Fleming College

Lean@Fleming

Steering Committee Meeting
March 6, 2015

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Agenda

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Fleming College Lean Steering Committee

March 6, 9:00 to 11:00 room B3347

Meeting #8 – Agenda

1. **Lean at Fleming Update – 9:00**
   - Update of activities, ongoing Value Streams/Kaizen activity and academic initiatives
     - Curriculum/Program Redesign work in the School of Business – Wendy Morgan/Wendy Thompson/Steve Moghini
     - Lean Green Belt Projects – Deborah Long, Karen Nolk, Colin Hughes, Paul Marchant
2. **IPP/Lean – 10:15**
   - Update, Implementation, tool, next steps – Sue Kloosterman/Brian Bates/Trish O'Connor
3. **Lean Strategy – Board Report**
   - Update - Trish
4. **Lean Training Update – Trish O'Connor**
   - Lean Training Internally
   - Lean Plus – developments (White Belt/Green Belt), clients, revenue projections
5. **Value Stream Proposal – waste diversion – Rob Arkell**
   - Discussion/Evaluation
6. **Discussion Item**
   - Applying Lean in the Public Sector – articles attached

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Present: Brian Bates, Sonia Crook, Trish O'Connor, March Morden, Thom Luloff, Sue Kloosterman, George MacDougal, Lynn Watson, and Denyse Kovac- Brown

Regrets: Diana Collis, Brian Baker, Kathy Hokum

Guests: Karen Nolk, Colin Hughes, Deborah Long and Steve Moghini

Lean – Culinary Work Current State/Process

- Reviewed IPP metrics
- Reviewed costing data
- Considered other activities – e.g. dual credit
- Looked at program strengths (to maintain)
- Looked at challenges (to overcome/change)
- Included multiple perspectives -stakeholders/voice of the customer

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Guest: Steve Moghin1 – Program Coordinator

Culinary programs – culinary management and chef training have low contribution to overhead

Initial consideration of non-academic delivery costs – programs have been reducing costs over past 5 years

Issues are enrollment and losing students to competitors

Conducted full cost review/examination of Fleming's and competitors SMAs

Decided to consider a new vision for the program building on strengths

Programs are great examples of applied/personalized learning and high contributors to Dual Credit, CICE programs

IPP Metrics - Culinary

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Appendix A

2013/2014

		Demand							Quality							Finance	
Program	School	Applications	Registration	Conversion Rate	Enrollment	WIL	E Learning	Retention rate	Student Satisfaction pgm	Graduate Employment	Graduate Satisfaction	Student Satisfaction	Labour Market	Space	#Pathways	Net Income	CTO margin
CM/CMX	Business	259	50	19%	180	0	0	0	76%	92%	76%	65%	0	0	0	$ 91,061	13%
CHT	Business	150	20	13%	27	0	0	0	71%	80%	83%	75%	0	0	0	$ 26,270	14%

2012/2013

		Demand							Quality							Finance	
Program	School	Applications	Registration	Conversion Rate	Enrollment	WIL	E Learning	Retention rate	Student Satisfaction pgm	Graduate Employment	Graduate Satisfaction	Satisfaction teaching	Labour Market	Space	#Pathways	Net Income	CTO margin
CM/CMX	Business	250	38	15%	177				86%	92%	88%	83%				$ 141,775	18%
CHT	Business	210	39	19%	60				79%	88%	91%	62%				$ 55,458	19%

Better/(Worse) Prior year

		Demand							Quality							Finance	
Program	School	Applications	Registration	Conversion Rate	Enrollment	WIL	E Learning	Retention rate	Student Satisfaction pgm	Graduate Employment	Graduate Satisfaction	Satisfaction teaching	Labour Market	Space	# Pathways	Net Income	CTO margin
CM/CMX	Business	9	12	4%	3				-10%	0%	-12%	-19%				-$ 50,714	-6%
CHT	Business	-60	-19	-5%	-33				-8%	-8%	-8%	13%				-$ 29,188	-4%

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IPP tool allowed for roll up of financial, demand and KPI scores with a year over year review

Six Pillar Vision
for the Culinary Programs

The objective is to maintain our existing enrollment market shares, while increasing new market shares with our Six Pillar Vision.

