



# Fleming College Annual Lean Report 2012-2013

“A Lean enterprise is like a school in that it is a teaching and learning organization. The learning is directed towards continuous improvement of how the work gets done in order to serve customers better” (Martichenko, 2008)

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May 2013

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## Introduction

In the fall 2011 Fleming introduced the principles of “Lean Thinking”<sup>1</sup>. Lean principles are simple yet are quite effective and can be utilized in any organization; the end result is to provide excellence while being cost and time efficient. This methodology has been developed and applied to many industries, most notably manufacturing, but can also be found in the public sector, healthcare, federal government and higher education. By adopting the “Lean” principles, inefficient processes will be eliminated and more time will be spent on strengthening strategic work and supporting innovation in how Fleming delivers programs and services to its students, thereby offering an excellent overall experience from admission to graduation.

Fleming College now has several formal Lean (“value stream”) initiatives underway and there are a number of informal initiatives at the department level. Fleming’s first Lean process was a value stream review of our workload and timetabling processes to consider how we can use our systems to eliminate the need to create new timetables/workloads each year. This Lean continues to move along on the planned track and new initiatives in the academic division have given the opportunity to apply Lean thinking in how the Academic Operations area tackles new problems. Lean 2 entailed a new process for developing education plans for students with disabilities. Lean 3 was a review of course add, drop and swap self-serve functionality in Evolve and how the Registrar’s Office deals with transfer credits and course pre-and co-requisites. The following chart represents the additional value stream reviews completed, currently underway and planned within the next couple of months.

Value Stream	Objectives	Status
<b>Part-time Faculty Step Calculations</b>	Reduce processing time and lead time for calculating compensation rate for part-time faculty.	Value stream mapping completed. Kaizens (i.e. rapid improvement workshops) completed and new process and tool rolled out March 1.
<b>Accuplacer Testing</b>	Reduce the amount of manual data input and the length of time from appointment set up to student “test out” completion for math and communications.	Completing mapping process
<b>Employment Services Crew Intake Process</b>	Review employment services intake process to ensure ongoing achievement of Ministry targets for outcomes.	Value stream mapping complete and revised process launched with some visual management tools
<b>Staff Onboarding/Off Boarding</b>	Improve the process and communication of assigning/unassigning telephone, log-in accounts and offices to staff.	Current State value stream mapping beginning June 6
<b>Capital Process</b>	Standardize and improve the planning process to drive departmental integration/collaborative working relations to enhance decision making with strategic planning	Value Stream Charter Proposal before Lean steering committee for approval.
<b>Recruitment and Selection</b>	Streamline the college recruitment process to remove unnecessary processes	Value Stream Charter Proposal before Lean steering committee for approval.

<sup>1</sup> “Lean Thinking” was first introduced by James P. Womack and Daniel T. Jones in *Lean Thinking Banish Waste and Create Wealth in Your Corporation* (1996)

The Lean Project Lead has provided regular communiques to the college community about our progress with the Lean work completed to date, as well as regular updates at Leader's meetings. The purpose of this communication is twofold, to update the college community and to transfer knowledge in Lean Thinking. In response, there have been a number of suggestions for more processes that would benefit from redesign – processes such as admission to the college which have a significant direct impact on students.

