focused and systematic outreach to community partners, alumni and staff leading to substantial increases in the value of available student awards and bursaries;
 - development of new promotional materials and enhancements to the fledgling annual report of the Foundation; and
 - leveraging the provincial Ontario Trust for Student Support funding to attract new donors for student bursaries.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.4 Other (*Cont'd*)

- ❖ Building on the success of the first community conference held in March 2010 (organized by the LKSB and sponsored by the London Free Press), with the theme of e-marketing, the conference will be run again in 2011. The staging of the conference requires strong teamwork between the LKSB, the Fanshawe College Foundation, and several Fanshawe departments including Marketing and Communications, Facilities Management, Alumni Affairs and Finance/Purchasing. The conference will continue to position Fanshawe and the London community as a leader in the e-marketing sector.
- ❖ Leveraging successful interactions with European Universities and partners in the previous year, the Faculty of Business will seek to formalize new international partnerships through the development of formal agreements with universities and technical institutes in Europe. In October, 2009, the Chair of the School of Tourism and Hospitality and the Dean of the Faculty of Business attended a conference in Helsinki to begin discussions with European universities and teaching hotels that could provide new opportunities for students in tourism and hospitality programs. In November, 2009, the President of Fanshawe College and the Chair of the LKSB, visited Irish Institutes of Technology and reached understandings which could lead to expanded exchange and articulation opportunities for students in LKSB.
- ❖ Plans are in place to ensure that each School of Design program within the Faculty of Art, Media and Design has at least one student project involving community partners this year. Examples of past projects include an interdisciplinary project developing site plans and housing units for Habitat for Humanity, fashion shows with community partners, uniform design for Hilton Hotel staff, and creation of urban planning designs for the City of London and business interests.
- ❖ Counselling and Accessibility Services will expand its partnerships with area school boards and community organizations to support the effective transition to the College by vulnerable students including students with disabilities, Crown Wards, Aboriginal students, and Second Career students. Counselling and Accessibility Services will also share in the leadership of the London, Oxford, and Middlesex Crown Wardship Championship Team to promote increased participation of Crown Wards in post-secondary education.

SECTION **D**

Financial Planning / Financial Condition



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

D.1 Introduction

The proposed 2010/11 Operating Budget reflects an in-year deficit position of \$1.5 million. The September 2009 Financial Monitoring Report advised the Board that on March 31, 2009 the Ministry had announced a one-time only General Purpose Operating Grant increase of approximately \$3 million which was received by the College several weeks later. Although this funding was actually received after March 31, 2009, the Ministry designated these funds as a 2008/09 grant installment. Given the timing of receipt, past the end of the fiscal year and after the College had developed its operating budget and plans for 2009/10, the Board supported a recommendation that these funds be set aside as a contingency to help offset anticipated revenue shortfalls in each of the next two fiscal years. Of this contingency, \$1.5 million is being used to offset the proposed 2010/11 in-year deficit of the same amount, as indicated in Section D.2. The Accumulated Operating Fund Balance is projected to be \$4.528 million at the end of 2010/11 as set out in the Financial Projections in Section D.2.

Planning for the 2010/11 fiscal year has been underway since November 2009. There is sufficient detail associated with this budget from an operational perspective to allow for effective control and monitoring of each budget unit within the College.

The March 2010 Provincial Budget indicated that the Ontario College System will be receiving new funding. The Ministry has not announced details regarding the allocation of this funding amongst institutions nor the reporting and accountability requirements. Consequently, the College's proposed budget includes grant assumptions that are believed to be relatively conservative. Tuition fee revenues are in alignment with the Ministry's tuition fee policy which allows for a maximum institutional overall tuition rate increase of up to 5%.

The 2010/11 budget development process was particularly challenging to bring cost increases into alignment with revenue assumptions. However, the difficulty of the task was partially mitigated by the Board's support for a \$1.5 million in-year deficit as referenced above. A number of the budget efficiencies identified are one-time-only in nature (e.g. deferred equipment purchases, complement positions held temporarily vacant), thus placing continuing pressure on the budget development for next year. It is anticipated that the outcome of the college funding distribution system review and associated transition funding along with other potential grant allocations will have an overall positive impact on Fanshawe College's funding, helping to offset future years' budget challenges. However, if enrolment growth levels at other colleges in Ontario exceed those at Fanshawe College, there will be downward pressure on the College's operating grant.

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

D.2 Financial Projections

<i>Ref</i>	<i>in \$000's</i>	2008/9	2009/10	2010/11	2011/12	2012/13
<i>a</i>	Accumulated Operating Fund Balance, Opening	3,754	4,528	4,528	4,528	4,528
	Revenue					
<i>b</i>	Government Grants	83,220	92,290	89,870 -2.6%	89,870 0.0%	89,870 0.0%
<i>c</i>	Enrolment Revenue	45,410	50,820	52,810 3.9%	53,860 2.0%	54,940 2.0%
<i>d</i>	Ancillary Revenue	17,190	19,730	21,320 8.1%	21,750 2.0%	22,180 2.0%
<i>e</i>	Other Revenue	8,080	8,210	7,430 -9.5%	7,590 2.2%	7,740 2.0%
		153,900	171,050	171,430 0.2%	173,070 1.0%	174,730 1.0%
	Expenditure					
<i>f</i>	Instructional Services	79,560	84,420	89,320 5.8%	92,910 4.0%	95,690 3.0%
<i>g</i>	Instructional Support	17,480	19,010	18,170 -4.4%	18,880 3.9%	19,490 3.2%
<i>h</i>	Student Services	12,350	13,300	14,400 8.3%	15,090 4.8%	15,640 3.6%
<i>i</i>	College Services	13,920	16,080	16,700 3.9%	17,650 5.7%	18,410 4.3%
<i>j</i>	Ancillary Services	14,880	17,350	18,720 7.9%	19,250 2.8%	19,750 2.6%
<i>k</i>	Facility Services	15,710	17,890	15,620 -12.7%	16,250 4.0%	16,800 3.4%
		153,900	168,050	172,930 2.9%	180,030 4.1%	185,780 3.2%
<i>l</i>	Contingency	-	3,000	(1,500)	(1,500)	-
<i>m</i>	Operating Adjustments	(1,000)	-	-	(5,460)	(10,050)
<i>n</i>	Budget Operating Surplus (Deficit)	1,000	-	-	-	(1,000)
<i>o</i>	Projected Accumulated Operating Fund Balance	4,754	4,528	4,528	4,528	3,528

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

D.2 Financial Projections (Cont'd)

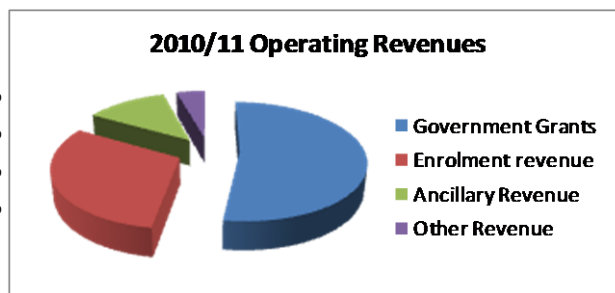
NOTES:

a) *Accumulated Operating Fund Balance, Opening*

The Operating Fund Balance carried forward from 2009/10 is expected to be approximately \$4.528 million. The College's financial statements are audited annually, and this figure will be updated and reported to the Board when the financial statements are complete.

Revenues

b) Government Grants	89,870	52.4%
c) Enrolment revenue	52,810	30.8%
d) Ancillary Revenue	21,320	12.4%
e) Other Revenue	7,430	4.3%
Total revenue	171,430	



- b) Government Grants** - Includes all grants received from the Provincial 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), JobConnect Program (JCP) and Summer Jobs Services (SJS), Accessibility Funding, etc. Since details of the 2010/11 operating grants are unknown at this time, this proposed budget includes estimates. Grant allocations over the last few years have tended to be volatile. Consequently, estimates in this proposed budget are relatively conservative. The one-time-only grant increase of \$3 million received after the end of last fiscal is included in the 2009/10 Government Grants. The absence of similar one-time-only funding in 2010/11 is the primary reason for the -2.6% reduction in Government Grants reflected in these projections.
- c) Enrolment Revenue** - Includes all fees collected from students, such as tuition and ancillary fees. The tuition portion for domestic students is projected to increase by approximately 5% resulting from an overall increase in tuition rates for all programs funded through the operating grant. Post-secondary enrolment projections are currently set as relatively flat acknowledging the space constraints that limit the ability to continue to grow enrolments in any significant way. Expanded alternate delivery options are being explored to identify other growth alternatives, but these are tentative and thus not included in current budget projections. In addition, due to the current global economic climate, international tuition revenues have been projected conservatively reducing total international revenues by approximately \$700,000 in comparison to actual 2009/10 activity levels.
- d) Ancillary Revenue** - There are a variety of ancillary activities. The more significant operations include the College Bookstore, the College Computer Store, Parking and the Student Residences. The 8.1% increase in revenues is offset by associated ancillary expenditure increases and is largely attributed to the third London campus residence being fully occupied.