Furthermore, we clearly embedded **Fleming College's** Vision, Mission, Core Promise, Values and Principles in our proposed plan to deliver our LEAN Culinary Programs.

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The new vision differentiates the program and focuses on strengths – also focusses on the local market in terms of institutional – long term care and health care

70% applied learning supports Fleming's strategic direction, new vision has a focus on local and sustainable eating and wellness/nutrition

Caution from the committee to ensure that the vision can be marketing in one coherent message – Steve confirmed that they are working with marketing.

School Business Studies – Culinary

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Six Pillar Vision for Culinary Programs - *Culinary with a Conscience* – Cooking & Eating for the 21st Century

Applied Learning	Sustainable & Nutritional	Institutional/ Healthcare Focus	Community Partnerships	Personalized Learning	Specialty Modules/ Credentials
Realistic Learning in a realistic place	Back to Basics – classical cooking	Retirement Senior Care/Wellness	Community connected programs	Personalized Approach	Specialty Baking/Pastry Program – international
4th semester applied	Sustainable Food Culture	Nutrition Education/ Placements	Farming Connections	Smaller College	Cheese making/Wine tasting
70% applied learning	Seasonal/ Agricultural Intelligence Education	Therapeutic/ Modified Diet Training (sugar, gluten, fat!)	Collaboration – industry, long term care	Individualize Learning for Success	Butchery/Fish processing/ Artisanal meat processing
Live Restaurant/ Utilize Restaurant more	Local Connections/ Kawarthas/ Rustic Ontario Game Meats	Institutional Cooking for Health & Wellness	Cross-school collaboration & skill integration (CD&H, SENRS)	Don't get lost in the crowd – "get found"!!	Post-Grad – Baking, Institutional, Management

Institutional, Healthcare & Nutrition Focused Curriculum – Better employability, Best Jobs! Earn More Earlier & have a life!

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School of Business – Common First Year Redesign

- Common First Year
- Current State
- Future State
- Retention Data

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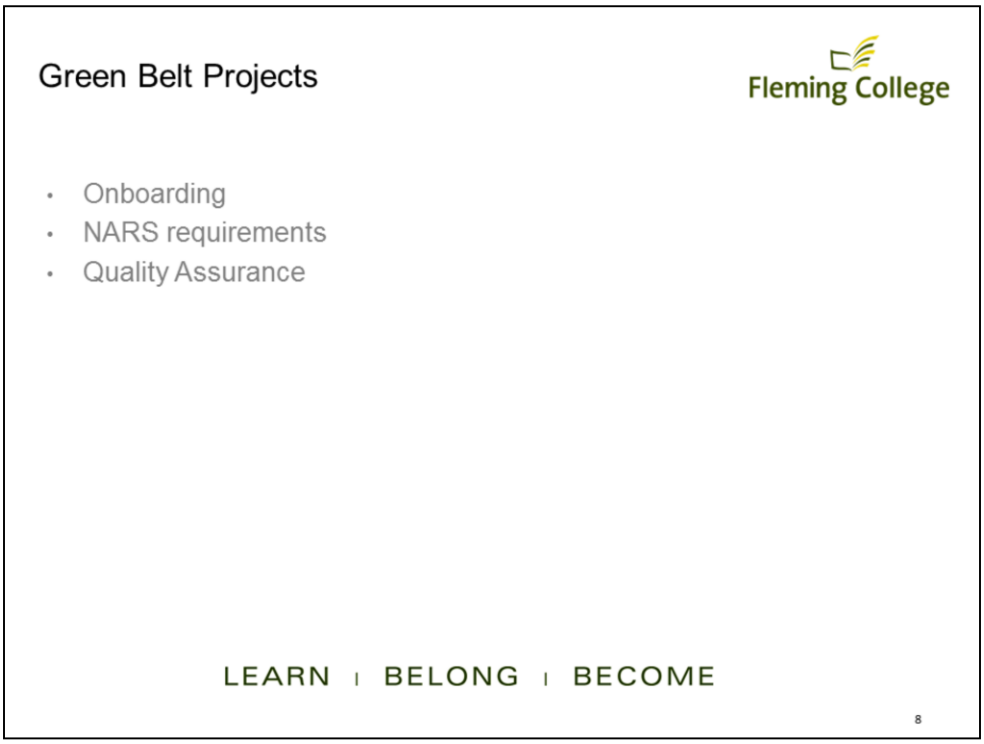
Lean project (School of Business) Common First Year changes will be deferred to next meeting – a number of changes focusing on retention



Colin Hughes and Karen Nolk presented their Green Belt certification project in implementing a workflow form for on-boarding of full-time faculty (pilot for full-time in one school). Committee commented a valuate project that should be scaled across the college upon completion.

