FLEMING
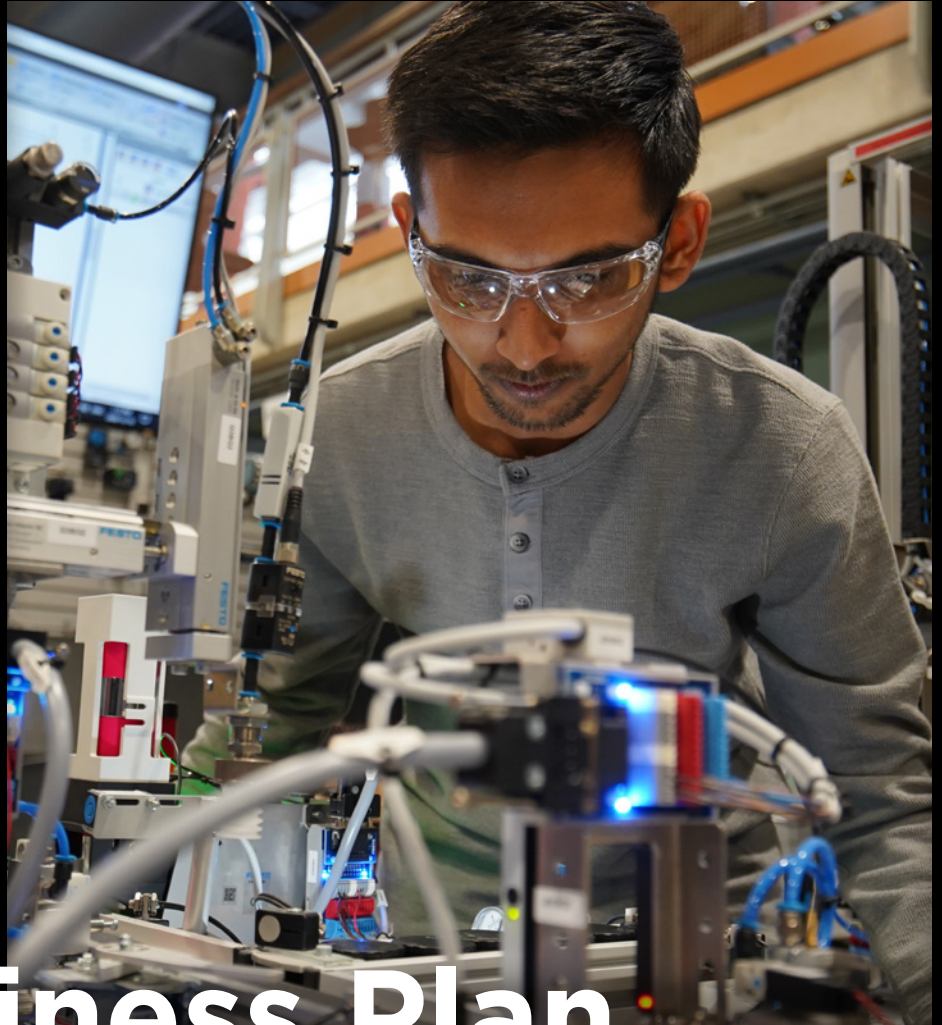
Business Plan 2021-2022

Introduction

Without doubt, the past year and the one ahead will be unlike any other in the history of Fleming College. The COVID-19 pandemic has re-shaped the landscape for post-secondary education and accelerated the pace of change and innovation at Fleming.

Through swift action at the outset of the crisis, the college has embraced the challenge as an opportunity to be a leader in assuring safety for our students, employees and communities and at the same time swiftly adapting its academic and support operations to the new context of primarily online delivery of curriculum.

While a new path lies ahead, we remain resolute in our commitment to the priorities in our 2019-2024 Strategic Plan and aligning our work with the new Strategic Mandate Agreement (SMA3) recently negotiated with our Ministry.

The 2021-2022 Business Plan is aggressive and it remains focused on student learning, labour market success for students and employers as well as priorities that will serve to shape economic development for our communities.

