

DOCUMENT RESUME

ED 399 978

JC 960 560

TITLE Sir Sandford Fleming College Repositioning Strategies Report.

INSTITUTION Sir Sandford Fleming Coll., Peterborough (Ontario).

PUB DATE 24 Jan 96

NOTE 72p.; For related reports, see JC 960 558-559.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Administrative Change; *Administrative Organization; *Change Strategies; *College Planning; Community Colleges; Financial Policy; Foreign Countries; Institutional Mission; *Organizational Change; *Organizational Objectives; Program Design; Program Proposals; Retrenchment; Two Year Colleges

IDENTIFIERS *Sir Sandford Fleming College ON

ABSTRACT

This report describes repositioning strategies undertaken by Sir Sandford Fleming College, in Ontario, to respond to changing student demographics, educational demands, and reduced funding. Following opening remarks by the college president providing an overview of the strategies and the use of all-staff meetings to generate responses from the campus community, repositioning strategies are detailed in the areas of: (1) academic redesign, including the suspensions/modifications of programs and new techniques for program delivery; (2) financial strategies to reduce program and non-salary costs and to increase revenue; (3) space consolidation by vacating off-campus facilities during summers; (4) human resources strategies, including an early retirement plan for staff and hiring freezes; and (5) a new organizational structure designed to make the college learner-centered, flexible, and customer-focused. The report provides an overview of organizational attributes under the new structure; key features of the structure, including six centers of specialization and a learning resource center; and a discussion of benefits to students. Finally, appendixes provide a description of desired organizational attributes and design principles guiding the new structure, organizational charts of the college and divisions, a summary of results from a survey of student satisfaction, and a discussion of the role of leadership and teams in the new centers of specialization. (AJL)

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SIR SANDFORD FLEMING COLLEGE

REPOSITIONING STRATEGIES

January 24, 1996

JC 960 560

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President's Opening Remarks

REPOSITIONING STRATEGIES REPORT - AN OVERVIEW

On Wednesday, January 24, 1996, the Board of Governors approved the following Repositioning Strategies Report. We are now moving into the implementation stage. One of the first steps in this process is to share this document with you in advance of the All-Staff meetings scheduled for this Wednesday and Thursday. During these sessions, we'll explain our repositioning strategies and the new organizational structure in more depth and answer any questions you have. This Report is the culmination of an extensive planning process. The number of task teams assigned to the different elements illustrates the significant scope of involvement by many people throughout the College.

Some of the key features, like the Centres of Specialization, were announced recently. Reports from the other planning groups throughout the College have also been tabled. This information helped to guide our thinking and the new structure reflects many of the recommendations and ideas put forward. I've no doubt that the reason we have been able to accomplish our goal to meet our financial reduction target and reposition Fleming for the future is due to the extraordinary efforts of all of you. While I am deeply appreciative of this fact, I am fully aware of the pain involved in some of the decisions.

The Repositioning Report reflects a bold, long range vision that we're confident will enable the College to remain an effective and viable institution. At the same time, we are confronting the impacts of the financial reductions and other challenges we are currently facing.

Our five major repositioning strategies include:

- **Academic Redesign**

Beginning on page 2, the changes that have been made to our mix of programs (eg. to WHAT we offer) are discussed, including recent decisions about program suspensions and modifications, and the creation of Centres of Specialization. Also described are some of the strategies we are pursuing to change HOW we provide learning opportunities to our students and the roles of the Learning Resource Centres and the new Interdisciplinary Studies Centre.

- **Financial Strategies**

Beginning on page 3, this section describes the preliminary work which led to the establishment of our savings targets. Also outlined are the various financial strategies: 1) academic; 2) service, including administration; 3) non-salary costs; and 4) revenue generation, including fee increases to students. Related to the fee increases, Appendix III contains a summary of the Student Survey conducted in December to gauge students' priorities with respect to various services. Page 7 summarizes the financial situation.

- **Space Consolidation**

This section, beginning on page 8, outlines the proposed moves and timelines for consolidating space in Peterborough. Plans for renovating facilities at Frost and Brealey to create space for the new Learning Resource Centres and a proposed Student Centre at Brealey are described along with funding strategies.

- **Human Resource Strategies**

This section, beginning on page 10, describes strategies to minimize the impact of restructuring on all employee groups, including: 1) the Early Leave Plan; 2) a hiring freeze; and 3) consultation with the two OPSEU Union Locals and the Ontario College Administrative Staff Association (OCASA). In conjunction with the Faculty Union, we have been able to conceive an approach to leadership which supports the use of faculty team leaders in many of the Centres of Specialization. A summary of the implications for Administrative employees is provided on page 11.

- **New Organizational Structure**

Fleming's new organizational structure and model is described in detail, beginning on page 11. Part A of this section first provides a rationale for the new model, including reference to the Organizational Attributes and Design Principles developed and used by the Design Team to guide the design. (These are contained in Appendix I). Examples of how the new model has incorporated these Attributes are provided on pages 13 and 14 and a summary of the major strategies underlying the model appears on page 15.

Beginning on page 16, Part A describes the key features of the model, with reference to the organizational charts which are provided in Appendix II. Chart I provides an overview of the whole organization and the subsequent charts provide details on specific areas. Page 20 includes a list of some of the benefits of the new model for students.

Part B of this section, beginning on page 21, provides additional details on specific components.

In preparing this Report, we've attempted to convey the essence of the new structure (with the complexities inherent in matrix organizations) and still be brief and concise. The organizational charts do not clearly depict the matrix roles for leaders and teams -- a major distinguishing feature that forms the foundation of the new design. This will be discussed in detail at the All-Staff meetings. The schedule has already been distributed but here it is again in case you missed it.

LOCATION	DATE	TIME
Cobourg - Staff Lounge	January 31, 1996	9:00 - 11:00 a.m.
McDonnell St.- Rm 221	January 31, 1996	12:00 - 2:00 p.m.
Brealey - Room 519	January 31, 1996	3:00 - 5:00 p.m.
Haliburton - Print Room	February 1, 1996	12:00 - 2:00 p.m.
Frost - Room 250	February 1, 1996	4:00 - 6:00 p.m.

Following the all-staff meetings:

- Academic forums will be held by the VP Academic at Frost and Brealey during the week of February 5 to discuss implementation plans for the new Centres of Specialization.
- Postings for the Academic Team Leaders are scheduled for March 4, 1996. Postings for the Director of Training and Development Services, the Director of Learning Resource Centres and the four Contract Training Consultants will also be posted by March 4, 1996.
- Employment stability committees will be meeting to determine options for faculty and support staff whose positions are redundant.

Although this is painful because it impacts on people, the new organization provides many exciting opportunities. We now have a Plan that encompasses many ideas staff felt were needed and embodies the concepts that will help us move towards becoming a full-fledged learning organization. We will continue to keep you informed as we move through the transition process.

INTRODUCTION

In response to changing student demographics and educational demands, and in anticipation of government funding reductions and increased salary costs at the end of the Social Contract, the College has been in the process of repositioning itself for several years. The development of the Master Academic Framework Report was a significant milestone in this process. The Report provided an academic vision for the future, based on the following key features:

- Centres of Specialization which provide both depth and breadth of programming in focused areas of expertise;
- Continued, sustainable growth based on our strengths;
- Accessible learning opportunities which transcend the boundaries of time and place;
- Being known as a totally learner-centred and customer-focused organization;
- Customization/individualization of all learning opportunities;
- Providing a sophisticated technological infrastructure which enables students and staff to be active participants in the information society;
- Being known for our Quality, Caring and Future orientation (the three elements of our College Vision Statement).

These and other elements of Fleming's vision have guided, and are supported by, the new organizational structure and the other repositioning strategies described in the following pages.

Recent dramatic changes in the political and fiscal agendas of the Ontario and Federal governments, coupled with the changing educational demands of our customers, have required the College to accelerate the timelines for repositioning and the scope and pace of the changes.

To address these fiscal and educational challenges, the College identified, and is implementing, a variety of repositioning strategies. In implementing these strategies, Fleming has taken a multi-year approach in order to minimize the impact of anticipated future financial reductions by governments on students and staff.

MAJOR REPOSITIONING STRATEGIES

The College has developed and is implementing repositioning strategies which can be grouped into five categories.

1. ACADEMIC REDESIGN

The College is making changes to WHAT it offers. The Academic and Student Affairs Committee, along with the Board, recently approved the suspension of four programs and the modification of eight others, thus changing the mix of program offerings at Fleming. The mix will continue to change with possible further program suspensions or modifications and with the development of new courses and programs in the new Centres of Specialization. Future decisions about program mix will be guided by the belief that there is a need to focus on those areas which we can do very well and for which there will be continuing demand.

An additional 16 programs have been identified as requiring changes to remain viable.

The strategies associated with HOW we deliver our courses and programs (learning opportunities) are also planned to change dramatically. These strategies were highlighted in the Master

Academic Framework Report and include distance education, self-directed study, classroom-based learning, computer-assisted learning, team-based learning and Prior Learning Assessment (PLA).

The new Centre for Interdisciplinary Studies will provide the mechanism for students to truly create a program of study which they can tailor to their own unique needs, and which leads to a unique diploma or certificate. The Learning Resource Centres (LRCs) will free learners from the restrictions of time and place and provide them with options regarding where, when, and in what mode they wish to learn.

The financial strategies developed by the College include the provision of funds for investments to support new initiatives like the LRCs and technological enhancement.

Strategies to maximize student success will also be strengthened, including testing and assessment and student advising.

To support these academic redesign strategies, the new organizational structure features six Centres of Specialization (plus one proposed), Learning Resource Centres at Frost and Brealey (these include a Centre for Instructional Design and Development), and a Training and Development Services unit which combines part-time studies and contract training. This latter unit has been created to provide the leadership for diversifying and increasing College revenues, especially from non-government sources.

