

**STRATEGIC
PLAN
2015-2020**

The whole John Abbott College family
contributing to student success



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CHAIR OF THE BOARD OF GOVERNORS' MESSAGE

For 45 years, the whole John Abbott College community has been committed to student success. This is our mission and our reason for existence. As we move towards the year 2020, John Abbott College intends to strengthen this commitment while it continues to provide an excellent learning environment for all its students.

It is true that the needs and expectations of our students continue to increase while the traditional sources of government funding continue to decrease; we must thus endeavour to continue to move forward with innovative teaching methods, a stimulating learning environment, adaptable student services, and community partnerships that enhance the holistic growth of our students. We also intend to ensure that the employees of John Abbott College continue to be an engaged and collaborative family. Finally, we hope to complete the much-needed renovations of our existing facilities.

It is with great excitement about our future directions that we present our Strategic Plan for 2015-2020.

A stylized, handwritten signature in black ink.

Guylaine Audet
Chair of the Board of Governors

INTRODUCTION

This 2015-2020 Strategic Plan is the result of an extensive ten-month consultation with the entire John Abbott Community. It began with an initial assessment of the College's 2010-2015 strategic plan. That analysis showed that the previous plan had been very successful at its intended integration of the Student Success Plan, and in improving the ownership by ensuring that the annual work plans of the College were focused on the strategic orientations. Nearly 70% of the planned strategic orientations had been completed. There was also room for improvement. The previous plan had included too many tasks (over 100), many of which were operational rather than strategic. It also had few truly measurable deliverables and the ownership of some orientations was less apparent. John Abbott College is an immensely successful CEGEP, but we also recognize that for our students, as well as for our institution, learning is never complete and there is always room to improve.

The new strategic plan has thus been greatly simplified and intentionally limited to ten key orientations. They were developed and selected by the community in answer to the question: Imagine the year 2020, what differences will our students, or staff, see at John Abbott College that will enhance student and institutional success? Six of the key orientations are categorized under "Student Success". These are focused on our prime reason for existence, and on what we believe will be more visible to our students. Although everything we do at the College ultimately aims at the success of our students, four additional orientations focus on what we believe is required to achieve "Institutional Excellence" and are focused on outcomes that may be more apparent to our College employees. The plan also includes four high-level and measurable goals that will be tracked throughout the five-year cycle. It is hoped that these metrics will help to ensure that we truly drive a spirit of continuous improvement across the College and also deliver the defined or implied needs of our students.

The Québec government requires that all colleges develop five-year strategic plans. Yet mere compliance to this requirement is not enough. We hope that this new strategic plan will help to engage our whole community and also generate a common understanding and excitement about the future of John Abbott College. The College has a great 45-year history and we look forward to our 50th anniversary where we will all be able to celebrate the great things that we continue to do.

...PROVIDE AN
EXCELLENT
EDUCATION FOR
OUR STUDENTS...



JOHN ABBOTT COLLEGE

MISSION STATEMENT

The mission of John Abbott College is to provide an excellent education for our students within a stimulating learning environment that will enhance their development and potential for success in society.

STATEMENT OF PURPOSE

We are committed to:

Learning

- Foster in our students the ability to make and articulate informed intellectual, aesthetic and ethical decisions, while demonstrating skills needed for success in modern society;
- Cultivate a love of learning, autonomy and responsible citizenship in our students, both in the classroom and through socio-cultural, leadership, recreational and sports activities; and to
- Respect and learn from diverse world views and international perspectives, as reflected in our programs, our approach and our community.

Quality

- Provide well-rounded and balanced pre-university and career programs that meet high standards of quality and ethical consciousness, and respond to the requirements of universities, employers and society;
- Value excellence in teaching and learning as dynamic and interactive processes;
- Promote lifelong learning and continuous improvement in the College community, with a commitment to innovative pedagogy, effective administration and quality support services; and to
- Deliver leading-edge training, tailored to the needs of business, industry and other sectors, through our continuing education services and specialized programs.

Students

- Cultivate a safe, caring and challenging learning environment that bolsters self-esteem and promotes a sense of belonging and purpose, mutual respect, and healthy lifestyles, leading students to attain academic, professional and personal success;
- Ensure governance that reflects the active engagement of students, staff and faculty, and places student learning at the centre of our decisions and actions;
- Establish effective partnerships with academic, professional and social communities, to maximize our students' success and continued growth.

EXPLICIT STATEMENT OF VALUES HELPFUL IN GUIDING DECISION MAKING...