Our success will come from the talent and commitment of our employees and the mutual efforts of the college and our community partners. Despite the uncertainty and challenge of our current context, we look forward to the work ahead and to the future success for our students and communities.

Mission

To empower our students with the innovative education, research and real-world experiences they need to build better lives, better communities and a better world.

Vision

Creating prosperity and transforming communities through education and innovation.

Values

We will achieve our vision and mission by adhering to our values, which are:

- Responsiveness
- Innovation
- Collaboration
- Inclusiveness, and
- Accountability

Goals of the Business Plan

The 2021-2022 Business Plan highlights objectives related to the Strategic Plan, Academic Plan and our Strategic Mandate Agreement.

This is the third implementation year of the Strategic Plan and Academic Plan. The College will continue to work towards achieving the commitments of the Strategic Plan. These Commitments are:

1. We will be focused on the needs of students and employers in the labour market.
2. We will be true partners in our communities.
3. We will empower our staff and faculty.
4. We will embrace technology and digitization.
5. We will be a welcoming place for all.

2020-2025 Strategic Mandate Agreement (SMA3)

The 21-22 academic year is the second year of the SMA3 with the Ministry of Colleges and Universities (MCU). Due to the COVID-19 pandemic, MCU granted a two-year Operating Grant funding freeze that started last year at this time, to provide funding stability within the post-secondary education sector. The funding freeze is scheduled to expire in the 22-23 year and the objectives within this Business Plan will affect the SMA3 metrics evaluation in the Fall of 2022.

The 21-22 Business Plan Objectives were developed to meet the Strategic Plan and Academic Plan goals but they are also aligned with the SMA3 metrics and targets below.

SMA3 Performance-Based Metrics and Targets

Metric	20-21 Targets	20-21 Actuals	21-22 Targets
Graduate Employment Rate in a related field	70.32%	74.03%	72.50%
Institutional Strength/ Focus	21.96%	22.87%	19.84%
Graduation Rate	70.70%	71.09%	70.97%
Community/Local Impact of Student Enrolment	9.28%	10.46%	9.70%
Economic Impact (Institution-specific)	70.21%	67.89%	68.88%
Graduate Employment Earnings	Inactive	Inactive	$33,468
Experiential Learning	Inactive	Inactive	76.25%
Revenue Attracted from Private Sector Sources	Inactive	Inactive	$894,783
Institution-Specific (Apprenticeship-related)	Inactive	Inactive	Inactive
Skills and Competencies	Inactive	Inactive	Inactive

We will be focused on the needs of students and employers in the labour market.

1.1 Establish a Fleming Jobs Council that will include external program advisors who can share current job market trends, Establish a Fleming Jobs Council that will include external program advisors who can share current job market trends, develop labour market data and provide a regular feedback loop between Fleming, employers and students. This will ensure Fleming graduates are sought after and that programing evolves as the job market changes. Industry has a voice and we intend to listen.

1.1.1 Establish a Fleming Jobs Council that integrates with the SSM Jobs Council to collect labour market data from the regions we serve. The Jobs Council will revitalize our Program Advisory Committees (PACs) - integrate with 1.1.5, 1.2.2 & 4.2.1.

1.1.2 Implement the Strategic Enrolment Management long-term plan to enhancing student recruitment, converion, retention, timetabling and the student experience

1.1.3 Engage with major employers, Jobs Council and new PACs that result in a Fleming summit to include research, business and technology showcase; working towards optimizing our Employer/Graduate satisfaction rate - integrate with 2.2.3.

1.1.4 Understand the Job Market for Indigenous communities to increase participation of Indigenous Peoples in the workforce.

1.1.5 Reinvigorate new Workforce Program Advisory Committees (WPACs) to be more interactive with students and faculty and to better understand how industries and employer expectations are evolving - integrate with 1.1.1.

1.1.6 Create a Culture of Innovation, Entrepreneurship & Intrapreneurship that encourages students to be innovative employees and/or consider business start-up options upon graduation.