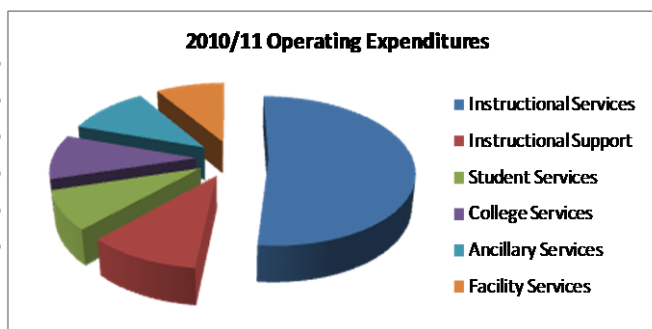
D. Financial Planning/Financial Condition (Policy D-05, D-10)

D.2 Financial Projections (Cont'd)

- e) **Other Revenue** - The College earns other revenues from various sources such as domestic and international contract training activities, investment revenue, rental revenue and sales of course products. Domestic contract training revenues have been projected to decrease in 2010/11 by approximately \$315,000 in anticipation of the continuing impact of the current economic situation on the funding that companies have available for professional development and other staff training activity. In addition, we have recently concluded a number of major contracts that have not yet been renewed or replaced.

Expenditures

f) Instructional Services	89,320	51.7%
g) Instructional Support	18,170	10.5%
h) Student Services	14,400	8.3%
i) College Services	16,700	9.7%
j) Ancillary Services	18,720	10.8%
k) Facility Services	15,620	9.0%
	<u>172,930</u>	



- f) **Instructional Services** - Activity directly related to providing educational or training services for which there is an expectation of earning revenue. Examples include, but are not limited to, academic programs funded by government and contract training funded by business and industry. The addition of new faculty and academic staff positions along with salary cost increases contribute to the 5.8% increase in these costs from 2009/10 to 2010/11.
- g) **Instructional Support** - Activity that primarily supports Instructional Services and contributes to the learning process, which may or may not attract additional revenue. Examples include, but are not limited to, the Library and Research and International Partnerships. The -4.4% reduction in costs over 2009/10 represents about an \$800,000 shift, attributable to a variety of small adjustments.
- h) **Student Services** - Activity that primarily supports the needs of students either in the learning process or in student life activities. Examples include, but are not limited to, the Registrar's Office, Counselling and Accessibility Services and Athletics. The \$1.1 million increase in expenditures is attributable to costs that are partially offset by special purpose revenue and grant increases (e.g. increased funding for First Nations Centre initiatives).

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

- i) **College Services** - Activity that primarily serves the needs of the College as a corporation. Examples include, but are not limited to, the Board of Governors, Development Office, Human Resources and Financial Services. Salary cost increases are the primary contributing factor resulting in the 3.9% increase in these costs from 2009/10 to 2010/11.

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

D.2 Financial Projections (*Cont'd*)

- j) Ancillary Services** - Activity that primarily provides a user-pay service at competitive rates as a convenience to students, and in some cases the College. Examples include, but are not limited to, the College Stores, the Residence and Parking Services. The 7.9% increase in expenditures is offset by associated ancillary revenue increases and can be largely attributed to the full annualized impact of the third London campus residence operations. The proposed budget complies with Board Policy D-05, which stipulates that ancillary expenses shall not exceed ancillary revenues.
- k) Facility Services** - Activity primarily associated with providing a physical learning and working environment that is both safe and secure and is in compliance with numerous codes and regulations. Examples include, but are not limited to facilities planning and development, maintenance, utilities, custodial services, and security. Due to the constrained financial environment to be faced in 2010/11, fewer operating dollars, compared to 2009/10, have been allocated to capital projects and also to funding for utilities costs, the latter of which reflects the impact of past investments in energy conservation initiatives.

Appendix F.5 - Budget Unit Summary provides more detail with respect to expenditures included in this plan.

l) Contingency

In September 2009 the Board supported a recommendation to set aside \$3 million (received as a one-time-only grant increase after the end of the 2008/9 fiscal year) as a contingency to help offset anticipated cost/revenue shortfalls in each of the next two fiscal years. In each of 2010/11 and 2011/12 half of this contingency reserve is being used to reduce the impact of revenue shortfalls in those years.

m) Operating Adjustments

Cost savings and additional revenues for 2010/11 with a net savings are included in the Revenue and Expenditure amounts above to offset the excess of expenditures over revenues in the initial budget for the year and allow for some new developments to be funded. There are always new initiatives or developments in which the College needs to invest to remain competitive and dynamic. Included in the proposed 2010/11 budget are a number of new developments to support improved programming and service delivery across various departments.

According to the Financial Projections for the next three years, Operating Adjustments will be required in each of 2011/12 (\$5.460 million) and 2012/13 (\$10.050 million). Note that the 2012/13 adjustment is compounded from the previous year and represents an additional \$4.590 million beyond adjustments identified for 2011/12.

D.2 Financial Projections (*Cont'd*)

n) Budget Operating Surplus (Deficit)

An in-year \$1.5 million deficit budget is proposed for 2010/11. This is offset by the \$1.5 million contingency discussed in item l). The projections indicate that an in-year operating deficit of \$1.5 million is also projected for 2011/12 which is also offset by the \$1.5 million contingency in item l). Given the volatility of government grants, the further into the future that projections are made, the more uncertain they become. At this time, the projections assume an in-year operating deficit of \$1 million for 2012/13 which results in an overall reduction to the Accumulated Operating Fund Balance but still maintains it at a level in compliance with Board policy.

o) Projected Accumulated Operating Fund Balance

The Accumulated Operating Fund Balance is the difference between all operating revenues and all operating expenses incurred by the College since its inception. Board Policy D-10 stipulates that the balance of the Accumulated Operating Fund must be greater than zero but less than 10% of operating revenues and that a normal balance for the Accumulated Operating Fund is considered to be 2% of operating revenues. The Accumulated Operating Fund Balance at the end of 2010/11 is projected to be approximately \$4.528 million or 2.64% of revenues which is in compliance with Board policy.

D.3 Risks

Every operating budget contains risks since there are obvious uncertainties when predicting the future and as such, the College takes a conservative approach with respect to its financial plans. The following describes the risks associated with the 2010/11 Operating Budget.

- 1) Operating Grants** - In total, it is estimated that the General Purpose Operating Grant from the Province will be approximately 40% of the College's operating revenues. Due to the volatility of funding allocations, there is some risk that operating grant projections will not be achieved. Further complicating the situation, thus adding to potential risk, is the impact that the current economic environment may have on the government's tax base from which funding for the public sector flows. Consequently, a conservative approach to government grant assumptions has been taken.
- 2) Enrolment Targets** - The proposed 2010/11 Operating Budget contains substantial revenues based upon enrolment projections. There are always uncertainties regarding enrolment levels, and some targets may not be achieved while others may be exceeded. Based on past outcomes, the overall risk associated with enrolment levels is not significant.
- 3) Other Revenue Targets** - There are many revenue estimates in the 2010/11 Operating Budget, some of which may not be realized. Revenues involving higher levels of risk include contract training and apprentice revenues. A conservative approach has been taken regarding these sources of revenue, which results in a small reduction in the projected amount of these revenues relative to 2009/10.

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

D.3 Risks (*Cont'd*)

- 4) **Government Programs** - Confirmation of projected revenues related to some government sponsored programs (e.g. Literacy and Basic Skills) has not yet been received, so there is some risk that revenues may not continue at the same levels as in the past. However, there are opportunities for the College to respond to such changes by adjusting expenditures accordingly.
- 5) **International Revenues** - International student enrolments and revenues are affected by global events in other parts of the world and are difficult to predict. Given the current world economic situation, the proposed budget has conservatively assumed a contraction of international activity for the next fiscal year. The 2010/11 budget includes international revenues (both post-secondary and ESL) totaling \$5.5 million, which reflects a decrease of 11% from revenue levels achieved in 2009/10.

SECTION E

Capital Projects



E. Capital Projects (Policy D-12)

E.1 Introduction

The College's facilities expansion and capital development program is continuing as Fanshawe responds to pressure for increased enrolment as well for ensuring our facilities are well maintained and meet the needs of the current learning and working environment. The management of service disruptions and the risks associated with the College's Capital Plan will continue to be an important element of the College's activities for the next several years.

In October 2009, the Board approved the College's Capital Projects Plan with a total source of financing of \$64,960,000 and total expenditures of \$64,580,000. The following report updates this information to reflect the status of the Plan at this time. Various projects included in this Plan are either underway, nearing completion or in the early stages of planning. The percent complete is an estimate calculated by dividing the total project cost incurred to March 31, 2010 by the total project cost estimate.

In January 2008, the College's new Campus Master Plan for the London Campus was presented to the Board as part of the Long-term Facilities/Properties and Campus Master Planning monitoring report. The following five campus planning directions were outlined in the report, along with campus plans identified to meet these directions.

- Improve student success and student services
- Enhance academic delivery and capacity
- Strengthen campus identity
- Rationalize campus operations
- Optimize and leverage existing infrastructure

The first Regional Campus Master Planning exercise was completed in the fall of 2009 and presented to the Board at the October 2009 meeting.