2. FINANCIAL STRATEGIES

The first step in developing financial strategies was the development of **a set of assumptions related to funding, enrollment and tuition levels.** These assumptions were based on many discussions with government leaders and Ministry staff. The magnitude of the

financial challenge was then calculated and targets for savings from various activities and staff groupings were developed. The scale of reductions announced and forecast is greater than even our previous worst case scenarios.

Our "realistic case" financial scenario indicates that, if we do nothing, we will have a shortfall of over \$8 million in 1996-97, and that this would grow to \$11 million in 1997-98. This scenario is based on the announced MET grants for 1996-97 and anticipates a further reduction of 10% in 1997-98. It assumes that enrollment at the College will be reduced by 5% next year and a further 5% in 1997-98. We have assumed that the system enrollment will fall by the same amount, which means we will maintain our share of the system activity and grant. We are anticipating that NTA will be gone and that apprenticeship activity will decrease significantly. We have assumed a range of reductions in the Skills Programs areas of 20-30% over the next two years.

Based on these forecasts and the estimated costs of repositioning the College, we have targeted an annual reduction of \$8.5 million in the academic post-secondary and service areas. When announcements are made regarding the Skills programs, further reductions in direct program delivery will be necessary. (See Summary of Financial Situation, page 7.)

The program suspensions and modifications approved by the Board are one part of the **financial strategies associated with the academic area** of the College. Another significant amount of savings is planned as a result of changes to the way our learning opportunities are delivered, including for example, reductions in course hours, reduction in the number of course sections with an enrollment of less than 20 students, increased use of self-directed learning methods, rationalization of overlapping courses and increased faculty responsibility for the direction and administration of the Centres of Specialization.

Cost reductions in the academic area will be achieved primarily through the non replacement of individuals taking the Early-Leave package, retirements and existing vacancies. We have also targeted a 50% reduction in part-time faculty costs. Identified reductions in full-time and part-time faculty costs total \$3.6 million by 1997-98.

A second set of financial strategies is planned to reduce costs in **the service areas** by \$2 million. These were guided by a set of eight principles which were developed to assist with service reductions, and which were shared for feedback at All-Staff Meetings in December. These included, for example, "delaying" and "consolidation of space". These strategies have implications for services to students and staff and will include, for example, the elimination of some functions like aquatic programs and External Relations; staffing reductions across the College, including a 50% reduction of part-time staff; and a greater emphasis on multiple roles for all staff.

Reductions to **Administrative staff**, including the elimination of a management layer (Deans, Directors and Managers), are targeted at \$1 million; a significant portion of this will be achieved through early leave, retirements, layoffs and not filling existing vacancies.

Our **non-salary costs** will be reduced through the closure of facilities, campus consolidation and reductions in travel and other discretionary spending.

A recent survey of students was conducted to assess which services students feel are the most important to them. (See Appendix III.) This information will be used as a basis for discussion with the Student Administrative Councils to determine an appropriate increase in ancillary fees, and other student related fees, including the O.S.A.P. waiver fee and the "technology ticket" fee. Increases in ancillary fees are estimated to cost each of our students an additional \$100 to \$150 per year (our current fees are among the lowest in the system). This information will also be used to guide the College in its decision-making related to further

reductions in services and the use of a portion of the increased tuition fees.

Revenue generation is a third financial strategy. In addition to increasing fees to students, the **diversification of revenue sources** other than those provided by government is an important strategy which will receive greater emphasis. The new Training and Development Services unit is intended to provide leadership for these important initiatives locally, regionally, provincially, nationally and internationally.

In 1995-96, a spending freeze was implemented to enable the College to provide funds in this budget year for its Early-Leave Plan and for severance costs. A new model for allocating resources is being developed for 1996-97.

SUMMARY OF FINANCIAL SITUATION
 (Most Likely Case Jan. 9/96)
 (\$ millions)

	96/97	97/98	Notes
Estimated Gap	(8.3)	(11.1)	1
Less: Skills	<u>2.6</u>	<u>2.9</u>	2
	(5.7)	(8.2)	
Net New Investments required/contingency	<u>0.5</u>	<u>0.5</u>	3
Net target for reductions in academic post-secondary and service divisions	<u>(6.2)</u>	<u>(8.7)</u>	
Strategies			
Faculty FT	1.0	1.8	
Faculty PT	1.8 *	1.8 *	
Support FT	1.0 *	1.0	
Support PT	1.0 *	1.0	
Administration	1.0	1.0	
Non Salary	<u>0.6</u>	<u>1.0</u> *	4
	6.4	7.6	
New Fees	<u>0.6</u>	<u>0.6</u>	5
	<u>7.0</u>	<u>8.2</u>	
Estimated Severance Costs			
Faculty	.1 - .2		
Support	.1 - .2		
Administration	<u>.6 - 1.0</u>		
	.8 - 1.4		

* Relatively higher risk to be accomplished.

Notes to Accompany Summary of Financial Situation

1. This is the gap estimated in what administration considers the most realistic scenario. It is cumulative; the \$11.1 million estimated in 97/98 assumes that no action was taken re the previous year's \$8.3 million gap.
2. Skills refers to specific programs including Apprenticeship, Futures, Ontario Basic Skills and Ontario Skills Development Office/Training Investment. While we are anticipating cuts in these areas in the range of 20-30% over the next two years, until we know the specifics we cannot identify reductions in direct program expenses. The \$2.6 and \$2.9 million represent an estimate of these direct program delivery costs. Our net gap does include the impact on service divisions of the anticipated reductions.
3. There will be investments required as a result of the many planned initiatives. There is some discretionary spending in our base, the 1995-96 preliminary budget, and the \$0.5 million is an estimate of the incremental spending that will be required.
4. The non salary target will include reductions in plant-related costs in facilities we will be vacating. As well, we will be targeting reductions in travel and other discretionary categories.
5. New ancillary student fees will be levied to ensure our students have access to a high level of technical resources and to enable us to mitigate the impact of cuts in grant revenues on discretionary student services.

3. SPACE CONSOLIDATION

In view of the financial outlook, the College will be accelerating and modifying plans **to consolidate all Peterborough activity at the Brealey campus.**

We will vacate the Fleming Centre for Manufacturing Studies over the summer. Activity currently housed there will be relocated to the McRae building at McDonnel Street and to Brealey.

We will also vacate the Daniel building over the summer. Finance and Human Resources will move to Brealey, and the FUTURES program to the McRae building. The Daniel building houses the Fleming daycare and other options for the daycare are currently being analyzed. The pottery studio located in the basement of the Daniel building will be closed and the equipment transferred to our Haliburton School of Fine Arts. As well, two community groups, Alternatives and KawarthaNET, have been advised that they will have to locate elsewhere. The sports injury clinic at Brealey has also been asked to vacate their space by August 1 so that it can be converted to academic space for the fall semester.

The impact of these moves will be that the **McRae building will house primarily OTAB activity (ie. Apprenticeship, FUTURES, OSDO/TI, Contract Training).** This is an interim move with the expectation that it will be closed in the fall of 1998. The decision at that time will be made based on the level of activity and available space or capital dollars for new construction at Brealey.

The McDonnel Street complex will be listed for sale.

Administration is currently putting together a request for Ministry funding to assist with the moving costs, the required renovations and a proposal to add 15,000 sq. ft. at Brealey. If we receive funding, our current thinking is that space would be added to the existing Educational Resources Centre (ERC), and all LRC related activity would be relocated to this area. This would free up space currently used for computer labs that could be used to house activity being relocated from FCMS and McDonnel Street. Other potential sources of funding being considered are: (1) the use of reserves, (2) partnerships, (3) fundraising, and (4) external financing that would bridge us to the receipt of proceeds from the eventual

sale of McDonnel Street.

We are also looking at a similar concept for the Frost campus, new renovation construction added to the existing ERC to accommodate LRC activity, and we have approached the Friends of Sir Sandford Fleming College Foundation for financial assistance.

In order to maximize usage of all space, closure of the Sutherland pool has been carefully assessed. We have engaged an architect to evaluate the feasibility of converting it to another use. We are working with the students on a plan that will provide much needed student space and free up some existing space used by SAC for academic use. It is the intent that the cost of the conversion would be paid for by SAC. If an agreement can be reached, renovations could be completed over the summer.

4. HUMAN RESOURCES STRATEGIES

Anticipating that significant reductions to staff complement would be required to meet its multi-year financial targets, the College implemented an Early Leave Plan for all staff. The purpose of the plan is to provide an incentive for staff to leave voluntarily and thereby minimize the number of staff who would have to be laid off. As of January 17, the closing date for the plan, a total of 33 individuals have applied for, and been approved for, early leave.

A hiring freeze also was instituted part way through 1995-96 to minimize the number of individuals who might have to be laid off at a later date. At the beginning of the 1995-96 budget year, the College had an approved complement of 534, and as of December, 1995, only 500 positions were filled, with the rest kept vacant.

The College has been working collaboratively with the two unions and the O.C.A.S.A. to develop strategies to minimize the impact of layoffs on all staff. Despite this approach, the order of magnitude of the reductions the College needs to make will present the two

Union-College employment stability committees with a significant challenge to minimize layoffs. Principles have been developed to guide the displacement of administrators and there will continue to be meetings with the O.C.A.S.A. representative.

The following chart shows the complement adjustments for Administrative staff. The number of redundancies for the faculty and support staff groups have not yet been determined. These will be provided to the employment stability committees when they are available, likely by the middle of February.

Summary of Administrative Positions
January 24, 1996

Budgeted Complement	Vacancies	Early Leave/ Retirement	Redundancies	New Positions	New Complement
57	(4)	(1)	(11)	2	43*

* 1 unbudgeted due to long-term disability

5. NEW ORGANIZATIONAL STRUCTURE

In October, 1995, the President formed a Design Team, composed of twelve administrators from a variety of functional areas, and facilitated by Tom Davies of the IBM Consulting Group. The Design Team's mandate was to develop one or more models of organizational structure which would meet two objectives:

1. Meet the future requirements of Fleming College, many of which are embodied in the College's Vision & Goals; and
2. Absorb anticipated funding reductions in the order of 20% + .

The team developed one model with a number of variations and submitted its report to the President in early December 1995.