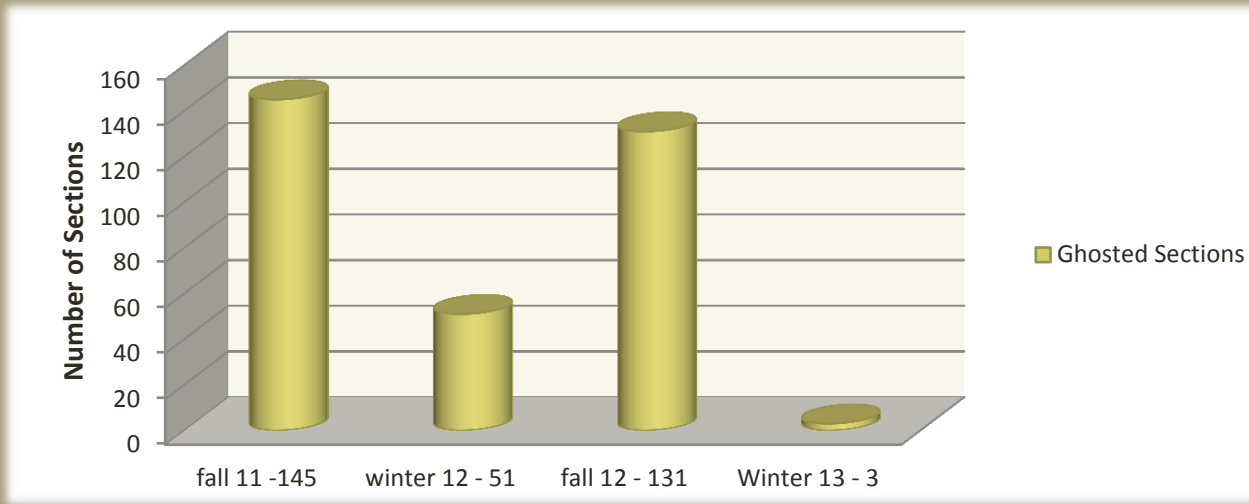
This is the first annual Lean report to report outcomes. The three metrics that are typically tracked as part of Lean process improvement are quality, delivery (timeliness) and cost. The target improvement for a Lean initiative for each (i.e. quality, delivery and cost – “QDC”) is a minimum of 10% improvement. Quality and timeliness, particularly as it relates to service to students, have been a focus for the work at the college. Throughout the past year, we have learned the importance of collecting data for QDC from each Lean initiative both upfront (to benchmark improvement) and throughout implementation. As this has been a learning year, there is room for improvement in our practice in this regard. However, where clear data has been collected, the report will demonstrate that our Lean work has met and exceeded the 10% threshold in these categories. Metrics for cost are expressed as person days saved, which serves as a proxy for cost avoidance. However, the person days saved reflects redirection of staff time from non-value added work to value-added work, while achieving a more manageable workload.

## Lean 1 – Workloading and Timetabling

Fleming's first Lean process was the workload and timetabling value stream where we identified significant reductions in waste by rolling over the previous year's work and focussing on only the variables that change, such as the introduction of a new course or a faculty change. By doing so, the collective time spent on the manual entry of data and rework by workload officers, timetablers and Chairs is projected to be reduced significantly. This saved time can be focused on more strategic work, such as responding to innovations in changing curriculum (implementation of hybrid/e-learning etc.). In the fall 2012, the new systems tools were piloted for use by academic operations and school staff. The upfront reduction in time on task for workloading was reported as **50%** for both Chairs and Workload Officers. This equated to **42** person days across the Chair group and **37.5** for the workload officers annually.

This Lean also identified improvements in how curriculum changes are communicated from the schools to academic operations and how the enrollment plans can be used more strategically to plan ahead for each academic year and align with the budget cycle. As a result, the enrollment numbers used for planning, workloading and ultimately timetabling reflect the previous year's actual numbers, updated by known changes coming from the schools. Additional systems work has also improved the analytics for the Curriculum Data Officers. This has resulted in more discrete enrollment numbers being used in planning, workloading and timetabling and has allowed Academic Operations to eliminate the use of “ghosted” sections, which are extra sections built “just in case” they are needed. Each ghosted section represented additional, often unnecessary, work to build into workloads and the timetable.

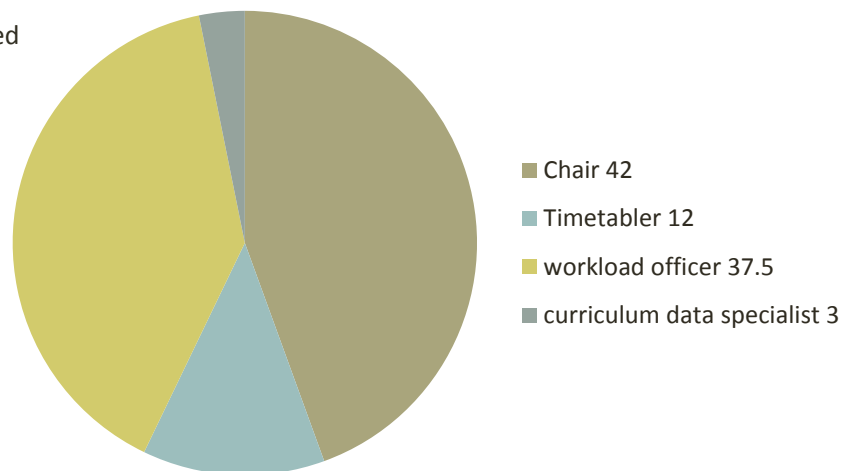
Figure 1: Ghosted Sections



As of the fall, 2013 ghosted sections have been eliminated. The result is a better quality timetable and reduced time on task for workload officers (3 person days) and timetablers (3 person days) annually.