STATEMENT OF VALUES

In October 2003, the College's Academic Council was asked by the Board of Governors to develop a statement of values.

While acknowledging the fundamental significance of the Mission Statement and the Statement of Purpose in directing all College endeavours, the Board felt that "an explicit statement of values would be helpful in further guiding the College's various bodies and stakeholders in their decision making."

In response, a sub-committee of the Academic Council developed the following Statement of Values. Organized into three major categories, the Statement of Values captures the essence of our approach to learning, collegiality and service.

We value:

Student learning

- Excellence in teaching and learning as dynamic and interactive processes;
- An active approach to classroom learning to foster a love of learning that will last a lifetime;
- An education that balances skills needed for success in modern society with intellectual, aesthetic and ethical considerations;
- Autonomy and responsible citizenship in our students; and

- Learning that occurs outside the classroom through social, cultural, leadership and sports activities.

A supportive learning environment

- Effective services to support student success;
- Diverse world views and international perspectives;
- A safe and challenging learning environment;
- Innovation and achievement;
- Openness, respect and collaboration in work and study; and
- An atmosphere in which individual talents can be developed for the good of the community.

Responsibility to our communities

- Fiscal and academic accountability to government and other bodies;
- Governance that reflects the active engagement of students, staff and faculty, and places student learning at the centre of our decisions and actions;
- Participation in the development of the CEGEP system and with academic, professional and social communities;
- Academic and social leadership, drawing upon the College's human and professional resources; and
- Respect for the natural environment and the diversity of our communities.

...WE ARE CONFIDENT THAT OUR PRESENT CHALLENGES WILL AGAIN BE OVERCOME BY THIS DEDICATED JOHN ABBOTT COLLEGE FAMILY.



CONTEXT AND CHALLENGES

At John Abbott College, we provide our students with a quality education, supported by a wide variety of student services. Our successes are a result of embracing new pedagogical methods while maintaining support for existing ones, remaining open to a global vision both within and beyond the College and adapting to the ever-increasing expectations of our students and our society. However, the needs of society and our students are not always aligned and achieving the right balance is sometimes difficult.

For many years our government has been reducing its funding of the college network and stating that student services cannot be affected, while at the same time legislating compliance with increasing reporting requirements. Available jobs in our country are not always aligned with the personal desires of our students. Employers often expect our students to have strong technical skills but sometimes forget that our students also need to communicate effectively and think critically. On one hand, society requests that CEGEPs increase the social interaction skills of our students while on the other hand, technology and our students push us towards an increase in individualistic e-learning opportunities. We are also expected to increase our collaboration with other educational institutions, when these same institutions are now forced to compete for our students due to their documented demographic reduction in student population. Internally, the continued growth of our College population increases the burden of communication while the general increase in employee workload gives us less time to communicate. Our increasing College population accentuates the need for renovations, but at the same time reduces the possible “buffer spaces” that would reduce the disturbance caused by these renovations. The societal need for sustainability increases the cost of these renovations while, as mentioned above, government infrastructure funding is reduced. Yes, the challenges are great and finding the right balance will not be easy.

However, John Abbott College has always risen to its historic challenges. It has been well run and is in a good financial position. We are renowned for our inventory of student support services; we have the largest accumulated surplus in the CEGEP network; we have great programs and activities; and we have well-educated and dedicated employees who work hard to maintain a strong “College spirit”. The challenges of the past have always been solved by the people of the College, and we are confident that our present challenges will again be overcome by this dedicated John Abbott College family.

...WE
CONTINUE OUR
COMMITMENT
TO A GLOBAL
VISION...



Robin Richard-Shaw, 2014-2015 VP Internal SUJAC
Nikolas Dolmat, 2014-2015 President SUJAC

PARTNERS

John Abbott College is a collaboration of many different people and organizations whose contributions play a valuable role in our academic mission. Our main partners are our internal unions and associations such as SUJAC (student union), JACFA (faculty), JACPA (professionals), JACASPA (administrative support personnel) and JACMA (management). They are an integral part of the College community and work tirelessly to contribute to student success.

In addition, the John Abbott College Foundation is another important contributor to the success of our College. The Foundation is now revising its own strategic plan to be directly aligned with the College's plan. It will increase its support in the creation of opportunities for the holistic development of our students and seek major donations to enhance our financial aid to students. It will also focus on reconnecting with our retirees and alumni to ensure that our 50th anniversary celebration (in 2020) is a true community event.