A list of the major capital projects planned for the period 2010/11 to 2014/15 is provided in this section along with a brief description of the project. Each project contributes in one way or another to achieving the Board's Ends since having appropriate facilities in place supports the College's ability to achieve the values reflected in these policies. For example, the individual projects described below support the following Board Ends:

- **Vision and Mission** - contribute to the College's ability to provide quality education and learning for employment through facilities that are innovative and responsive to the changing needs of our diverse communities;
- **Student Success** - support student success through the provision of appropriate facilities helping to ensure that employers are satisfied with graduates' preparation for employment and that graduates are satisfied with the usefulness of their college education in achievement of employment goals after graduation;
- **Meeting Labour Market Needs** - support applied learning in various College labs/shops/facilities, thus the development of vocational and problem solving skills, the ability to think critically, write and work as team members. Communities are served throughout Southwestern Ontario and beyond through the provision of appropriate quality, capacity and type of facilities to meet labour market needs.

E. Capital Projects (Policy D-12)

E.1 Introduction (*Cont'd*)

Fanshawe continues to address long-term program and space requirements necessary to meet both existing and future demand. Recent examples are listed below.

- The College was successful in its bid for Knowledge Infrastructure Program (KIP) funding for the Centre for Applied Transportation Technology, and construction is underway at 1764 Oxford Street with a completion date of March 31, 2011. However, the College's KIP proposal for a new Academic/Student Service Building (Building "P") for the London campus was denied.
- The College has also submitted a proposal to the Community Adjustment Fund (CAF) for a major expansion/renovation at the Woodstock Campus. The results of this funding proposal are not yet known.
- The College recently worked with the City of London to successfully establish an initiative that would see municipal funding for a portion of the renovation costs the College would incur if we acquired a heritage property in downtown London for the purpose of offering programs, courses and services.
- In the Capital Plan, some resources have been set aside to allow some flexibility for the College to either leverage government capital funding or to acquire property should the right opportunity present itself.

E.2 Capital Projects

Capital Projects Summary, Budget and Descriptions

The following is a list of the major capital projects planned for the period 2010/11 – 2014/15 together with associated sources of financing.

Sources of Financing

Sources of financing have been adjusted to remove funding related to the individual projects that have been completed and removed from this iteration of the Capital Projects Plan. A brief explanation for each source of financing is included below. There is little risk associated with about 90% - 95% of the sources of financing related to these capital projects. However, should it become necessary to do so, the timing or scope of a number of the projects identified can be adjusted to match available funding.

Reference	Sources of Financing	Amount (\$000)
a)	Government Support	39,379
b)	Fundraising/Donations	6,113
c)	College Operating	3,514
d)	Third Party Financing	646
	Total Available Financing	49,652

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

- a) **Government Support** - Annually, the College receives a special purpose allocation from MTCU of approximately \$815,000 to be used for facilities-related projects that meet specific criteria related to facilities renewal. Until the purchase price of the James N. Allan campus and the cost of Phase I related renovations are fully offset, the College will continue to receive an annual allocation of \$200,000 in MTCU funding. In May 2009 the College received approval for a \$31.850 million project funded jointly by the federal and provincial governments for the second phase development at 1764 Oxford Street involving a significant expansion on that site. Combined with other allocations of government funding, in total over the period of this report government funds available to support the Capital Plan equal approximately \$39.379 million.
- b) **Fundraising/Donations** - The College's ongoing fundraising efforts are expected to provide at least \$6.113 million towards the expansion projects outlined in this Plan. Included are capital campaign contribution commitments made by various donors and funding from student fees.
- c) **College Operating** - Annually, the College directs operating funds towards its capital requirements. Capital projects usually span multiple fiscal years and these funds often accumulate over a number of years to align the scheduling of projects with the availability of time and resources to complete the work. This Plan assumes a total of \$3.514 million including an assumption of net investment income of approximately \$200,000 as unspent capital projects sources of financing continue to earn interest until projects are completed and related costs are incurred. An average allocation of approximately \$800,000 per year is included for general renovations to meet changes in programming and service delivery needs as well as to support facilities renewal and sustainability.
- d) **Third Party Financing** - The College has made arrangements to borrow funds to offset the development cost of the Merlin Residence (R3) at the London campus. Financing arrangements have been made through the Ontario Financing Authority (OFA) to correspond with cash flow requirements.

Projects Summary, Budget and Descriptions

The following is a list of the major capital projects planned for the period 2010/11 - 2014/15 followed by a brief description of the project. The cost of each project is the remaining unexpended budget for the project as at March 31, 2010. The percent completed is a calculation based on the total value of the project budget expended at March 31, 2010 relative to the total of the original project budget. Projects currently underway are progressing on time and within budget.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (Cont'd)

Reference	Capital Projects Description	Remaining Budget (\$000)	% Complete
e)	Building Infrastructure, Renewal and Site Services	5,803	51%
f)	Classroom / Lab / Office Renovations	8,613	70%
g)	James N. Allan Campus Purchase/Renovation	907	70%
h)	Food Service Upgrades	2,230	0%
i)	Centre for Applied Transportation Technology	23,779	25%
j)	Property Acquisition/Development	6,683	11%
k)	Storage Facility - 2 Cuddy Court	704	77%
l)	Student Residence - Merlin House	646	98%
	Total Capital Projects	49,365	

e) Building Infrastructure, Renewal & Site Services - Reinvestment in the College's infrastructure is a prudent strategy towards maintaining a functionally enriched learning and working environment for students and employees. Ongoing reinvestment into facilities infrastructure is even more imperative considering the age of the College's facilities, several buildings being more than 40 years old, and as the "normal" wear and tear of College facilities is accelerated through higher enrollments that increase occupant density and intensify occupant use. Examples of such infrastructure reinvestment include the following renewal and/or improvements: energy conservation and demand reduction initiatives, boiler and fan system replacements, building envelope initiatives (such as brick reparation, siding, roof, window glazing, and door system replacements), life safety system modernization, parking lot and roadway maintenance, and way-finding signage improvements. Perimeter and internal landscape enhancements will also continue to unfold over the next few years as the campus gardens and landscaping are developed on the London campus, supported through student projects within our landscape and horticulture programs.

Ontario's college system regularly advocates for sufficient levels of government funding on an ongoing basis to support effective operations, management and stewardship of the physical resources within the Ontario college system.

f) Classroom/Lab/Office Renovations - Many spaces within the College remain in need of improvement/modernization to create more positive learning/working environments and/or to closely align their intended use with current academic program delivery requirements. Improvements include such things as new furnishings, flooring, lighting, ceiling tile replacement, additional high-tech classroom installations, and clustered/improved teaching spaces for a range of programs. Planning for a greenhouse facilities expansion will commence shortly. Expansion and renovations at the College's Citi Plaza (Galleria) location will be underway soon to accommodate growth in the programming and services offered at that site. Renewal of the College's largest lecture theatre D1060 will also be completed this summer. In addition, as new facilities are introduced, vacated spaces will be renovated, upgraded and/or repurposed for use by other priority activities. This work, aligned with the Campus Master Plans, will be staged over several years as resources permit.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

- g) James N. Allan Campus Purchase/Renovation (Phase I)** - In January 2005, the Board approved the purchase of the James N. Allan Campus in Simcoe. This purchase together with allowances for basic facilities infrastructure replacement/renovation were funded by MTCU through redirection of the College's special purpose premise rent funding allocated for that facility. Over the past year a number of small improvements have occurred at this site including painting, fire alarm system upgrades and a parking lot expansion.
- h) Food Service Upgrades** - This project includes enhancements to existing food service facilities in D-Building and H-Building that are being planned in consultation with the current campus food services provider.
- i) Centre for Applied Transportation Technology (CAAT) (Z Building, 1764 Oxford Street)** - In July 2006, the Board authorized the College to proceed with a capital project to purchase and undertake initial renovations to the 1764 Oxford Street East property, formerly known as the Small Business Centre. A multi-year staged renovation approach was initially planned. The first phase of the project, undertaken and completed in October 2007, included the renovation of approximately one-third of the facility for use by the heavy duty motive power equipment programs offered by the School of Motive Power Technology. In March 2009, a funding proposal to support the remaining phases of this project was submitted to the Federal and Provincial Governments as part of the Knowledge Infrastructure Program (KIP). In late May 2009, the College and the Board were advised that the Centre for Applied Transportation Technologies (CATT) project had been approved and funded. The current project involves the demolition of the remaining (un-renovated) portion of the Z Building facilities, and its replacement with a new structure that will adjoin the space initially renovated in the first phase. Construction will involve about 11,900 gross square meters (128,000 gross square feet) of new space on two floors providing new classrooms, shops, laboratories, and offices for the School of Motive Power Technology. When completed these new facilities will include many sustainable "green" initiatives including:
- several vegetated green roofs over 30% of the facility with "cool" roofs covering the remaining facility;
 - skylights which use reflectors, GPS technology and solar-power to track the position of the sun;
 - solar domestic hot water pre-heating;
 - storm water collection and reuse for toilet flushing and site irrigation;
 - passive solar shading, increased insulation levels and high performance glazing;
 - environmentally friendly finishes including polished concrete floors in the shop spaces, low/no VOC paints, resilient flooring and spray insulation; and
 - numerous energy demand reduction initiatives including an optimized building automation system, variable speed drives, occupancy sensors and daylight harvesting.