During the process, the Design Team consulted with the College Community on the draft set of Organizational Attributes and Design Principles which it had developed. Other groups had also been asked to prepare reports and these were also submitted in December. They included the Vice President's recommendations regarding Centres of Specialization and program suspensions and modifications; the Learning Resource Centres Report; the Contract Training and Part-Time Studies Reports; a Student Advising Report; a Call Centre Report; and recommendations from senior managers regarding service reductions.

All of these reports were reviewed during the latter part of December, and clarification was sought as required. Discussions with the Faculty Union also resulted in the development of an approach to leadership which supports the use of faculty team leaders in many of the Centres of Specialization. (See Appendix IV). While some modifications were made to the structure based on these reports, the model which will be implemented has maintained the key features and design principles developed by the Design Team.

A. An Overview of the Organizational Model

1. Rationale

From the very beginning, the Design Team was committed to designing an organizational structure that was learner-centred and customer-focused. This focus on the customer led to the development of a set of Organizational Attributes -- ie. attributes which we want to be known for by our customers/students in the future.

These attributes, along with examples of how they are addressed in the new model, include:

- **Results-Oriented**

Example: The new model devolves decision making to teams and to those who interact with students/customers, and emphasizes accountability through role descriptions and performance objectives and measurements for individuals and teams.

- **Flexible & Responsive**

Example: The Interdisciplinary Studies Centre offers students an opportunity to create their own diploma

- **Learner-Centred**

Example: The LRCs provide students with freedom from time and place bound delivery and support their learning through the Access Services component which includes counselling, testing and assessment, and individualized assistance.

- **Globally Accessible**

Example: Continued investment in appropriate technology to serve students (local to international)

- **Access to Current & Appropriate Technology**

Example: Continued investment in appropriate technology for students, supported in part by the Technology Ticket fee.

- **Connected to Other Learning Organizations**

Example: All Centres of Specialization are expected to have articulation agreements from entrance level to advanced training opportunities.

- **Easy To Do Business With**

Example: The Front-End Process, from first contact to the first day as a student, will be streamlined, with the various functions and staff working together as members of a team, led by a team leader, in order to make the process more responsive and easier for students.

- **Staffed with Knowledgeable, Competent, Informed People**

Example: The new model reflects our renewed and strengthened commitment to our people through an expanded mandate for the Human and Organizational Development Division, in which we bring together the Communications, Staff Development and Human Resource functions.

The Design Team consulted with the College Community on the draft Attributes, as well as the Design Principles. These were then finalized with more detail added. Please see Appendix I for the complete description of both Attributes and Design Principles. To understand the new model fully, it's necessary to be familiar with the Attributes and Principles.

The design of the new model was also influenced by the Design Team's analysis of the current structure's strengths and weaknesses. The team identified **eight primary problem areas** which needed to be, and are, addressed in the new model. These include:

- the need to eliminate barriers between areas and functions in the College, and to increase collaboration and interdependence
- the need to downsize up to 30%

- the need to improve "front-end processes" -- ie. all those functions and processes which customers interact with from the point of first contact to their first day of class
- the need to improve accountability of staff and students
- the need to reduce management layers
- the need to push decisions to the lowest level possible in order to increase responsiveness and flexibility
- the need to improve the efficiency of our processes
- the need to address campus development

In summary, the Design Team then identified some **key strategies**, associated with both the College's Vision, and with the Attributes and Principles. These strategies, which influenced the design of the new model are:

- to become totally customer-focused and learner-centred
- to differentiate our products to customers through the continued development of Centres of Specialization which have a niche, market-driven planning focus
- to develop much greater interdependencies between and among all areas of the College
- to become globally accessible
- to move as quickly as possible from our current emphasis on "mass production" through a stage of continuous improvement to an emphasis on customization/individualization.

- to devolve decision-making closer to the student/customer, through empowered staff and teams so as to increase flexibility, responsiveness, and results
- to increase accountability of staff and students
- to increase the competence and expertise of all of our staff through dialogue and team-based learning, through human resources planning, through individual ownership of life-long learning, and through staff development initiatives
- to increase the efficiency of our processes
- to achieve cost effective operations -- ie. increase quality and effectiveness with significantly fewer costs
- to continue to invest in, and rely on, technology to assist in achieving College goals and vision
- to diversify our revenue sources to reduce dependence on government funding
- to facilitate further development of the learning organization

2. Key Features of the New Structure

Organizational Chart #1 depicts all of the main components of the new structure. The main features and components of this new structure include:

- ➔ **Six Centres of Specialization**, with one additional proposed new Centre (see Chart #2 for more detail)
- ➔ **A Learning Resource Centre** at both Frost and Brealey. These Centres will have strong linkages to Information Technology, the Centres of Specialization, and Student Services. The LRCs include the Information and Learning Commons, Audio Visual,

the Centre for Instructional Design and Development, Distance Education and Alternate Delivery, and Access Services (Testing and Assessment, PLA, PLT/PLC, Counselling and Special Needs).

- ➔ **Academic operations managers** who report to the V.P. Academic and assist all of the Centres of Specialization, and provide college-wide linkages between the Centres and service area functions. (See Chart #2.)
- ➔ **Training and Development Services**, which is intended to provide leadership for diversifying revenue through Contract Training, Part-time Studies, International, and Strategic Alliances (See Chart #3).
- ➔ The provision of a **variety of "channels"** for providing/delivering learning opportunities in a range of modes, including the six Centres of Specialization, the LRCs, and Training and Development Services.
- ➔ The integration of the **Registrar function with Student Services**, including **Liaison, Placement, SAC Liaison, Student Life activities, Health Services, Housing** and the **Frost Residences**. (See Chart #4)
- ➔ The new, campus-based **Career and Work Placement** functions, which have been combined with Student Services on the two main campuses, are intended to foster integration and collaboration between all employment related services, including field and graduate placement, career counselling and employment-related services like **FUTURES**.
- ➔ The Executive Director of Student Services and Registrar is also responsible for College-wide coordination of the **Campus Operations Groups** (See Chart #8). The Campus Operations groups will meet regularly and will consist of representatives of all of the functions which serve students and staff at each

location. These groups will be responsible for proactively identifying and solving issues to ensure that the College is viewed as results-oriented, flexible, responsive and customer-focused.

The Executive Director also has responsibility for coordinating the "Front-End" process College-wide.

- Continued emphasis on, and investment in, **Information Technology**, through the continuation of the Information Technology Area (See Chart #5). This area is essentially unchanged in the new model, and will continue to work in partnership with other College areas and teams, and with external partners through strategic alliances.
- The **Finance and Plant** area has changed, with the Educational Resources area now included in the LRC as the **Information Commons** area. (See Chart #6) A layer of management has also been removed. **Duplicating and Telecommunications** now report to the Directors of Plant at Frost and Brealey. In addition to **Accounting, Statistical Services and Plant & Property**, this area continues to include **Purchasing and the Bookstore**.
- The **Human Resources** area is no longer linked with Student Services, which has been combined with the Registrar function. The name has been changed to "**Human & Organizational Development**" to reflect the expanded mandate to help facilitate organizational change. A layer of management has been removed and the Human and Organizational Development Consultants' roles will change. For example, consultants will work closely with specific geographic areas of the College to provide holistic human resource services.

The **Staff Development** function remains in this area. **Payroll** system enhancements are planned for the short-term, and implementation of a system-wide Human Resource Information System is planned for 1997.

The **College external and internal communications** function has been added to this area. This function also will have College-wide responsibility for coordinating the cross-functional teams in the development of **marketing** plans for the College. This function will also develop the College's Annual Report, and other College reports, as required.

- ➔ The **Facilitator of Organizational Transformation** role was recommended by the Design Team as a two - three year role to assist with the implementation of the new model. This role reports to the President and will include assisting with the formation, monitoring and success of teams and cross-functional processes; providing leadership to teams to streamline work processes; facilitating the further development and use of performance indicators; and facilitating the further development of Fleming as a learning organization.

It is intended that this position will work closely with Human and Organizational Development, with responsibility eventually being absorbed by the area.

- ➔ The **Fundraising and Community Relations functions**, including **Alumni**, now report to the President and will continue to provide support to the Friends of Sir Sandford Fleming College Foundation.
- ➔ The consolidation of most functions which serve students and staff into **Campus "Hubs"** to foster interdependence among staff and to increase responsiveness and flexibility for students. The term "Hubs" is a new term which refers to groupings of staff in centralized areas which are conveniently accessible for students and staff. The creation of these Hubs reflects a move away from each School having its own secretarial support.
- ➔ The model relies on cross-functional teams and processes to increase accountability, responsiveness, flexibility and quality. Some examples include the Front-End and Marketing Processes,

Student Advising, Interdisciplinary Studies, Human Resources Planning, Budget Development and the development of Strategic Alliances.

- ➔ The model strengthens closer ties between Frost and Sutherland through increased corporate presence at Frost, and increased representation on the Academic Leaders Team.
- ➔ **Campus feasibility studies are currently being done for the Lakeshore and Haliburton campuses and are to be completed by March 15, 1996. In addition, the role of Campus Principal has been eliminated in the new model.**

3. Benefits to Students of the New Structure

The new model and structure will have a number of benefits for students. These include:

- potential students are considered customers from the moment of contact with the College
- information on all areas is provided by knowledgeable and informed staff and/or technology in a timely, convenient and consistent manner
- service from point of contact to enrollment is monitored, and registration and enrollment is facilitated and coordinated through the use of technology and integrated front-end processes
- assessment, educational planning, advising and counselling are consistent for all students and are coordinated through the LRC. They are available prior to entry through to graduation in order to enhance student retention and success

- cross-disciplinary learning opportunities are facilitated through the Centre for Interdisciplinary Studies and the Academic Team Leaders Team.
- the belief that a "student is a student" is reinforced through the availability of the same level of facilities, services and resources at each campus and the integration of non-postsecondary programs with other areas of the College
- individuals/students from any community have access to a range of learning opportunities through articulation and partnership agreements with other educational organizations, alternate delivery methods, and contract training.
- student feedback and satisfaction information are actively solicited for use in the development and continuous improvement of programs, services and operations

B. The New Organizational Structure -- Details on Specific Components

- **Centres of Specialization** (See also V.P. Report on these Centres)
 - The name Centre will be used temporarily until staff and faculty in all of the Centres of Specialization have an opportunity to discuss an appropriate name for use by all "Centres". Members of each "Centre" will also have an opportunity to reconsider the name for their own "Centre".
 - The College and the Faculty Union have finalized an approach to leadership regarding the use and role of faculty members as Academic Team Leaders for most of the Centres of Specialization. This approach to leadership is intended to reinforce the strategy to devolve decision-making and accountability to these and other teams in the

new model. Academic Team Leaders should be selected by late March.