Externally, we will continue our open communication and cooperation with our high school contacts to better understand the reality of many of our incoming students. John Abbott College has important associations with both the Cree and Kativik school boards and we plan to continue our long history of serving the educational needs of aboriginal students. At the university level, our principal collaborators are McGill and Concordia universities. Seventy percent of our pre-university graduates continue their education with these institutions and our ties with both are longstanding and multifaceted. We will continue to work with them to better align relevant programs with their expectations. We will also annually reach out to our own graduates to assess how successful they are in their jobs or university studies.

We also engage in partnerships with our sister colleges throughout Québec, for example with Cégep André-Laurendeau and Cégep de La Pocatière in the *Centre collégial de transfert de technologie (CCTT) en optique-photographique*, and we are active members of the *Regroupement des collèges du Montréal métropolitain (RCMM)*. We also value our collaborations with the seven Anglo colleges of the province through the English Colleges Steering Committee (ECSC).

Our community affiliations offer great support in helping us fulfill our educational mission. To name but a few, the Sainte-Anne's Hospital for Veterans offers a great opportunity for students to get involved in the community, as does our partnership with the West Montreal Readaptation Centre and our deep-rooted ties with the City of Sainte-Anne-de-Bellevue ensure ongoing cooperation and information-sharing. In addition, membership in groups such as the West Island Chamber of Commerce and *La Chambre de commerce et d'industrie de Vaudreuil-Soulanges* create opportunities to network with business and industry partners.

At the corporate level, we could not possibly list all those who have contributed to the achievement of our goals and that collaborate with our Centre for Continuing Education and all departments. John Abbott has a long list of friends and alumni who support the College in so many ways, whether it be through donations of their time, expertise or financial contributions to our Foundation. Local businesses and community organizations also welcome our interns and are clients of our business training services. Finally, close relationships with Aramark Food Services and McGill's Macdonald campus are vital ingredients to our success.

Internationally, we continue our commitment to a global vision and in recent years have experienced significant growth in partnerships around the world. France, India, China, Japan, Ghana, Jamaica, Belize, Brazil, Australia, and Mexico are just some of the countries where John Abbott has ongoing relationships, all offering the potential to expand and enhance the learning and working environment of our College.

These partners and many more contribute to our institutional success.

...FOCUSING ON FEWER TASKS AND ON MORE MEASURABLE DELIVERABLES WOULD HELP INCREASE THE OVERALL COMMUNITY OWNERSHIP OF THE STRATEGIC PLAN.



OUR CONSULTATION PROCESS

The consultation process began in the summer of 2014. The directors of the College reviewed the previous strategic plan (2010-2015) and evaluated the completion rate of the various tasks that it included. That assessment established that approximately 70% of the tasks had been completed and that good monitoring and follow-up practices had been established through its implementation. It was also felt that focusing on fewer tasks and on more measurable deliverables would help increase the overall community ownership of the strategic plan. The directors also completed a simple SWOT (strengths, weaknesses, opportunities, threats) analysis to help trigger initial brainstorming activities.

In mid-October 2014, a joint meeting of the Academic Council and the Board of Governors was held where members brainstormed a first list of possible orientations in answer to the question: Imagine the year 2020, what differences will our students or staff see at the College that will enhance student and institutional success? This Version 1 input was synthesized into 37 initial orientations. These were electronically shared with the John Abbott College community and suggested changes and additions were collected electronically and in a Town Hall meeting in December. An editing committee (formed through consultations and representation from SUJAC, JACFA, JACASPA, JACPA and JACMA) reviewed the input and prepared a Version 2 with 31 orientations, which were again distributed to the community in January 2015. Suggested changes to Version 2 were received via e-mail, and at a Town Hall meeting in late February. In parallel, it was agreed with the student council (SUJAC) that the students would hold a prioritization vote on the 17 “Student Success” Orientations to be shared with the John Abbott College community, in order to sensitize the community to the orientations that the students preferred. The same editing committee again reviewed the input from the second consultation phase to create a Version 3 of the orientations document which included the result of the student vote (over 1000 voted, approximately 13%) and additional clarifications, possible mechanisms, and possible measures for each orientation. This Version 3 (with 31 orientations, 17 of which were categorized under “Student Success”, and 14 under “Institutional Excellence”) was distributed to the John Abbott College community in early March.

Finally, from March 26 to 30, all employees were offered the opportunity to vote on these 31 orientations. They were asked to choose their three preferred Student Success orientations and their three preferred Institutional Excellence orientations. The vote has been tallied (322 employees voted, approximately 40%) and the top-five Student Success orientations and the top-three Institutional Excellence orientations were retained. From the beginning, the Directors Team had retained the right to choose two orientations to bring us to a total of ten. These ten key orientations are what is documented here.