When completed in March 2011, the CATT building will be a modern "green" facility that will support the training of students in transportation-related trades and technology programs as well as elements of aviation-related programs currently under development.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

- j) **Property Acquisition/Development Projects** - This element of the Capital Projects Plan is a resource for the College to create capacity within our Plan to leverage future government grants, fundraising contributions, etc. in support of acquiring additional property or the development of new facilities consistent with the Long-Term Facilities/Properties Planning and Campus Master Plan. In January 2010, the Board received (in camera) the College's Long-Term Facilities/Properties Planning and Campus Master Planning (Policy D-11) annual monitoring report. A number of possible property acquisitions/developments were outlined for the Board's information and consideration.
- k) **Storage Facility** - In June 2009, the Board authorized the College (in camera) to proceed to purchase the property located at 2 Cuddy Court to meet the immediate storage needs necessitated by the CATT project and to provide longer-term capacity for future programming. The College, upon successfully negotiating an Offer to Purchase with the vendor, and undertaking its due diligence investigations, concluded this transaction in February 2010 consistent with the Board's direction. The property is a 3,900 square meter (42,000 square foot) warehouse/manufacturing facility with adjoining 316 square meter (3,400 square foot) administrative building situated on 1.92 hectares (4.74 acres) of land near the Greater London International Airport. Minor improvements are underway at the facility and the College plans to begin utilizing the warehouse facilities this summer and fall. Plans for longer term use will evolve as programming plans are finalized.
- l) **Student Residence - Merlin House (R3)** - In May 2008, the Board authorized the College to proceed with the development of a new student residence on the London campus for a total cost not to exceed \$27 million, with debt financing not to exceed thirty years. At the time of tender, the successful general contractor was unable to commit to completing the project with 100% occupancy by September 2009. Through perseverance and the extraordinary efforts of the general contractor and its subcontractors, the College's consultants and several College departments, the residence was completed four months in advance of the planned January 2010 completion date for a September 2009 opening. Merlin House increases the College's on-campus residence capacity to approximately 1,200 beds.
- m) **Capital Reserve** - In 2005, the Board established a Capital Reserve, separate and distinct from other sources of Capital Plan funding, for the purpose of investing in the creation of a sustainable College environment through the renewal of aging College facilities infrastructure. Investments from operating funds need to be directed to this reserve annually so that, over time, the reserve is sufficient to provide for the costs of infrastructure renewal priorities. This reserve is limited to future capital improvements as defined in Board policy. The 2008/09 audited financial statements presented to the Board in June 2009 reported this reserve at \$6.0 million.
- n) **Unfunded Infrastructure Renewal (UIR)** – At March 31, 2015, the UIR costs will have accumulated to an estimated value of approximately \$26 million (up from the \$22 million reported to the Board in October 2009 as a result of UIR costs for 2015 - now included). These estimates are based on the College's intent to invest approximately \$1 million from operating funds per year to address facilities infrastructure renewal. The \$26 million represents the investment that the College should be making to maintain our facilities at a level supported by industry standards. However there are no specific sources of financing

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

yet determined to cover these costs. The Capital Reserve can be a source of investment if/when necessary.

In 2008 a detailed facilities condition audit was conducted by a third party for capital planning and asset management purposes, which enabled UIR be tracked. As capital projects are undertaken, some UIR costs may be addressed through renovations (e.g. an office renovation may include electrical and mechanical systems upgrades, carpet replacement, painting, etc.). Included in the \$26 million are those building system elements that have been identified as being critical and/or functionally necessary to be replaced within the five year period. It should be noted that from time to time the UIR may spike in any given year as series of major building systems in the many campus buildings reach the end of their planned service life.

In February 2010 a presentation was provided for the Board on the current status of the College's UIR. As each year passes buildings grow older requiring increased investments to adequately maintain the facilities condition. As levels of funding continue to be strained, the deferred facilities renewal continues to escalate causing the value of UIR to continue to rise. Provincial advocacy efforts continue through various means to make government aware of this growing challenge. Recently the provincial auditor undertook a review of MTCU's and selected college's capital planning processes, including capital planning to address UIR. The results of this audit are pending. In the meantime, the College makes every reasonable effort to address the more critical facilities renewal priorities, typically the building envelope and major electrical/mechanical systems, to ensure that the facilities remain functional and to reasonably manage risk. It is important to understand that the software system and formulas used to calculate UIR take all facilities infrastructure into account and use industry standards for systems renewal. Given the challenges relating to adequate funding levels, the extent of building facilities scheduled for renewal by the software system are often more ambitious than the College can realistically address when making actual investment decisions. For example stained ceiling tiles or worn carpet may be slated for replacement according to the software formulas, but remain functional and thus need not be replaced for some longer period of time.

By 2020, some of the College's facilities will be more than 50 years old, in need of significant investment to adequately maintain the facilities condition and sustain sound learning and working environments. Some facilities may be deemed to be at the end of their useful life and in need of complete replacement. Typically complete replacement costs are funded as a separate major capital project through special grant allocations rather than through investments from operating. For example, C-building (one of the College's oldest buildings) according to the London Campus Master Plan is planned for demolition and replacement. Once that occurs, the cost of UIR for that building will be removed from the total UIR costs. It is important to note that over the last few years, the provincial government has recognized that this is a growing problem across the province for both colleges and universities, and periodically has provided one-time-only special purpose grants for this purpose. Results of the pending provincial auditor review will hopefully raise the profile of this growing problem at the provincial level.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

- o) Capital Reserve (closing balance)** – The adjusted balance of the Capital Reserve which is an allocation of the Accumulated Operating Fund that enables the College to provide for future capital improvements as defined in Board Policy D-10 (Financial condition).
- p) Campus Master Planning Priorities (Unfunded)** - The College's Campus Master Plan anticipates a number of major capital projects over the next few years. Additional sources of financing from government grants, fundraising, College operating and third party financing will be necessary to cover development costs. Sources of financing will have to be identified before any of these projects can proceed.

Recently MTCU engaged a consultant (the Courtyard Group) to assist in the development of a long-term capital plan for Ontario's colleges and universities. The consultant visited individual colleges and universities to develop an understanding of needs and current and optimal capital planning processes for the province and to provide recommendations related to funding mechanisms and priorities for capital investments, deferred maintenance, infrastructure renewal and new construction. Results of Courtyard's assessment were recently released and made public by the Ministry.

Regional Campuses – Early in 2009, the College engaged Educational Consulting Services (ECS) to complete Space Plans for each of the College's regional campuses. Taking into consideration the relatively smaller sizes of the three regional campuses, Space Plans were developed by ECS focused on specific recommendations and schematic plans towards optimal space allocations at each location. Stakeholder participation in each Space Plan was emphasized to ensure all proposed solutions reflected environmental realities at the campuses. Capital projects for each of the three regional campuses have been identified.

Oxford County Campus (Woodstock) – In January 2010, the Board authorized the College to proceed with a \$14 million Phase 1 expansion plan at the Woodstock Campus, subject to the College receiving funding through the Federal government's Community Adjustment Fund (CAF). In mid January 2010, the College submitted an application to CAF for \$11 million. The City of Woodstock has shown its support of this project by committing to donate the necessary land and the existing campus facilities to the College should the project receive CAF funding. Woodstock City Council has also agreed to contribute \$1 million to the project over the next seven years if the project proceeds. The College is presently awaiting a decision on its funding application. For the past several months the College has been working with a design consultant developing tender ready construction documents for this ~5600 square meter (~60,000 square foot) project. Should the College not receive the necessary funding the project will be abandoned until the necessary funding can be obtained through other sources. The cost to develop tender ready construction documents has been included in this Capital Projects Plan.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

James N. Allan Campus (Simcoe) Phase II – The Space Plan recently prepared for the campus identifies significant redevelopment and re-clustering of existing academic and support services spaces as well as development of several new shops, laboratories and resource spaces. While a portion of the funding required has been set aside as part of Phase I planning detailed in (g) above, this project remains one of the College's fundraising priorities as further significant funding will be necessary prior to the College being able to undertake the necessary redevelopment plans contemplated in the master plan for this campus. As a lead contributor of this redevelopment initiative the Council of Norfolk County in January, 2010 authorized the donation of a \$150,000 gift to the College to be dispersed over a three year period

St. Thomas Elgin Campus (St. Thomas) – The Space Plan recently prepared for the campus identifies minor renovation to repurpose the former theatre production space into two general purposes classrooms and to re-cluster existing student services and learning resource support spaces. As well, some minor infrastructure renewal is anticipated to enhance the campus consistent with the functionally enriched learning and working environment direction. Overall this project requires marginal project funding within the College's fundraising priorities to undertake renovations contemplated in the master plan for this campus.