1.2 Establish a new Student-Employers Partnerships Network that will increase the availability of hands-on experience through co-ops, internships, placements, apprenticeships and other types of experiential learning that are so essential to ensuring our graduates are job ready, or ready to create their own jobs.

1.2.1 Create a Student-Employers Partnerships Network to boost student experiential learning opportunities.

1.2.2 Restructure and expand Employment Services System; bring together Career and Employment Services, research and external expertise through the new Jobs Council to expand student experiential learning, blend data, and increase employment rates - integrate with 1.1.1. Realignment of Career Services.

We will be focused on the needs of students and employers in the labour market.

1.3 Create an Advanced Skills Training Program modeled after those in Europe and the example of other global leaders in this area that will see students divide their time between the classroom and apprenticeship-style training in the workplace. This will better prepare students for jobs, while at the same time creating a ready-made workforce for employers.

1.3.1 Prepare students for jobs through Advanced Skills Training. Pilot project roll out and testing completed in the 21-22 academic year.

1.3.2 Exceed proportional growth in programs strength/focus as identified in SMA3 metric target.

1.4 Develop a Student Success Strategy that will increase retention and graduation rates as well as employment by working together to develop individual success plans to help people identify and meet their goals at all stages of their life. The strategy will touch high school students, first-time post-secondary students, those returning to college or work after a gap, graduates looking for their first jobs and those looking for the kind of life-long learning that will allow them to progress in and change careers.

1.4.1 Student Success Coaches in place to assist struggling students and increase the likelihood of student success.

1.4.2 Applying data analytics research through the BIRS Department to amass a better understanding of student need and inform a student success strategy, including: 1) why students withdraw early or fail to find employment upon graduation; 2) developing a review of qualitative data to gain insights from the Early Leaver' survey, applying predictive analytics to improve retention.

1.4.3 Define and shape Continuing Education priorities to better serve the needs of Fleming graduates and those seeking upskilling and lifelong learning. Develop a plan for implementing first phase, delivery methods, focusing on offerings aligned with the future labour market.

1.4.4 Develop new ways to receive a quality education with strategies for micro-credentialing, flexible delivery and Contract Training leading to certificates, diplomas and graduate certificates.

1.4.5 Establish targets for incremental student retention and graduation with projected increases each year – integrate with SMA3 graduation rate metric targets. Further tracking graduates success through alumni on LinkedIn among other tools.

We will be true partners in our communities.

2.1. Be the go-to institution for quality and future-oriented education for our community, Ontario and beyond. We will seek out opportunities to partner with industry and governments at all levels to develop new programs that support the economy, and provide lifelong learning as employees and entrepreneurs adapt to the evolving workplace.

2.1.1 Increase the number of partnerships with industry where Fleming is the sole supplier, and in partnerships with other PSE institutions. Review the data on conversion of employees for employers who partner with Fleming.

We will be true partners in our communities.

2.2 Diversify our streams of funding so that we will remain a sustainable public institution on which our students and communities rely, both as an employer and a contributor to our local economies, even as governments grapple with ways to tackle their deficits and the greater competition for the school-age population.

2.2.1 Create an integrated fundraising plan and an amended alumni outreach strategy to meet emerging captial, program and student support projects with implementation in Q3 of fiscal year.

2.2.2 Amend and implement and Internationalization plan to drive post-COVID recovery (enrolment plans, source markets, student support and international partnerships); including potential overseas contract training and research opportunities.

2.3 Create an Applied Research Development Strategy to expand research activities into all Fleming programs so that we are stretching and contributing to innovation in Canada across all fields, while also finding solutions to issues with which our own municipalities and regions are grappling.

2.3.1 Create an Applied Research strategy, linked to the Academic Plan, completed and approved by SMT by Dec. 2021.

2.3.2 Continue to establish school-specific applied research program plans for each school with mature plans developed for each school by the end of the 21-22 academic year. Plans will include measurable research activity targets specific to that school. Research programs will include a mix of applied research activities that best suit the school, such as curriculum integration, capstone projects, applied projects, community-based research or externally-funded research. These efforts will include expanding student involvement in Applied Research.