OUR STRATEGIC PLAN ON ONE PAGE

In order to simplify our approach it was decided that we should aim to summarize our strategic plan on one page. As you can see, this summary includes four Guiding Principles (on the outside ring), four High Level Goals (in the colored quarters), and ten key orientations. The next pages will describe each of these elements.



10 KEY ORIENTATIONS

STUDENT SUCCESS

1. All programs are designed, and continuously updated, to ensure that our students' knowledge and skills are aligned with the expectations of university and the world of work.
2. A full range of student support services continue to adapt to the increased demand and changing student needs.
3. Pre-university and career programs continue to include strong General Education content.
4. Students and faculty have access to affordable classroom materials.
5. The College includes sustainable processes in all activities (educational, operational & administrative).
6. Multiple engaging opportunities exist inside and outside the classroom and in the community that lend to the holistic development of our students.

INSTITUTIONAL EXCELLENCE

7. More transparent and inclusive governance where all employees, faculty, and students participate in making decisions that affect them.
8. The College has been completely and sustainably renovated.
9. All employees are benefiting from the professional development (PD) that they require.
10. There exists a culture of multi-disciplinary and multi-functional collaboration across the entire College community.

OUR GUIDING PRINCIPLES

A guiding principle can be defined as a precept that guides an organization, regardless of the circumstances and irrespective of changes in its goals, strategies, or management. Extensive consultation with the management team established that there were four important guiding principles that have always been part of the John Abbott College culture.

1 - The whole John Abbott College family contributing to student success – There is no doubt that everything we do at the College aims at the success of our students. It is our reason for being. It is also important to remind ourselves that we are a family, in the sense that we support and respect each other through kind and respectful collaboration. Our large family, students, faculty, professionals, support staff, managers and all our partners will continue to find ways to contribute to the growth of our students.

2 - The whole community is a classroom – We also need to remind ourselves that learning can, and should happen everywhere. It occurs in the classroom, on our sports teams, our political clubs, our cafeteria, in the village of Sainte-Anne-de-Bellevue, during an international internship. Yes, every activity and interaction that our students have is a potential learning opportunity. We each have a responsibility, within our learning institution, to contribute to the desired learning outcomes in everything we do.

3 – Students, staff, retirees & alumni feeling the John Abbott College pride – Our community cannot truly be a classroom unless the people within it value their participation. We will continue our efforts at making all the friends of John Abbott College feel welcome and engaged in our accomplishments.

4 – Common goals defined through broad consultation – John Abbott College had a tradition of “participative management” long before this term became popular. However, the dramatic growth of our College population has significantly increased the burden of communication, so we need to continue to find new and more efficient ways to allow us to make collectively informed decisions.

OUR HIGH LEVEL GOALS

A culture of continuous improvement requires that we define measures that can help us assess if we are truly improving. We have thus decided to define four high level goals that we believe will be strong indicators of our continued ability to deliver the defined or implied needs of our students. For us, “defined needs” are those that are detailed in our program goals and competencies. “Implied needs” are learning outcomes or skills (like leadership, teamwork, self-confidence, critical thinking...) that we believe are required for our students to become engaged citizens of the world.

1 – Continued Student Success – Since it is our main focus as an institution, our first goal focuses on student success. Surveys of our alumni done in July 2015 (12 to 18 months after they graduate) show that 90% say they would choose John Abbott College again if they needed to return to CEGEP. These are graduates who have at least one year of experience at university or on the job market, and so, know concretely if they were well prepared for their future beyond our walls. We will continue to measure this annually and initiate actions to improve it to 95% by 2020.

2 – Quality Programs – To deliver student success we must, at the same time, ensure that our academic programs remain effective and current. Our alumni surveys show that 80% of our graduates agree or strongly agree that they were well prepared for university or the job market. We will continue to measure this annually and leverage our program evaluation mechanisms to improve it to 90% by 2020.

3 – Fair and Equitable Evaluation – A third important goal of all educational institutions is to ensure that our student evaluations are fair and equitable. Our alumni surveys show that 84% of our graduates agree or strongly agree that the evaluation of student achievement is impartial, valid, reliable and consistent. We will continue to measure this annually and work at improving our practices and policies (particularly our Institutional Policy on the Evaluation of Student Achievement or IPESA) to reach our goal of 90% by 2020.