Ontario Realty Corporation (ORC) Property – Consistent with Board direction arising from the Long-Term Facilities/Properties Plan, the College continues to work towards the acquisition of a portion of the former London Psychiatric Hospital lands bounded by Oxford Street and Highbury Avenue in London. Potential opportunities for the sharing of space at the Robarts School remain a future consideration.

C-Building Redevelopment – C-Building, a single-storey, high-bay facility for automotive technology programming, has impeded westerly campus development for decades. With the 2011 completion of the new Centre for Applied Transportation Technologies (CATT, Z Building), and the relocation of existing C-Building-based transportation programming to the CAAT, C-Building will become vacant and available for repurposing. Consistent with the London Campus Master Plan, redeveloping and repurposing C-Building provides a strategic, sustainability-friendly opportunity to shift the College's development towards the west and better utilize existing, scarce College land resources. Near the centre of the London Campus, the 9,290 gross square meter (100,000 gross square foot) building footprint is well-suited for the development of a new multi-storey, multi-purpose facility to accommodate the short-term as well as the longer-term academic and administrative requirements of the College, which may include academic programming spaces, including classrooms, lecture theatres and laboratories, for facilities, applied research, as well as a 1,000-seat lecture theatre/ auditorium (for graduation etc.) and academic and service office administration space.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

Academic/Service Building – Fanshawe College has a pressing immediate need for additional classrooms and labs on the London campus with related office and student service spaces. Our existing campus space is beyond capacity with our space per student FTE being one of the very lowest in the college system. A number of high demand programs with strong employment opportunities are fully developed and ready to be offered – but with no space in which to deliver the programming.

School for Applied and Performing Arts – In February 2010 London's Board of Control unanimously supported the College's plans to develop a School for Applied and Performing Arts in the City's Arts and Education District. The Centre, to be developed over the next decade, will occupy up to approximately 9,300 square meters (100,000 square feet) of existing core buildings and accommodate approximately 1000 students.

The College has been working collaboratively for many months with the City and representatives of the performing arts community to develop a vision for facilities that will address much needed capacity for the College to bring together existing, enhanced, new and expanded programming (hospitality, design, culinary, performance, theatre, art, etc.) into one vibrant location/district. Located in downtown London, the synergies created by this project and its partnership potential will have far reaching positive implications by creating many exciting opportunities for Fanshawe College and London's downtown. Acting as a magnet, the School for Applied and Performing Arts will bring students, college staff and others into the downtown to go to school, attend theatre productions, enjoy opportunities to take Continuing Education classes in various disciplines (culinary, wine appreciation, dance, etc.), shop, dine and socialize and participate in community events.

The City has shown further support of the College's plans by agreeing to invest up to \$10 million to offset the College's costs to purchase and restore core buildings. The College is currently exploring a range of opportunities for this project to proceed. However, sources of financing have yet to be identified that, when leveraged by the City's investment, can take the School for Applied and Performing Arts in downtown London from a vision to a reality.

Library/Learning Commons – The existing Learning Resource Centre/ Library was opened at the London campus in September 1982 and, since that time, has seen little change. Renewal and expansion of the Library is required to provide adequate space for the Colleges' current enrolment levels and a much more current learner support environment. Through the College's campus master planning exercise, it became evident that, as a purpose-built structure, the Library's access, capacity and layout are all areas of concern. Libraries, over time, have changed in nature as certain core library services are being reshaped by rapidly evolving information technologies and by changes in the needs and expectations of users. The Campus Master Plan recommends the clustering of student support services in alignment with an expanded and renewed L-Building to facilitate the creation of the Learning Resource Centre of tomorrow as "Information Commons" that will serve as the primary destination for students seeking information and assistance.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (*Cont'd*)

Residence #4 – The London Campus Master Plan anticipates the demand for further residence development on campus as current residence capacity (approximately 1,200 beds) falls well below London campus first year enrolment levels (more than 7,200). In addition, the College is exploring other options that could increase residence capacity.

Advanced Manufacturing Park – An economic summit hosted by the London Economic Development Corporation in September 2009 identified the importance of advanced manufacturing and the role of the University of Western Ontario and Fanshawe College to London's future economy. This summit led the City of London to invite both UWO and Fanshawe to join the City in a joint venture partnership for the purpose of developing Phase IV of the Innovation Park, located on the northeast corner of the Veterans Memorial Parkway and Bradley Avenue intersection, into the Advanced Manufacturing Park. With the joint development agreement endorsed in principle, the City will donate and transfer in 2010 approximately four hectares (ten acres) to Fanshawe, and ten hectares (25 acres) to UWO for the purpose of continuing their research efforts and creating incubator facilities relating to advanced manufacturing through substantial site development within the next fifteen years. This partnership between the College, the City and UWO will bring integrated research and training facilities together with leading edge manufacturing facilities creating new opportunities in "Green" technology in the City and region. Currently the College and UWO are conducting a joint campus master planning exercise for the two properties.

E.3 Significant Assumptions and Management of Risks

Significant Assumptions and Management of Risks

Whenever renovations are undertaken on existing spaces there is always the risk of cost overruns resulting from unknown factors that may be found behind existing walls and ceilings. To mitigate this risk, each capital plan project cost estimate contains a contingency amount that would be used should the need arise. Often the contingency is not fully required and can be redirected to other projects having costs that exceed initial estimates.

When developing any capital project in preparation for proceeding to tender, the College's architects and consulting engineers work together to develop cost estimates based on the scope of the project and their best assessment of current market conditions. In some instances, a cost consultant, whose job is to do construction project estimating, is retained to conduct a relatively detailed cost analysis. The actual cost of the project is determined through tender. This detailed planning process involving experts usually results in tenders consistent with the College's cost estimates. Occasionally, tender amounts exceed the College's cost estimates. In these circumstances, plans are modified and components are adjusted to ensure that the project falls within the financial budgets identified. If this is not possible, then the project will not proceed until such time as alternate sources of funding are identified.

E. Capital Projects (Policy D-12)

E.3 Significant Assumptions and Management of Risks (*Cont'd*)

There is some risk associated with a small portion of the sources of financing related to these capital projects. In particular, the very nature of a fundraising campaign carries an element of risk, especially in difficult economic times. However, given the on-going support the College receives from the community and results of fundraising efforts to date, there is confidence that the fundraising component of this plan will be successfully achieved. Should it become necessary to do so, the timing of a number of the projects will be delayed to match funding availability.

Decades of underfunding exacerbated by competing demands to maintain the quality education and educational facilities has led to the build up of a significant deferred maintenance/ infrastructure renewal problem system-wide. While government has recently attempted to reduce the impact of this chronic problem somewhat through funding targeted towards infrastructure renewal, the extent of funding remains below what is necessary to maintain the facilities within normally accepted industry-established standards. In an effort to mitigate the level of risk associated with the unfunded facilities infrastructure renewal, the College has supplemented these government targeted funds with College operating funds directed towards renewing more critical facilities infrastructure, such as building envelope and major electrical/mechanical systems, that would otherwise cause significant, costly challenges should failure occur (e.g. boiler system failure resulting in no heating during winter months). To do so, the College has had to forego other necessary, but less urgent, facilities infrastructure renewal, such as painting, carpeting, ceiling tile replacement, etc. Furthermore, as indicated earlier, the Board established in 2005 a Capital Reserve for the purpose of investing into renewal of aging College facilities infrastructure. This Capital Reserve currently sits at \$6.0 million.

E. Capital Projects (Policy D-12)

Capital Plan Summary 2010/11 to 2014/15

		<i>in \$000's</i>
m) Capital Reserve (April 1, 2010 projected)		6,000
Sources of Financing		
a) Government Support	39,379	
b) Fundraising/Donations	6,113	
c) College Operating	3,514	
d) Third Party Financing	646	49,652
Less: Planned Capital Projects		
	% completed	
e) Building Infrastructure, Renewal and Site Services	51%	5,803
f) Classroom / Lab / Office Renovations	70%	8,613
g) James N. Allan Campus Purchase/Renovation	70%	907
h) Food Service Upgrades	0%	2,230
i) Centre for Applied Transportation Technology	25%	23,779
j) Property Acquisition/Development	11%	6,683
k) Storage Facility - 2 Cuddy Court	77%	704
l) Student Residence - Merlin House	98%	646
		(49,365)
m) Capital Reserve (March 31, 2015)		6,287

n) Unfunded Infrastructure Renewal	(26,000)
o) Capital Reserve (closing balance)	(19,713)
p) Campus Master Planning Priorities (Unfunded)	<u>(scalable '000's)</u>
<i>Oxford County Campus</i>	<i>\$11,000 - 14,000</i>
<i>James N. Allan Campus</i>	<i>\$1,000 - 1,500</i>
<i>St. Thomas Elgin Campus</i>	<i>\$500 - 1,000</i>
<i>ORC Property</i>	<i>\$14,000 - 20,000</i>
<i>C Building</i>	<i>\$30,000 - 75,000</i>
<i>P Building</i>	<i>\$25,000 - 30,000</i>
<i>Centre for Applied & Performing Arts</i>	<i>\$48,000 - 75,000</i>
<i>Library/Learning Commons</i>	<i>\$15,000 - 20,000</i>
<i>Residence #4</i>	<i>\$27,000 - 30,000</i>
<i>Advanced Manufacturing Park</i>	<i>\$10,000 - 15,000</i>

E. Capital Projects (Policy D-12)

DEFINITIONS

Capital Plan – is a summary of capital projects spanning five fiscal years showing their impact on the capital reserve with projected costs and sources of financing.