- The use of coordinators to lead teams within the Centres of Specialization is not only maintained, but will be enhanced in the new model.
- Interdisciplinary Studies is an internal Centre of Specialization which provides expertise on **Generic Skills, including Mathematics, Communications, English as a Second Language, Organizational Behaviour/Psychology, and General Education**, to the Centres of Specialization. Members of this Centre will be located in the other Centres, and also will serve as members of the teams in these other Centres.

The Interdisciplinary Studies Centre also provides its expertise and programming to students who wish to design a diploma which meets their unique needs. The **General Arts & Science (GAS) Program** will provide one "vehicle" for this approach, but every Centre will be encouraged to develop other inter-disciplinary forms of programming. A second stream of GAS will provide **Foundation Programming** for students who are under-prepared for College, or who are not successful in semester one.

■ Training & Development Services

- As indicated on Chart 2, this area includes **Contract Training, Part-time Studies, Ontario Skills Development Office/Training Investment, leadership for Apprenticeship, International, Fleming Data Research (FDR) and Advertising & Publications**. It is this unit which is expected to provide leadership for diversifying revenue through Contract Training, Part-time Studies, International and Strategic Alliances.

- **Training and Development Services** will be responsible for securing and delivering contract training, especially to the private sector, as well as vocational training. Part-time credit courses will be delivered through collaboration with the Centres of Specialization.
- **Fleming Data Research** will be staffed to meet internal needs; however, as external projects are acquired, additional staff will be hired for those projects.
- **Training and Development Services consultants** will serve as one of the major contacts for the College with the community and, as such, will be an important source of ideas for new programming needs.
- **Advertising and Publications** will serve all areas of the College, and will serve as members on the cross-functional Marketing teams, along with F.D.R., representatives from a Centre of Specialization, and the Director of College Communications, who is the process leader.
- The Director of Training and Development Services will be located in Lindsay and will have several important roles in addition to serving as the leader of Training and Development Services. This individual will have **two important roles associated with Frost Campus and the Centre for Natural Resources**. With a strong background and expertise in the field of Natural Resources, this individual will be responsible for promoting the Centre of Natural Resources provincially, nationally and internationally, including the establishment of strategic alliances between the Centre and public and private sector organizations. This leader will also serve as the initial point of contact for the Centre and the Campus with all communities, including the local community.

The Training and Development Services Director will also have College-wide responsibility for coordinating Fleming's activities related to the development of **strategic alliances**.

■ **Learning Resource Centres**

- A detailed implementation plan was distributed widely to the College Community in December, 1995.
- Phase one of the implementation of the LRCs at both Frost and Brealey will begin in 1996-97. The LRCs represent a part of the College's investment in the future and will be a major vehicle for the attainment of the Master Academic Framework goals, especially those related to moving beyond the limitations of place-and time-bound delivery of training opportunities.
- The LRCs will be responsible for college-wide coordination of all **distance education** initiatives.
- Members of the **Centre for Instructional Design and Development** will work closely with members of the Centres of Specialization, the LRCs and Training and Development Services to assist those teams with the development of new courses and new modes of delivery.
- The LRC project team envisioned a strong testing and assessment function at Fleming linked to the development by each student of an individualized learning plan. All students would also be supported by a **student advisor** throughout their involvement with the College. The new model has provided for these functions in the LRCs.

■ Academic Operations

- These functions are intended to provide a full range of administrative support to the Academic Team Leaders in the Centres of Specialization in order to free them to address the academic goals and strategies for their Centre.
- These functions are also intended to bring consistency to College-wide processes including, for example, SWF development, course registration, student advising, resolution of student complaints, and hiring of part-time and partial load faculty.
- The Operations Managers, who will report to the V.P. Academic, will work as peers with the Academic Team leaders. A newly-constituted, college-wide, **Academic Leaders Team** will be created, chaired initially by the V.P. Academic. Members of this team will include the Academic Team Leaders, the Operations Managers, the Director of the Learning Resource Centre, the Director of Training and Development Services and the Executive Director of Student Services and Registrar. Other college staff may be invited to join as resource people as required. This structure gives the Frost campus greater representation on a key college-wide decision-making body.
- Coordinators throughout the College will also meet periodically to address and resolve common issues.

NOTE: A number of academic leadership positions will soon be posted and interested staff encouraged to apply. These positions include:

- 5 Academic Team Leaders for the Centres of Specialization

- ➔ One LRC Director who will be responsible for both Sutherland & Frost Campuses
- ➔ One Director of Training & Development Services
- ➔ 4 Consultants (2 year Hay contract positions) to coordinate contract training and part-time studies on a college-wide basis
- ➔ 4 positions in the Centre for Instructional Design and Development (e.g. instructional designer, multi-media specialist, curriculum standards, team leader, etc.)

CONCLUSION

This new organizational model is an attempt to rethink how we will provide learning opportunities and how we will operate in the future. The new model reflects consideration of the future requirements of our students and of the fiscal environment in which we will function.

We have only taken our first steps toward transformation. We need to give the model time to evolve, and as we proceed, we may need to make further modifications and adjustments.

APPENDICES

Appendix I Organizational Attributes and Design Principles

Appendix II Organizational Charts

Chart 2 -- Academic Structure

Chart 3 -- Training & Development Services

Chart 4 -- Student Services & Registrar

Chart 5 -- Information Technology

Chart 6 -- Finance & Plant

Chart 7 -- Human & Organizational Development

Chart 8 -- Campus Operating Group Structure

Chart 9 -- Learning Resource Centres

Appendix III Summary of Results of Student Survey

**Appendix IV Approach to Leadership and Teams in the
Centres of Specialization**

APPENDIX I

ORGANIZATIONAL ATTRIBUTES

Results-Oriented

We want to be known as a results-oriented organization. All staff will be viewed as being decisive and action-oriented. Our structure and our processes will support more decision-making responsibility by those who interact directly with our students/customers. Accountability will be emphasized and reinforced through role descriptions, performance objectives and measurements for both individuals and teams. Customer indicators of satisfaction will be used extensively and linked to performance reviews of individuals and teams. Consultation will be balanced with action and empowerment.

Students/customers are also results-oriented, not only in their expectations of all staff, but in their expectations for themselves. They have clear educational goals, expressed in learning plans, which are developed with the help of student advisors and which are updated throughout their lives. They understand themselves as learners and have clear program and course outcomes to guide and focus their studies. Students are accountable for achieving these outcomes.

Flexible & Responsive

We want to be known for our flexibility and our responsiveness, related to staff as well as processes, programs and functions. While our processes and procedures are clear and effectively communicated, they are implemented with flexibility to meet the unique needs of our customers. Staff act with a sense of urgency and are known for their follow-through and attention to detail. Our organizational structure encourages and supports flexibility and responsiveness through the formation of empowered work teams, "dynamic teams" which form for specific tasks, and through grouping functions from a customer-needs perspective. Our program offerings are customized and modularized and characterized by flexible delivery modes.

Learner-Centred

We want to be known as an organization which is totally learner-and learning-centred for students and staff. Our customers and staff are partners in the learning process. They are empowered, and expected, to share in decisions related to their learning. The learning opportunities provided by Fleming are known for their quality and future orientation, and for the caring which supports learning. Staff are guided by a shared vision, and continuous improvement is achieved through dialogue, team-learning, and experimentation.

Globally Accessible

Fleming will be known for its high degree of accessibility, which includes:

- 1) access to learning opportunities for a diverse range of learners;
- 2) access through technology to learning opportunities which transcend the boundaries of time and place;
- 3) access to a wide range of learning opportunities and credentials;
- 4) access to a variety of routes to enter and move through the College;
- 5) access in person and through technology, to responsive and caring staff;
- and 6) access for learners locally, regionally, provincially, nationally and internationally.

Current & Appropriate Technology

Both students and staff will have access to technology which is current and appropriate for their fields of study and for the work they are required to do. Technology includes not only computers and related technology, but also our systems, our curriculum and other equipment required for learning. Technology will make global accessibility possible, will support a learner-centred focus, and will contribute to flexibility and responsiveness.

Connected to Other Learning Organizations

This attribute refers to providing learners with multiple avenues between the college's many programs and services including for example, the ability to transfer from one program, or Area of Specialization, to another. Fleming also will have developed connections with other educational organizations, including for example, articulation agreements and

joint programming with secondary schools, universities and other colleges.

As a "learning organization" which emphasizes Shared Vision; Team Dialogue and Learning; Personal Mastery; Systems Thinking; and use of Mental Models, Fleming will also be known for its collaboration and linkages with other "learning organizations".

Easy To Do Business With

This attribute refers to both the people who work at Fleming and the College's systems, processes and procedures. Staff are viewed as caring, supportive, knowledgeable and decisive. Customers find our processes and procedures easy to understand, to access, and to use. Technology is used appropriately to streamline procedures, functions have been grouped based on customer needs and team dialogue ensures continuous improvement. The result is Fleming is viewed as being customer-focused, and committed to student satisfaction.

Staffed With Knowledgeable, Competent, Informed People

Fleming is known for its knowledgeable, competent and informed staff. To achieve this, each staff member has taken ownership of his/her individual contributions, and for the life-long continuous learning which is necessary to maintain personal mastery. Dialogue and team-based learning serve as important vehicles for obtaining feedback consolidating learning. Individuals and teams are supported by Staff Training and Development initiatives which link College priorities and customer needs with the development needs of individuals and teams.