4 – Strategic Plans that Engage – The practice of institutional strategic planning is only truly valuable if it helps to improve the engagement of the employees that need to deliver it. Although this has yet to be measured (a survey of the John Abbott College employees is scheduled for the fall of 2015), we plan to perform annual surveys and hope that by 2020, 85% of our employees value their contribution to the College’s success. It should be noted that a revision of this metric and target may be required once the initial survey has been completed.

**THESE ORIENTATIONS
WERE DEFINED TO HELP
OUR ENTIRE COMMUNITY
FOCUS IN AREAS THAT WE
MUTUALLY AGREE NEED TO
BE IMPROVED OR CHANGED.**



OUR KEY ORIENTATIONS

Our strategic efforts over the next five years will be centered on the ten key orientations that were defined by the John Abbott College community in 2014-15. These orientations were defined to help our entire community focus in areas that we mutually agree need to be improved or changed. As mentioned previously, they were meant to answer the question: Imagine the year 2020, what differences will our students, or staff, see at the College that will enhance student and institutional success? At the end of the consultation process the community selected six orientations aimed at “Student Success”, and four orientations aimed at “Institutional Excellence”.

Student Success: The definition of Student Success is broadly defined in our mission statement. We, at the College, feel that it is much more than the measures monitored by the Ministry of Education (pass-rates, retention rates, and graduation rates). Student Success also implies the holistic development of our students to encourage autonomous life-long learners who are well prepared for and enthusiastic about their university or technical career.

Institutional Excellence: Although everything that is done at the College aims to enhance student success, the term “Institutional Excellence” was used to capture orientations that, although important, may not be directly linked to the academic life of our current students (example: building renovations; professional development of staff; strong links to our alumni).

We must remember that a strategic plan does not, and cannot, describe everything that we do. At John Abbott College, like in most institutions, it is typical that at least 80% of our resources are focused on operational activities (delivering classes, supporting students, recruiting students and employees, maintaining our infrastructure and facilities). These orientations should not become static or irrelevant; they are simply ten areas that we believe are important in the spring of 2015. In the coming years, if some of the orientations need to be revised, we will take action to do so.

For each orientation we have also included clarifications, possible mechanisms, and possible measures. The clarifications are included to try and help our community better understand the intent of the orientation. The possible mechanisms are a list of tools, processes and practices that may help us achieve the intent of the orientation. Finally, we also include possible measures that we hope may provide constructive feedback to allow us to monitor the progress of the orientation over the next five years. These are not meant to be prioritized or exhaustive lists, but rather a collection of the various suggestions that were provided by the community during the consultation process. It is our intent to continue to add to and to refine these mechanisms and measures in the years to come.

STUDENT SUCCESS ORIENTATIONS

ORIENTATION 1 — All programs are designed, and continuously updated, to ensure that our students' knowledge and skills are aligned with the expectations of university and the world of work.

This orientation essentially describes our main institutional mission. Although we have over 20 great pre-university and career programs, we must remain vigilant in assuring that these programs continue to be well aligned with the expectations of universities and the job market.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> students possess bilingualism (multilingualism) awareness of global perspectives and market place, and international programs alignment with program exit profiles/competencies emphasis on incorporating academic expertise in the curriculum keeping up to date with developing technologies, simulation software and IT the College's technical program curriculum is well-aligned with future labour market and licensing needs the College adapts to societal trends and expectations of the 21st century labour force students are graduating with a level of information literacy that will support them 	<ul style="list-style-type: none"> mentorship programs; international programs; bilingual (multilingual) opportunities the John Abbott College community is up to date with the changing world of technology and the surrounding culture programs include more opportunities for the application of knowledge for improved career choices (internships/mentoring/job shadowing) more conversations with universities vis-à-vis our student competencies survey grads to assess how prepared they felt for future studies consistent info literacy module/info session to all students through a required course providing support for simulation pedagogy – PD /funding/IT support the College supports programs that facilitate critical thinking and a broad perspective on the world (not just technology) continue program assessments active advisory committees in career programs and feedback from stage hosts 	<ul style="list-style-type: none"> more conversation / feedback from university professors number of contacts, frequency of meetings we now have with universities regular program assessment (could be partial assessments) results of student surveys

ORIENTATION 2 — A full range of student support services continue to adapt to the increased demand and changing student needs.