Capital Project – involves the acquisition of land, or the construction of a new building or the renovation, renewal or decommissioning of an existing building and involves a significant expenditure.

Capital reserve – is an allocation of the Accumulated Operating Fund that enables the College to provide for future capital improvements as defined in Board Policy D-10 (Financial Condition)

Significant – is defined as greater than 0.5% of operating revenues.

Unfunded Capital Project – a capital project that is not scheduled for at least five years and the source of financing is yet to be determined.

Unfunded Infrastructure Renewal – estimated accumulated value of unfunded facilities infrastructure renewal costs and the source of financing is yet to be determined.

SECTION F

Appendices



F. Appendices

F.1 Financial Monitoring Report

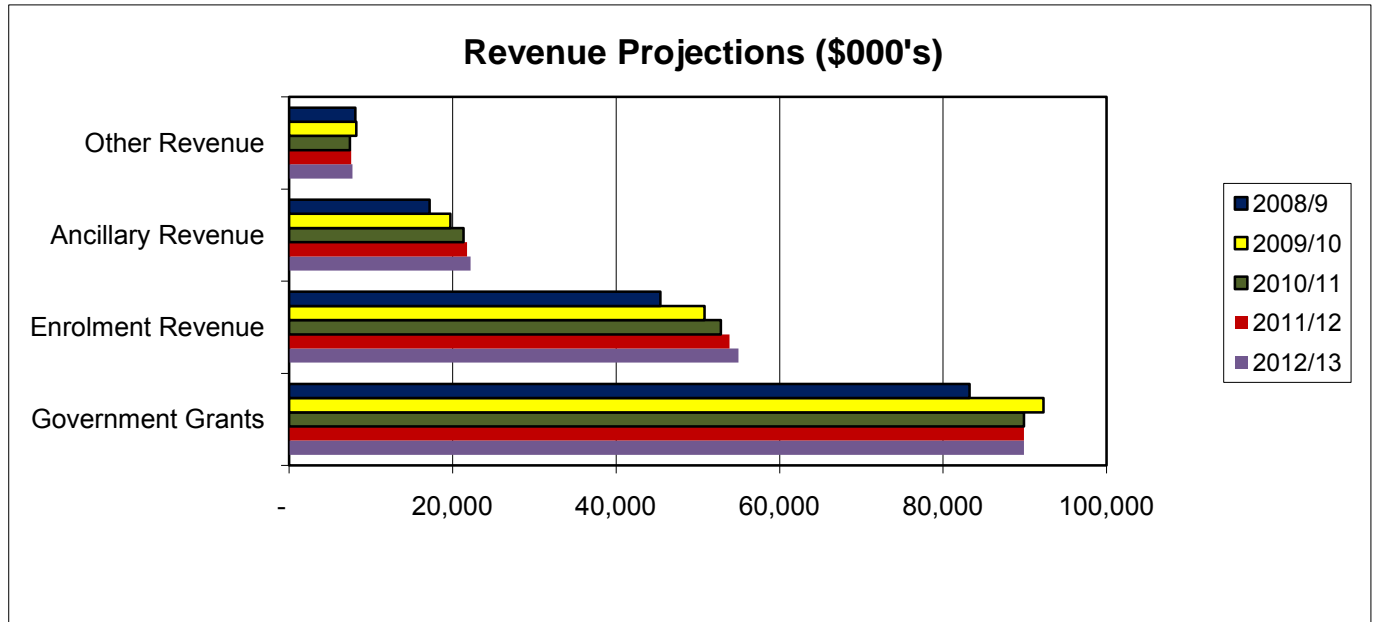
Financial Monitoring Report January 2010

<i>in \$000's</i>	2007/8	2008/9	2009/10	2010/11	2011/12
Accumulated Operating Fund Balance, Opening	3,523	3,754	4,528	4,528	4,528
Revenue					
Government Grants	82,870	83,220	92,290 10.9%	89,280 -3.3%	89,280 0.0%
Enrolment Revenue	39,140	45,410	50,820 11.9%	51,840 2.0%	52,880 2.0%
Ancillary Revenue	16,480	17,190	19,730 14.8%	20,130 2.0%	20,530 2.0%
Other Revenue	7,500	8,080	8,210 1.6%	8,370 2.0%	8,540 2.0%
	145,990	153,900	171,050 11.1%	169,620 -0.8%	171,230 0.9%
Expenditure					
Instructional Services	73,110	79,560	84,420 6.1%	88,560 4.9%	92,250 4.2%
Instructional Support	15,610	17,480	19,010 8.8%	19,960 5.0%	20,750 4.0%
Student Services	11,520	12,350	13,300 7.7%	14,050 5.6%	14,730 4.8%
College Services	12,890	13,920	16,080 15.5%	16,990 5.7%	17,930 5.5%
Ancillary Services	14,570	14,880	17,350 16.6%	18,010 3.8%	18,520 2.8%
Facility Services	18,290	15,710	17,890 13.9%	18,600 4.0%	19,280 3.7%
	145,990	153,900	168,050 9.2%	176,170 4.8%	183,460 4.1%
Contingency	-	-	3,000	(1,500)	(1,500)
Operating Adjustments	-	(1,000)	-	(5,050)	(9,980)
Budget Operating Surplus (Deficit)	-	1,000	-	-	(750)
Projected Accumulated Operating Fund Balance (before Strategic Initiatives Allocation)	3,523	4,754	4,528	4,528	3,778
Strategic Initiatives Allocation	(649)	(808)	(754)	(754)	(754)
Projected Accumulated Operating Fund Balance (after Strategic Initiatives Allocation)	2,874	3,946	3,774	3,774	3,024