DESIGN PRINCIPLES

Facilitate Dynamic Teaming

The new organizational structure will emphasize the use of cross-functional and cross-discipline teams, both those which meet regularly, on an ongoing basis (static or standing teams) and those which are formed for a specific task and then disband (dynamic). The use of teams is intended to increase collaboration, creativity and communication between and among staff and students, and to provide a mechanism for decentralizing decision-making and accountability. Teams will also facilitate dialogue across functions and thus promote continuous learning and improvement.

Eliminate Silos

The new structure must eliminate barriers and foster integration between functions and organizational units. Competition must be replaced by collaboration based on customer needs. The structure will promote interdependence, effective communication and team learning based on shared vision.

Include Fewer Layers

For several reasons, the new structure will have fewer administrative layers. These reasons include (not prioritized):

1. The need to reduce costs.
2. The need to further decentralize decision-making and accountability closer to the customer (the Attribute of "Results-Oriented")
3. The need to become more responsive and flexible.

Enable Empowered, Responsible, Accountable Staff & Students

The new structure will manifest this design principle for staff through, for example:

- fewer layers of administration
 - the grouping of functions based on customer needs
 - human resources development initiatives
 - the use of College, team and individual performance measures
- For students, the structure will, for example:
- provide opportunities for student participation in decision-making and "team learning"
 - more choice, with support from staff

Achieve Cost-Effective Operations....Self-Supporting Organization

This Design Principle has two aspects. "Achieving cost-effective operations" means that the new structure must increase quality and effectiveness with significantly fewer costs. Becoming a "self-supporting organization" refers to the need for Fleming to diversify its revenue sources, and in particular, to reduce reliance on government funding.

Focus on the Customer

The structure will reflect the needs of customers/students and reinforce the values of Quality and Caring. This focus will be based on a clear definition of Fleming's customers.

Facilitate Further Development of the Learning Organization

The term "learning organization" in this Design Principle refers to two inter-related concepts. First, it refers to the intention to place an increasing emphasis on being a learner and learning-centred organization. Second, it refers to the concept of an organization which is characterized by Shared Vision; Dialogue and Team Learning; Personal Mastery by all staff; use of Mental Models; and Systems Thinking. The new structure must facilitate this development in the short term by providing an initial framework, and in the long run, by having the flexibility to be adapted and modified to meet future needs.

Sustain Community Presence (Not Necessarily Site-bound)

The attribute of Global Accessibility means that Fleming wants to be known for its accessibility to learning opportunities in the local four counties and beyond. To accomplish this, the College structure must provide mechanisms for developing and sustaining a presence in many communities, a presence which is not dependent on physical infrastructures.

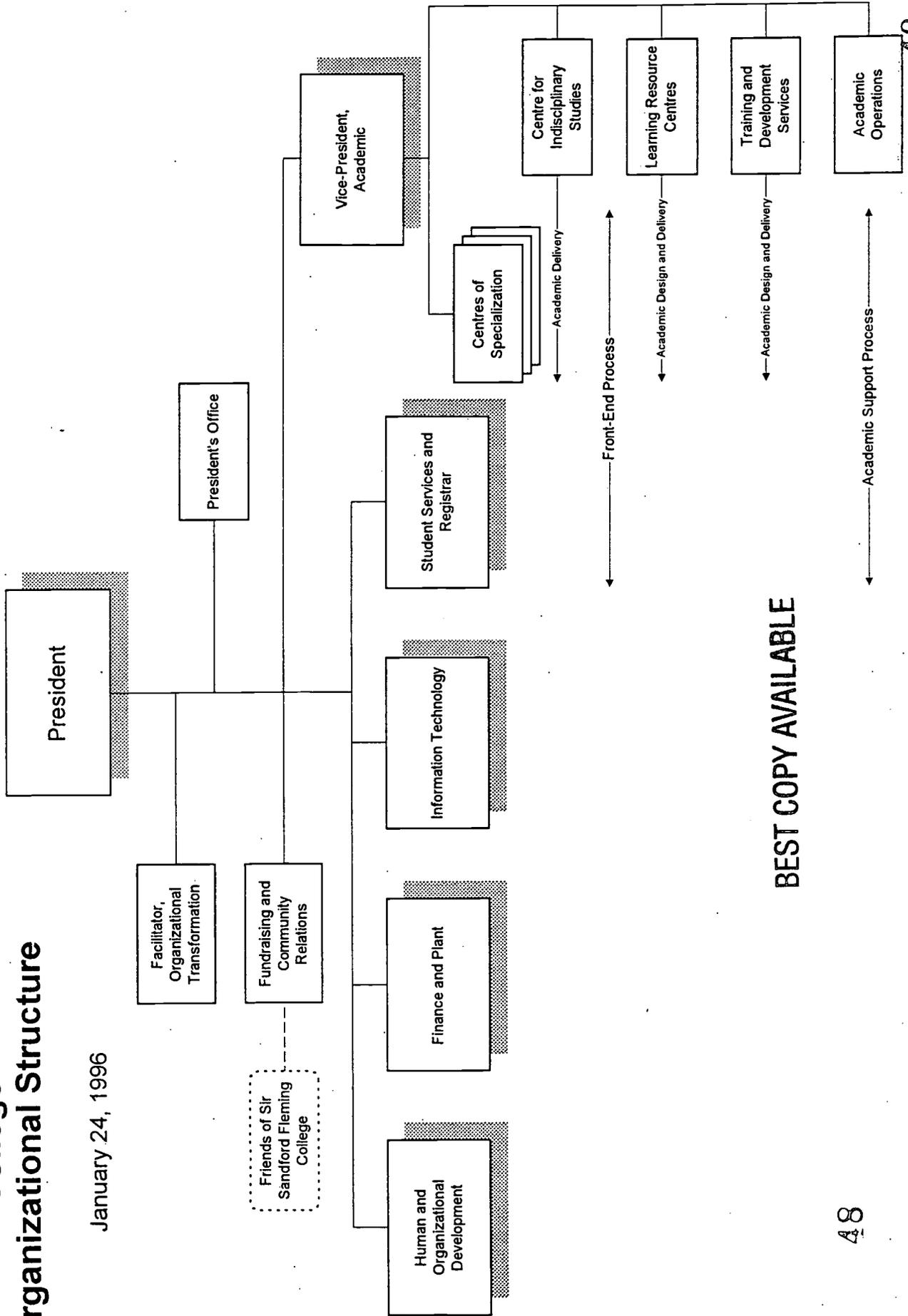
Accommodate Areas of Specialization

The development of Areas of Specialization is intended to create a strategic advantage for Fleming with its external customers and competitors and to provide an internal focus for staff.