Deborah Long presented her Green Belt Project for Non-academic requirements for students prior to clinical placements (e.g. criminal checks, vaccines etc.). Deborah showed the amount of waste in the current process and plans to improve defects and rework. Power point attached.

Trish O'Connor shared the Lean Green Belt work for the Quality Assurance process (curriculum renewal and program review). Current state complete for curriculum renewal – only 60% of schools completing curriculum renewal and there is a variety of approaches. .

QA – Curriculum Renewal Current State

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Current State								
Process Map--Curriculum Renewal		Process as defined	CDH	L&J	Frost	Haliburton		
Step 1: Getting stanted with CR		Step 2: Curriculum Analysis and Development of Action Plan						
Consultations b/w Chair, Dean, & Coordinator about project team and plan Retrieve resources & standard templates from CLT directory Chair and Coordinator review reports, documents, and previously deferred items	Program team consults and gathers input from stakeholders (PAC, faculty, students, etc.) Additional resources gathered	Analysis of program KPI scores and industry data	Program team examines curriculum; strenghts and areas for improvement	Program team develops a one year action plan for the following year with identified leads and timelines Identify actions deferred and/or needing further research CR Analysis and Action template completed and discussions recorded	Coordinators submit documents to Chair/Dean/Principal	Plan is reviewed and approved before being submitted to Dean	Information is made available to the Deans for school planning	
SOL populates KPI data								
Chair sends an email to coordinators with CR template	Coordinator gathers background documentation	Coordinator has consultations with faculty and completes CR form		Coordinator shares completed template with other program coordinators and faculty—some revisions may be made	Completed CR template submitted to Chair for review	Copies of approved CR templates printed and put in binder		
Chair sends an email to coordinators with CR template				Coordinator shares completed template with other program coordinators and faculty—some revisions may be made	Chair involved in approving CR template—uses a spreadsheet to analyze decisions	Chair collates all templates and reviews for commonalities and other issues	CR templates approved by Dean	Database of decisions reviewed in future
CLT consultant sends an email to coordinators with CR template	Wide variance in consultation methods / a lot of time spent explaining process by CLT consultant			CLT consultant heavily involved in completing the forms				
		Admin, coordinator, and CLT consultant sit down to review template		CR template filled out by CLT consultant who has gathered info from sources				
NOTES: All present noted the large amount of time spent "chasing" the CR KPI questions difficult—often perceived as a "stick"								

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Value of CR Process/UDEs

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Value –	UDEs –
Quality, relevant curriculum	Process not current/not values
Reflective/proactive/student centered	Viewed as busy work – over production
Opportunity to meet with peers/cross program collaboration	Annual process not connected to longer term
Build to program review	Sense of being measured/defensive
Making connections with strategic directions	Focus on protection over creativity/innovation
Availability of data	Doesn't capture ongoing nature of curriculum changes

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This is the value of the current curriculum renewal process and the undesirable effects.

Committee emphasized that the new process "future state" should be a natural extension of strong curriculum revitalization and reflective practises.

Integrated Planning

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- The intent is to integrate resources and look at vitality across the college
- IP informs decisions on what the College offers
  - Shapes program portfolio to respond to evolving demands
  - Informs planning and allocation of resources
  - Shapes the services across the college by connecting the departments, and the culture

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Sue Kloosterman updated the committee on where the IPP process is and how it connects with Integrated Planning more broadly.