In summary, rolling over the previous year's work reduces manual input and the risk of errors, while freeing staff to do the higher level analytical work. The underlying philosophy was that year over year, 80% of the curriculum and workloads are stable and only 20% varies ("80/20"). These automated tools, along with the implementation of full year (multi-semester) planning, result in a total of **104** person days annually across four employee groups.

Figure 2: Person Days Saved



Because of the integration of our systems (i.e. timetabling (TPHI) and curriculum mapping (MAPS) software), Fleming has a tremendous opportunity to continue to streamline and make more efficient our academic operations work. There is much more opportunity than other colleges who maintain separate non-integrated systems. To this end, Fleming AO and ISG staff should be commended for the work done in the past year to develop the new analytical tools. However, to fully realize all of the efficiencies, and not lose them in the downstream processes, we must achieve a certain level of stable state during the course of the academic planning cycle. Changes (e.g. faculty course assignments, etc.) between cycles must be significantly reduced to avoid manually inputted changes. This requires a cultural change, both in the schools and with academic operations staff. It is anticipated that the common block development time will facilitate this, as it will concentrate most course and program changes to a specific period of time. Each

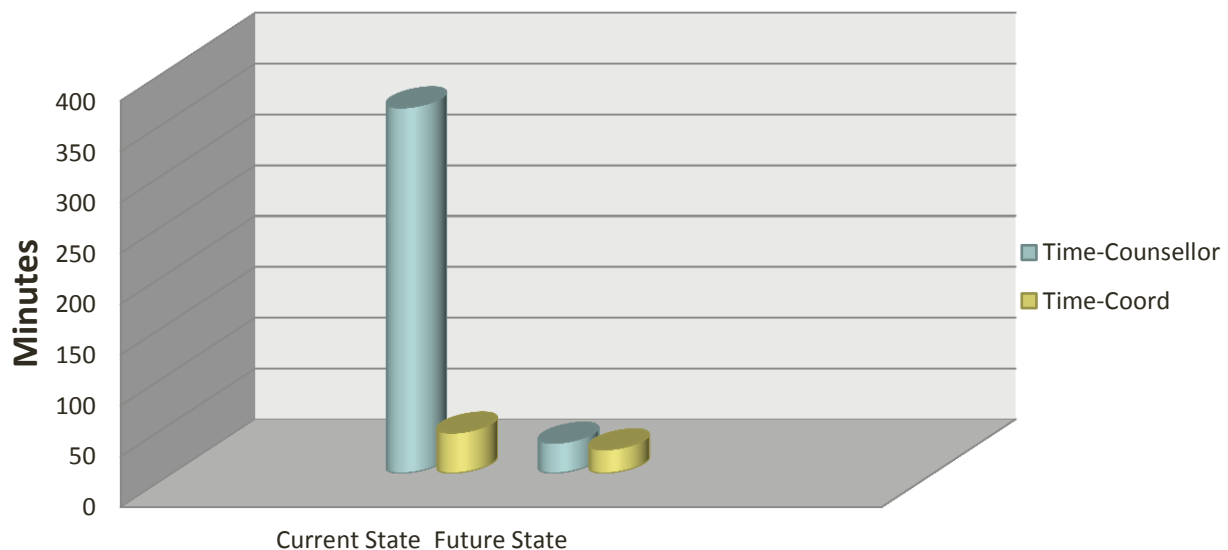
June, curriculum changes from the common block development period will be communicated to the academic operations group and implemented for the following fall/winter/spring as applicable. Other changes, in year, should be minimalized and this will result in a level of workloading/timetabling stability versus change to achieve the 80/20 breakdown noted above.

## Lean 2 – Individual Education Plans

This Lean focussed on how college staff develop Individual education plans for students with disabilities. During the value stream review of “current state”, it was discovered that the process for developing plans was cumbersome and did not yield a good result for students. Specifically, education plans frequently took up to 40 days to develop (average of 27.5 days) and had a 75 percent error rate when first drafted (requiring a looping back between Coordinator and Counsellor). The process left the student out of the communication and this was a disservice to the student. The “future state” is much more streamlined, as counselors, students and coordinators work collaboratively to develop the plan with a target of **11** days to completion. This will mean both faster results and greater accuracy in getting these students the timetable and supports they need. The process review required broad engagement involving a large group from counselling; coordinators, and RO staff in a collaborative problem solving model.