APPENDIX II

Sir Sandford Fleming College Organizational Structure

January 24, 1996

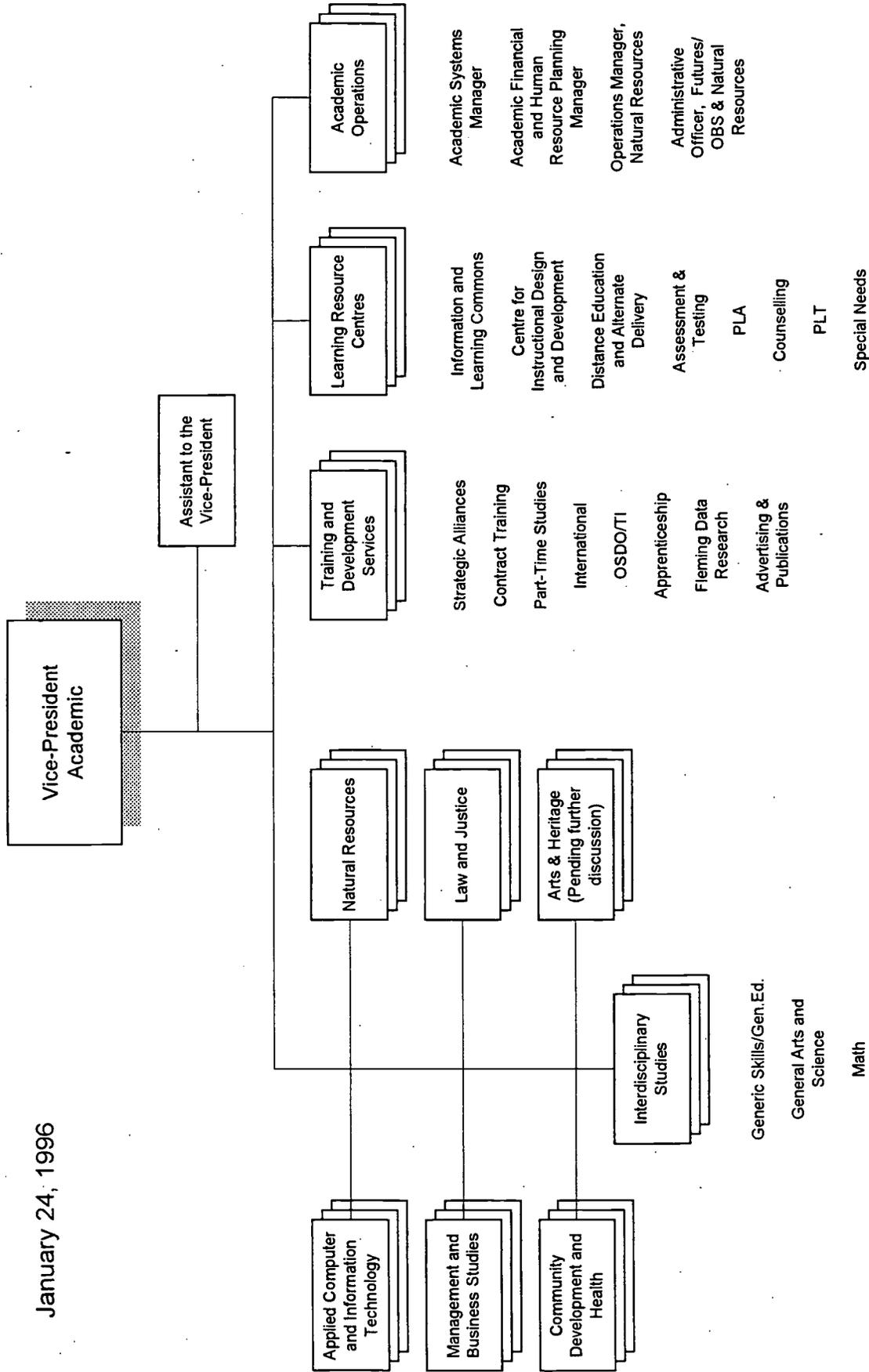


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Academic Structure

January 24, 1996

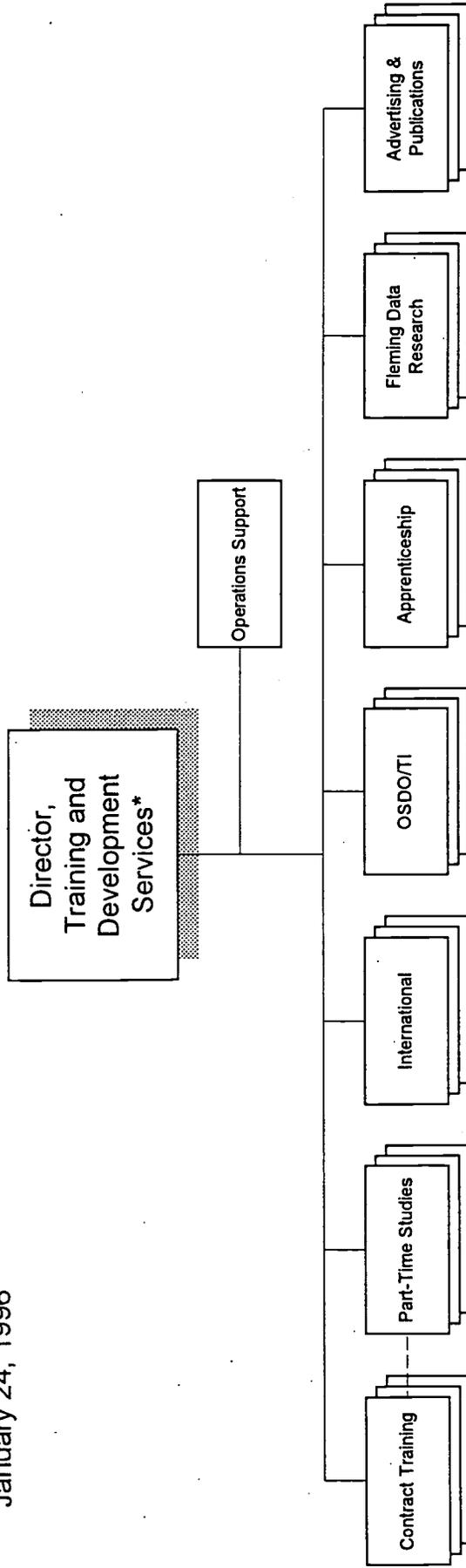
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Training and Development Services

#3

January 24, 1996

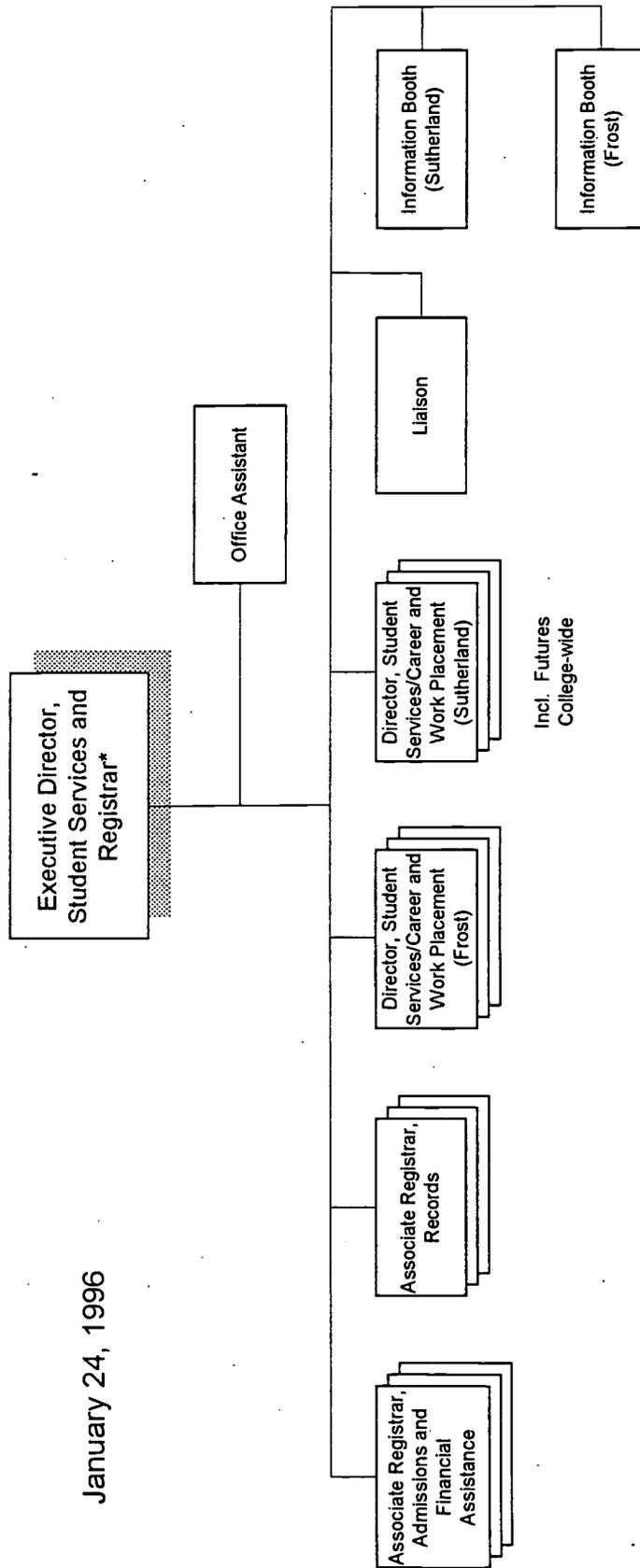


* This position will have responsibility for strategic alliances (College-wide), with specific emphasis on Natural Resources, and will be the external community contact for Frost.

Student Services and Registrar

#4

January 24, 1996

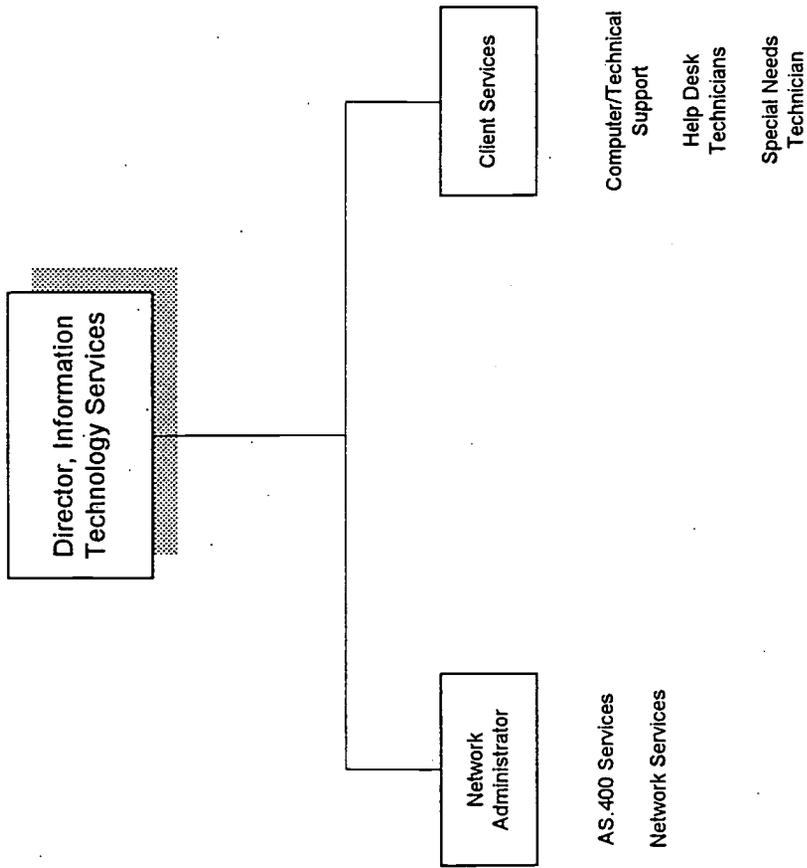


* This position is also responsible for coordinating Campus Operations Groups/Hubs and the Front-End Process.