The Planning Context
Fleming College
Annual Report
Business Plan
Departmental Plans
Academic Plan
Strategic Plan/ Strategic Mandate Agreement
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Current IPP Criteria

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- ✓ **External Demand – 25% Weight**
  (applications, enrolment, conversion)
- ✓ **Quality – 25% Weight**
  (KPI's)
- ✓ **Financial– 50% Weight**
  (Net Income, CTO)

Second Phase

- ✓ **Program Inputs**
- ✓ **Productivity**
- ✓ **Internal Demand**

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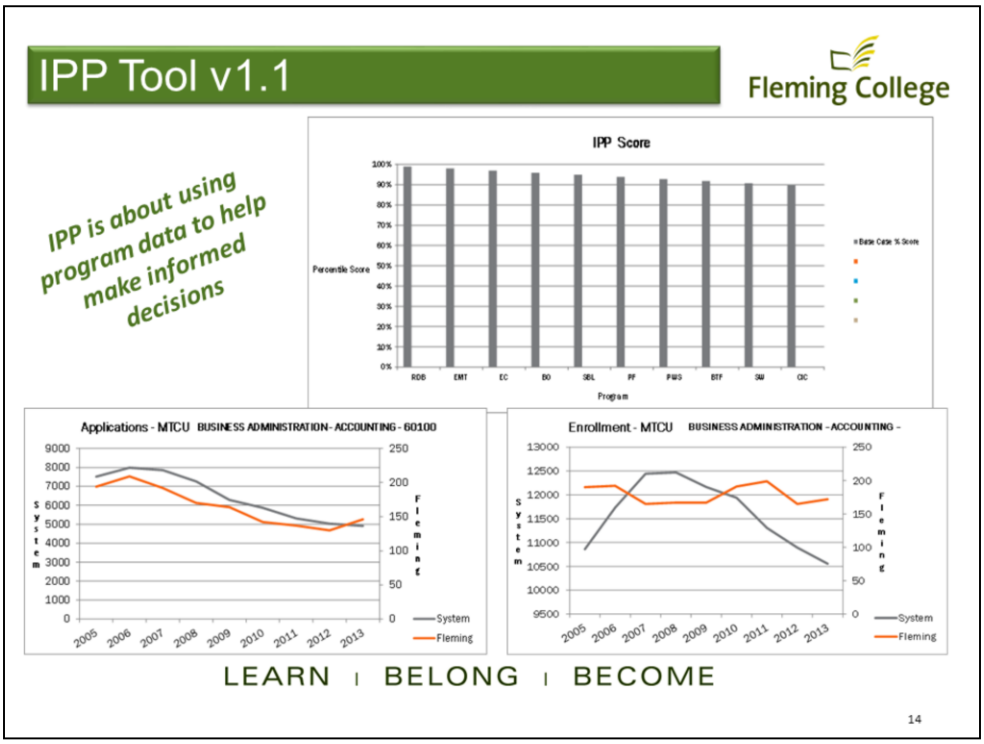

The tool is being presented to all schools (Coordinator Meetings) and has been provided to Dean and Chairs.

Thom Luloff expressed that all coordinators would like access to the tool.

The integrated planning committee is currently working through the roll-out plan and making decisions on access to the tool.

The tool has been beneficial for the program review/redesign work in the School of Business (using Lean tools).

Resources Drilling & Blasting Example

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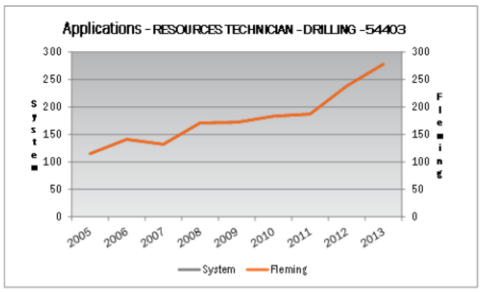
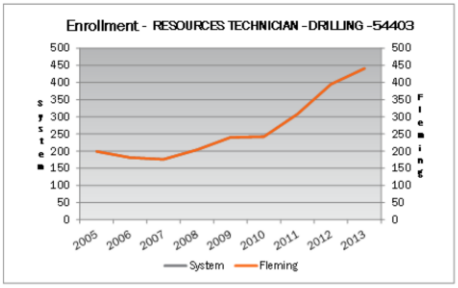
Program Percentile Scores

Program	Description	MTCU	School	IPP Base Score	External Demand Score	Quality (KPI) Score	Finance Score
RDB	Resources Drilling & Blasting	54403	SENRS	99%	98%	74%	97%





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Lean at Fleming

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- Continuous Improvement - focus on workforce capability, improving program and service delivery
  - Maximizes efficiency and quality
  - Empowers employees and shifts culture
  - Voice of the Customer
  - Fosters innovation and creativity
  - Relies on metrics - IPP

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IP and Lean are both key initiatives for continuous improvement.