The new process was launched in January 2013. To determine the efficiency gains, counsellors and RO staff were asked to track their time in developing education plans. In April and May, Coordinators were surveyed about the new process. The data results showed how long a plan took to develop from inception (initial meeting with the counsellor) to completion. The data shows that the amount of time counsellors spend on developing a plan has reduced **70%** from a former average of **300** minutes to **40** minutes and plans are now produced in an average of **16** days. The amount of time that coordinators spend is slightly less than before, **25.6** minutes as opposed to **37.5** minutes.

Figure 3: Counselor/Coordinator time in minutes



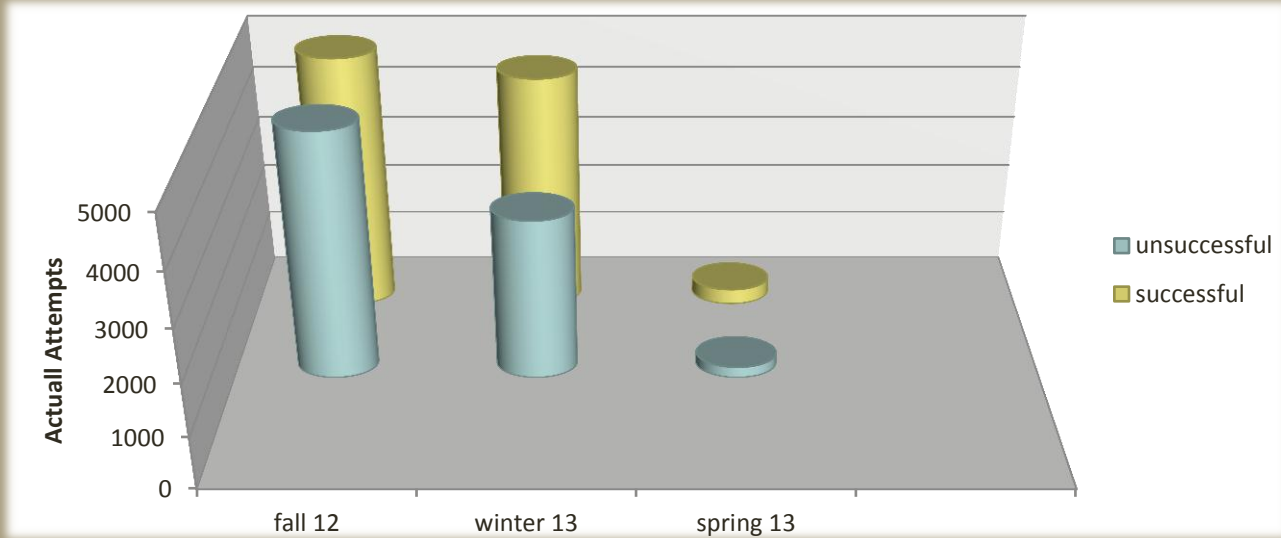
Most importantly, **50% to 65%** of the Coordinators reported time on task is spent directly with the student and previously they did not meet with student. This is value added time for the student, and 85% of the coordinators who responded to a survey agreed that the new system is an improvement and better supports student success. In summary, the reduced overall time on task between coordinators and

counsellors is **62.9** person days to develop (an annual average of) 100 individual education plans for students with disabilities. Expressed in average wages rates across the employee groups – the previous per unit cost of developing an education plan was **\$374.66** and now it is **\$72.70**, with improved quality results for the student.

### Lean 3 – Course Add Drop Swap

This Lean dealt with improving the add drop swap self-service functionality for students. Typically, less than **50%** of the students using this function were successful (i.e. in 3052 attempts out of 6617). This drove 33% of the traffic to the RO's counter at Sutherland (at Frost only 15%) in the first two weeks of start-up. Students were frustrated and this was regarded as a factor in KPI scores. The goal was to improve the functionality and clean-up the use of pre-and co-requisites while automating transfer credits. This Lean is very reliant on systems improvements, and since fall, 2012, there have been incremental improvements to the success rate and some corresponding reduction in unnecessary traffic in the RO office. The spring 2013 saw a significant system reconfiguration whereby a student's unique bundle of appropriate course electives is pushed into their online shopping cart in the add drop swap functionality. RO and ISG staff should be commended for their teamwork in configuring a significant improvement to the system functionality and as of spring, 2013 this has led to a **15%** increase in success rate from fall, 2012 (**results of test data - 55% to 70% spring #s t/b confirmed with full data analysis**).