Information Technology Services

January 24, 1996

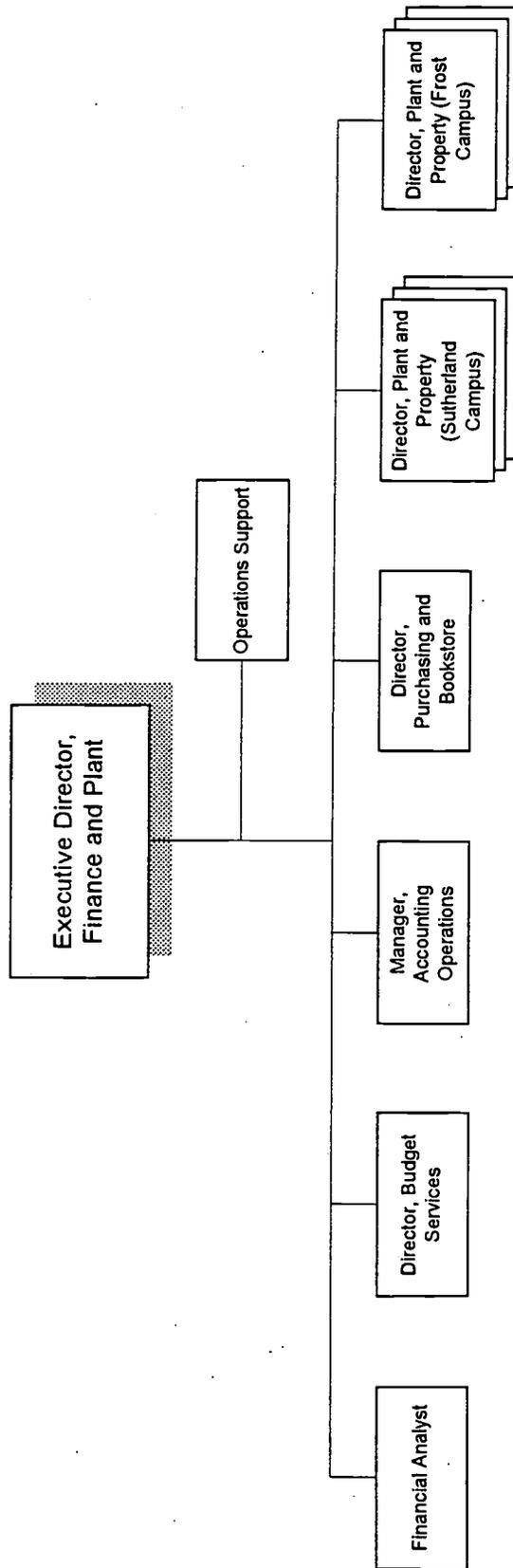
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Finance and Plant

January 24, 1996

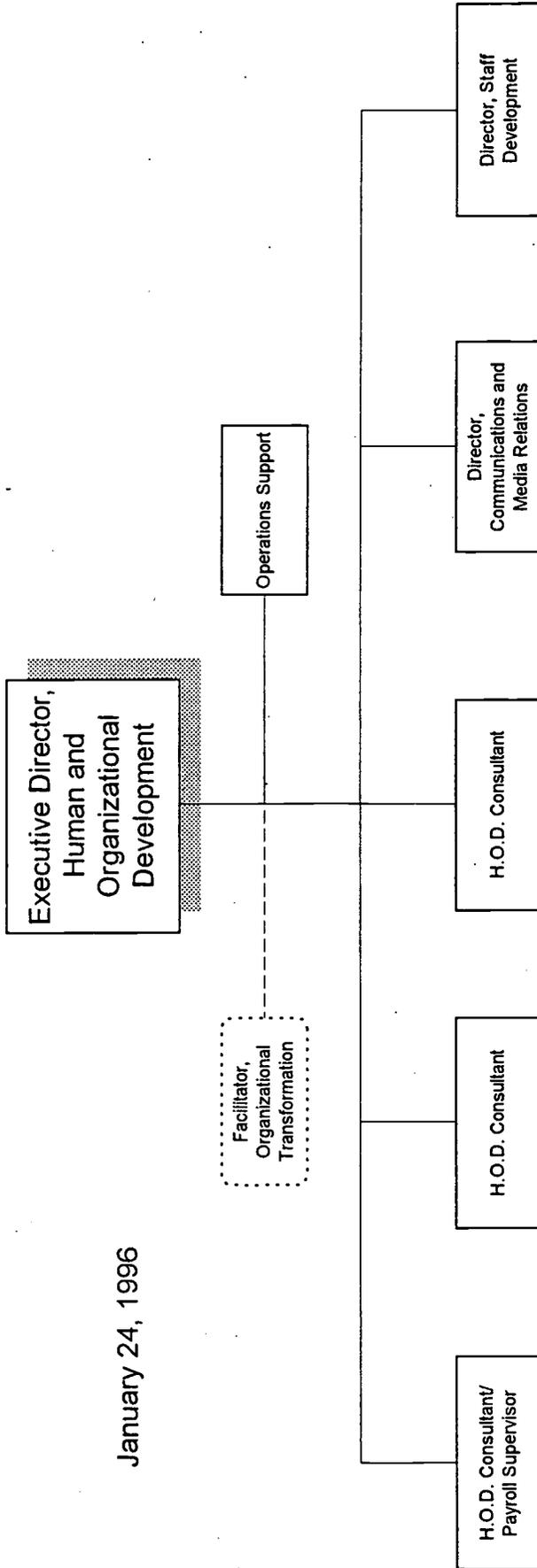
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Human and Organizational Development

#7

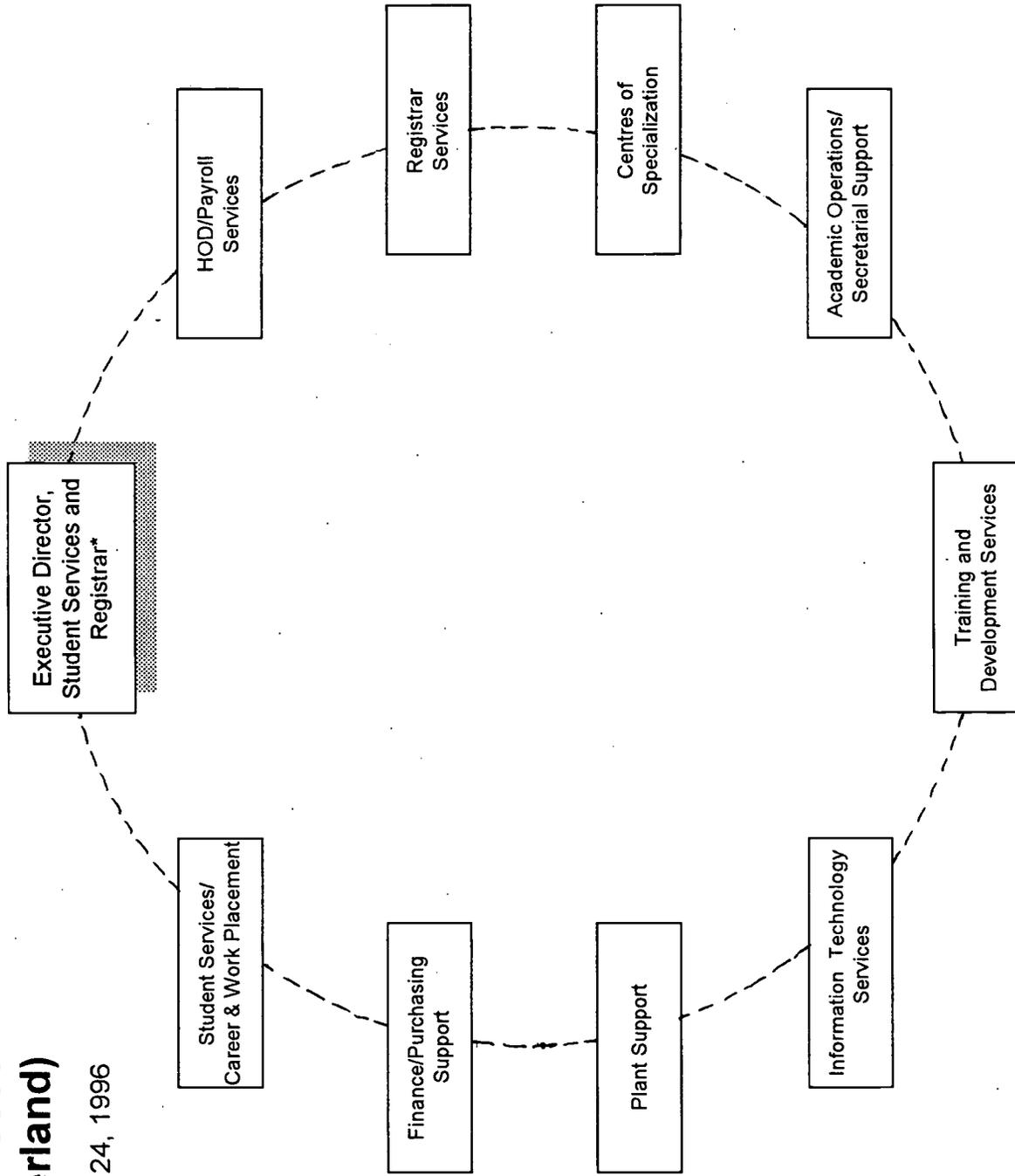
January 24, 1996



Campus Operations Group (Frost and Sutherland)

