



FANSHAWE
COLLEGE



**2011-2012 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*

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EXECUTIVE SUMMARY



Policy	Successes Achieved	Challenges & Emerging Issues
<p>A-05 Vision and Mission (page 9)</p>	<p>Strategic Developments</p> <ul style="list-style-type: none"> ➤ The Board of Governors approved changes to Board processes to ensure greater involvement in College strategic planning. ➤ The College has continued to re-configure its planning processes to enable enhanced alignment between strategy and operational plans. For example, Academic Multi-year Operations Plans are more target based and focus on enrolment growth and program optimization. ➤ The College began implementation of both its SEM Plan and Business Process Improvement project agenda. Planning for its third and final Foundational Initiative – Culture Alignment – is underway. ➤ College operational risk is being addressed more systematically evidenced by: the introduction of a new policy coordination model; planning for an enterprise data governance approach; and planning for an enterprise risk assessment and management process to more consistently address strategic, technological, compliance, financial, operational and reputational risks and their associated control activities. <p>Pursue excellence in learning, teaching and service</p> <ul style="list-style-type: none"> ➤ The Centre for Academic Excellence completed 26 program reviews in 2010 using the new program review process. Another 26 programs are scheduled for 2011. ➤ New, innovative academic programming as well as program renewal continues to be a high priority. Nine new programs are planned to commence in 2011/12. ➤ The College has endeavored to stay ahead of the curve this year through strategic investment in and deployment of: leading instructional and administrative technologies; on-line programming; and student services technology. ➤ Numerous actions have been taken to enhance even further the safe and enriching physical learning and working experience for students and staff including: emergency preparedness initiatives; strategic property acquisition; implementation of 'high-value' HR systems and processes; and implementation of evidence-based methods to optimize scarce academic space. ➤ The College continues to explore and implement sustainable initiatives associated with: inclusion of 'greening' into academic programming; improved efficiency of various building envelope systems; and recycling. 	<ul style="list-style-type: none"> ➤ The College's Vision, Mission, and Strategic Directions will need to be reviewed more regularly and formally to assess their currency. ➤ 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 soon 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 cohort will begin a period of decline, which means that the College will depend on strong SEM implementation. ➤ There remains a significant amount of high priority equipment that is not funded – efforts will continue to identify sources of funding. ➤ 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. ➤ Nimbleness in the purchase and deployment of technology will be essential to sustain and create a competitive advantage.

2011/12 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
<p>A-05 Vision and Mission Cont'd</p>	<p>Foster a workplace where employees are proud to contribute and grow</p> <ul style="list-style-type: none"> ➤ Staff from all three employee groups and all areas of the College are being extended an invitation to become involved as members of the SEM implementation task groups. ➤ The College's bi-annual employee survey took place in late 2010. Managers and their teams will be reviewing results and implementing relevant initiatives to enhance engagement. ➤ Continuing to positively influence employee engagement, HR will enhance various communication formats to support better access by current and prospective employees. ➤ In the upcoming year, there will be enhanced internal communications focusing not only on the purpose and activities associated with SEM but outcomes achievement as well. <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 the College. ➤ The College will continue to pursue research funding from various agencies. 	<ul style="list-style-type: none"> ➤ As with any major change initiative, It will remain a challenge to capture and sustain the interest of the entire College in SEM. ➤ The College's ability to sustain adequate funding and attract research grants may become challenged by the current economic environment.
<p>A-35 Student Success (page 24)</p>	<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"> ○ Electronic methods for students to search for resources for their research and projects ○ Programs and services to support student transitions and to assist 'at-risk' learners prior to their entry to College as well as during their studies ○ Flexible, on-line learning ○ And supplements to classroom learning involving applied and real-life experiences. 	<ul style="list-style-type: none"> ➤ Currently, 34% of students at Fanshawe are considered '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. Continued investments will be necessary.

2011/12 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
<p>D-05 Financial Planning/ D-10 Financial Condition (page 31)</p>	<ul style="list-style-type: none"> ➤ The proposed 2011/12 Operating Budget reflects an in-year deficit position of \$1.4 million with a projected year-end Accumulated Operating Fund Balance of \$5.148 million representing 2.8% of Operating Revenue. Cost reductions and additional revenues generated a net savings to offset the excess of expenditures over revenues for 2011/12. There are always a number of new developments for which investment is required to sustain current enrolment levels and support future growth. 	<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 2011/12 operating plan: <ul style="list-style-type: none"> ○ Level of Operating Grants ○ Other revenue targets ○ Government programs ○ International revenues
<p>D-12 Capital Projects (page 38)</p>	<ul style="list-style-type: none"> ➤ Capital projects last approved by the Board continue to unfold largely as expected. ➤ Due to the constrained financial environment to be faced in 2011/12, fewer operating dollars, compared to 2010/11, have been allocated to capital projects. 	<ul style="list-style-type: none"> ➤ There is some risk associated with a small portion of the sources of financing related to these capital projects.

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

The recession just past was by no means the toughest experienced by Canadians. It ended in just three quarters and shaved a relatively small percent from the country's output (3.4%). More importantly, the Canadian and Ontario recovery has been described as equally uninspiring. Many economists, including Bank of Canada Governor Mark Carney, indicate that because the recession was brought about by financial crises, recovery could last a decade (double the time of a typical recovery). Key Ontario economic indicators have improved from lows experienced during the recession but few have met or exceeded pre-recession levels. Signs of a U.S. turnaround bode well for London whose employment is significantly tied to the manufacturing sector.

Governments at the Federal and Provincial level show little inclination of spending further to spark a stronger recovery than what is expected to occur naturally (2% – 3% for the next couple of years). Government seems supported in this approach by recent Harris/Decima surveying indicating that the vast majority of voters are supportive of this approach. Economists such as Don Drummond are reinforcing the notion that governments have done enough. In Drummond's opinion, the solution to long-term stagnation is not more quick fixes, but tackling systemic issues such as improving productivity and diversifying exports to other markets beyond the U.S. Both the Provincial and Federal levels of government have made it clear in their budget documents, and in the case of the provincial Liberals in their *Long-Term Report on the Economy (2010)*, that post-secondary education remains a key, albeit one of several key ingredients, required to spur economic productivity and combat a looming skills shortage. Estimates of the skill gap range from 700,000 unemployable Ontarians by 2021 (Miner) to a more conservative estimate of 360,000 by 2025 (Bloom). Remedies described by Miner, Bloom and the Liberals include in some combination: increasing the number of new Canadians having required skills; increasing participation rates amongst under-represented groups (e.g. aboriginals, women, and persons with disabilities); accelerated admission to graduation in post-secondary programming; increasing labour participation by retirement age individuals; and improved machinery and equipment technologies.

Demographics will play an increasingly significant role for Ontario higher education enrolment and service delivery over the next many years. Some of the key highlights include:

- Ontario's population is projected to rise to 16.4 million by 2031, from its current level of 12.9 million;
- the main driver of population growth is, and will continue to be, international migration. In recent years, Ontario has been losing population to other provinces through net interprovincial migration;
- natural increase (births minus deaths) has been on a long-term decline in Ontario;
- Ontario's population is aging. Its median age and the proportion of older people in the population are rising. By 2031, the median age in the province is projected to be 43 years and seniors aged 65 and over will make up almost 22% of the population;

A. Government Issues

A.1 Government Issues (cont'd)

- the 15 to 29 age cohort as a whole will grow over the next few years but then either decline or grow slowly after that;
- Ontario's population is highly concentrated in the Greater Toronto Area (GTA). The share of the Ontario population living in the GTA is expected to be even higher in the future;
- Canada's population is projected to reach 39 million by 2031 and 42.5 million by 2056 – up from 33 million today;
- by 2030, the rate of natural increase is expected to turn negative, with the number of deaths outnumbering the number of births. Immigration will then account for all of Canada's population growth.

London significantly lacks people in the 15-24 years old labour force category. Its growth in this age group is -4.36% – much lower than most other communities. Conversely, in the 45-54 year category, London has had very strong growth. Regionally, in Oxford, Elgin, Norfolk and Middlesex, a similar demographic picture is emerging.

For the past many years, Ontario colleges have experienced steady growth in enrolment. Demographers caution however that with the recent onset of a smaller birth cohort moving through post-secondary, enrolment will begin to flatten around 2013. After 2013, the Ontario College Application Service (OCAS) forecast predicts enrolment will consistently decline in Northern and Eastern regions of the province, decline and then largely stabilize (flatten again) in Southwestern Ontario, and have some likelihood of growing in the GTA area. Once the age structure is taken into account (and participation rates are held constant) Statistics Canada predicts a decline in post-secondary enrolment lasting from 2016 to 2031. Across Canada during this period for instance, the enrolment level for all 17 to 29 year-olds would decline by over 90,000, with over 60,000 of this decline coming from the 20 to 24 age group.

❖ **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. The recent Budget, March 2011, provides some concrete evidence of the Government's ongoing commitment to the vision. Specifically, \$64 million in 2011/12, growing to \$309 million in 2013/14, was announced in additional operating grants to colleges and universities. The Budget also announced continued funding for two important programs that support training opportunities and provide work experience to help Ontarians improve their knowledge and skills:

- an additional \$44 million over three years for literacy and basic skills programs to ensure that services are available for those who need them most; and
- an additional \$22.5 million in 2011/12 – bringing total funding to nearly \$100 million – for Summer Jobs Strategy, including targeted resources for youth in high-needs neighbourhoods, to help over 100,000 students access jobs and services this summer.

A. Government Issues

A.1 Government Issues (cont'd)

Further evidence of the Ontario government's commitment to access occurred with their recent announcement to systematically introduce a credit transfer system, a move endorsed in pre-election hustings by the leader of the Opposition. A recent Colleges Ontario study indicates that such a system would produce savings of more than \$26,000 for a typical college student who transfers to University.

While the aforementioned investments are welcomed, it is important to note that several other former commitments may be constrained by current economic conditions. It is also important to note that the Government could change following the October 2011 provincial election. The current commitments have been costed with a view to reducing the provincial deficit at a moderate pace. The Opposition has signaled their intent to reduce the deficit at an accelerated pace and as yet, have not indicated that post-secondary education will be a cornerstone of their platform.

At the federal level, the recent Budget, March 2011, highlighted the Government's commitment to innovation, education and training vis-à-vis funding and initiatives intended to: assist with industrial research collaborations; increase new Canada Excellence Research Chairs (with a major area of focus being fields relevant to Canada's Digital Economy Strategy); support commercialization and associated research links between colleges, universities and businesses; enhance and expand eligibility for the Canada Student Loan and Grant Program for part-time and full-time post-secondary students; and help apprentices in the skilled trades and workers in regulated professions by making occupational, trade and professional examination fees eligible for the Tuition Tax Credit. The Budget was of course never implemented owing to the Government's dissolution of Parliament not long afterward. However, each of these measures not only appear to be contained within the current Conservative Platform, but additional measures supporting aboriginal entrepreneurship and skills development have also been included.

At the federal level, the Liberal Opposition has also introduced several features within its recent Platform which are supportive of post-secondary education including:

- a *Canadian Learning Passport* – provides \$1,000 a year over four years for every high school student in Canada to use at college, university or CEGEP;
- *Canada Service Corps* – a program to forgive \$1,500 in student loan debt for young Canadians who engage in volunteer service; and
- a lifting of the cap on post-secondary education funding to Aboriginals through new investments of \$200 million over the next two years.

❖ **Internationalization of Post-secondary Education**

During the past two years a significant shift has occurred at the provincial and federal levels of government regarding the importance of international students in Canada. This shift has been exemplified by:

- introduction by the Federal government of a national brand for Canadian education in the global student marketplace;

A. Government Issues

A.1 Government Issues (cont'd)

- key amendments to the Immigration and Refugee Protection Act to more closely align Canada's immigration policies with skilled labour shortages; and
- the Ontario government 2010 Budget commitment to increase international enrolment by 50% by vigorously promoting Ontario post-secondary schools abroad and by planning for a portion of a new education bursary to help newcomers get the local training they need to find a job in their field.

The Ontario government commitment to increase international enrolment by 50% is tracking extremely well towards the targeted increase of 19,000 international students by 2014/15. The number of international students enrolled in Ontario colleges grew by 47% between 2009/10 and 2010/11 to approximately 14,500 enrolments. Currently more than 45,000 international students are studying at Ontario publicly funded post-secondary institutions representing an increase of almost 20%.

❖ Long-Term Capital Planning

Infrastructure stimulus spending (for all public sectors), intended to promote the completion of short- to mid-term capital projects, was recently extended to October 31, 2011 for qualifying short-term projects. Essentially, future capital funding by both the provincial and federal levels of government can be expected to slow in the coming years. This said, the recent Ontario budget announced plans to invest more than \$35 billion over the next three years, including \$12.8 billion in 2011/12 toward infrastructure (all public sectors). The Ministry of Training Colleges and Universities (MTCU) recently completed an exercise with all of the province's colleges to update and report upon their multi-year capital priorities.

The platforms of both the federal Conservative and Liberal parties indicate the importance of putting in place an infrastructure strategy that targets long-term economic benefits. Aside from very vague references however, neither platform appears to commit to specific infrastructure activities and an analysis of their costs.

❖ 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. Evidence of this commitment includes:

- the introduction of the Green Energy and Green Economy Act, 2009 and consequent multi-year commitment of \$690 million by the provincial government toward creating new green economy jobs and protecting the environment; and,
- the five year \$1 billion funding commitment made by the federal government in 2010 toward related research, development and demonstration of promising clean energy technologies, including carbon capture and storage technologies.