Data supported analysis and decisions, in addition to transparency are critical to continuous improvement.

Lean at Fleming and Lean Academy

Source Tony Tilly

Fleming College

SERVICE AND PROCESS	ACADEMIC
Internal Process Improvement • The First Emphasis • Designed to increase quality and satisfaction without increase in costs • Involves cultural change • Enlist leader and support staff participation • Includes multi-college and system wide initiatives (e.g. risk management, IT disaster recovery	**Design and Delivery** • Applies lean principles in the academic context • Involves curriculum adoption and development • Involves change of assumptions and culture • Contributes to cost effectiveness and best use of professors' time and expertise • Improves "look and feel" (e.g. trades programs; trades as a career)
The Lean Academy • Capitalizes on colleges initiatives • Provides Revenue • Positions the College in terms of value and Profile • Focusses effort in continuing education and contract training • Increases depth of resources	**Graduate Capability** • Graduates can "Think Lean" • Consistent with input from employees • Involves knowledge, skills, attitudes and values • Graduates do the job and improve the job (look for ways to do things better) • Differentiate Flemings Graduates

Update on internal and external training.

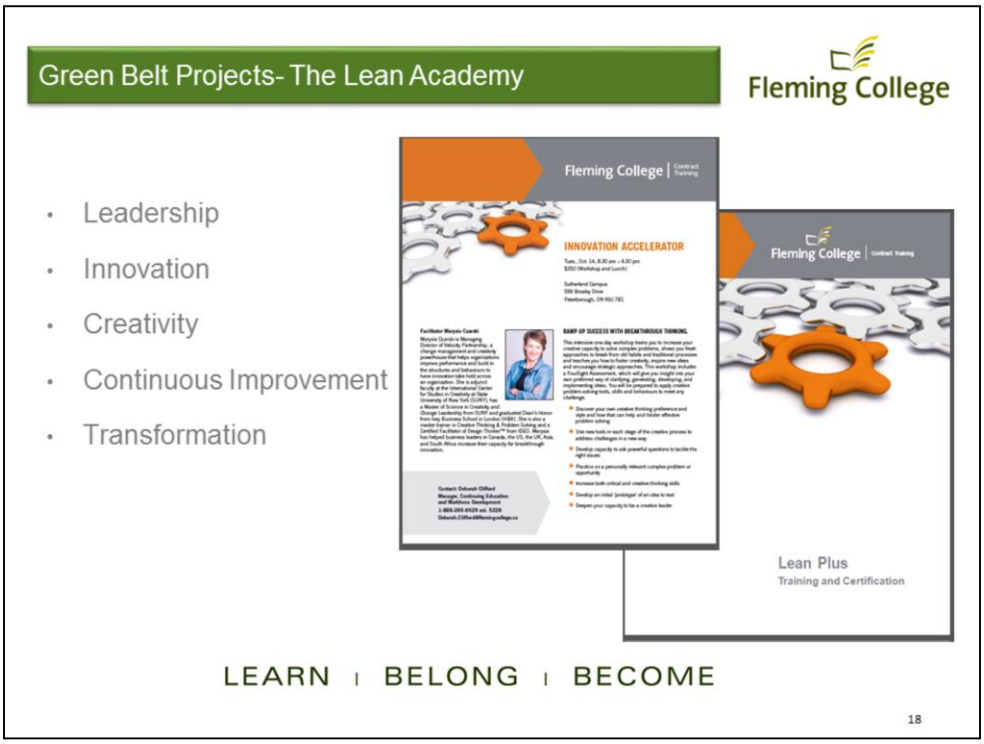
22 Fleming Staff completed White Belt Certification.

9 are completing Green Belt Certification\

18 have been through the internal support staff certificate program Lean training.

It was strongly recommended by Mark Morden that all Fleming analysis complete the Green Belt Certification program. It was agreed that this recommendation would be brought to EOLT.