Figure 4: Number of Attempts at Evolve ADD/DROP/SWAP self-service by Students



### Summary and Conclusion

The past year has involved the launching of five new value streams, numerous informal initiatives and the ongoing implementation of the first multi-phase Lean. Change is evolutionary and it will be a few years to fully appreciate all of the efficiencies for some. The organization has learned much about Lean Thinking. Attached as **Appendix A** is a summary of some of the efficiency gains in several areas of the college. For example, one of many efficiencies in Purchasing saved **14** person days annually; while efficiencies in the RO's Office and Finance improved service to students by providing their financial aid four weeks sooner, and in reducing wait time for international student refunds to only a few days.

This year we have also partnered with Algonquin College in sharing best practices, as Algonquin has more experience with Lean and has reported significant savings from efficiency gains. We want to copy their success. Fleming is also sharing our knowledge locally with the City of Peterborough and PRHC, as well developing an informal group of private and public sector partners who are exploring best practices to implement in each organization.

Regular communications and a series of workshops in March, offered with the assistance of Lean staff from Algonquin College, have increased our organizational knowledge and capacity. We also opened these workshops to City of Peterborough staff who attended to learn about Lean at Fleming and to start their own initiative at the City.

Finally, a recent quality assurance audit by the PQAPA panel commended the college on our Lean efforts toward continuous improvement, and our work with Algonquin. The panel encouraged Fleming to go further. We plan to do that.

*“It has been quite enjoyable to work on the Lean. First of all, certain aspects of our jobs naturally become routine and it is good to go back and analyze the processes to see how they can be improved. It was quite surprising to see the wait times and the error rates that arose. Secondly, it was nice to work with such a multi-faceted team and discuss a “problem” from many different angles and get the various viewpoints. Looking for these process efficiencies is very important.” – Russell Turner, Program Coordinator, Justice and Business Studies*

### **Next Steps**

It is recommended that Fleming continue to build in-house expertise and capacity within College departments to conduct both formal Lean value stream evaluations and informal application of Lean Thinking. Areas of improvement are day-to-day management of implementation; using process control charts to track process efficiencies, and more emphasis on data gathering and analysis both up front and during implementation. This data should be converted to cost savings, either in person days or actual cost avoidance in dollars.

Fleming will continue to work with Algonquin and discussions have been underway regarding developing a Lean certification program offered jointly by the two institutions as a continuing education offering. This will address a lack of accessible options to obtain a recognized

Lean certification in Ontario. Our corporate clients have expressed interest in Fleming offering Lean as part of our Peak Leadership development program and we are currently seeking market intelligence to determine whether a Lean consulting service from the college would be beneficial. As business development ideas are starting to converge, the College is considering the creation of a multi-service Lean Institute which could offer a variety of services, and provide resources for incorporation of Lean into our curriculum, particularly the business and the KTTCC programs.



## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Finance

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
<b>Purchasing</b>	E-mail notifications for requisition approvals and automated 2 <sup>nd</sup> level of approval	Worklist notifications and manual addition of 2 <sup>nd</sup> level approval	E-mail notifications and automated 2 <sup>nd</sup> level of approval	Waiting for approvals	Expedites approval process
<b>Finance</b>	BARS benefits report	Had to run two reports and combine to get total benefit report	One report	Manual manipulation	Eliminates manual manipulation
<b>Student tax forms</b>	Provide students with T2202A	Used Canada Post – sent them a file and they printed and mailed out the forms	Used Canada Post, but also made T2202a's available to students electronically through a link in the student centre	Re-prints were time consuming	Providing students have an active network account they can print their own T2202a if they have misplaced or did not receive – saves cashier time for reprints
<b>Finance and Purchasing</b>	Applied bundles and patches	Not up-to-date with Peoplesoft code- troubleshooting is more difficult and Oracle can provide limited assistance – mod have	Up to date with Peoplesoft code and Oracle support is more efficient –	More errors and slower resolution time	Quicker problem resolution