These initiatives create significant opportunities for college programming. The large majority of affected, related occupations will be public college-educated: apprentices, technicians and technologists, technical sales forces, business and health science graduates. Indeed, well-trained college graduates are essential for all aspects of the green economy – for the construction and maintenance of public and private infrastructure and as key employees in

A. Government Issues

A.1 Government Issues (cont'd)

sectors such as transportation, water and waste treatment, energy supply, distribution and conservation, and manufacturing products. To ensure that students are at the forefront of green skills training, colleges will have to work with employers to modify curriculum for existing occupations and develop curriculum for new occupations.

❖ Research and Technology

Ontario college-business applied research collaborations stimulate new research and innovation activities that would otherwise not occur. Ontario colleges' applied research services contribute to project, process and service improvements; reduce time to market; and increase business research and development spending and activity. In recognition of these contributions, the Ontario government proposed additional tax relief and made investments to support key industry partnerships in innovation (\$10 million over three years to the Colleges Ontario Network for Industry Innovation (CONII)), beginning in 2009. The federal government followed suit in 2010 by making strategic investments to enhance its Science and Technology Strategy. Most recently, the failed March 2011 federal budget contained an \$80 million commitment in new funding over three years through the Industrial Research Assistance Program to help small- and medium-sized businesses accelerate their adoption of key information and communications technologies through collaborative projects with colleges. This commitment remains intact in the current Conservative Platform. The Liberal Platform much more vaguely indicates that, as the country's financial situation improves, increased investments would be taken in science, technology and basic research.

❖ Accountability to Government

Multi-year Accountability Agreements (MYAAs) commit the Ministry and post-secondary institutions to communicate results achieved through *Reaching Higher* investments. MYAA reporting was changed during the past year to reflect not only individual college performance relative to access, quality, and accountability (articulated in *Reaching Higher*), but also broader system performance relative to a number of new performance indicators including: credit transfer; online learning and international students. This is in keeping with the government's strategic priorities and allows the Ministry to benchmark and track progress on new key initiatives such as achievement of a 70% PSE attainment rate.

The Ministry, Colleges Ontario, and the Ontario colleges also recently participated in a review of the Ministry's Key Performance Indicators (KPIs) with a view to recommending improvements as warranted.

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. This Act came into force January 1, 2008 and applies to every organization in the public and private sectors of the Province of Ontario. The first regulation to become implemented under this Act is Accessibility Standard for Customer Service. This regulation 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 proposed Integrated Accessibility Regulation has also been developed and posted for public review and comment. This proposed regulation applies to information and communications, employment and transportation. A proposed Built Environment Standard has also been developed and is currently under review.

A.1 Government Issues (cont'd)

❖ 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.

Each year for the last several, at the end of the fiscal year, the provincial government has made substantial end-of-year funding allocations targeted towards facilities renewal and quality improvements including equipment replacement. This was not the case at the end of 2010/11 leaving colleges without this cushion to fall back upon to help offset the general funding shortfall outlined above. The provincial government's March 2011 budget addressed a number of initiatives affecting colleges including:

- ensuring a college or university space is available for every qualified student;
- improving access to post-secondary education through a new credit transfer system;
- creating the Ontario Online Institute;
- increasing quality and modernizing the delivery of post-secondary education;
- increasing international enrolment by 50% while maintaining spaces for Ontario students.

For colleges to deliver on these initiatives, government funding support will be essential.

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 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 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 Mission Statement as shown at the front of this document.

In March 2011, the Strategic Discussions Task Force of the Board recommended that the Board consider, on a semi-annual basis, and based on current environmental scan information, engaging in a formal assessment of the currency of vision, mission and strategic directions. The Board supported the recommendation and will consider it further at the annual Board workshop in May 2011.

❖ 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.

B. Board Directions

B.1 Board of Governors' Directions (cont'd)

❖ **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 appropriate 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

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 are shown in relation to the College's Strategic Statements (generally) and to the College's Ends Statements (more specifically).

Strategic Developments Supporting the College's Strategic Statements

- ❖ 'Game changer' analysis for the short-, mid- and long-term is now more important than ever given the anticipated decline in 17-24 year old enrollees beginning 2013 and doubtless government 'belt tightening' beginning 2011. As a consequence, the College, through Strategy and Planning, has recently created the capacity and has begun in earnest to systematically and regularly assess the external and internal environments for evidence of 'game changers' as well as to actively communicate this information to College leaders and the Board to enhance strategic decision-making and planning.
- ❖ During the past year, a Strategic Discussions Task Force was established by the Board to assist in determining how the Board could become more involved in and influence college strategic planning. The Task Force recommended, and the Board has since approved, the following changes to Board process:
 - The President will provide the Board, on a semi-annual basis, with short-term environmental information that should be considered to informally and formally assess the currency of vision, mission and strategic directions;
 - At the annual Board workshop, adequate time will be allocated to discussing the need to realign any of the College's strategic statements and any next steps;
 - Every four years at the Board workshop, beginning 2011, the President will lead the Board through an exercise to confirm long-term planning scenarios developed and endorsed by College leaders - which in a more enduring way – can be expected to influence later annual discussions regarding the need to realign any of the College's strategic statements; and,
 - At the annual Board of Governor's workshop, a strategic presentations speaker agenda will be set and later coordinated by the President, to help inform Governors and senior leaders about emerging 'game changers'.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ The College continues to re-configure its planning processes to more effectively place an increased focus on the alignment of strategy with operational plans. Research shows that high performance organizations demonstrate concrete linkages between strategy and operations, have formal processes in place to manage risk, monitor results through effective metrics, and have integrated planning processes that support review and realignment of plans as necessary. The following examples serve to highlight the College's continuing focus upon strategic alignment, risk mitigation, integration, and results:
 - The Academic areas of the College have recently commenced a process to make Faculty Multi-Year Operations Plans more target based. The new plans focus upon the goals of enrolment growth and program optimization. Additionally, elective goals can also focus upon an area of leveragable strength or an area that is deficient. Potential activities for the plans will be thoroughly scrutinized through academic leader peer review and then consultation with relevant enabling departments. Only those activities which are deemed viable post review and consultation will be included in the plans. The new plans will also set specific activity growth targets per Faculty, where labour market and student demand analyses strongly suggest multi-year program growth opportunities exist. Cumulatively, these targets will be set to achieve at least 2% annual growth in College enrolment, on average, over the next ten years.
 - Foundational to the success of the Fanshawe College Strategic Implementation Framework introduced last year are three strategic initiatives: Strategic Enrolment Management (SEM); Business Process Improvement; and Culture Alignment.
 - 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 are in place to support student success and contribute to the student experience. A SEM Plan has been developed which identifies 16 strategies to be implemented in the short-, mid-, and long-term. Teams are currently being assembled to be responsible for chartering and then executing each of the strategies.
 - Business Process Improvement, building upon the formerly introduced LEAN initiative, systematically and continuously focuses upon the elimination of waste, variation and work imbalance in end-to-end systems and processes, as well as re-calibration of systems, processes and structures to align with mission and changing externalities. The Senior Leadership Council (SLC), made up of Deans, Directors, Vice-Presidents and the President, approved the College's first annual business process improvement agenda comprised of five enterprise projects including: student scheduling; equipment and facilities resource priority process; connecting changing teaching needs more effectively with enabling requirements; international admissions process; and delegations of authority. These improvement projects are currently being chartered and will be executed over the course of the fiscal year.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- 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 the initiative relate to: programs of change leadership and management; effective organizational communication; re-enforcement and support of effective horizontal working relationships; enhanced employee engagement; and results-based measurement.
- An enterprise risk assessment and management process is being developed and will be introduced across the College in the coming year. Currently, Strategy and Planning is consulting with senior leaders to assess the College's various strategic, technological, compliance, financial, operational, and reputational risks and their associated control activities. These risks will be presented to SLC in the near term and plans to mitigate and manage risk, applying the new model, will be formulated, discussed, approved and implemented.
- In concert with and in support of the College's efforts to introduce systematic evidence-based decision making and planning into the organization, Information Technology Services and Strategy and Planning are leading the development of a data governance model. Its components will include some of the following: high-level principles; a data risk assessment/control scheme; data typologies (sensitivity – unclassified, low, medium, high); user groups (for both elemental and aggregate data); responsibility for anonymization and general stewardship; retention schedules; knowledge mobilization, etc.
- A new policy coordination model was recently introduced at the College intended to expedite the review of stale policies (those which have reached their five year review date) and improve the effectiveness and efficiency of all stages of the new policy development process. In the coming year, targets will be set intended to promote significant reductions in the backlog of stale policies and finalization of new policy development projects currently in play.

C.1.1 Pursue excellence in learning, teaching and service

Fanshawe College intends to meet this Board End through numerous initiatives and activities that support: quality improvement and program optimization, technological innovation, effective student supports, a safe and enriched learning and working environment, and sustainability. The following examples are illustrative of the College's planned efforts.

Quality Improvement and Program Optimization

Employing a new program review process, the Centre for Academic Excellence will complete 26 program reviews in 2011 following on the 26 program reviews completed in 2010. Each program review has a built-in requirement to complete a one year follow up to review the implementation of recommendations made in the program review. The new program review process will ensure that the College is complying with Ministry of Training, Colleges and Universities (MTCU) and Board guidelines for having all programs reviewed in a five year cycle for full-time post-secondary programs and seven years for continuing education programs.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ New, innovative academic programming as well as program renewal continues to be a high priority. If resources are fully available and Ministry approvals forthcoming, the program offerings over the next three years are planned to include:

2011/12:

- Early Childhood Leadership – Degree
- Avionics Technician – Diploma
- 2-D Gaming – Graduate Certificate
- Business Administration – Leadership and Management – Advanced Diploma
- Business Administration – Human Resources – Advanced Diploma
- Human Resources Management – Graduate Certificate
- Entrepreneurship – College Certificate
- Renovation Management – Graduate Certificate
- SCWI – School Within a College – Dual Credit

2012/13:

- Interior Design – Degree
- Artisanal Culinary – Graduate Certificate
- Paralegal – Graduate Certificate
- Ultrasound – Advanced Diploma
- Health Information Management – Diploma
- Building Performance – Graduate Certificate
- BScN – Collaborative Degree
- Massage Therapy – Diploma
- MIA Degree with UWO Music Department – Collaborative Degree
- Small to Medium Enterprise Management – Diploma

2013/14:

- Aviation Maintenance Technician – Diploma
- Internet Applications and Web Development – Advanced Diploma
- Bachelor of Commerce – Degree
- Bachelor of Behavioural Sciences – Degree
- Mobile Wireless Technology – Diploma
- Practical Elements of Civil Engineering – Graduate Certificate
- Practical Elements of Biotechnology – Graduate Certificate
- Software Quality/Data Management – Graduate Certificate
- Business Banking – Certificate
- Bachelor of Media Studies – Degree
- Aviation Leadership Management – Degree

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

In addition the Lawrence Kinlin School of Business (LKSB) has launched the development of four new business degree programs during the 2011/12 academic year to be offered either in September 2013 or 2014.

- ❖ Ontario is committed to investing and developing clean and renewable energy technologies such as wind, solar, hydro and bioenergy. The LEDC has identified renewable energy technologies as a key emerging sector for London and is actively pursuing investment and new opportunities in this industry sector. Fanshawe is very well positioned to support the growing labour demand in this sector especially considering the College's close proximity to the regional economies engaged in clean energy such as Erie Shores, Thamesville and the Wind Turbines in Bruce County. As part of its program renewal exercise this year and next, the College will explore opportunities to offer renewable energy courses and programs that link to labour market and student demand.
- ❖ 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:
 - new SmartBoards for classrooms and meeting rooms
 - upgraded air quality and physics lab equipment
 - new and replacement high tech podiums
 - shared lab computer replacements
 - new motorcycles for CE program
 - Health Sciences lab equipment
- ❖ Keeping curriculum current is an ongoing effort across all academic programs. Some examples of major curriculum revisions underway include:
 - Fanshawe College is working with Colleges Ontario and the other colleges to address the changes to the national competency profile for the Dental Hygiene program that must be implemented by September 2011. The compressed timeline to ensure compliance has necessitated a system-wide effort to update the related program learning outcomes, the curriculum, and extend the length of the program.
 - The Police Foundations and Law & Security Administration (LAS) Programs of the School of Human Services are currently updating their curriculum to align with MTCU and professional and community standards. The LAS Program will be re-named Protection, Security and Investigations (PSI) beginning in September 2011 with a new curriculum to reflect the direction of both the security sector (via Bill 159: An Act to revise the Private Investigators and Security Guards Act and to make a consequential amendment to the Licence Appeal Tribunal Act, 1999) and the private investigations sector. New courses will be added in investigations, evidence, surveillance, a return of field placement, and Emergency Management basics.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ Following extensive consultation with local industry, the School of Transportation Technology recently developed an Avionics Technician program. The program was recently capitalized with \$2 million worth of equipment and aircrafts funded as part of the Centre for Applied Transportation Technology capital project using Knowledge Infrastructure Program (KIP) grants. The program is scheduled to begin in September 2011 with the first graduates available for employment in May 2013.
- ❖ The School of Health Sciences, at the request of the Six Nations Reserve near Brantford, is beginning this January to offer intake into the Advanced Care Paramedic program to a cohort of Six Nations paramedic students funded by the Six Nations band. The theory courses offered on site in Brantford are combined with clinical learning in labs at the London campus.
- ❖ Fanshawe's Athletics Department will collaborate with the Television Broadcasting Program to support in-house placements for students next year. Students will further their skill development and enhance the outreach of the athletic program by video-taping intercollegiate home games and special hosting events. These recordings will be used to create promotional videos that will be used for future marketing and recruitment efforts.