There is now some significant external training with municipal and community futures staff for White and Green Belt certification

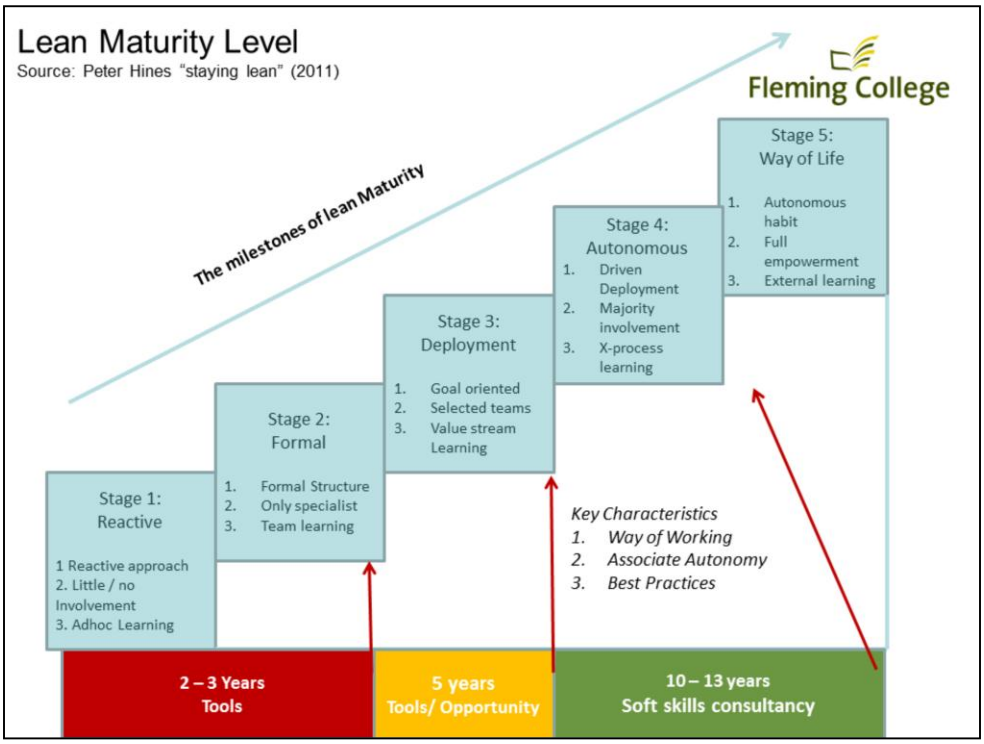


The current Green Belt program is a mix of internal and external staff.

There are some significant projected revenues for external Lean training should Deborah Clifford be successful in securing a contract for training community futures staff in the eastern region and a local contract with a call centre.

Trish has been involved is some of the delivery of external training.

Standard Auto is also signing a contract for Lean training.


Lean Maturity Level
Source: Peter Hines "staying lean" (2011)
Fleming College
The milestones of lean Maturity
Stage 1: Reactive
1 Reactive approach
2. Little / no Involvement
3. Adhoc Learning
Stage 2: Formal
1. Formal Structure
2. Only specialist
3. Team learning
Stage 3: Deployment
1. Goal oriented
2. Selected teams
3. Value stream Learning
Stage 4: Autonomous
1. Driven Deployment
2. Majority involvement
3. X-process learning
Stage 5: Way of Life
1. Autonomous habit
2. Full empowerment
3. External learning
Key Characteristics
1. Way of Working
2. Associate Autonomy
3. Best Practices
2 – 3 Years
Tools
5 years
Tools/ Opportunity
10 – 13 years
Soft skills consultancy

2015-2016 Report to the Board

Fleming College

1. Year in Review Message – signed by Tony or Sonia
2. What is Lean
3. Focus of Lean at Fleming
4. Fleming's Strategic Plan Goals
5. Overview of # of Lean projects completed, underway, deferred, staff engagement
6. Highlights of 2013/2014 Key Accomplishments
   - 3-5 accomplishments under each strategic plan goal
7. Images
8. Links – to communiques, graphics of PMG program etc.
9. https://department.flemingcollege.ca/hr/staff-development/lean