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		to be applied for code fixes	mods are reduced		
<b>Cashiering</b>	Expanded use of FC corporate accounts	Wide use of departmental receipts where amounts and accts and depts must be defined	Minimized use of departmental receipts	Prone to errors	Increases accuracy
<b>Purchasing</b>	Collaborative purchasing reporting	Manually had to pull together relevant transactions	Collaborative Chartfields set up and report developed	Manual process prone to incomplete reporting	Greater accuracy and speed of reporting
<b>Cashiering</b>	Inquiries re international student refunds	Called Accounts Payable to determine if refund was done and alternate payee	Query on the menu so cashiers can run themselves	Time delay responding to student enquiries	Prompt reply to students
<b>Cashiering</b>	International Student wire refunds	Refunds would take a number of weeks to be complete (funds back to students) after being entered through bank system	Refunds now take only a few days to be complete (funds back to students) after being entered through bank system	Numerous staff contacted by students and agents inquiring where funds are Various follow-up with banks	Funds returned to students within more timely basis Improved relationships with agents

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<b>Purchasing</b>	Create annual blankets and contracts	Rekeyed blankets each year – time consuming and prone to error	Copied blankets from one year to the next – editing required fields	Prone to error and time consuming	Fewer errors and reduced processing time
<b>Purchasing</b>	Expediting purchase orders	Lines missing on PO's, so requisitions had to be rekeyed, approved, processed	PO's can be cancelled and complete requisition can be expedited	Re-entering of requisition	Less and more efficient processing
<b>Purchasing</b>	Adding comments to POs	Manually selected ship to comments based on campus	Ship to comments default by campus	PO processing time	Reduced PO processing time
<b>Financial Reporting</b>	Clean up of outstanding commitment amounts	Inaccurate commitments reported	More accurate commitment reporting	Inaccuracy	More accurate

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Division and Area/School:

Office of the Registrar

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
Records/ Registration	Withdrawal Form	Three-part form only available in the Office of the Registrar. Last updated in 2006.	One-part form available on-line and in the Office of the Registrar. Now includes financial aid specific information.	Able to update the form in a more timely manner as the form is not purchased in mass quantities.	More efficient for students as the form is available on-line. More information is available on the form for both Records and Financial Aid.
Records/ Registration	Internal Application for L&J students	Students would complete an internal application to transfer to the second semester of a new program. These students could not easily be identified and therefore might not receive a timetable for the new program in a timely manner	Form specifically for L&J students that are changing programs for the second semester. This new form aids in the tracking of this students to enable the new program's timetable to be issued to the student. Previously, students did not	Timetables are not being produced twice for the same student (i.e. one timetable for the old program and a second timetable for the new program). Timetables being produced in a more timely manner.	The students are receiving their timetable for the new program in a more timely manner. The students are not confused or unclear about which program they are in for second semester. The new form makes it easier for staff to identify

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			receive the timetable for the new program in a timely manner and as a result, the student was not certain which program they were registered in.		these students.
<b>Records/Registration</b>	Mass Indicator Assignment	Indicators were previously added to student records individually.	This functionality allows the mass assignment of indicators on student records. This process is extremely useful during grades processing and assigning progression statuses to student records.	Previously indicators were assigned in a one-by-one manner to each student record.	Automation results in significant decrease in the processing time previously needed to assign indicators to student records.

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Records/Registration	Address Change form for International Students	The application address was the current address for the student	New address change form to gather local address information from International students. The form is now made available to the students at different meetings (International Student Orientation) and students are asked to complete the form at the meeting.	Previously, local address information for International students was not provided by the students	We have current, up-to-date addresses for International students. This positively impacts a number of areas in the College including Accounting.
Records/Registration	Grade Processing	Mandatory pass courses processed separately from 66 2/3 and GPA checks	Mandatory pass courses now processed at the same time as the 66 2/3 and GPA checks.	Departments now receive all progression information at the same time. Previously, departments received	Departments only have to process the grade information once which is more efficient.

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				the grades in two parts which meant they had to process the grades twice.	
<b>Records/Registration</b>	Trade Exemption Test letters	Previously these letters were produced by Continuing Education.	The Office of the Registrar now produces the letter as it is a closer fit with the functions of the Office of the Registrar.	The production of this type of letter more closely fits with the functions of the Office of the Registrar.	More efficient production of letters.
<b>Records/Registration</b>	Confirmation of Student Status	Previously, International students would request a letter from the International Office. There was not a standard letter and the letters often contained information that was not relevant to their status as a student.	The form has been updated to include date of birth. The form can now be used for International students.	Standardized forms being produced in one department.	Standard form. Confirmation of Student Status forms or letters should only contain information that the College can verify.