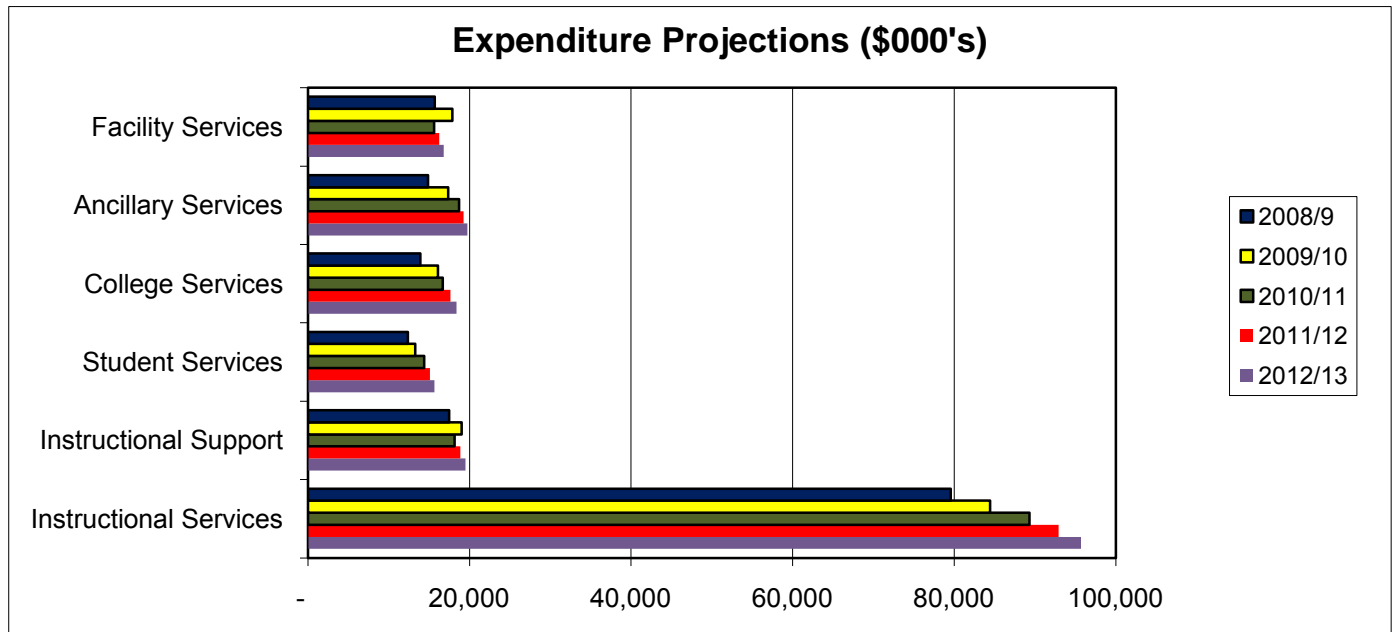
F. Appendices

F.2 Financial Projections

a) Revenue Projections



b) Expenditure Projections



F. Appendices

F.3 Summary of Planning Cycle

2010/11 Planning Cycle

Date	Activity
September 2009 - November 2009	2010/11 Strategic Planning Process, which included: <ul style="list-style-type: none"> ➤ Faculty/departmental strategic briefs submitted outlining vision for 2010/11 ➤ Senior management strategic planning process commenced ➤ Review of programs at risk and new program proposals in an effort to continue to provide new and vibrant programming
October 2009 - November 2009	2009/10 Fall Budget Review meetings held with all budget managers to review current financial position compared with budget and make necessary adjustments to the budget to better reflect expected year end position
November 2009 - December 2009	Enrolment targets and associated teaching hours established for 2010/11 based on projected program demand and historical retention patterns
December 2009 - January 2010	Base Budget meetings held with managers of all schools/ departments to create base budgets, which include: <ul style="list-style-type: none"> ➤ Revenues, staffing costs and other resources, based on projected enrolments in academic areas and existing service levels in service areas
January 2010	Requests for funding of new developments submitted for consideration
February 2010 - March 2010	<ul style="list-style-type: none"> ➤ Second round base budget meetings held to improve both specific school/departmental bottom lines where necessary and overall College budget position, by introducing cost reductions or new revenues ➤ Discussions with stakeholders and staff regarding budget ➤ Decisions made regarding which new developments to fund and which cost reductions to implement ➤ Capital projects plan updated
March 2010 - April 2010	Overall 2010/11 College operating and capital budget finalized and Strategic Plan prepared for submission to Board of Governors
April 2010	2010/11 Strategic Plan submitted to Board of Governors for approval
April 2010 - May 2010	2009/10 Year End Budget Review meetings held to review final actual financial position compared with 2009/10 budget and consider requests for rollovers to 2010/11 as appropriate of unspent other resource budgets

F. Appendices

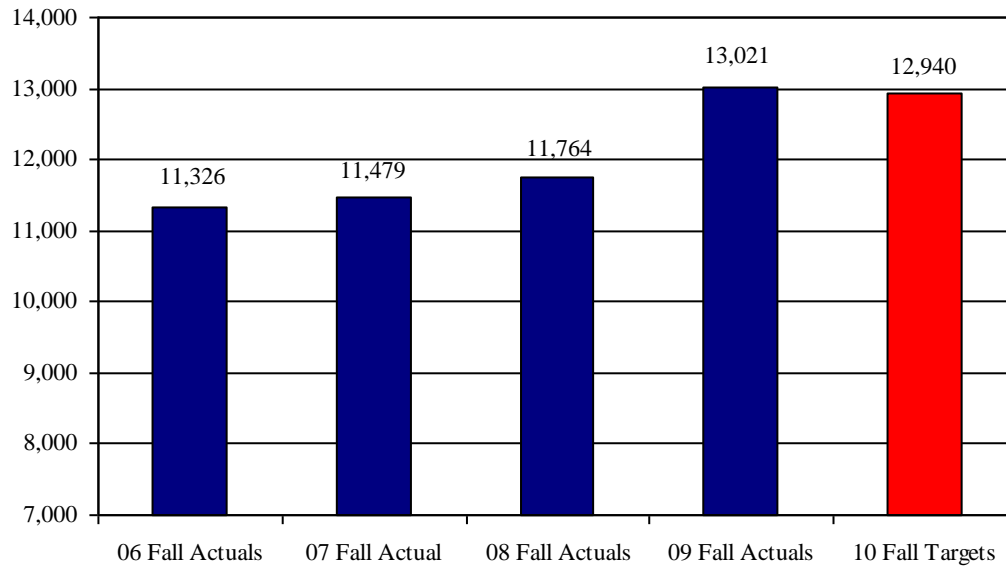
2011/12 Planning Cycle

DATE	ACTIVITY
December 2009	Planning Framework and Economic Update Finalized
January 2010	Planning 'Kick-Off' (Academic and Enabling areas together) <ul style="list-style-type: none"> ➤ Series of brief environmental presentations ➤ Discussion groups to assess and interpret implications for Faculties and Enabling Area planning
February 2010 – March 2010	Commence school retreats/meetings to confirm planning priorities
March 2010	Commence re-calibration of 3 Year Faculty Operations Plans (to reflect new and emerging challenges and opportunities)
March 2010	Finalize Enabling Plans aligning to 2009-12 Faculty Operations Plans and Strategic Directions and Goals.
March 2010	Finalize planning for Senior Management Strategic Planning Retreat to be held in summer of 2010 (President, Deans, Directors) focusing on: SEM Enrolment Plan progress, business process review and culture alignment project prioritization, and the integration of objectives into enabling plans and performance plans.
April 2010	Finalization of program, capital, equipment and facilities requirements for 2010-11 and early indicators assessment of multi-year requirements.
May 2010	Dean's Retreat to review and finalize Faculty Operations Plans for 2011 – 2014
May 2010 – June 2010	Work with Strategy and Planning to identify resource implications for major program changes for 2011/12.
June 2010	Finalize integration of SEM planning into Academic Plan (2011-14) and 2011-12 planning priorities.
July 2010	Commence re-calibration of 3 Year Enabling Plans to reflect academic priorities and new and emerging strategic challenges and opportunities for 2011-14.
September 2010	Finalize 2011-14 Enabling Plans
December 2010 – March 2011	Develop detailed Operational Plan for each School/Department as per the 2011/12 Planning/Budgeting Schedule
December 2010 – April 2011	Development of Operating Budget for 2011-12

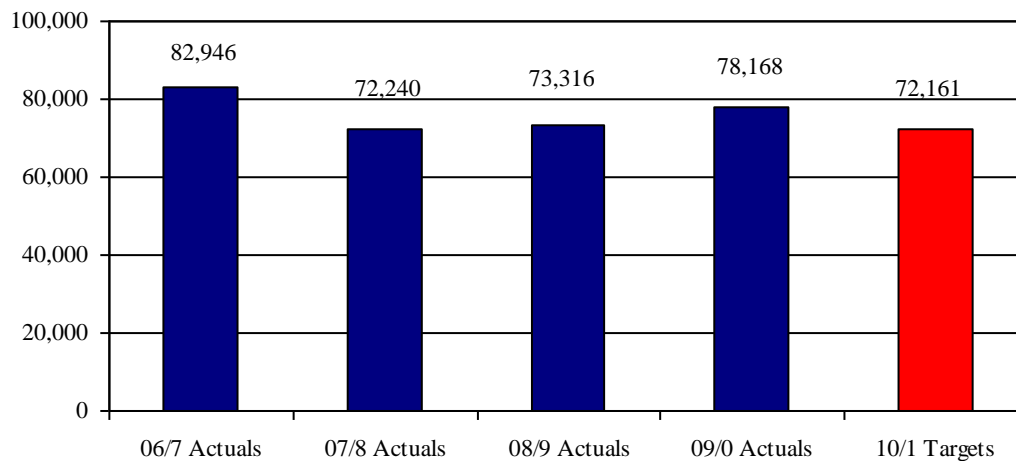
F. Appendices

F.4 Enrolments

a) Full-Time Postsecondary Enrolments



b) Apprenticeship Purchased Training Days



F. Appendices

F.5 Budget Unit Summary

Budget Unit		Revenue	Expense	NET
Office of the President				
1000	Office of the President	(\$1,000)	\$740,590	\$739,590
1001	Office of the Ombuds	(\$53,317)	\$106,634	\$53,317
1020	Development & Alumni	(\$208,231)	\$1,088,314	\$880,083
	Office of the President	(\$262,548)	\$1,935,538	\$1,672,990
Academic Services				
2000	Academic Services	\$0	\$690,171	\$690,171
2061	Curriculum Dev & Program Renew	(\$236,899)	\$593,141	\$356,242
2100	Faculty Arts, Media & Design	\$0	\$268,007	\$268,007
2101	Admin-Arts, Media & Design	\$0	\$9,000	\$9,000
2110	Design	(\$8,785,455)	\$6,906,186	(\$1,879,269)
2120	Language & Liberal Studies	(\$8,018,773)	\$6,057,545	(\$1,961,228)
2140	Contemporary Media	(\$12,472,872)	\$7,780,272	(\$4,692,600)
2200	Faculty of Business	\$0	\$248,789	\$248,789
2201	Admin-Faculty of Business	\$0	\$18,000	\$18,000
2210	L. Kinlin School of Business	(\$16,071,361)	\$8,952,169	(\$7,119,192)
2220	Tourism & Hospitality	(\$5,755,865)	\$4,117,822	(\$1,638,043)
2221	Admin-Tourism & Hospitality	(\$320,000)	\$325,490	\$5,490
2230	Information Technology	(\$7,655,663)	\$4,966,873	(\$2,688,790)
2300	Faculty of Health & Human Serv	(\$53,373)	\$542,741	\$489,368
2301	Admin-Health & Human Services	\$0	\$59,794	\$59,794
2302	Simulation Lab	\$0	\$38,000	\$38,000
2310	Health Sciences	(\$10,658,679)	\$5,802,610	(\$4,856,069)
2320	Nursing	(\$6,497,072)	\$3,948,650	(\$2,548,422)
2330	Human Services	(\$11,643,151)	\$6,524,570	(\$5,118,581)
2400	Faculty of Technology	\$0	\$353,346	\$353,346
2410	Building Technology	(\$7,575,141)	\$5,045,119	(\$2,530,022)
2420	Applied Science & Technology	(\$8,088,582)	\$5,491,992	(\$2,596,590)
2430	Motive Power Technology	(\$5,178,321)	\$3,969,090	(\$1,209,231)
2510	Centre for Community Services	(\$206,400)	\$502,944	\$296,544
2511	Continuing Education Studies	(\$6,291,915)	\$3,818,610	(\$2,473,305)
2512	Access Studies	(\$1,421,986)	\$1,236,427	(\$185,559)
2513	Workforce Development	(\$197,000)	\$305,887	\$108,887
2515	Admin-Community Services	(\$340,500)	\$230,000	(\$110,500)
2610	James N. Allan Campus	(\$2,212,372)	\$1,586,311	(\$626,061)
2611	Career & Employment Services	(\$1,376,316)	\$1,200,040	(\$176,276)
2612	CE & Training Services	(\$828,905)	\$642,456	(\$186,449)
2620	St Thomas/Elgin Campus	(\$4,228,811)	\$3,574,214	(\$654,597)
2621	Corporate Training & CE	(\$540,197)	\$473,418	(\$66,779)
2630	Oxford County Campus	(\$3,778,334)	\$2,688,857	(\$1,089,477)
2631	Cont. Edu. & Contract Training	(\$1,156,698)	\$1,109,324	(\$47,374)
	Academic Services	(\$131,590,641)	\$90,077,865	(\$41,512,776)