Technological Innovation

- ❖ Expansion of online course delivery and technologically-supported learning continues to be a priority for the College as students demand access to learning in this manner. Shifts to more online delivery methodologies can be leveraged to partially offset the space pressures at the London and Woodstock campuses. Online delivery also creates opportunities for a Fanshawe education to be obtained at a distance. A number of schools are embracing this initiative.
 - The LKSB launched four online pilots in 2010/11 and has another 19 that will be launched in 2011/12. A faculty lead-team comprised of 15 faculty members is developing and leading strategies for enhancing online teaching and learning within the LKSB, including a 1,000 student pilot which is testing readiness assessments for online learning in the Winter 2011 semester – with possible full implementation in Fall 2012.
 - Use of SmartBoards will be expanded into eleven classrooms at the London campus and two at the Woodstock campus during Summer 2011. The new SmartBoards will enhance teaching and learning. Using the SmartBoards and Elluminate/FANLive together provides a modern, student-friendly and dynamic online learning environment that many of our students want.
 - The School of Language and Liberal Studies (SLLS) will partner with the LKSB in developing online versions of WRIT and Communications courses for first year Business courses. WRIT is the acronym for the Reason and Writing Curriculum, which is the College's curriculum for developing literacy and critical thinking skills for students in all programs. WRIT has been instrumental in increasing student retention, completion and graduation, and is one of the factors in the College's significant increase in retention rates.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- Computer Applications and Business Documentation, an Ontario College certificate program, will be offered through Oxford County Continuing Education in a hybrid delivery format to attract rural students who might not have the ability to attend a fully in-class program.
- ❖ Information Technology Services (ITS) will pursue the following cross-college initiatives in the upcoming year:
 - elimination of paper forms wherever possible by developing and substituting electronic forms and workflows. Electronic forms are faster to complete and route, less prone to errors, more environmentally sound, more economical to store, and allow for automated data summation and analysis;
 - review e-commerce and electronic payment functionality throughout the College with a view to enhance and evolve these services to meet customer requirements and standards such as those of the payment card industry;
 - monitor and report on electronic access to the College's learning systems and the internet to ensure connectivity is consistently available to students from campus and from offsite locations;
 - reconfigure the College's high technology podiums to introduce two way voice communications and to ensure that podiums support evolving display technologies and access standards; and
 - commence deployment of dashboards and data repositories to support analysis and the organization's thrust to become more data driven.
- ❖ Information Technology Services established a pilot facility to gain experience with online teaching and learning technologies. This facility, entitled the "Web Studio", contained a computer, several monitors, microphones, cameras, sound and light controls and learning management software. These were configured to allow professors to use the Internet to deliver electronic classes for students in off campus locations. Over the course of the next year, an assessment of the configuration and our experience with it will be conducted to identify potential improvements and opportunities to expand these technologies in support of online technology to enhance learning.
- ❖ "Image Now", electronic document management technology implemented within the Office of the Registrar within the last few months, provides electronic document storage and processing work flows, replacing the movement of paper throughout the office and supporting progression to a paperless, thus sustainable, office. Upon full implementation of this tool, incoming service requests from our applicants, students and alumni will be processed with increased efficiency and customer service will be enhanced. Over time, this technology will be introduced more broadly across the organization where appropriate (e.g. Human Resources, Purchasing).

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ The implementation of new call centre and in-person queuing technology and processes within the Office of the Registrar will occur over the next year. The technology for this initiative includes web-based and mobile phone functionality providing the ability to adjust customer service resources as demand shifts and to manage appointment booking and log all interactions, thereby improving quality of service.
- ❖ As the result of the recently completed college web audit by Marketing and Corporate Communications, a contemporized college site with improved information architecture and content management will be launched later this year. Clarity, usability and design will be a major strategic focus including three clicks or less to top level global navigation sets. Analytical web data and external trends analysis (in consultation with internal stakeholders) will form the underpinning of content decisions on a go forward basis.
- ❖ Counselling and Accessibility Services (C & AS) is developing engaging ways to communicate with current and prospective students via the College web-site, student portal, social media and promotional materials.
- ❖ 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:
 - reducing work order response time with the goal of achieving 90% success in meeting established response times;
 - implementing a pilot to equip Facilities Operations maintenance employees with electronic handheld devices (Blackberries) for remote dispatch, management and closeout of work orders in the field without the requirement for access to workstations; and
 - implementing a scheduling system to monitor the completion of critical safety tasks to help monitor and ensure accountability to workplace health and safety.
- ❖ Oxford County Campus will be installing Bookware, a new point of sale system and online website solution that will allow faculty and students to view book lists, and order books and course material online with reduced delivery time. Following the installation at the Oxford County Campus, Bookware will be installed at the James N. Allan and St. Thomas/Elgin Campuses.

Effective Student Supports

- ❖ Library and Media Services (LMS) research staff will provide in-depth individual reference sessions tailored to the needs of students who have difficulty with English or are unfamiliar with current methods of finding relevant research resources. Target groups will include international students, new Canadians, first generation students and older students.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ Counseling and Accessibility Services (C & AS) has a number of new initiatives in the works for the next academic year. First, C & AS is working with Facilities Management to plan for the building of an expanded and integrated testing centre to meet increased service demands for student testing, including improved facilities for testing accommodations for students with disabilities. Second, building on the initial success of 'iCopeU, a 24/7 online resource for students seeking mental health information, C & AS plans to develop new methods to proactively reach out and communicate with Fanshawe students, thereby creating strategies to positively intervene in the mental health of our students. Finally, Counsellors will continue to seek collaborative opportunities with academic faculty and College enabling areas to develop unique models of universal instructional design that will benefit all students.
- ❖ International Partnerships will assist Fanshawe students to add an international dimension to their college education by designating a project officer to identify learning and employment opportunities abroad and to assist Canadian students to access these opportunities.
- ❖ Community Employment Services (CES) Fanshawe (formerly Job Connect) will establish its new primary service site in east London complementing the CES service locations in Citi Plaza and on north Adelaide St. The new location will bring services to an area of London not previously well served.
- ❖ A review of the current usage and future needs of Fitness 101 is ongoing and decisions will be taken this year about the extent to which its existing footprint can and should be expanded to support students. Results of the review will be integrated into an update of the London Campus master plan being coordinated by Facilities Management over the next year.
- ❖ The Bookstore will launch a Textbook Rental program on some titles for September 2011. The rental program will provide students with an alternative to purchasing new or used textbooks with substantial savings to the students. As textbooks slowly migrate to electronic format, the Bookstore will monitor the availability of "E-Books" from publishers with a view to providing students with another less expensive alternative to purchasing new books.

A Safe and Enriched Learning and Working Environment

- ❖ Human Resources (HR) will be continuing to implement HR systems and processes that deliver high value added services through implementation of the following initiatives:
 - moving to a portfolio services delivery model in Benefits and Compensation;
 - enhancements to the current Human Resources Management System (HRMS) to allow for: more accurate and efficient reporting and information tools related to online leave reporting (sick and vacation), implementation of a system to publish professional development offerings and facilitate self-service registration for employees, and support initiatives to leverage HRMS employee data for business process improvements such as automation of the organization chart and college communication groupings;

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- establishing and monitoring service delivery standards for various HR functions. Examples include: targets for employee recruitment cycles focused on streamlining and shortening the time necessary to recruit and hire new employees; and standards for lapse time related to processing of payroll documentation;
 - investigation of opportunities to automate the transfer of information from paper-based forms to electronic workflows; and
 - building on current systems to allow for more accurate and efficient reporting of staff turnover and retirement trends.
- ❖ 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.
- ❖ Health & Safety Services will be working to implement an online incident reporting management system to simplify the reporting and tracking of incidents and related follow up and to provide readily available statistical information for quick and easy trend analysis.
- ❖ Phased implementation of the College's Emergency Plan and Emergency Guidelines (released in 2008) will continue. The Emergency Management Office will continue to roll out training to emergency team members, including incident command training and basic emergency management training available through the Ontario Emergency Measures Office (EMO). Individual departmental action plans necessary to support the College's overall preparedness, response and recovery plans will continue to be developed and refined.
- ❖ In an effort to strengthen the College's emergency preparedness and response capabilities at the London campus, a full-scale emergency exercise, named "Exercise Peregrine", will be conducted at the London Campus in May 2011. There are three aims for Exercise Peregrine:
- test Fanshawe College's Emergency Plan;
 - test Fanshawe College's Emergency Response/Lockdown Procedures (Shelter-In-Place: Active Campus Violence); and
 - provide a practical learning experience for Fanshawe College students.

The exercise will be based on the scenario of an individual with a firearm entering a residence building and will present real-time conditions to test the College's Emergency Plan as well as a training exercise for the London Police Service. Similar to the College's "Trauma & Treatment" weekend, it is expected that the exercise will involve over 140 students and faculty from 14 different programs such as Police Foundations, Paramedic, Health Sciences, Nursing and School of Contemporary Media. Exercise Peregrine will be coordinated by the Emergency Management Office, emergency services academics, and the London Police Service. Exercise Peregrine will also include Facilities Management, Campus Security Services, Marketing and Corporate Communications, Health and Safety Services and the College's Emergency Operations Control Group.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ The College will continue to advance its safety performance and will support the Board to undertake its fourth external audit of the College's Corporate Health and Safety Management System (CHSMS) anticipated for Fall 2011. A favourable external audit of the College's CHSMS, which yielded a 13% improvement over the 2006 audit, was completed in 2008/09.
- ❖ Strategy and Planning will continue to vigorously research improvements, employing complex space utilization simulations and process workflow mapping, to determine how academic space can be utilized more effectively to allow for more flexible student schedules.

Sustainability

- ❖ 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:
 - establishing a Sustainability Task Force to assist with the development of a corporate sustainability policy and establish a broad based sustainability committee;
 - continuing to implement sustainability and greening into academic programs to ensure that graduates skills align with current industry trends;
 - promoting and expanding sustainability initiatives in operations in all College areas;
 - renewal of 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; and
 - installing heating, ventilation and air conditioning system upgrades/ replacements, including the addition of an outdoor winter air cooling system for M-Building.

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

- ❖ Staff from all three employee groups and all areas of the College have been extended an invitation to become involved as members in the next phase of the SEM implementation task groups. Involvement by a cross section of staff in the execution of the SEM plan will lead to an overall increased organizational commitment to the SEM initiative as well as institutional changes which are meaningful and sustainable.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ Planning retreats are held each year for professors and staff in many of the academic schools across the College to advance strategic planning and team building. Staff are encouraged to attend professional development events, SEM workshops, competitions and best practices sessions to share ideas and learn from each other. Mini workshops are planned in some areas based on best practices by team members with the intention of enhancing shared knowledge amongst the team. Retreats will be scheduled to create an opportunity for faculty and staff to discuss current areas of strategic focus for the College and high-level plans are created to operationalize them. Team building exercises and wellness programs are also featured.
- ❖ Within the enabling divisions, a number of staff engagement activities and events are planned in various departments including: staff professional development opportunities related to SEM; sessions to develop understanding and leverage staff strengths to enhance engagement and service delivery; and sharing of best practices and engaging in conversations related to high quality service delivery. Various team building and individual performance development activities are also planned that are intended to increase team outcomes and individual engagement.
- ❖ The College's bi-annual employee survey took place in late 2010. The results detail Fanshawe's strengths as an employer and identify areas for improvement in college processes, policies and practices. In 2011/12, supported by Organizational Development and Learning, managers and their teams will be reviewing results, and identifying and implementing initiatives to enhance engagement. In addition, all College managers will identify a performance objective specifically related to improving one or two factors from the Employee Survey with a goal to improve employee engagement.
- ❖ Continuing to influence employee engagement, HR will look to leverage initiatives such as:
 - enhancing various communication formats, especially the employee portal, to support ongoing access for employees to their personal information;
 - partnering with Marketing and Corporate Communications to develop a renewed HR external website with information for prospective employees;
 - partnering with IT to provide applications for mobile use for both current and prospective employees;
 - continuing the growth of college leadership bench strength with a focus on identifying future competency needs and individual development planning for leaders;
 - exploring options to support the introduction of formal management and leadership succession planning;
 - facilitating an investment of over \$1.6 million in professional development; and
 - supporting the priority strategies arising from the Foundational Initiatives through targeted employee development programs.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ In the upcoming year, there will be enhanced internal communications focusing on the outcomes of the College's SEM process. By focusing on outcomes of cross-College work, the College's efforts will be directed towards supporting change and transition, while, at the same time, fostering an internal environment of collaboration, exchange, and engagement to keep this College competitive and relevant.
- ❖ In 2011/12 both the Employee Portal and the Student Portal will enter a second phase of development, whereby more content will be created by the stakeholders themselves, versus a centralized management of the message as in the past. Additionally, the Marketing and Corporate Communications Department will work with all college areas to communicate widely the successes of our students, staff, alumni, and partners. The first external newsletter highlighting the successes of our people was met with overwhelming, positive feedback, and a 2011/12 version will be designed in multi-media formats to reach a larger audience, with a specific focus on our external stakeholders, such as employers, and the influencers of our prospective students, such as parents.
- ❖ Expanding upon services previously provided, HR will be providing expanded services related to accessibility, equity and human rights. A position will be designated to be responsible for administering and facilitating the College's policies and issues related to harassment and discrimination (human rights), respectful college community, employee code of conduct, diversity and AODA. The position will ensure the College is in compliance with regulatory requirements and assist in providing proactive educational awareness associated with AODA, equity and human rights with a focus on increasing cross culture understanding, and cultural competencies and will also help the College to build upon existing knowledge and skills to support staff in becoming more culturally competent.
- ❖ Information Technology Services will undertake a review of information and communication services to ensure that they support and enable requirements mandated under the Ontario Government's disability initiatives and make adjustments as required. Information Technology Services, Health and Safety, and HR will work collaboratively to develop and distribute electronic courses and resources to support employee workplace wellness and health and safety.