2.3.3 Celebrate and promote the hard work of students, faculty and staff involved in applied research and their contributions to innovative work and solving important issues in the community. Develop an applied research showcase, include research items in appropriate college and school events, and develop a media strategy to showcase research at Fleming - integrate with 1.1.3.

2.3.4 Improve tools and resources for faculty and staff looking to carry out applied research, ensuring the information is relevant and useful. Create a Fleming Researcher Guide; update and improve the Office of Applied Research & Innovation department website to include new resources; and begin to provide professional development opportunities for faculty and staff interested in research.

2.3.5 Finish launching the NSERC/CFI funded Centers for Innovation in Aquaculture Production (CIAP) and Industrial Innovation of Things (CAMIIT). This will include key positions being hired and facility building and renovation completed.

We will be true partners in our communities.

2.4 Enhance pathways for students between Fleming College and Trent University and other post-secondary institutions so that students, regardless of where they start their post-secondary education, can receive the customized education they need to thrive and adapt in the workplace.

2.4.1   Enhance transfers from Trent to Fleming with a goal of increasing the number of student transferring in both directions (college to university and university to college.

We will empower our staff.

3.1 Support an Employee-Management Engagement Strategy to work toward a positive and energized workplace culture that respects and values the opinions and ideas of all employees. This will provide the tools required and remove obstacles so that together we can provide the best education, leadership and research practices needed to fulfil our mission.

3.1.1   Evaluate 2 or more measures of employee engagement and implement a 90-day improvement plan for each.

3.2 Be recognized for the first time as one of Canada's top employers because of our new focus on a shared culture of quality, respect, transparency, accountability, collaboration, accessibility and inclusion.

3.2.1   Application completed for the 2022 Top 100 Employers program.

3.2.2   An Equity, Diversity, and Inclusion framework in place and underway.

3.3 Invest in our people by creating an Employee Success Strategy that will identify and provide dedicated professional development opportunities, high skills training and the equipment and technology needed to provide the best possible experience for students and staff.

3.3.1   Create and implement an employee learning and development framework.

3.3.2   Develop an inventory of equipment and technology currently in use for corporate operations and develop budget priorities for upgrades. Where necessary consult with employers and external advisors on best practices used in the workplace.

3.3.3   Develop and implement an effective Administrative performance management process and form(s) incorporating learning and development needs and career planning discussions.

3.3.4   In collaboration with Communications, develop and implement an internal communication framework to support employee engagement and enablement.

3.3.5   Develop and publish guides, job aids, and frequently asked questions documents to employer leaders and employees with relevant, easily accessible information and guidance.

3.3.6   Empower our faculty by providing continuous learning opportunities and access to the latest teaching and learning techniques through Common Block Professional Development.

We will empower our staff.

3.3.7   Complete workplan milestones for Corporate Improvement Plans based on key areas identified from third-party reviews. Key component includes further digitization of financial processes including expense reporting.

3.3.8   Conduct process mapping of select procurement processes to further leverage technologies and identify efficiencies while ensuring compliance with BPS Procurement Directives.

We will embrace technology and digital tools.

4.1 Create a Tech Development Centre to conduct an inventory of the technology and digital tools that currently exist at Fleming, and consult with industry to guide the expansion of technology for faculty and students so that both are using the most appropriate technology to meet the expectations of modern workplaces.

4.1.1   Conduct a technology inventory across all Fleming Campuses and conduct higher eduction technology industry research.

4.1.2   Identify gaps in support of a new Tech Development Plan. Survey students, faculty and staff regarding their use of current technology; what is working well, and what needs improvement. Forecast five-year technology budget requirements for the plan.

4.1.3   Expand digital learning and complete a Digital Transformation Plan to ensure more students locally and in remote and rural areas including indigenous communities, or those who prefer to learn online and on their own schedule have access to quality education through a renewed approach to digital learning.

4.1.4   Advance the integration of modern learning technologies into all learning environments and experiences, whether in-person, online or through a hybrid delivery model, leveraging the Technology Development Centre.