F. Appendices

F.5 Budget Unit Summary

Budget Unit		Revenue	Expense	NET
External Relations				
3000	External Relations	\$0	\$73,283	\$73,283
3001	Centre for Applied Research	\$0	\$514,823	\$514,823
3040	International Partnerships	(\$10,000)	\$864,407	\$854,407
3041	Fanshawe International Corp.	\$0	\$0	\$0
3042	Admin.-Int. Partnerships	\$0	\$1,148,225	\$1,148,225
3050	Marketing & Communications	\$0	\$626,956	\$626,956
3051	Admin.-Marketing & Communic.	\$0	\$1,102,216	\$1,102,216
3052	Corporate Communications	\$0	\$929,761	\$929,761
	External Relations	(\$10,000)	\$5,259,671	\$5,249,671
Finance and Corporate Services				
4000	Finance & Corporate Services	\$0	\$516,308	\$516,308
4001	Awards & Scholarships	(\$183,455)	\$504,589	\$321,134
4004	Financial Services	(\$3,312,592)	\$4,095,119	\$782,527
4005	Residence & Conference Centre	(\$6,959,700)	\$5,759,700	(\$1,200,000)
4010	Board of Governors	\$0	\$539,357	\$539,357
4020	Purchasing & Accounts Payable	(\$248,415)	\$761,182	\$512,767
4021	Fitness 101	(\$454,400)	\$531,700	\$77,300
	Finance and Corporate Services	(\$11,158,562)	\$12,707,955	\$1,549,393
Administrative Services				
5000	Administrative Services	\$0	\$513,654	\$513,654
5020	Information Technology Service	\$0	\$443,118	\$443,118
5021	Information Systems Services	(\$165,000)	\$2,271,340	\$2,106,340
5022	Technical Support Services	(\$24,613)	\$1,930,550	\$1,905,937
5023	Network Services & Computer Op	\$0	\$3,761,995	\$3,761,995
5024	Learning Systems Services	\$0	\$641,835	\$641,835
5025	Project Management Office	\$0	\$249,927	\$249,927
5040	Strategy & Planning	\$0	\$430,461	\$430,461
5041	Institutional Research	\$0	\$451,029	\$451,029
5042	Resource Planning	\$0	\$352,812	\$352,812
5050	Human Resources	\$0	\$1,024,334	\$1,024,334
5051	Benefits & Compensation	\$0	\$415,750	\$415,750
5052	Organizational Development	(\$1,000)	\$960,457	\$959,457
5053	Labour Relations	(\$30,000)	\$772,354	\$742,354
5054	Client Services	\$0	\$916,879	\$916,879
5100	Facilities Management	(\$627,728)	\$2,587,943	\$1,960,215
5110	Facilities Planning & Develop	(\$1,365,343)	\$1,924,111	\$558,768
5111	Asst Man Planning & Develop	\$0	\$616,878	\$616,878
5120	Facilities Operations	\$0	\$2,834,666	\$2,834,666
5121	Architectural/Struct. Systems	(\$2,206)	\$1,294,443	\$1,292,237
5122	Mechanical/Electrical System	\$0	\$1,594,846	\$1,594,846
5123	Custodial, Grounds & Supp Ser.	(\$1,390,000)	\$4,615,228	\$3,225,228

F. Appendices

F.5 Budget Unit Summary

	Budget Unit	Revenue	Expense	NET
5130	Health & Safety Services	\$0	\$690,548	\$690,548
5131	Asst Man Health & Safety Serv	\$0	\$227,274	\$227,274
5140	Campus Security Services	(\$66,572)	\$2,221,242	\$2,154,670
5150	Emergency Management Office	\$0	\$536,945	\$536,945
	Administrative Services	(\$3,672,462)	\$34,280,619	\$30,608,157

Student Support Services

6000	Student Support Services	\$0	\$807,636	\$807,636
6001	Athletics	(\$1,053,578)	\$1,334,572	\$280,994
6002	Career Services/Job Connect	(\$1,911,191)	\$1,750,217	(\$160,974)
6003	Student Academic Success Serv.	\$0	\$853,623	\$853,623
6004	Library & Media Services	(\$20,000)	\$2,096,391	\$2,076,391
6005	Co-operative Education	\$0	\$86,845	\$86,845
6010	Office of the Registrar	\$0	\$1,031,094	\$1,031,094
6011	Customer & Information Service	\$0	\$1,331,796	\$1,331,796
6012	Registration & Records Service	\$0	\$692,198	\$692,198
6013	Admission Services	\$0	\$816,029	\$816,029
6014	Systems & Fees Services	(\$2,149,958)	\$1,382,887	(\$767,071)
6015	Financial Aid	\$0	\$759,958	\$759,958
6016	Int'l & Immigrant Services	\$0	\$135,020	\$135,020
6030	Counselling/Accessibility Serv	(\$1,916,069)	\$3,544,283	\$1,628,214
6031	Testing Centre	(\$77,000)	\$507,945	\$430,945
6032	First Nations Centre	(\$409,407)	\$414,644	\$5,237
6050	Retail Services	(\$12,766,000)	\$10,548,226	(\$2,217,774)
6051	Admin.-Retail Services	\$0	\$828,266	\$828,266
	Student Support Services	(\$20,303,203)	\$28,921,630	\$8,618,427

Reserved

9000	Reserved	(\$5,201,368)	\$415,506	(\$4,785,862)
9021	Liabilities-Payroll	(\$620,000)	\$720,000	\$100,000
	Reserved	(\$4,436,553)	(\$249,309)	(\$4,685,862)

College Total	(\$171,433,969)	\$172,933,969	\$1,500,000
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STRATEGIC DIRECTIONS

1

Pursue excellence in learning, teaching, and service.

Every aspect of college life, both inside and outside the classroom, contributes to each student's ultimate success. Fanshawe's continuous pursuit of excellence means a better college experience and a more prepared college graduate. It also means a more satisfying career for our employees. In approaching excellence we are mindful of the need for both financial and environmental sustainability.

4

Foster a workplace where employees are proud to contribute and grow.

As much as Fanshawe exists to help students pursue their dreams, it can also help employees pursue theirs. Fanshawe's success is enhanced by employees who are motivated, involved, growing, and satisfied in their careers. Our commitment to excellence includes supporting our employees as they develop their skills and work to accomplish their career goals.

2

Encourage and enhance student success.

Fanshawe facilitates student success through its commitment to access, high academic standards and integrated support systems focused on students' achievement of their program outcomes. The College also recognizes that a rewarding college experience includes personal growth beyond academics.

5

Engage the support of community partners and patrons.

Partnerships with individuals, businesses, organizations, and industries have a profound impact on the quality and delivery of Fanshawe's programs. Students benefit tremendously from donations of time, expertise, and resources by community partners.

3

Engage in applied research and scholarly activity.

Fanshawe enjoys a positive reciprocal relationship with its community. That relationship provides valuable opportunities for students to earn real world experience – and help local businesses and organizations succeed – through innovative research projects. The College pursues these opportunities as part of its commitment to academic excellence and to supporting economic development in the region.

6

Support strategic growth in current and new markets, both domestic and international.

Growth is critical to Fanshawe's future success. Smart growth creates the opportunity for the College to attract students in a way that addresses community need for skilled labour, provides life-changing learning experiences, and ultimately increases global perspective in our local communities.

You can find the official document online at:

www.fanshawec.ca/strategic