January 24, 1996

#8

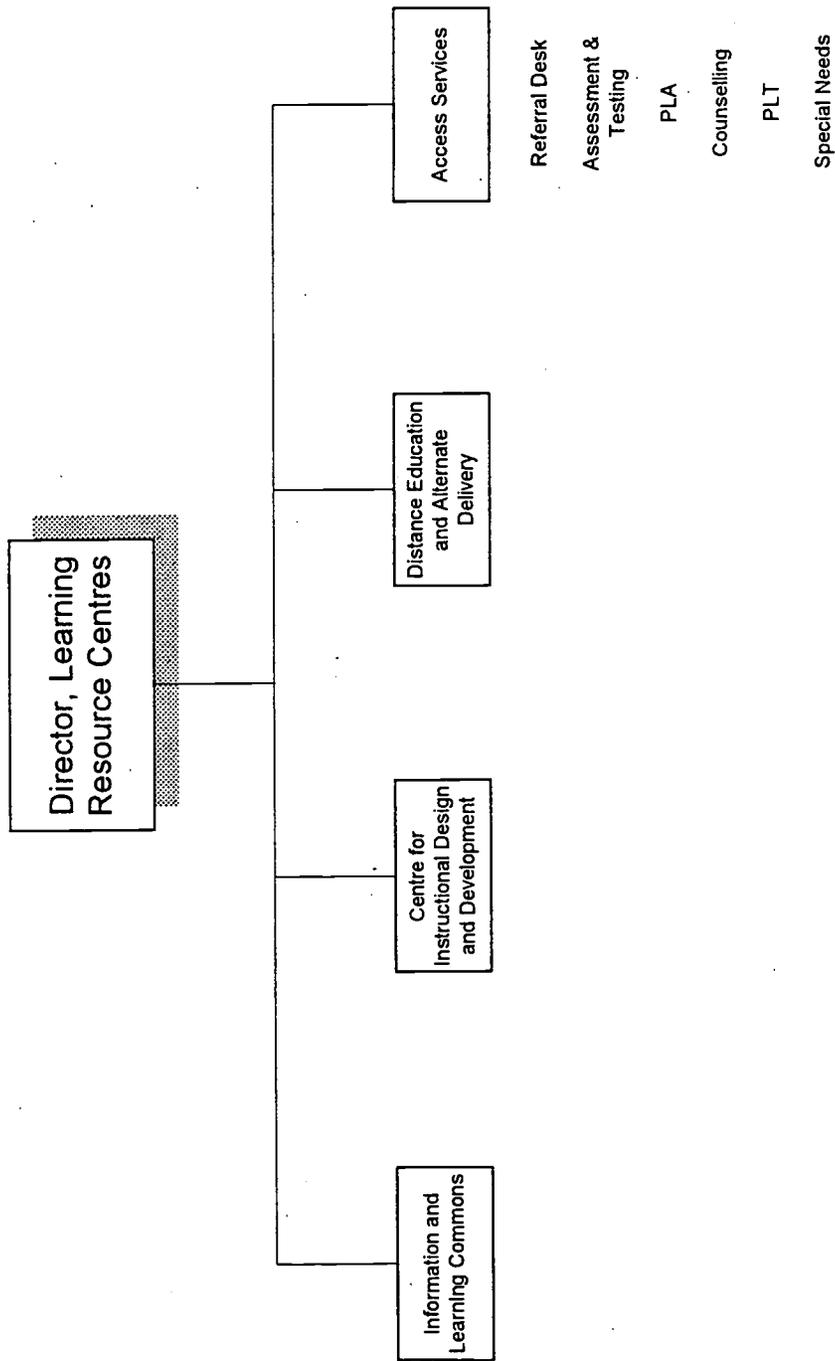


External community contact at Frost.

* Responsible for cross-College coordination of the Campus Operations Groups. Team Leaders would be designated for each Campus Operations Group. A Team Leader has a dual role: (1) responsibility for providing leadership to Campus operations; and (2) line responsibility within his/her functional area.

Learning Resource Centres

January 24, 1996



APPENDIX III

In the survey, students ranked the services as follows:

NOTE: These are listed in the order that students ranked them, from most important (1) to least important (5). However, it is important to note that students found all of the services to be important.

	Mean	Standard Deviation
Computer Support Services - Access to Labs	1.4	.8
Overall Computer Support Services	1.6	.8
Overall Financial Assistance	1.7	1.0
C&P Services - Job Placement	1.8	.9
Financial Assistance - Loans & Bursaries	1.8	1.0
Computer Support Services - Assistance in Labs	1.9	1.0
Tutoring	1.9	1.0
Academic Advising	2.0	.9
C&P Services - Job Search Skills	2.1	.9
Counselling Services - Academic	2.1	.9
Computer Support Services - Email/Internet Access	2.1	1.0
Overall Health Services	2.2	1.0
Computer Support Services - Print Laser Documents	2.2	1.1
Overall Counselling Services	2.3	1.0
Counselling Services - Career	2.3	1.0
Counselling Services - Personal	2.3	1.0
Health Services - Nursing Care	2.3	1.0
C&P Services - Resume Writing	2.4	1.1
Financial Assistance - Planning	2.4	1.1
Health Services - On-site Doctor	2.4	1.1
Health Services - Health Education	2.5	1.0
Orientation to College Programs & Services	2.5	1.1
Overall Recreation	2.5	1.0
Childcare Services	2.6	1.2
Off Campus Housing	2.6	1.1
On Campus Housing	2.7	1.1
Recreation - Intramural Sports	2.7	1.0
Recreation - Varsity Sports	2.7	1.1
Recreation - Instructional Sports	2.8	1.0

APPENDIX IV

APPROACH TO LEADERSHIP and TEAMS in the CENTRES OF SPECIALIZATION

CONTEXT

The Need for Transformation

The College is entering a period of transition which will require significant and wide-ranging changes. Changes in the external environment are so complex and cuts in government funding are so severe as to require a fundamental redesign of the way the College operates. New strategies, a new organizational structure, new processes and systems, and new approaches to leadership will be implemented during the next six months.

Strategies

To position itself for continued success, Fleming will be pursuing a number of major strategies including:

- enhancing its depth of expertise in selected core academic speciality areas, in order to differentiate its learning opportunities in the marketplace.
- enhancing its breadth of access
- diversifying its revenue sources
- evolving to customization of all learning opportunities

New Organizational Structure

The College will be implementing a new organizational structure which will support its repositioning strategies and future directions, and, at the same time, be more cost efficient.

The new structure is premised on several key assumptions about the way in which the College must "do business" in the future. These include:

- cross-function and cross-discipline collaboration, interdependence and communication will be critical to ensuring timely, relevant and quality learning opportunities and services
- decision-making must be devolved closer to the learner, through empowered staff and teams, in order to ensure flexibility, responsiveness and results for our learners.
- interdisciplinary options for students will be required to provide a competitive edge

- effective teams and leaders in the new structure must engage in broad participation on important work issues, and must foster shared responsibility and accountability for results among peers and colleagues
- continuous learning and improvement are essential to success, and can be fostered through dialogue within and between teams and functions

EXPECTATIONS

1. Devolving decision-making and accountability closer to the learner is a major strategy for achieving responsiveness, flexibility and results. The emphasis on teams in the new structure is an integral part of this strategy, and the role of Academic Team Leaders is intended to reinforce this new way of doing business.
2. The College will be establishing six Centres of Specialization, (plus one proposed), plus the Learning Resource Centres and Training and Development Services. The leaders for at least four of the Centres of Specialization will be selected by the teams. Given that this approach is effective, it is intended that eventually all centres of specialization will have leaders selected by the teams..
3. Academic Team Leaders will be selected by their teams. The same process will be used by every team and generally will include 3 steps:
 - (1) identification of goals, issues and performance measures for the team;
 - (2) identification of the characteristics, skills and knowledge required by the leader;
 - (3) selection of the leader using a process of nominations/applications and presentations/interviews involving all team members and the V.P. Academic. Applications can come from any area and full-time employee group from the College.

Note: Where leaders are administrative appointments, the first two steps in the selection process above will be followed.

4. Initially, half of the leaders will be selected for a 2 year term, and half for a 3 year term in order to provide continuity and experience on the College-wide Academic Team Leaders' Team during transition years. Subsequent terms for all leaders selected by teams will all be 3 years. The leaders can be renewed for a second, and final, 3 year term. However, the full selection process must again be followed by the team. Former D.A.'s are eligible, and their time as D.A.'s will not make them ineligible.

Leaders will report to, and will be accountable to the V.P. Academic and will represent their team on the College-wide Academic Team Leaders Team.

5. Compensation for faculty leaders will be as follows:
 - (1) All Academic Team Leaders will receive 6 (six) weeks holidays. They will also receive compensation in lieu of 3 weeks holidays at 2.5% per week of annual salary.
 - (2) Centre leaders will have a minimum of 10% and a maximum of 50% of 44 hours for student involvement, eg. teaching; advising. The exact level of involvement will be determined by the team in conjunction with the V.P. Academic.
 - (3) The Academic Team Leader for Natural Resources will receive a 3 step stipend; all the others will receive 2 steps.

6. Each team and its leader will be responsible and accountable for the following:
 - a. Recruiting and selecting competent faculty with a firm commitment to employment equity.
 - b. Ensuring formative evaluation of faculty, including probationary faculty*, using team/peer evaluative techniques and processes, as well as student feedback mechanisms. This includes making recommendations to the V.P. Academic to appoint faculty following the probationary period and to initiate summative evaluation where required. The V.P. Academic or her designate, with assistance from the Executive Director of Human & Organizational Development will be responsible for conducting summative evaluations.

*Note 1: Appointment letters for probationary faculty will stipulate that evaluation of performance is team-based.
 - c. Developing and Monitoring Operating and Capital budgets, including reducing budget costs as required. Operations Managers will share accountability for these activities. Teams will be assisted by Finance Department members.
 - d. Maintaining relevance and viability of programs and courses through a continual process of evaluation, review and development. This area of accountability includes the development of new offerings, and the modification or suspension of others, as required.
 - e. Ensuring compliance with health and safety requirements.
 - f. Mutual resolution of conflicts or disagreements.
 - g. Identifying and addressing training and learning needs of individual team members, and for the team.
 - h. Evaluation of team performance and leadership.

7. While leaders will be accountable to the V.P. Academic for a variety of objectives, including number six above, Leaders will share accountability and responsibility with team members. They will act as facilitators with their own teams, and will coordinate processes and tasks between their team and other functions and teams.
8. Each Centre of Specialization Team will also consist of smaller teams led by coordinators; in addition, team members will work with individuals from other areas of the College on either standing or dynamic teams.
9. The College and the local Academic Union are committed to the mutual resolution of problems, and will work to ensure the success of this team-based approach to decision-making and leadership.
10. There will be a joint Union/College Committee which will:
 - a. collaborate on the design of an appropriate selection process for leaders;
 - b. regularly monitor the functioning of teams to identify and address issues as required;
 - c. ensure that performance indicators for teams to use to assess how well they function as teams are developed and used;
 - d. mutually develop team/peer evaluation techniques and processes, including student feedback mechanisms;
 - e. ensure that a performance review process and criteria are developed for teams to use to evaluate their leaders, in conjunction with the V.P. Academic.
 - f. continually evaluate the effectiveness of this leadership model, including a formal evaluation after the initial 2 year period;
 - g. review compensation/release time for leaders and team members.
 - h. provide a dispute resolution mechanism for conflicts or disagreements.
 - i. establish parameters and guidelines related to decision-making for use by teams and their leaders.
 - j. adjust and/or adapt this document to incorporate agreed to changes.



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