C.1.3 Engage in applied research and scholarly activity

Ongoing Capacity Building

- ❖ The Centre for Applied Research and Innovation and University Partnerships (ARIUP) will support further development of our internal capacity to manage and execute research projects, coupled with continued support of provincial and federal advocacy efforts to obtain research funding and resources for colleges. This will enable Fanshawe to continue to enrich the learning experience for students by integrating applied research activity into academic program delivery. Five emerging multidisciplinary areas of strategic applied research and innovation will continue to be fostered:

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- The Centre for Sustainable Energy and Environments
 - Digital Media and Gaming
 - Inter-professional Practice in Health and Human Services delivery
 - Student Success
 - Teaching and learning techniques and technologies
- ❖ The College will continue to pursue funding through external research grants. For example: Fanshawe's Sept 2009, \$2.3 million, five-year Natural Sciences and Engineering Research Council of Canada (NSERC) grant provided core funding for developing capacity in the Centre for Sustainable Energy and Environments (CSEE). That grant will be used to leverage additional funding for more projects under the CSEE umbrella, from sources such as the Colleges Network for Industry Innovation (CONII), the Ontario Centres of Excellence (OCE), direct industry support, and so on. In addition, internal seed funding for research will continue to be provided as a capacity building strategy. These funds help faculty and staff learn to engage in applied research and are showing evidence of leading to further projects which are supported by external funding. 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.
- ❖ The College will review the potential to enter into access agreements with like-minded Canadian post-secondary institutions through participation in the "Eduroam" consortium. Eduroam provides a federated authentication system whereby connection requests to participating members are securely carried back to the user's home institution for authentication. Membership would allow students and faculty to access wireless Internet signals while on the campus of other consortium members. Eduroam currently is managed and sponsored by the Canadian University Council of CIOs (CUCCIO).

Examples of Ongoing and Planned Applied Research Initiatives

- ❖ Students and faculty in Interior Decorating, Interior Design, GIS and Urban Planning and Architectural Technology recently received funding support from a college RIF (Research Innovation Fund) grant and a CONII grant to work on a project designing plans for sustainable, cost efficient housing for Habitat for Humanity in London.
- ❖ The LKSB Community Consultants Program provides opportunities for students to engage in innovation (applied research) activities and apply theory to practice. Upwards of 100 community business related projects can be expected as an outcome of the program in the coming year.
- ❖ Two faculty members - one each from the LKSB and the School of IT- are collaborating on a project to develop a math game to be used in level one business math. Development of the game is ongoing and a pilot will commence in Fall 2011. This project has provided students, through co-op placements and work study assignments, the opportunity to be engaged in a 'real world' practical applied research experience.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ The School of Language and Liberal Studies (SLLS) will undertake a longitudinal assessment of the WRIT program from 2005 to 2011 with support from Applied Research and Innovation/University Partnerships (ARIUP). This study will help to examine the extent to which the WRIT program has impacted the College's graduation rate. WRIT is the acronym for the Reason and Writing Curriculum, which is the college's curriculum for developing literacy and critical thinking skills for students in all programs.
- ❖ The SLLS is involved in a research project to assess the writing skills of level one Nursing students at both the University of Western Ontario and Fanshawe College. This project involves collaboration between faculty at Fanshawe and Western. The project will use WRIT assessment methodologies - in place at Fanshawe College since 2006 - to establish benchmark data regarding the writing preparedness of Nursing students for post-secondary studies.
- ❖ Counselling and Accessibility Services (C&AS), in collaboration with The University of Western Ontario, LEADS Employment Services, and the Avon Maitland Board of Education has submitted a Letter of Intent for a seven year Social Sciences and Humanities Research Council (SSHRC) research grant. The study would provide 'supported education' services for selected Fanshawe College students with mental health disabilities, as well as wrap-around community supports to facilitate effective transition into college and specialized supported employment opportunities.
- ❖ C&AS is also collaborating with Fanshawe's School of Nursing to submit a Letter of Intent for a Canada Foundation for Innovation research and infrastructure grant. The proposal involves providing Fanshawe College students who have an identified mental health disability with a community network of support services linked with adaptive technology. It is hypothesized that innovative and timely interventions will help to maintain the mental wellness of students and support their academic retention/success.
- ❖ The School of Contemporary Media is a secondary partner in an Ontario Media Development Corporation grant of \$75,000 awarded on March 4, 2011 for a Digital Stage Initiative. Partners include: Ballinran Productions, Digital Wizards, Fanshawe College, and Humber College. The project is about developing a method to film and promote and share Stratford productions via a web presence. Stratford has filmed some recent productions using traditional television methods and aired them on BRAVO, etc. Eventually, the plan is to film some productions in 3D and then make them available via a web portal. In this initial project phase, a full proposal will be developed to help guide the next phase of the project. Fanshawe's role will involve small groups of students working on web, interactive media and/or film assets to help promote the Stratford Festival and the Digital Stage proposal.
- ❖ Students and faculty in GIS and Urban Planning recently received funding support from a College RIF grant and a CONII grant to work on a project creating proposals for the redevelopment of the Port Stanley harbourfront lands. This project will unfold throughout the next year.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ The Higher Education Quality Council of Ontario (HEQCO) recently sponsored a follow-up Communication Pedagogies Study. The Phase Two project builds on the former published work of two Fanshawe College staff members titled: *College-Level Literacy: An Inventory of Current Practices at Ontario Colleges*, November 2010.
- ❖ “CAMPS ON TRACKS” is a joint initiative between the City of London, Thames Valley Children’s Centre, Reach for the Rainbow, Autism Ontario, and Fanshawe College. An implementation and research grant from the Child and Youth Network is being utilized to develop an evidence-based peer-mediated, social skills approach to improving interaction with children with disabilities.
- ❖ Program faculty in the Schools of Nursing from both the Fanshawe College and the University of Western Ontario sites, in concert with a practice partner, have received funding to study the experience of internationally educated nurses as they acclimate to Canadian nursing.
- ❖ The launch of the Bachelor of Applied Arts in Early Childhood Leadership in September 2011 and a Graduate Certificate in Autism and Behavioural Sciences will increase the requirement for applied research within the School of Human Services.

C.2 Student Success (Policy A-35)

C.2.1 Encourage and enhance student success

- ❖ Library and Media Services (LMS) will complete a project to create Online Research Guides (LibGuides) for each program offered by the College bringing together, into one place, the most up-to-date links on topics of interest to students and faculty and providing an initial focus for students’ search for resources for their research and projects.
- ❖ With the recent proliferation of smartphones, tablet computers, Zooms, Playbooks, and iPad, students have been asking the College to allow them to access their e-mail, grades, calendars and other services on mobile devices. Focus groups will be conducted to establish students’ highest priorities, and appropriate applications will be optimized for use by students with mobile devices.
- ❖ As a consequence of new technologies and social networking products and behaviours by students, a review will be undertaken of corporate policy and codes of conduct governing acceptable use of the College’s computing resources and infrastructure. A goal of this review is to ensure that the technologies will support learning in a safe and secure environment.
- ❖ The School of Information Technology created an articulation agreement with the Computer Science department at Brock University permitting graduates from the Computer Programmer Analyst program to articulate into a Computer Science degree. Negotiations for similar articulations are in process with other Southwestern Ontario universities.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ After the initial success of its “How to Be a Better Student” pilot (an online video showcasing ways that students can enhance their learning experiences at Fanshawe), the Learning Centre will make this opportunity available to all students in the next academic year. Efforts will continue to explore technology options to enhance the quality and accessibility of services to students. For example, Student Academic Success Services will explore the possibility for students to book appointments online directly with their Student Success Advisor through our student portal.
- ❖ International Partnerships will continue to endeavour to improve upon the student conversion rate for international student applicants by providing additional post-admission follow-up services, and developing and implementing an improved orientation program and improved arrival and orientation guide for international students. This will include the creation of an onboarding process for late arriving international students.
- ❖ Student Success will be collaborating with campus partners to identify, expand and develop programs and services to support successful transition of both domestic and international students. In addition, efforts will be enhanced to assist at-risk learners prior to their entry to the College, as well as during their studies, with appropriate and timely interventions.
- ❖ The St. Thomas/Elgin and James N. Allan campuses are offering a new Entrepreneurship Program in partnership with the LKSB. This will allow students in Simcoe and St. Thomas to take this program locally rather than having to travel to London.
- ❖ Fanshawe College will be developing and implementing a new model of service delivery for WSIB clients, in partnership with community colleges across the province. The College will be delivering improved and timely supports for the retraining of injured workers, with the goal of increasing accessibility, retention and student success.
- ❖ Awards and Scholarships, in collaboration with the Development Office, will be making a number of enhancements to the online bursary application system to make it easier for students to receive necessary financial support. These two groups will also be working together in an effort to extend the scope of student award giving to all program areas of the College.
- ❖ The LKSB conducted training for 30 faculty members in EQi in 2010. EQi is a proprietary process for measuring the emotional maturity of students. Emotional maturity has very recently been proven in the research literature to be a strong predictor, even more so than IQ, of future student success. The training has made Fanshawe College the post-secondary institution with the most EQi trained faculty in North America. EQi principles are now starting to be imbedded in LKSB’s Strategy for Success course as well as other courses.
- ❖ The LKSB completed the first year of the onsite Bachelor of Commerce program with Nipissing University in Accounting and Marketing. Additional streams are planned in 2011/12 for HR and Business Administration.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ Not all prospective learners have a realistic understanding of what their program actually entails, what the expectations are and what it will take to be successful in a related career. Marketing and Corporate Communications in collaboration with Student Success and Academic areas will implement a 'reality check', pilot program to better educate applicants and to better engage them throughout the recruitment process. This is just one example of more than twelve projects to be undertaken between Marketing and Corporate Communications and Student Support Services in the coming year. Another example of an initiative that has already proven to positively impact enrolment is the College-wide conversion project in tandem with Student Success and the Office of the Registrar. The college goal by the 2012 applicant cycle is to be able to make conversion calls to all 20,000 + applicants each year on an ongoing basis, powered by a combination of work study students and ongoing collaboration with academic areas.
- ❖ The School of Language and Liberal Studies is planning on launching the English Language Institute (ELI) in the 2011/12 academic year. Many language service facilities are available at Fanshawe College, from basic language support to occupational specific language training for internationally trained immigrant professionals. The ELI will act as a coordinating body to integrate and enhance the delivery of English language training for both domestic and international students. Promoting the ELI abroad will assist international recruitment.
- ❖ The Continuing Education Division at the London Campus will work closely with a number of post-secondary schools to expand delivery of make-up courses for students who are unsuccessful in their courses. This opportunity allows these students to progress into the next level of their post-secondary program by completing course prerequisites.
- ❖ The James N. Allan Campus has introduced an integrated Student Success Advisor and Campus Counselor role to the campus which has resulted in increased levels of service and student satisfaction. Plans are in place to extend the impact of these positions in the coming year.
- ❖ The Oxford County Campus is developing a student success online support module to ensure all students can successfully engage in online learning.
- ❖ Through a newly formed partnership with the Anishinabek Educational Institute (AEI) and the Centre of Community Education and Training Services, the College will provide delivery of an Industrial Mechanic Millwright/Industrial Electrical Pre-Apprenticeship Training Program. Funded by MTCU, courses will be delivered on-site at AEI with the practical applications program component offered at Fanshawe. This unique partnership also includes the services and supports of the First Nations Centre at Fanshawe.
- ❖ To supplement classroom learning, many academic areas of the College use a range of events and activities to engage their students in applied and real-life experiences. Events planned for next year include participation in a wide range of competitions, shows, demonstrations, etc.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- ❖ Based on analysis of historical and current application statistics, including an overlay of applicant demographic shifts, the College will introduce a number of new strategic applicant conversion strategies to improve applicant conversion to registrant rates, thus maximizing enrolment levels.
- ❖ In May 2012, the School of Information Technology will host another "Girls Rock IT" event bringing together over 200 grade seven and eight girls to introduce them to the world of IT. The purpose of the event is to encourage girls to consider a career in IT early on so they can be prepared when selecting courses in high school.
- ❖ Process review initiatives within the Office of the Registrar and International Partnerships will focus on streamlining the recruitment, admissions and transition of international students to Fanshawe College and the London community. The Office of the Registrar will also increase pre-admissions and financial aid outreach and advising services within the community, focusing on the diverse prospective student population and their influencers. Target populations may include: first generation, immigrant and mature applicants as well as other prospective students.
- ❖ The Academic areas of the College will continue their vigorous efforts to: develop bridging programs for the integration of immigrant students; increase the breadth and scope (domestically and internationally) of innovative exchange partnership agreements; introduce 'fast-track' programs which recognize prior credentials; and implement all aspects of the recently introduced college strategy on internationalization and recruitment. Some associated examples include:

C. Progress Towards Achieving Board Ends and College Strategic Directions

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

- The School of Tourism and Hospitality is in the early stages of building a partnership with a new Hospitality School located in St. Lucia.
 - The LKSB signed four new exchange agreements with business schools in Europe bringing the total exchange partnership agreements in business to seven. Approximately 55 students are expected to be inbound/outbound between the various partners in the 2011/12 academic year.
 - The School of Design is in the process of formalizing an exchange agreement with Pearl Academy of Fashion in India. Representatives from Huddersfield University in the UK will also be visiting Fanshawe College in the spring to finalize an articulation agreement for the Fashion Design Program and to explore opportunities for further cooperative ventures with other programs in the School of Design.
- ❖ Over the course of the next year, and in the years to come, Strategy and Planning, Marketing and Corporate Communications, Student Success Services 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, among other things, the viability of new and emerging markets, student segments and predictive models for student success. Together these groups will routinely provide evidence-based recommendations to the SEM Policy Steering Committee, task forces responsible for new program design and testing, and senior leaders vested with strategic planning responsibilities.
- ❖ In addition to working on domestic marketing strategies with all academic and enabling areas, the Marketing and Corporate Communications area will collaborate with the International Partnerships area to outline new strategies that will strengthen marketing to prospective students and their influencers around the globe. For example, work has begun with the City and community partners to raise the profile of London and Southwestern Ontario in and around the world. Some of the new strategies planned in 2011/12 include increased advertising in traditional and new media, aimed at specific populations, such as increased marketing to new Canadians from China, India, Columbia and other countries. These efforts are intended to support an increase of 5% in international student enrolment.
- ❖ A significant marketing strategy in the coming year will be to focus on areas of (Fanshawe) strength, such as best practices in programming or supporting the concept of centres of excellence as identified by academic leaders. Through collaborative marketing strategies, the Marketing and Corporate Communications Department will increase its allocation of resources to support the marketing of new programs, new facilities and new deliverables such as online learning or other examples of new business development.