4.2 Use the latest data-driven technology to create a Job Market Analytics program to improve our use of data and analytics to better understand the job market and outcomes for graduates so that program development will be informed by research.

4.2.1   Through the Jobs Council launch a new method of inviting program suggestions from the public - integrate with 1.1.1.

4.3 Implement a Digital and Communications Transformation Strategy to review our website, our digital and marketing channels, and our use of automation so that we can improve business processes, improve digitization and engage with our audiences through effective communications and marketing. We will connect staff and students at all of our campuses through a common branding and visual identity.

4.3.1   Implement the comprehensive new brand strategy developed and approved in 2020/2021. Phased implementation will begin in June 2021 and continue through the fiscal year. The rebranding includes all campuses with a primary component being a new website design incorporating the new brand.

We will be a welcoming place for all.

5.1 Establish a Student Experience Strategy to ensure an outstanding experience and success for students upon graduation. We will improve career and support services, renew our facilities and a focus on student life and well-being on campus and in our communities.

5.1.1   Student Experience division further reorganized to group similar goals and activities. Measures of success would include efficiencies and streamlined services with improved and measurable outcomes for students.

5.1.2   External expertise in facilities use to improve and enhance College space for students, including C-Wing revitalization and a new residence in Haliburton; development plan in place and funding sources identified.

5.2 Strengthen our relationship with Indigenous Peoples by helping to create opportunities in post-secondary education, and actively participating in the process of reconciliation by ensuring all students and staff gain a deeper understanding and appreciation of Indigenous Peoples, their ways of knowing and histories.

5.2.1   By Year 5 (2024-2025), Graduate Certificates to have at a minimum incorporated an introductory level of Indigenous culture training, course or measurable competency for all students.

5.2.2   1,300 students to be enrolled in Indigenous Perspectives designated qualifying courses. Twelve programs to have the designation, and an additional 12 will be added by Year 3 (2021-2022)

5.2.3   Increase self-identified Indigenous students from to more than 500 and 700 by year 2024-2025.

5.2.4   Increase the number of academic partnerships in Indigenous knowledge.

5.2.5   Establish relationships with community partners seeking to hire: 1) Indigenous students and 2) non-indigenous students with the Indigenous Perspectives Designation.

5.2.6   Deliver dual credit programs on First Nations.

5.2.7   Monitor and implement best practices from other institutions to ensure appropriate implementation of TRC recommendations, with consideration also of other Commissions' work such as RCAP or UNDRIP or other international best practise such as NAISA or WIPCE.

We will be a welcoming place for all.

5.3 While growing our domestic enrolment, crease an Internationalization Strategy that includes expanded spaces for international students, creates study abroad opportunities for domestic students, attracts talented faculty from overseas and builds on supports to create an environment where students from other nations can succeed and feel welcomed. Domestic and international students gain valuable knowledge by learning from each other's culture and political, social and economic perspectives.

5.3.1   Implement strategies to increase enrolment as the college-age demographic of domestic students continues to decline by attracting student from diverse groups, regions and international countries. The College will seek to welcome all students by creating programs and supports relevant to students in our region, elsewhere in Canada, Indigenous learners an students overseas.

5.3.2   Working with the Chief Business Intelligence Officer, develop stronger insights into factors affecting international student success (retention, completion etc.) and established benchmarks and targets for improvement rolled over the last three years of the plan.

5.4 Ensure we are meeting the needs of diverse populations among our staff and students in culturally safe and inclusive ways, and providing an accessible campus and accessible learning services supports for under-represented groups and for those experiencing mental health challenges.

5.4.1   Address accessibility services and academic supports for students through Accessibility Plan, collaboration with the academic division, and enhanced support services that will include consideration of sexual violence, EDI, Indigenous students and International students

5.4.2   Build on a culture of engagement with Students to ensure they are supported through interaction with staff to support teaching and learning and foster close relationships and mentoring through applied research, development of soft skills, and job-seeking preparation.

5.4.3   Online Sexual Violence Prevention training modules developed by McGill will be customized for Fleming; videos on consent will be developed and be mandatory for all students during the 2021-2022 academic year.