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<b>Records/Registration</b>	PSW Degree Completion Letters	Previously, letters were produced by the School of Community Development and Health. The Registrar's Office produces a list of all students that have met the program requirements; this list is then given to the School of Community Development and Health. The School produces the letters and then arranges to have them signed by the Registrar.	The solution to this issue was to have the letters produced by the Registrar's Office and use an electronic signature in place of the Registrar signing each letter.	The issue addressed is that there is a lot of back and forth between the Registrar's office and the School.	More timely, effective production of letters.
<b>Financial Aid</b>	On-line Bursary Application	Paper-based application.	Change from a full paper based application to on-line (Sept 2012).	Timeframe to complete 4 weeks less than the paper process even with the increases.	End result 71% increase in applications and 500 more bursaries issued.
<b>Financial Aid</b>	OSAP Direct	OSAP appointments to receive	Electronic processing	Reduced time frame	Most students had



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	Deposit	funding.	of OSAP funding - replaces OSAP appointments - launched September 2012.	for completion of process from 6 weeks per term to 5 days.	their funding within the first week of classes.
<b>Financial Aid</b>	OSAP Tuition Payments	OSAP tuition payments processed manually by one staff member. Now multiple cashier options to allow simultaneous keying of payments.	With increased efficiency of OSAP loans processing, also means that tuition payments received much more quickly.	Re-alignment of cashier processes allowed for the processing of tuition payments more quickly and earlier.	Funds posted to student accounts 4 weeks earlier than in previous terms.
<b>Financial Aid</b>	OSAP Student Payment Options	Payment for first term fees only.	Default payment position for students is to pay first term fees plus the next term OSAP deferral.	Ensures students are registered for next term. Reduced the number of fee notices that were issued for the winter 2013 term by 1600.	Ensures students are registered for next term. Reduced the number of fee notices that were issued for the winter 2013 term by 1600.

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<b>Continuing Education</b>	Con Ed Scheduling and Web Display	Previously each term staff would be required to re-key each course offering so that it could be scheduled and displayed on the web.	We now roll term to term for the entire year using the schedule of classes roll over.	Increased efficiencies and time savings.	What previously would take 3 weeks per term to complete now take 4 weeks for all terms.
<b>Continuing Education</b>	Con Ed Calendar Production	In the past, there were several sources of data related to courses and course descriptions.	All data has been consolidated and cleaned up such that the course catalog in Evolve is the single source of data. We are also using a catalog flag in the course catalog to identify all courses that are to be part of the print calendar.	This has eliminated the keying of the same data into two other extraneous databases that were used in the past and also an easy query of data for the purposes of calendar production.	Significant time savings realized.

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Purchasing Department

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<b>Supply and Services Contracts</b>	Collaborative Spending	<p>Contracts/Agreements negotiated separately by each organization</p> <p>PC's, A/V, Projectors, SmartBoards, Xerox, Lab Supplies, Custodial Supplies, Long Distance</p> <p>Waste Services, Elevator, Rental Cars</p>	Fleming now has multi-year contracts/agreements in place with other collaborative organizations – OECM, KCPG, Trent, OPUMA	Reduction in process lead-time including preliminary work for each contract via multiple departments, tender preparation, evaluation, negotiation, implementation, contract management	<p>Improvements in quality, cost, and timeline by pre-established parts, pricing and reduced lead processing cycle time</p> <p>Cost reductions in excess of \$300,000 per year for Fleming, overall group savings in the millions</p> <p>Estimated 500 staff hours savings over 5 years</p> <p>Achieves compliance in meeting mandatory ministry collaborative</p>

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					spend targets
<b>Asset Disposal</b>	Asset Disposal Process	Asset Disposal would be advertised through newspapers, or on-site selling	Fleming is now utilizing an Electronic Disposal website through District School Board of Niagara	<p>Process lead-time including establishing sale protocol</p> <p>Often items would not reach the target audience and would not sell</p> <p>Process with newspapers includes writing advertisements and reviewing and approving proofs</p>	<p>Reach a broader market</p> <p>Increase opportunity to sell at a higher dollar value</p> <p>Much easier to process through website than newspapers</p> <p>Increased professionalism</p> <p>Standardized and transparent process</p>