C. Progress Towards Achieving Board Ends and College Strategic Directions

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. The Foundation continues to raise its profile as a charitable organization creating enhanced opportunities for philanthropy and partnerships at Fanshawe. One-to-one donor and partner meetings, communication and marketing initiatives augmented by special events, cultivation events and fundraising programs will continue to be improved to support community outreach.
- ❖ A new, strategic and sustainable Advocacy and Government Relations Plan is underway and will be finalized in the coming months. The Plan is expected to have specific recommendations and action items for the College's executive, as well as several areas of the College with external partnerships. With both short- and long-term strategies, the objective of the Plan is to leverage the College's existing reputation and proven track-record with current partners; at the same time as building new relationship strategies to position the College positively in the future. Key stakeholders or influencers in the Plan will be government officials at all three levels, business and industry leaders, and groups, and organizations that the College partners with, now or in the future. To ensure its authenticity and success, the Plan will recommend all employees, volunteers, and partners can and should be positioned to become advocates for Fanshawe.
- ❖ Fanshawe College staff possesses a rich history of broadening the scope of the College's influence by participating in community planning processes, as members of industry and human services Boards, and as volunteers. Numerous such engagements will continue this year and many new ones are contemplated. Additionally, and as a feature of the new Advocacy and Government Relations Plan, administrators and other willing staff will be systematically and strategically connected with community Board vacancies in alignment with their interests and relevant experience.
- ❖ Across the College, academic and enabling areas seek to engage community partners and patrons in initiatives, events and activities leading to enhanced partnerships and expanded opportunities for the College's success. Some examples include:
 - The School of Tourism and Hospitality has been working on a partnership with Youth Opportunities Unlimited (YOU) with the potential to offer a dual credit course at the YOU's downtown London facility.
 - The Dean of the Faculty of Business, with support from other members of the Academic Leadership Team, has engaged in discussions with representatives of the London Small Business Centre, LEDC and the University of Western Ontario's Student Council towards establishing student entrepreneurship offices on campus at Fanshawe and UWO. Work on this partnership will continue in 2011/12.

C. Progress Towards Achieving Board Ends and College Strategic Directions

C.4 Other (cont'd)

- First Nations Centre staff together with academic areas, with endorsement from Fanshawe College's Aboriginal Education Council, is developing increased community outreach and partnerships with local First Nations communities and Aboriginal organizations. The goals are to recruit more Aboriginal students and to support their success and to implement specialized training programs to meet the employment needs of Aboriginal communities.
 - The LKSB recently hosted the Junior Achievement Stock Market Challenge for 350 secondary school and financial services industry partners from across Southwestern Ontario. The event was well received and plans are underway to offer an expanded event with the involvement of financial services industry partners in 2012.
 - The Faculty of Health Sciences and Human Services is beginning to expand its involvement in interprofessional placements through: the mobile dental clinic in partnership with the Schulich School of Medicine and Dentistry; a strong and growing partnership with the City of London's Child and Youth Network; and partnerships with the newly appointed senior nursing officers at both St. Joseph's Health Care and London Health Sciences Centre.
- ❖ Students from the Architectural Technology program are partnering with the Lavender Sense Farm in Wallaceburg in the coming year to finalize the building design, develop working drawings, and ultimately building a chapel as a sustainable building.
- ❖ Since the inception of the College's Campus Security Services as a Special Constable authority, the working relationship between the College and the London Police Service continues to be strengthened and improved. In 2011/12, the College remains hopeful that recent proposals submitted for the London Police Service's consideration - for additional special constable authorities and service improvements - will be favorably reviewed and approved by the London Police Service.

SECTION **D**

Financial Planning / Financial Condition



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

D.1 Introduction

The proposed 2011/12 Operating Budget reflects an in-year deficit position of \$1.4 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. This offset is not required for 2010/11 which is forecasted to have a surplus of \$600,000. Accordingly, of the contingency, \$1.4 million is used to offset the proposed 2011/12 in-year deficit of the same amount, as indicated in Section D.2. The balance will be applied to a future period. The Accumulated Operating Fund Balance is projected to be \$5.148 million at the end of 2011/12 as set out in the Financial Projections in Section D.2.

Planning for the 2011/12 fiscal year has been underway since November 2010. 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 2011 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%. In January, the Board approved domestic tuition fee rates consistent with this policy.

The 2011/12 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 \$1.4 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 March 2011 provincial budget may well result in further grant allocations having 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 could be some downward pressure on the College's operating grant in future years.

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

D.2 Financial Projections

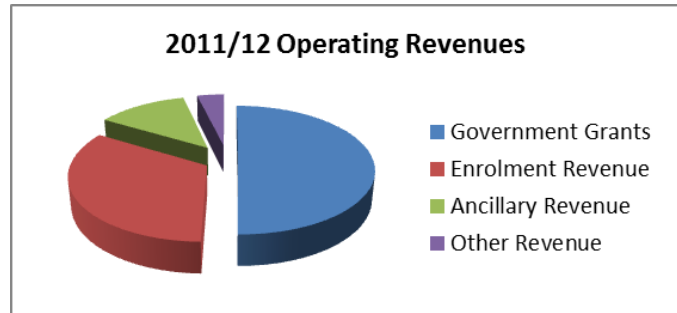
<i>Ref</i>	<i>in \$000's</i>	2009/10	2010/11	2011/12	2012/13	2013/14
<i>a</i>	Accumulated Operating Fund Balance, Opening	4,528	4,548	5,148	5,148	5,148
	Revenue					
<i>b</i>	Government Grants	92,290	99,470	92,630 -6.9%	92,630 0.0%	92,630 0.0%
<i>c</i>	Enrolment Revenue	50,820	54,510	61,290 12.4%	63,120 3.0%	64,390 2.0%
<i>d</i>	Ancillary Revenue	19,730	21,420	23,350 9.0%	23,820 2.0%	24,290 2.0%
<i>e</i>	Other Revenue	8,210	6,130	6,950 13.4%	7,100 2.2%	7,240 2.0%
		171,050	181,530	184,220 1.5%	186,670 1.3%	188,550 1.0%
	Expenditure					
<i>f</i>	Instructional Services	84,420	91,331	92,970 1.8%	96,480 3.8%	99,080 2.7%
<i>g</i>	Instructional Support	18,203	19,179	19,740 2.9%	20,440 3.5%	21,040 2.9%
<i>h</i>	Student Services	14,107	15,931	15,800 -0.8%	16,510 4.5%	17,080 3.5%
<i>i</i>	College Services	16,080	16,780	18,160 8.2%	19,080 5.1%	19,820 3.9%
<i>j</i>	Ancillary Services	17,350	18,800	19,800 5.3%	20,340 2.7%	20,870 2.6%
<i>k</i>	Facility Services	17,890	18,909	19,150 1.3%	19,830 3.6%	20,430 3.0%
		168,050	180,930	185,620 2.6%	192,680 3.8%	198,320 2.9%
<i>l</i>	Contingency	3,000	-	(1,400)	(1,600)	-
<i>m</i>	Operating Adjustments	-	-	-	(4,410)	(8,770)
<i>n</i>	Budget Operating Surplus (Deficit)	-	600	-	-	(1,000)
<i>o</i>	Projected Accumulated Operating Fund Balance	4,528	5,148	5,148	5,148	4,148

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 2010/11 is expected to be approximately \$5.148 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.

<u>2011/12 Operating Revenues</u>			
<u>Revenues</u>			
b) Government Grants	92,630	50.2%	
c) Enrolment Revenue	61,290	33.3%	
d) Ancillary Revenue	23,350	12.7%	
e) Other Revenue	6,950	3.8%	
	<u>184,220</u>		



- b) Government Grants** - Includes all grants received from the Provincial and Federal Governments, such as base operating grants, apprenticeship revenue based on training agreements with the Provincial Government, government sponsored programs such as Literacy and Basic Skills (LBS), Employment Services and Summer Jobs Services (SJS), Accessibility Funding, etc. Since details of the 2011/12 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. For 2011/12, the absence of the 2009/10 one-time-only funding of \$3.0 million and the end of the Apprenticeship Enhancement Fund, College Equipment Renewal Fund and an expected reduction in funding from the Second Career EI program are the primary reasons for the -6.9% 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 international tuition revenues have been projected to increase by approximately \$1.4 million in comparison to actual 2010/11 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 9.0% increase in revenues is offset by associated ancillary expenditure increases and is largely attributed to the addition of the fourth London campus residence.

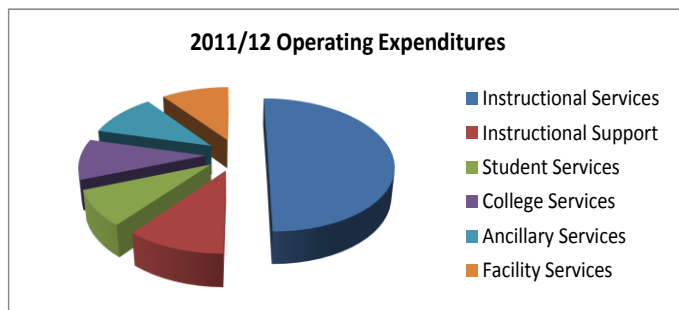
D. Financial Planning/Financial Condition (Policy D-05, D-10)

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 2011/12 by approximately \$1.5 million 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. In 2010/11 we had incurred a one-time loss (\$1.6 million) in investment revenue due to the transfer of our investment portfolio. The absence of this cost together with other small improvements more than offsets the decrease in contract training revenue.

2011/12 Operating Expenditures
Expenditures

f) Instructional Services	92,970	50.1%
g) Instructional Support	19,740	10.6%
h) Student Services	15,800	8.5%
i) College Services	18,160	9.8%
j) Ancillary Services	19,800	10.7%
k) Facility Services	19,150	10.3%
	<u>185,620</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 1.8% increase in these costs from 2010/11 to 2011/12.
- 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, Research and International Partnerships. The 2.9% increase in costs over 2010/11 represents about a \$600,000 shift, attributable primarily to an increase in projected copyright fees. This increase is offset by a similar increase in student fees.
- 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, and Counselling and Accessibility Services and Athletics. The approximately \$100,000 decrease in expenditures is attributable to decreases in costs that are partially offset by special purpose revenue and grant decreases (e.g. decreased 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*.

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

D.2 Financial Projections (cont'd)

- 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. Cost increases for equipment maintenance of over \$300,000 in computing support along with a \$100,000 increase associated with our new Business Process Review initiative when combined with a variety of small miscellaneous one-time-only initiatives across a number of units contributed to the 8.2% increase in these costs from 2010/11 to 2011/12.
- 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 5.3% increase in expenditures is offset by associated ancillary revenue increases and can be largely attributed to the impact of the fourth 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 2011/12, fewer operating dollars, compared to 2010/11, have been allocated to capital projects. Increases in utility usage are factored in as a result of new facilities (e.g. Centre for Applied Transportation).
- 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 2011/12 and 2012/13 this contingency reserve will be reduced by \$1.4 million and \$1.6 million respectively to reduce the impact of revenue shortfalls in those years.
- m) **Operating Adjustments** - Cost savings and additional revenues for 2011/12 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 2011/12 budget are a number of new developments to support improved programming and service delivery across various departments.

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

D.2 Financial Projections (cont'd)

According to the Financial Projections for the next three years, Operating Adjustments will be required in each of 2012/13 (\$4.410 million) and 2013/14 (\$8.770 million). Note that the 2013/14 adjustment is compounded from the previous year and represents an additional \$4.360 million beyond adjustments identified for 2012/13.

- n) **Budget Operating Surplus (Deficit)** - An in-year \$1.4 million deficit budget is proposed for 2011/12. This is offset by the \$1.4 million contingency discussed in item 'i'. The projections indicate that an in-year operating deficit of \$1.6 million is also projected for 2012/13 which is also offset by the \$1.6 million contingency in item 'i'. 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 2013/14 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 2011/12 is projected to be approximately \$5.148 million or 2.79% 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 2011/12 Operating Budget.

- 1) **Operating Grants** - In total, it is estimated that the General Purpose Operating Grant from the Province will be approximately 38% 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 2011/12 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.

D.3 Risks (cont'd)

- 3) Other Revenue Targets** - There are many revenue estimates in the 2011/12 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 reduction in the projected amount of these contract training revenues relative to 2010/11 while apprenticeship revenues reflect a minor increase.
- 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 can be difficult to predict. The proposed budget has assumed some international growth in alignment with the international activity trends experienced during 2010/11. The 2011/12 budget includes international revenues (both post-secondary and ESL) totaling \$10.1 million, which reflects an increase of 16% from revenue levels achieved in 2010/11 or a \$1.4 million increase over 2010/11 actual revenues. The revenue increase results from both enrolment growth and fee increases.
- 6) Salary Expenses/Collective Agreements** - In August 2011, the Support Staff Collective Agreement expires. The negotiation process for the new collective agreement will soon be underway. The outcome with respect to compensation costs is not known at this time.