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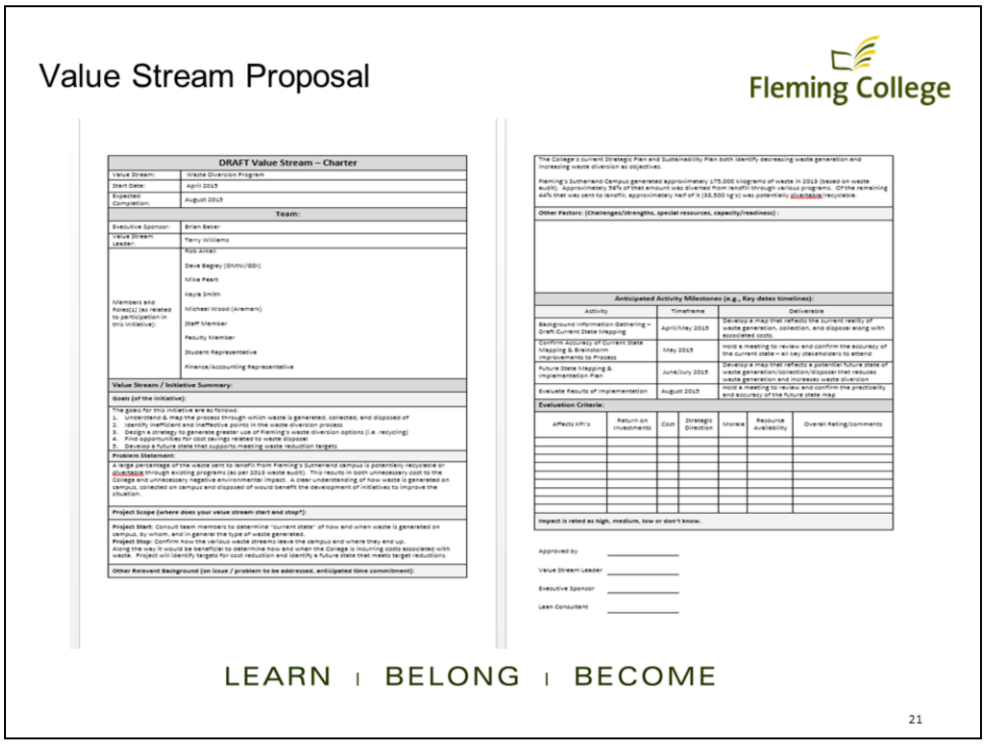
Trish highlight plans for the 15/16 Board Report – similar format to 14/15 report.



Value Stream Proposal

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DRAFT Value Stream – Charter	
Value Stream:	Waste Diversion Program
Start Date:	April 2015
Expected Completion:	August 2015
Team:	
Executive Sponsor:	Brian Baker
Value Stream Leader:	Terry Williams
Members and Role(s) (as related to participation in this initiative):	Rob Arkell Dave Bagley (DMM/BDI) Mike Peart Kayla Smith Michael Wood (Aramark) Staff Member Faculty Member Student Representative Finance/Accounting Representative
Value Stream / Initiative Summary:	
Goals (of the initiative):	
The goals for this initiative are as follows: 1. Understand & map the process through which waste is generated, collected, and disposed of 2. Identify inefficiens and ineffective points in the waste diversion process 3. Design a strategy to generate greater use of Fleming's waste diversion options (i.e. recycling) 4. Find opportunities for cost savings related to waste disposal 5. Develop a future state that supports meeting waste reduction targets	
Problem Statement:	
A large percentage of the waste sent to landfill from Fleming's Sutherland campus is potentially recyclable or diversable through existing programs (as per 2010 waste audit). This results in both unnecessary cost to the College and unnecessary negative environmental impact. A clear understanding of how waste is generated on campus, collected on campus and disposed of would benefit the development of initiatives to improve the situation.	
Project Scope (where does your value stream start and stop?):	
Project Start: Consult team members to determine "current state" of how and when waste is generated on campus, by whom, and in general the type of waste generated. **Project Stop:** Confirm how the various waste streams leave the campus and where they end up. Along the way it would be beneficial to determine how and when the College is incurring costs associated with waste. Project will identify targets for cost reduction and identify a future state that meets target reductions.	
Other Relevant Background (on issue / problem to be addressed, anticipated time commitment):	

The College's current Strategic Plan and Sustainability Plan both identify decreasing waste generation and increasing waste diversion as objectives.