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Purchasing Department

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<b>Ministry Compliance</b>	Non-Competitive Procurement Process	BPS Supply Chain Directive set out the mandatory requirements for allowable non-competitive procurement, however there wasn't an efficient documented process to capture the nature of the purchase, and required approvals	A non-competitive form was created that set out the allowable criteria, provided a consistent manner for completion, and documented the approval process, while remaining compliant with the BPS Supply Chain Directive.	Process lead-time through reduction of investigation time, miscommunication, etc  Elimination of emails and informal communications	Cycle time of purchase order creation is reduced as less time is spent back and forth with the buying department trying to justify the non-competitive procurement  Compliance with the mandatory BPS Directive
<b>Mandatory Advertising</b>	High Value Purchasing and Mandatory Electronic Postings	Lack of an external electronic site at Fleming for high value purchasing made it difficult to reach a broader audience.	Purchased MERX Enterprise Electronic website ensures there are no restrictions to who can see the bidding	Process with newspapers includes writing advertisements and reviewing and	Reach a broader market  Reduction in overall cost due to increased

## Appendix A: Efficiencies Reporting – Informal Lean Processes

Division and Area/School:

Purchasing Department

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			opportunities	approving proofs  Target audience quite often missed	competition  Much easier to process through website than newspapers  Posting ensures mandatory process is followed  Increases transparency and accessibility
<b>Small Value Purchases</b>	Ordering of Business Cards	Purchasing department took orders from internal staff and placed orders through supplier. Became a middle man for non value added service.	Individual needing the business card can now work directly with the supplier	Non-value added involvement of purchasing department has been removed	Improved cycle time by elimination of a non-value added role  Improved quality as opportunities for error

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Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
					<p>are reduced</p> <p>Reduced overall costs as non-value added activities are removed</p> <p>Enables self-service for end users</p>
<p><b>Contracts for Facilities</b></p>	<p>Maintenance contracts</p>	<p>Without maintenance contracts each particular item would have to be dealt with at the time the problem occurred.</p>	<p>The following contracts have been negotiated and put in place for multiple years:</p> <p>Honeywell, Troy Life</p>	<p>Processing time establishing scope of work and specifications each time a vendor is required has been reduced for Facilities and Purchasing</p>	<p>Reduced cycle time for repair</p> <p>Better quality in equipment due to preventative maintenance programs, and less time under use poor condition</p> <p>Enables better</p>

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Division and Area/School:

Purchasing Department

Value Stream (e.g. student registration; budget; counselling services, etc.)	Activity/Process	Current State (before)	Future State (after)	Wastes Eliminated: process lead time - waiting, over-processing, etc.	Efficiencies Gained: quality, cost and/or timeliness e.g. delivery of service to students.
					contract pricing vs spot pricing  Increased efficiencies for Facilities and Purchasing
<b>Commodity Buying</b>	Paper Ordering	Purchasing department took orders from internal staff and placed orders through supplier. Became a middle man for non value added service	Individual needing the paper works directly with the supplier	Non-value added involvement of purchasing department has been removed	Improved cycle time by elimination of a non-value added role  Improved quality as opportunities for error are reduced  Reduced overall costs as non-value added activities are removed  Enables self-service for end users



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<b>Revenue Streams</b>	Visa Card Rebates	College did not receive any financial rebates due to spend being below threshold level	By combining the spend levels of the KCPG members, now all members can receive \$\$ rebates on their respective Visa spends	Eliminated lost rebate potential, untapped revenue stream	Gained \$20-40k per year in earned rebate potential with current spend levels and enables future program leveraging to increase rebates upwards to approx. \$100k per year with Purchasing and Finance program enhancements.
<b>Purchasing, Finance and Security: Cash deposit services</b>	Bank deposit Transportation	College van driver from Shipping picked up and delivered deposits to banks at 2 campus locations	Integrated the service into the role of the contracted security company.  Eliminated the risk and responsibility	Reduced safety risk to staff  Shipper Receiver can focus on core duties  Added work to	More professional and secure service via a security company  Leveraged existing supplier base

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			from Shipper Receiver.	existing supplier vs tendering to another 3 <sup>rd</sup> party	Shipper Receiver time saving 1 hour per day