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 and ever evolving 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 2010, the Board approved the College's Capital Projects Plan with a total source of financing of \$54,262,000 and total expenditures of \$53,662,000. 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, 2011 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 in October 2009.

A list of the major capital projects planned for the period 2011/12 to 2015/16 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;

E. Capital Projects (Policy D-12)

E.1 Introduction (cont'd)

- **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.

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 located at 1764 Oxford Street. Construction is now virtually complete and transfer of activity to this site has been underway since March 2011. Planning is progressing for a grand opening celebration in May 2011.
- The College submitted a proposal to the Community Adjustment Fund (CAF) for a major expansion/renovation at the Woodstock Campus. However, the College was unsuccessful in its bid for this funding. Nevertheless, the College continues to explore a variety of avenues to address much needed space expansion in Woodstock.
- The College has been actively engaged for a couple of years with the City of London to establish a School of Applied and Performance Arts in the Education and Arts District in downtown London.
- In June 2010 the College submitted a Ten Year Capital Plan to MTCU, details of which were consistent with the Long Term Facilities and Properties Plan approved by the Board. An update to this Plan was submitted to MTCU in March 2011 subdividing the College's highest priority project, the replacement of C-Building, into three phases. Early indications from MTCU were that their ability to fund the entire project was unlikely, but a phased approach could be more realistically considered. In addition, the College's School of Applied and Performance Arts project was modified to align with the financial plan approved by the Board.
- 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. The College is actively pursuing a number of property acquisition options to address the existing overcrowding of the London campus and the fact that the existing site has limited expansion capacity remaining.

E. Capital Projects (Policy D-12)

E.2 Capital Projects

Capital Projects Summary, Budget and Descriptions

The following is a list of the major capital projects planned for the period 2011/12 – 2015/16 together with associated sources of financing and costs.

			In \$000's
l) Capital Reserve			6,000
Sources of Financing			
a) Government Support		10,100	
b) Fundraising/Donations		6,760	
c) College Operating		17,950	34,810
Less: Planned Capital Projects			
	% completed		
d) Infrastructure Renewal and Sustainability	45%	3,630	
e) Classroom / Lab /Office Renovations	0%	7,840	
f) James N. Allan Campus Renewal	0%	1,900	
g) Food Service Upgrades	0%	2,230	
h) Centre for Applied Transportation Technology	92%	2,420	
i) Property Acquisition/Development Projects	8%	14,680	
j) Cuddy Court Storage Facility	71%	860	
k) Student Residences	94%	780	(34,340)
l) Capital Reserve (March 31, 2016)			6,470
<hr/>			
m) Unfunded Infrastructure Renewal			(26,000)
n) Capital Reserve (closing balance)			(19,530)
<hr/>			
o) Campus Master Planning Priorities (Unfunded)		(scalable 000's)	
1. C-Building		\$30,000 – 75,000	
2. School of Applied and Performance Arts		\$40,000 – 50,000	
3. New Integrated Learning Centre		\$15,000 – 20,000	
4. Oxford County Campus Expansion (Woodstock)		\$12,000 – 15,000	
5. Academic/Service Building		\$25,000 – 30,000	
6. London Psychiatric Hospital (ORC) Property		\$14,000 – 20,000	
7. Centre for Advanced Manufacturing		\$10,000 – 15,000	
8. Centre for Aviation Technology (at Cuddy Court)		\$ 5,000 – 10,000	

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.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

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% 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 the available funding.

Reference	Sources of Financing	Amount (\$000)
a)	Government Support	10,100
b)	Fundraising/Donations	6,760
c)	College Operating	17,950
	Total Available Financing	34,810

- a) **Government Support** - Annually, the College receives a special purpose allocation from MTCU to be used for facilities-related projects that meet specific criteria related to facilities renewal. The College will also continue to receive an annual allocation of \$200,000 in MTCU funding until the purchase price of the James N. Allan campus and the cost of Phase I related renovations are fully offset. In May 2009, the College received approval for a \$31.85 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; just over \$2.5 million of which remains to be spent in 2011/12. 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 \$10.1 million.
- b) **Fundraising/Donations** - The College's ongoing fundraising efforts are expected to provide at least \$6.76 million towards the expansion projects outlined in this Plan. Included are capital campaign contribution commitments made by various donors, including \$2.5 million as yet unspent of the \$5 million pledged by the City of London ten years ago (fully realized in 2010/11), \$1 million from the Simcoe fundraising campaign and funding from student fees.
- c) **College Operating** - Annually, the College directs operating funds towards our 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 \$17.95 million. An average allocation of approximately \$850,000 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. From time to time when special government grants are provided for facilities renewal or other one-time-only grants are received, amounts are directed to the Capital Plan. For example, the Board approved the transfer of \$1.9 million from operating to the Plan as part of the October 2010 Financial Monitoring report, recognizing a portion of the increased grant revenues received in late April 2010.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

Projects Summary, Budget and Descriptions

The following is a list of the major capital projects planned for the period 2011/12 to 2015/16 followed by a brief description of the projects. 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 outlined in these policies.

Reference	Capital Projects Description	Remaining Budget (\$000)	% Complete
d)	Infrastructure Renewal and Sustainability	3,630	45%
e)	Classroom / Lab / Office Renovations	7,840	0%
f)	James N. Allan Campus Renewal	1,900	0%
g)	Food Service Upgrades	2,230	0%
h)	Centre for Applied Transportation Technology	2,420	92%
i)	Property Acquisition/Development Projects	14,680	8%
j)	Cuddy Court Storage Facility	860	71%
k)	Student Residences	780	94%
	Total Capital Projects	34,340	

- d) Infrastructure, Renewal and Sustainability** - 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 enrolments 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 repair, siding, roof, window glazing, caulking and door system replacements), life safety system modernization, parking lot and roadway maintenance, and way-finding signage improvements. Landscape enhancements will also continue 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. Although the ongoing funding allocation for this purpose falls well short of what is actually needed, in each of the last few years, the government has made available additional funds at the end of their fiscal year specifically targeted at facilities and/or capital equipment renewal. The College has been able to leverage these funds toward high priority facilities improvements.
- e) 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 more closely align their intended use with current academic program delivery requirements. Improvements include such things as new furnishings, flooring, lighting, ceiling tile replacement, additional or upgraded high-tech classroom installations, and clustered/improved teaching spaces for a range of programs. Planning for new greenhouse facilities is

E.2 Capital Projects (cont'd)

underway – the location of which has yet to be finalized as LPH property acquisition discussions continue with the Ontario Realty Corporation (ORC). Now that the majority of C-Building has been vacated to The Centre for Applied Transpiration Technology (CATT), planning for the redevelopment and adaptation of C-Building is underway with renovations to the west end shops commencing this summer. A balanced approach is being used to invest in this the College's oldest building, adapting it to meet current needs with minimal renewal, at the same time as efforts continue to secure provincial funding to demolish and rebuild on that site within the next ten years. In addition, as new facilities are introduced, vacated spaces will be adapted, renovated, upgraded and/or repurposed for use by other priority activities. This work, aligned with the Campus Master Plan, will be staged over several years as resources permit.

- f) **James N. Allan Campus Renewal** – In January 2005, the Board approved the purchase of the James N. Allan Campus in Simcoe from its landlord. This purchase together with allowances for basic facilities infrastructure replacement/renovation were funded by Ministry of Training, Colleges and Universities through redirection of the College's special purpose premise rent funding allocated for that facility. A number of small improvements have occurred at this site over the last couple of years including painting, fire alarm system and washroom upgrades, and a parking lot expansion. Other minor improvements will continue to be undertaken as needs arise and until commencement of Phase 2 redevelopment gets underway. The Space Plan 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, this project remains one of the College's fundraising priorities as further significant funding will be required prior to the College being able to undertake the necessary redevelopment plans contemplated in the Space 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. An overall capital campaign target of \$1 million has been established for this project.
- g) **Food Service Upgrades** – This project includes enhancements to existing food service facilities, including D-Building and H-Building, that are being planned in consultation with the current campus food services provider.
- h) **Centre for Applied Transportation Technology (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 in Z-Building. A multi-year staged renovation approach was initially planned. The first phase of the project, completed in 2007, included the renovation of approximately one-third of the facility for use by the heavy duty transportation technology equipment programs. A funding proposal to support the remaining phases of this project was submitted to the federal and provincial governments as part of the economic stimulus Knowledge Infrastructure Program. In late May 2009 the project was approved and funded. The project, largely completed by March 2011, involved the demolition of the remaining storage (un-renovated) portion of the Z-Building facilities, and its replacement with a new structure that adjoins the space initially renovated in the first phase. Construction involved 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 Transportation Technology.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

The completed facilities will be officially opened in May 2011 and include many sustainable “green” initiatives such as:

- 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 Volatile Organic Compound 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.

Now virtually complete, the CATT building is a modern “green” facility that will support the training of students in transportation-related trades and technology programs as well as phase 1 elements of aviation-related programs.

- i) **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 2011 the Board received (in-camera) an update to 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. The \$14.68 million may be used to support property acquisition in the months ahead, subject to associated Board approvals. Of this amount, \$6 million was previously designated by the Board for use towards initial property acquisitions related to the School of Applied and Performance Arts.
- j) **Cuddy Court 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. This purchase transaction was concluded in February 2010 consistent with the Board’s direction. Minor improvements have been completed at the facility and the College began utilizing the warehouse facilities last summer. Plans for longer term use will evolve as programming plans are finalized at which time an expanded capital project will be brought to the Board for consideration. Additional resources will need to be directed to the cost of renovations at this site to support expanded aviation programming planned for that location.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

- k) Student Residences** - In February 2011, the College, in accordance with prior Board approval, purchased the townhouse facilities at 900 Fanshawe College Blvd. adding approximately 400 beds to the College's residence accommodations, bringing the total to roughly 1,600 beds. Work is underway and will continue over the summer months to rejuvenate the facilities and to provide/replace furnishings/equipment so that the suites are of a similar quality to those located on campus and are ready for occupancy by students for the fall term 2011.
- l) 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 capital costs of infrastructure renewal priorities. This reserve is limited to future capital improvements as defined in Board policy. The 2009/10 audited financial statements presented to the Board in June 2010 reported this reserve at \$6.0 million. The \$470,000 variance between the total sources of financing and total cost of planned capital projects included in this report are shown as increasing the balance of the Capital Reserve to \$6.47 million at the end of March 2016.
- m) Unfunded Infrastructure Renewal (UIR)** - At March 31, 2016, the UIR costs will have accumulated to an estimated \$26 million. 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 would reasonably require to maintain our facilities at an acceptable condition level supported by industry standards. However there are no specific sources of financing 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 to 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 a 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. A similar presentation was provided to the Board's Capital Planning Policy Review Task Force in January 2011. As each year passes buildings grow older requiring increased investments to adequately maintain the condition of the facilities. As levels of funding continue to be strained, the deferred facilities renewal continues to escalate causing the UIR to continue to rise. Provincial advocacy efforts continue through various means to make government aware of this growing challenge. In 2010, the provincial auditor undertook a review of MTCU's and selected college's capital planning processes, including capital planning to address UIR. The audit report was released in December 2010. The College

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

has made and continues to make 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 uses 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 – and therefore the level of criticality the College would place on these elements is less than the system software reflects.

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 functionally-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. Findings from the provincial auditor review will hopefully raise the profile of this growing challenge at the provincial level.

- n) 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)], net of the UIR.
- o) Campus Master Planning Priorities (Unfunded)** - The College's Campus Master Plans anticipate 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.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

In June 2010, the Board was advised that in response to an MTCU request for the College's Long Term Capital Planning needs, the College submitted a report outlining our highest capital project priorities. In March 2011 an update to this Plan was submitted to MTCU. Fanshawe's Plan includes the following in priority order:

1. C-Building Redevelopment
2. School of Applied & Performance Arts
3. Integrated Learning Centre (Library)
4. Oxford County Campus Expansion (Woodstock)
5. Academic/Service Building
6. London Psychiatric Hospital (ORC) Property
7. Centre for Advanced Manufacturing
8. Centre for Aviation Technology (at Cuddy Court)

The top four priority projects included detailed proposals. Further details for all Campus Master Planning Priorities are outlined below.

C-Building Redevelopment – C-Building, a single-story, high-bay facility for automotive technology programming, has impeded westerly campus development for decades. With the recent opening of the new Centre for Applied Transportation Technologies (CATT, Z-Building), and the relocation of existing C-Building based transportation programming to the CATT, the majority of 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-story, 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, facilities for applied research, as well as a 1,000-seat lecture theatre/auditorium (for graduation etc.) and academic and service office administration space. The project has recently been divided into three Phases and resubmitted to MTCU as an update to the College's Ten Year Capital Plan. The first phase is for \$38 million in provincial funding. In the meantime, while waiting for funding for either the full redevelopment project or the first phase only, planning is underway for interim renovations and re-adaptations required in the short term to help partially address space constraints across the London Campus.

School of Applied and Performance Arts – In February 2010, London's Board of Control unanimously supported the College's plans to develop a School of Applied and Performance Arts in the City's Education and Arts District. The School, to be developed over the next decade, will occupy up to approximately 10,200 square meters (110,000 square feet) of existing buildings in the City's downtown core and will accommodate approximately 1,000 students.