Fleming's Sutherland Campus generates approximately 175,000 kilograms of waste in 2013 (based on waste audit). Approximately 56% of that amount was diverted from landfill through various programs. Of the remaining 44% that was sent to landfill, approximately half of it (38,500 kg's) was potentially diversable/recyclable.

Other Factors: (Challenges/strengths, special resources, capacity/readiness) :

Anticipated Activity Milestones (e.g., Key dates timelines):

Activity	Timeframe	Deliverable
Background information Gathering – Draft Current State Mapping	April/May 2015	Develop a map that reflects the current reality of waste generation, collection, and disposal along with associated costs.
Confirm Accuracy of Current State Mapping & Brainstorm improvements to Process	May 2015	Hold a meeting to review and confirm the accuracy of the current state – all key stakeholders to attend
Future State Mapping & Implementation Plan	June/July 2015	Develop a map that reflects a potential future state of waste generation/collection/disposal that reduces waste generation and increases waste diversion
Evaluate Results of Implementation	August 2015	Hold a meeting to review and confirm the practicality and accuracy of the future state map

Evaluation Criteria:

Affects KPI's	Return on Investments	Cost	Strategic Direction	Morale	Resource Availability	Overall Rating/comments

Impact is rated as high, medium, low or don't know.

Approved by _____

Value Stream Leader _____

Executive Sponsor _____

Lean Consultant _____

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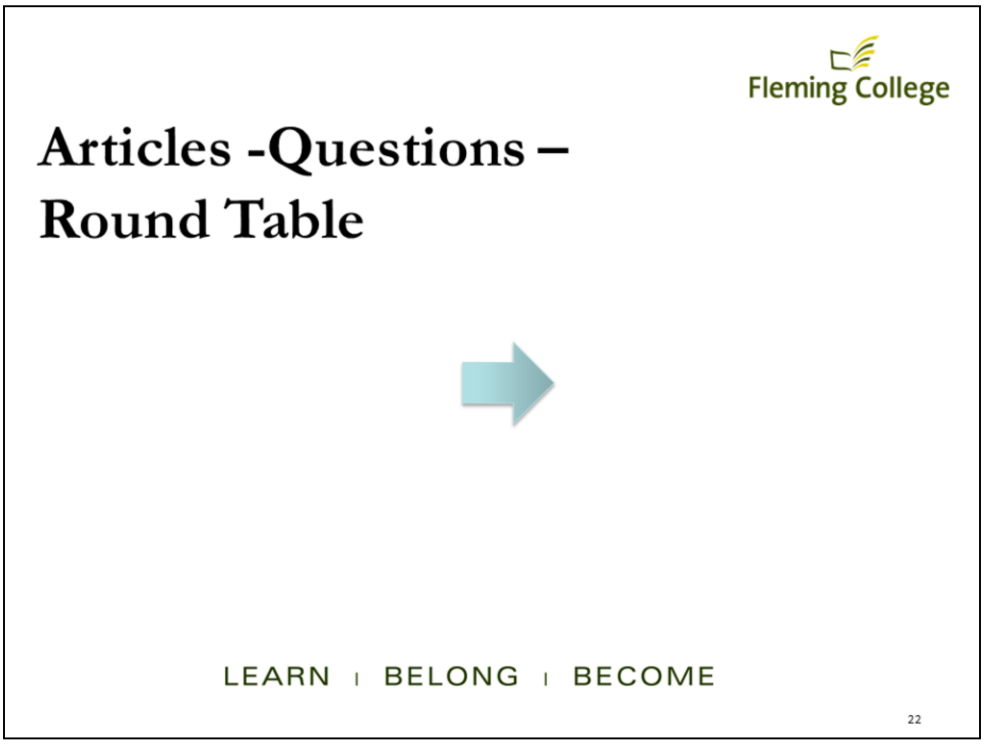
Committee discussed the value stream proposal for waste diversion. Trish highlighted the significance of moving forward with “Green Value Stream” mapping which is used to identify waste, energy and even carbon footprints, etc.

The committee supports the proposal provided. Terry Williams and Brian Baker are in support. (Terry has been away). Rob Arkell to confirm support.



Trish circulated two articles focussing on Lean in the public sector. Some discussion about the articles particularly the distinction between private and public sector.

Approach to Lean needs to be modified for application in the public and service sector.