The College has been working collaboratively for many months with the City, LEDC, our realtor and other stakeholders and supporters to develop a vision for facilities that will address much needed capacity for the College to bring together existing, enhanced, new and expanded

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

programming (hospitality, design, performance, theatre, art, digital media, 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 of Applied and Performance 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 showed support of the College's plans by agreeing to invest up to \$10 million in the form of a Heritage Grant to offset the College's costs to purchase and restore core heritage buildings. LEDC recommended to City Council and received approval for the College to receive a further \$10 million in the form of an Economic Renewal Fund Grant to support this initiative, subject to City Council's approval of an associated business plan. A business plan was developed, approved by the Board in January 2011, and submitted to City Council in February 2011.

The business plan was approved by City Council subject to the development of an agreement between the City and Fanshawe College for the allocation and utilization of the funding; the agreement is to be approved by City Council. Since that time, the College has been working with representatives of the City and legal counsel to develop an agreement satisfactory to both the City and the College. It is expected that the agreement will be finalized shortly and considered by the City's Finance and Administration Committee and City Council during the month of May 2011.

Integrated Learning Centre (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 an "Information and Learning Commons" that will serve as the primary destination for students seeking information and assistance. Conceptual planning has begun with consultants in order to better position the College should funding opportunities present themselves. In addition through the recent Strategic Enrolment Management (SEM) initiative, it became very clear that there is a need to create a Learning Commons space linked to the traditional role of the Library but integrating new technological learning support structures for both students and staff as an important future educational direction.

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.

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

Capital projects for each of the three regional campuses have been identified. Details of the James N. Allan Campus (Simcoe) project are referenced above as item f). The space plan for the St. Thomas/Elgin Campus identifies minor renovations to repurpose the former theatre production space into classrooms and to cluster some existing student services and learning resources spaces.

Oxford County Campus Expansion - The Oxford County Campus (Woodstock) is awaiting the identification of resources to undertake a major expansion at the Finkle Street location. 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 \$11 million in funding through the Federal government's Community Adjustment Fund (CAF). The College's CAF funding application was declined. The City of Woodstock had shown its support of this project by committing to donate the necessary land and the existing campus facilities leased from the City to the College. Woodstock City Council also agreed to contribute \$1 million to the project over the next seven years if the project were to proceed. The College continues to explore options related to facilities expansion in Woodstock.

Academic/Service Building – Fanshawe College has a pressing immediate need for additional classrooms and labs at 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 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. Absent resources to construct a new building on campus, in the shorter term, other expanded facilities options are being explored ranging from additional leased space to potential property/facility acquisitions.

London Psychiatric Hospital (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 London Psychiatric Hospital lands bounded by Oxford Street and Highbury Avenue. Ongoing discussions with ORC have resulted in the College reassessing our approach to better align with ORC's vision for this new community. ORC's most recent published plans for this site reflect areas set aside for Regional Facilities, which is the College's designated zoning category. Discussions are continuing. In addition, to keep it on ORC's radar, the College has also recently discussed our interest in partnership opportunities at the Robarts School for ORC's future consideration should opportunities arise.

Centre for Advanced Manufacturing – 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. The City has donated and agreed to transfer approximately four hectares (ten acres) to Fanshawe, and eleven hectares (28 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. Recently the College and UWO concluded a joint campus master planning exercise for the two properties and installation of site

E. Capital Projects (Policy D-12)

E.2 Capital Projects (cont'd)

services are underway. Costs associated with these initial site planning activities will be absorbed within this capital plan. Specific Fanshawe College uses for this site have not as yet been identified. Development on this property is considered a longer term initiative.

Centre for Aviation Technology (at Cuddy Court) - A unique combination of factors came together three years ago providing the College with an opportunity to offer aviation-related technology programming at our London Campus. Fanshawe partnered with Sault College to relocate an aviation technology program and equipment to London. At the same time, there was pressure from many local employers and agencies to provide graduates in a variety of aviation-related fields, and since that time the College has been working to expand the range of aviation programs offered. While some aviation programming will be offered at the new Centre for Applied Transportation Technology this coming fall, this is a short term solution and for the College to meet the employer and student demand for aviation programming going forward, the College needs to develop plans to shift the delivery of aviation programming to a training facility located in renovated facilities located at Cuddy Court.

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.

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.

Where funding agreements are required, they are negotiated keeping in mind appropriate risk management for the College. However, these agreements must at the same time be balanced with the funder's own risk management requirements. The funding agreement with the City of

E. Capital Projects (Policy D-12)

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

London for the School of Applied and Performance Arts is a recent example. Agreements with donors that involve the transfer of real property to the College similarly must be negotiated keeping in mind the best interests of the College, which may from time to time involve the College declining a donation.

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.

SECTION **F**

Appendices



F. Appendices

F.1 Financial Monitoring Report

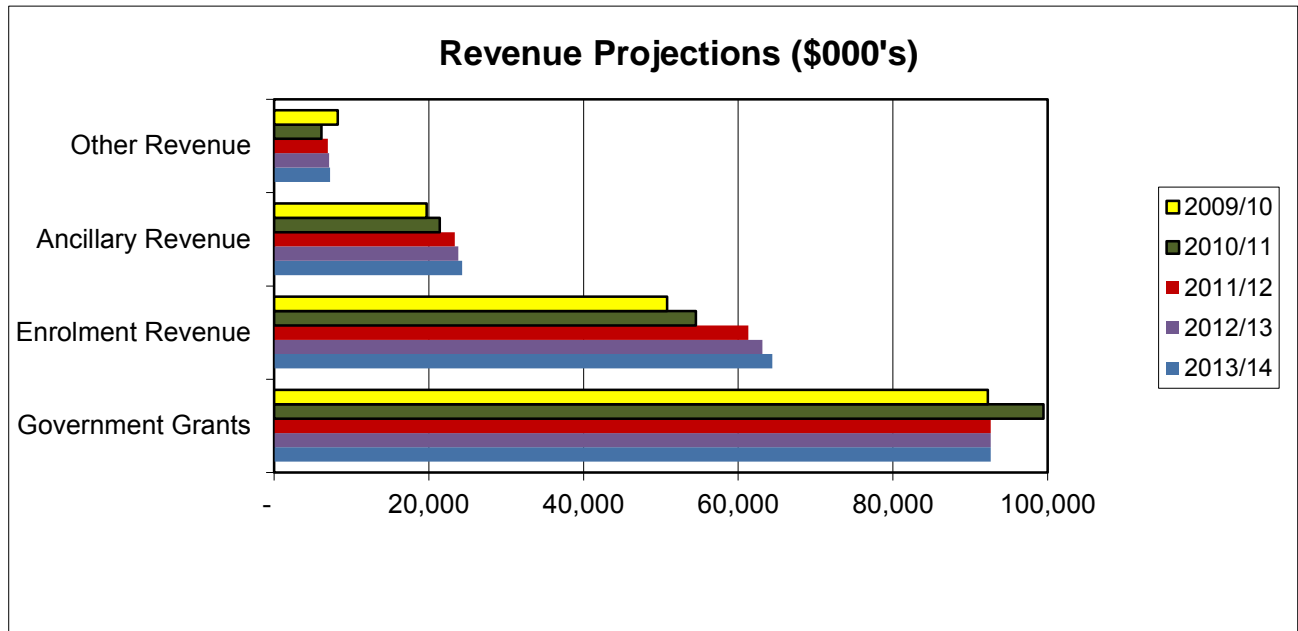
Financial Monitoring Report January 2011

<i>in \$000's</i>	2009/10	2010/11	2011/12		2012/13		2013/14	
Accumulated Operating Fund Balance, Opening	4,528	4,548	5,148		5,148		5,148	
Revenue								
Government Grants	92,290	99,470	92,630	-6.9%	92,630	0.0%	92,630	0.0%
Enrolment Revenue	50,820	54,510	61,290	12.4%	63,120	3.0%	64,390	2.0%
Ancillary Revenue	19,730	21,420	23,350	9.0%	23,820	2.0%	24,290	2.0%
Other Revenue	8,210	6,130	6,950	13.4%	7,100	2.2%	7,240	2.0%
	171,050	181,530	184,220	1.5%	186,670	1.3%	188,550	1.0%
Expenditure								
Instructional Services	84,420	91,331	92,970	1.8%	96,480	3.8%	99,080	2.7%
Instructional Support	18,203	19,179	19,740	2.9%	20,440	3.5%	21,040	2.9%
Student Services	14,107	15,931	15,800	-0.8%	16,510	4.5%	17,080	3.5%
College Services	16,080	16,780	18,160	8.2%	19,080	5.1%	19,820	3.9%
Ancillary Services	17,350	18,800	19,800	5.3%	20,340	2.7%	20,870	2.6%
Facility Services	17,890	18,909	19,150	1.3%	19,830	3.6%	20,430	3.0%
	168,050	180,930	185,620	2.6%	192,680	3.8%	198,320	2.9%
Contingency	3,000	-	(1,400)		(1,600)		-	
Operating Adjustments	-	-	-		(4,410)		(8,770)	
Budget Operating Surplus (Deficit)	-	600	-		-		(1,000)	
Projected Accumulated Operating Fund Balance	4,528	5,148	5,148		5,148		4,148	

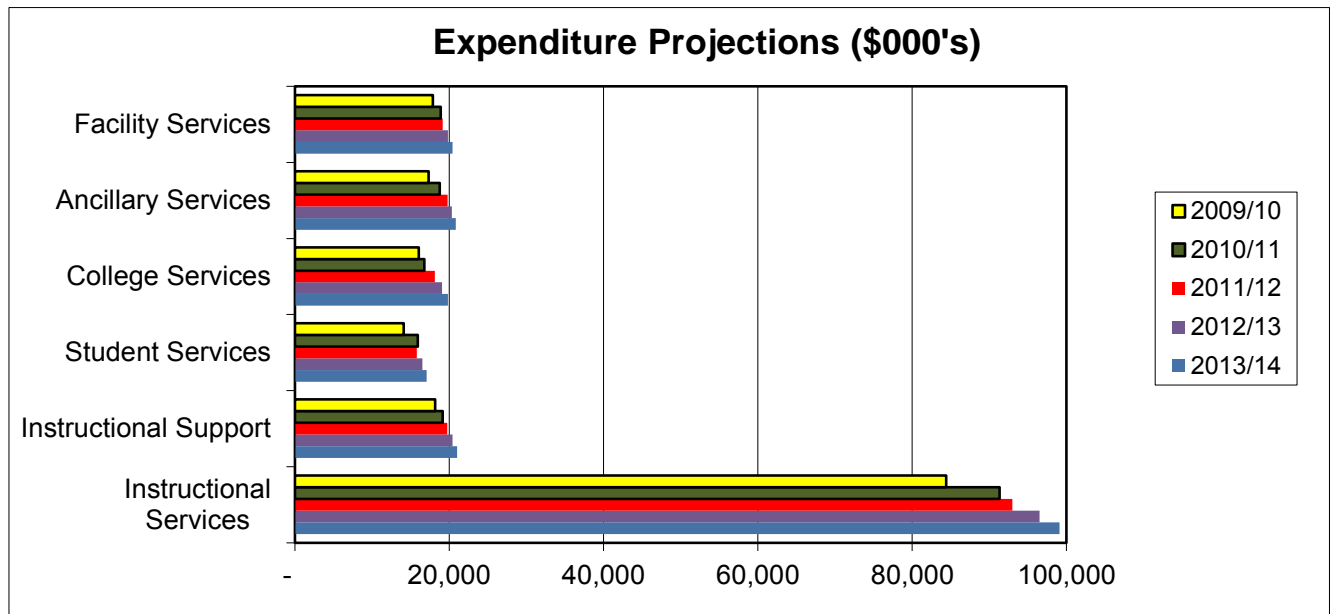
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F.2 Financial Projections

a) Revenue Projections



b) Expenditure Projections



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F.3 Summary of Planning Cycle

2011/12 Planning Cycle

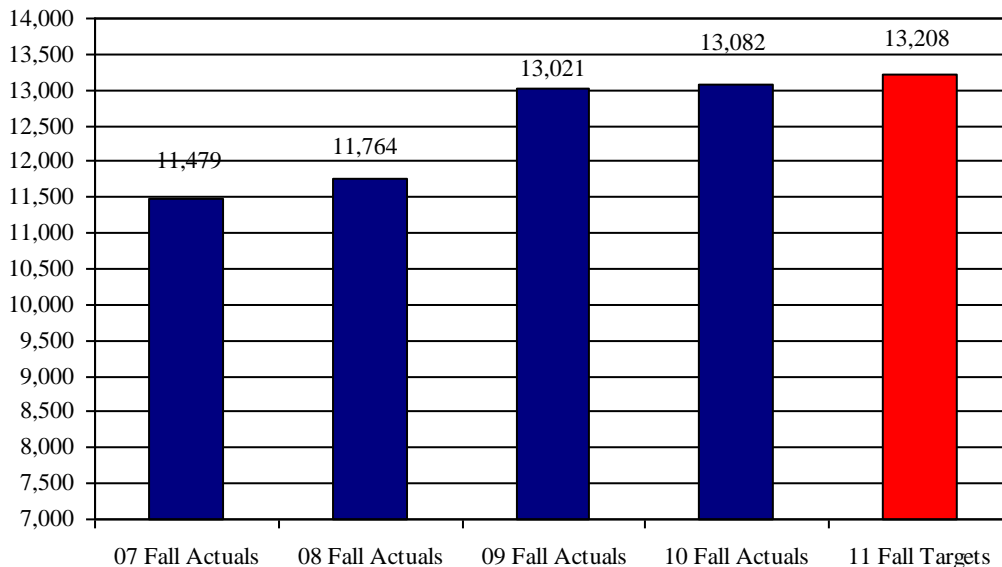
Date	Activity
September 2010 - November 2010	2011/12 Strategic Planning Process, which included: <ul style="list-style-type: none">➤ Senior management strategic planning process commenced➤ Review of programs at risk and new program proposals in an effort to continue to provide new and vibrant programming
October 2010 - November 2010	2010/11 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 2010 - December 2010	Enrolment targets and associated teaching hours established for 2011/12 based on projected program demand and historical retention patterns
January 2011	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 2011	Requests for funding of new developments submitted for consideration
February 2011 - March 2011	<ul style="list-style-type: none">➤ Second round base budget meetings held to improve both specific school/departamental 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 2011 - April 2011	Overall 2011/12 College operating and capital budget finalized and Strategic Plan prepared for submission to Board of Governors
April 2011	2011/12 Strategic Plan submitted to Board of Governors for approval
April 2011 - May 2011	2010/11 Year End Budget Review meetings held to review final actual financial position compared with 2010/11 budget and consider requests for rollovers to 2011/12 as appropriate of unspent other resource budgets

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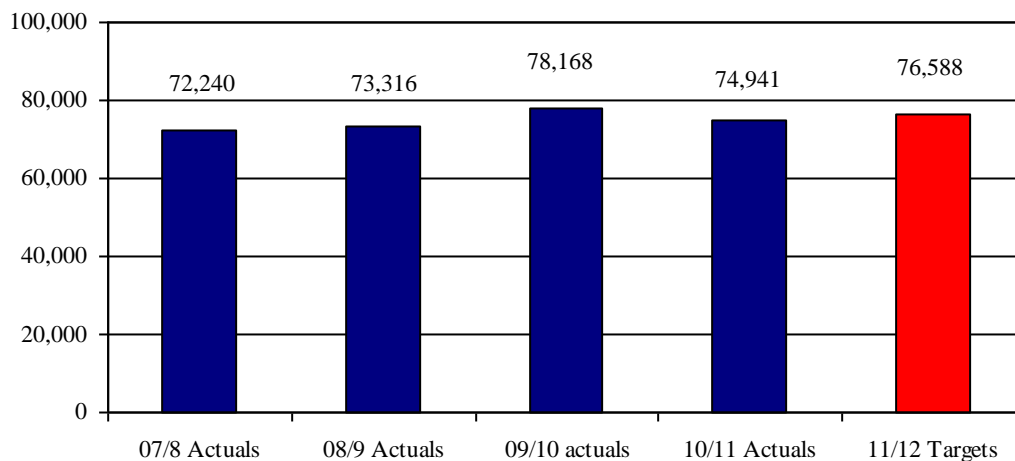
FANSHAWE COLLEGE – STRATEGIC AND OPERATIONAL PLANNING SCHEDULE FOR 2012/13 FISCAL YEAR

DATE	ACTIVITY
December 2010	Planning Framework and Economic Update finalized
January 2011	Planning 'Kick-Off' (Academic and Enabling areas together) <ul style="list-style-type: none"> ➤ Environmental analysis and SEM Report presentations ➤ Discussion groups to assess and interpret implications for faculty and enabling area planning
February – March 2011	Commence re-calibration of 3 Year Faculty Operations Plans (to reflect new and emerging challenges and opportunities)
March 2011	Finalize and commence implementation of Business Process Improvement Enterprise Project Agenda approved by SLC
March 2011	Strategy and Planning finalize labour market opportunities and student demand analysis to inform academic strategic program enrolment planning (including growth objectives)
April 2011	Program-level one enrolment growth objectives are considered and finalized.
April 2011	Finalization of program, capital, equipment and facilities plans for 2011/12 and early indicators assessment of multi-year requirements.
May 2011	Long-term strategic planning retreat with Board of Governors
May 2011	SLC collaborative development of a Framework for the College's Culture Alignment Initiative
May 2011	Finalization of Administrative Staff Performance Plans Dean's Retreat to review and finalize Faculty Operations Plans for 2012 to 2015
June 2011	Finalize integration of SEM planning into the Faculty Operations Plans (2012-15) and 2012/13 planning priorities
July 2011	Distribute to Deans, Directors and VPs copies of: <ul style="list-style-type: none"> ➤ Faculty Operations Plans (2012-2015) ➤ 2012/13 Faculty Planning Priorities Commence re-calibration of 3-Year Enabling Plans to align with academic priorities and new and emerging strategic challenges and opportunities for 2012 to 2015
September 2011	SLC endorsement and commencement of the Culture Alignment Work Plan
November 2011	Finalize 2012-2015 Enabling Plans
December 2011 – January 2012	Commence development and finalize metrics for Enabling Areas
December 2011 – March 2012	Develop detailed Implementation Plan for each School/Department as per the 2012/13 Planning/Budgeting Schedule
December 2011 – April 2012	Development of operating budgets for 2012/13

a) Full-Time Postsecondary Enrolments



b) Apprenticeship Purchased Training Days



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F.5 Budget Unit Summary

Budget Unit		Revenue	Expense	NET
Office of the President				
1000	Office of the President	\$0	\$693,524	\$693,524
1001	Office of the Ombuds	(\$53,559)	\$107,118	\$53,559
1020	Development Office	(\$203,848)	\$1,153,511	\$949,663
	Office of the President	(\$257,407)	\$1,954,153	\$1,696,746
Academic Services				
2000	Academic Services	\$0	\$554,695	\$554,695
2001	Strategic Enrolment Management	\$0	\$462,463	\$462,463
2061	Centre for Academic Excellence	\$0	\$552,837	\$552,837
2100	Faculty Arts, Media & Design	\$0	\$198,979	\$198,979
2101	Admin.-Arts, Media & Design	\$0	\$10,000	\$10,000
2110	Design	(\$9,472,125)	\$7,424,580	(\$2,047,545)
2120	Language & Liberal Studies	(\$8,585,207)	\$5,746,764	(\$2,838,443)
2140	Contemporary Media	(\$12,694,359)	\$8,198,615	(\$4,495,744)
2200	Faculty of Business	\$0	\$232,023	\$232,023
2201	Admin.-Faculty of Business	\$0	\$11,000	\$11,000
2210	L. Kinlin School of Business	(\$17,159,792)	\$9,692,059	(\$7,467,733)
2220	Tourism & Hospitality	(\$6,379,183)	\$4,197,547	(\$2,181,636)
2221	Admin.-Tourism & Hospitality	(\$347,000)	\$269,261	(\$77,739)
2230	Information Technology	(\$8,322,459)	\$5,183,506	(\$3,138,953)
2300	Faculty of Health & Human Serv	\$0	\$348,889	\$348,889
2301	Admin.-Health & Human Services	\$0	\$59,793	\$59,793
2302	Simulation Lab	\$0	\$133,490	\$133,490
2310	Health Sciences	(\$11,137,595)	\$6,380,038	(\$4,757,557)
2320	Nursing	(\$6,519,670)	\$4,019,067	(\$2,500,603)
2330	Human Services	(\$12,839,804)	\$7,156,788	(\$5,683,016)
2400	Faculty of Technology	\$0	\$280,682	\$280,682
2402	Lab Operations Manager	\$0	\$995,480	\$995,480
2410	Building Technology	(\$7,938,810)	\$5,062,711	(\$2,876,099)
2420	Applied Science & Technology	(\$8,898,104)	\$5,643,838	(\$3,254,266)
2430	Motive Power Technology	(\$5,273,544)	\$4,311,174	(\$962,370)
2510	Centre for Community Education	(\$206,400)	\$588,385	\$381,985
2511	Continuing Education Studies	(\$5,915,779)	\$3,792,868	(\$2,122,911)
2512	Access Studies	(\$1,856,171)	\$1,577,156	(\$279,015)
2515	Admin.-Community Education	(\$340,500)	\$424,106	\$83,606
2610	James N. Allan Campus	(\$2,164,050)	\$1,762,102	(\$401,948)
2611	Career & Employment Services	(\$2,069,424)	\$1,852,081	(\$217,343)
2612	CE & Training Services	(\$583,804)	\$398,467	(\$185,337)
2620	St. Thomas/Elgin Campus	(\$3,783,289)	\$3,227,021	(\$556,268)
2621	Contract Training	(\$493,605)	\$385,512	(\$108,093)
2630	Oxford County Campus	(\$3,279,010)	\$2,679,828	(\$599,182)
2631	Cont. Edu. & Contract Training	(\$897,281)	\$1,009,437	\$112,156

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F.5 Budget Unit Summary

Budget Unit	Revenue	Expense	NET
Academic Services	(\$137,156,965)	\$94,823,242	(\$42,333,723)

External Relations

3000	External Relations	\$0	\$111,381	\$111,381
3001	Applied Research, Innovation	(\$40,000)	\$638,207	\$598,207
3040	International Partnerships	(\$10,000)	\$884,985	\$874,985
3042	Admin.-Int. Partnerships	\$0	\$1,638,770	\$1,638,770
3050	Marketing & Corp Communication	(\$20,000)	\$644,272	\$624,272
3051	Marketing & Communications	\$0	\$1,432,636	\$1,432,636
3052	Corporate Communications	\$0	\$1,005,099	\$1,005,099
	External Relations	(\$70,000)	\$6,355,350	\$6,285,350

Finance and Corporate Services

4000	Finance & Corporate Services	\$0	\$583,452	\$583,452
4001	Awards & Scholarships	(\$286,198)	\$554,510	\$268,312
4004	Financial Services	(\$3,051,409)	\$3,881,820	\$830,411
4005	Residence & Conference Centre	(\$8,855,470)	\$7,334,166	(\$1,521,304)
4010	Board of Governors	\$0	\$605,532	\$605,532
4020	Purchasing & Accounts Payable	(\$258,219)	\$898,007	\$639,788
4021	Fitness Centre	(\$460,000)	\$518,900	\$58,900
	Finance and Corporate Services	(\$12,911,296)	\$14,376,387	\$1,465,091

Administrative Services

5000	Administrative Services	\$0	\$481,838	\$481,838
5020	Information Technology Service	\$0	\$589,954	\$589,954
5021	Information Systems Services	(\$165,000)	\$2,360,483	\$2,195,483
5022	Technical Support Services	(\$28,100)	\$2,137,799	\$2,109,699
5023	Network Services & Computer Op	\$0	\$3,679,063	\$3,679,063
5024	Learning Systems Services	\$0	\$638,518	\$638,518
5025	Project Management Office	\$0	\$191,322	\$191,322
5040	Strategy & Planning	\$0	\$365,003	\$365,003
5041	Institutional Research	\$0	\$552,071	\$552,071
5042	Resource Planning	\$0	\$510,855	\$510,855
5050	Human Resources	\$0	\$1,086,879	\$1,086,879
5051	Benefits & Compensation	\$0	\$470,434	\$470,434
5052	Organizational Development	(\$1,000)	\$900,471	\$899,471
5053	Labour Relations	(\$30,000)	\$787,528	\$757,528
5054	Client Services	\$0	\$878,768	\$878,768
5100	Facilities Management	(\$1,076,220)	\$4,813,186	\$3,736,966
5110	Facilities Planning & Develop	(\$1,480,343)	\$1,975,554	\$495,211
5111	Asst Man Planning & Develop	\$0	\$587,318	\$587,318
5120	Facilities Operations	\$0	\$3,707,681	\$3,707,681
5121	Architectural/Struct. Systems	(\$2,200)	\$1,085,706	\$1,083,506

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F.5 Budget Unit Summary

	Budget Unit	Revenue	Expense	NET
5122	Mechanical/Electrical Systems	\$0	\$1,519,571	\$1,519,571
5123	Custodial, Grounds & Supp Ser.	(\$1,565,000)	\$4,418,318	\$2,853,318
5130	Health & Safety Services	\$0	\$602,440	\$602,440
5131	Asst Man Health & Safety Serv	\$0	\$360,311	\$360,311
5140	Campus Security Services	(\$67,217)	\$2,264,916	\$2,197,699
5150	Emergency Management Office	\$0	\$624,056	\$624,056
	Administrative Services	(\$4,415,080)	\$37,590,043	\$33,174,963
Student Support Services				
6000	Student Support Services	\$0	\$519,863	\$519,863
6002	Career/Comm. Employment Serv.	(\$2,094,850)	\$2,024,669	(\$70,181)
6004	Library & Media Services	(\$619,572)	\$2,824,194	\$2,204,622
6016	Int'l & Immigrant Services	\$0	\$256,941	\$256,941
6050	Retail Services	(\$12,759,000)	\$10,435,492	(\$2,323,508)
6051	Admin.-Retail Services	\$0	\$832,306	\$832,306
6100	Office of the Registrar	(\$363,000)	\$1,551,473	\$1,188,473
6120	Registration & Records Service	(\$12,720)	\$791,489	\$778,769
6130	Admission Services-Dom & Int'l	\$0	\$639,276	\$639,276
6131	Information & Customer Service	(\$9,500)	\$1,343,091	\$1,333,591
6140	Student System & Project Mgt.	\$0	\$299,417	\$299,417
6150	Fees & Financial Aid Services	(\$2,661,708)	\$1,868,783	(\$792,925)
6200	Student Success	\$0	\$335,940	\$335,940
6210	Athletics	(\$1,190,422)	\$1,415,368	\$224,946
6220	Student Academic Success Serv	\$0	\$908,861	\$908,861
6230	Counselling/Accessibility Serv	(\$1,807,516)	\$3,256,061	\$1,448,545
6231	Testing Centre	(\$77,000)	\$523,476	\$446,476
6232	First Nations Centre	(\$371,160)	\$430,260	\$59,100
	Student Support Services	(\$21,966,448)	\$30,256,960	\$8,290,512
Reserved				
9000	Reserved	(\$6,826,341)	(\$452,598)	(\$7,278,939)
9021	Liabilities-Payroll	(\$620,000)	\$720,000	\$100,000
	Reserved	(\$7,446,341)	\$267,402	(\$7,178,939)
	College Total	(\$184,223,537)	\$185,623,537	\$1,400,000

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