There is no doubt that the student support needs of our students continue to grow. For example, the documented number of students who use our Student Access Centre (for students who may require special needs accommodation) grows yearly. In addition, more and more students expect services to allow them to adapt to the demands of their lives or part-time jobs. At John Abbott College, we also believe that a significant portion of student learning occurs outside the classroom, these services provide learning opportunities that we continually need to assess and improve.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> academic, personal and career needs are addressed a range of student support services which adapt to changing needs which may include linguistic, mental and physical health needs 	<ul style="list-style-type: none"> all students and staff are well informed about available student support resources through a centralized location a College-wide network of clearly identifiable, trained staff exists to support and refer students with mental health difficulties high school guidance counsellors' input into student services provided a committee of representatives from support services and students as well as faculty to identify unmet needs workshops and professional development activities to sensitize/train faculty and staff on student needs (e.g. mental health) 	<ul style="list-style-type: none"> measurement of use of student services (get a measure of demand) semester-end student survey/assessment of student services

ORIENTATION 3 — Pre-university and career programs continue to include strong General Education content.

The CEGEP system is unique in the world, and one of its strengths is the General Education content of our pre-university and career programs. All DEC (*diplôme d'études collégiales*) students are required to complete a block of 14 courses (4 English, 2 French, 3 Humanities, 3 Physical Education and 2 complementaries). It is in these courses that skills like communication, critical thinking, healthy living and ethical decision-making are developed. The labour market often encourages educational institutions to focus on job-related skills at the possible expense of General Education. The Guy Demers Report (*Rapport final du chantier sur l'offre de formation collégiale*) issued by the Québec government in 2014 includes some recommendations that may dilute the General Education content of our programs. We at John Abbott believe that this important portion of our programs must be protected or enhanced.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> General Education is given a high profile roll in all pre-university and career programs the College promotes curricular activities that improve capacities necessary for personal development, such as reading and writing, critical thinking, socio-cultural contextual thinking, perspective taking, emotional intelligence, autonomy, ethical responsibility, creativity, aesthetic perception, physical fitness, sportsmanship and citizenship 	<ul style="list-style-type: none"> each exit profile and comprehensive assessment inherently recognises the central role of General Education within that program the College actively promotes, and provides support for research in reading and writing in English and French, independent critical thinking, healthy living and ethics across all disciplines and student support centres promote mutual understanding between General Education and programs enhance participation of General Education representatives within program committees 	<ul style="list-style-type: none"> student surveys assessing the perception of the importance of General Education competencies

ORIENTATION 4 — Students and faculty have access to affordable classroom materials.

At the same time as government funding towards education continues to decrease, the books and tools that are required for a good education are continually increasing in price. The students and staff of our College have an expectation that these materials should be affordable. We will need to continue to find innovative pedagogical and procurement solutions to ensure that the materials are truly cost competitive.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> including free resources and not-for-profit books faculty have access to free copies from the publisher 	<ul style="list-style-type: none"> bring awareness to teachers on their book selection online, e-books benchmark with comparable programs in the CEGEP network increase communication between teachers and publishers to create custom books which are generally less expensive, and to have more resources deans & chairs should inform their departments of the total cost to students find additional financial assistance sources 	<ul style="list-style-type: none"> number of departments that control or decrease the cost of required course materials number of partnerships with college press and publishers

ORIENTATION 5 — The College includes sustainable processes in all activities (educational, operational & administrative).

As a college we have a responsibility to ensure that we consider the environmental implications of everything we do. Our Anne-Marie Edward Science building has set a new standard in terms of sustainable design and architecture. Over the coming years we need to flow this approach into all of our processes to help reduce our use of resources (paper, energy...) and reduce our environmental footprint (waste management, recycling...) to ensure that sustainability remains at the forefront of all our decision-making.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> sustainable operational and educational processes are understood by their administrators and governors the College includes environmental and energy considerations in all activities 	<ul style="list-style-type: none"> IT investments sustainable practices in cleaning, energy and purchasing share sourcing information for services and products (e.g. food, cleaning products, etc.) available resources and professional development to encourage teaching about sustainability use of sustainable practices inside and outside the classroom low-flow sanitation 	<ul style="list-style-type: none"> education <ul style="list-style-type: none"> -survey of student knowledge of sustainability issues operations <ul style="list-style-type: none"> - waste /energy audits over time - life cycle analysis for products used (e.g. food, cleaning products - disposal or re-purposing)

ORIENTATION 6 — Multiple engaging opportunities exist inside and outside the classroom and in the community that lend to the holistic development of our students.

At John Abbott College, we know that student learning occurs both inside and outside the classroom. Many of the skills that a student needs to be successful in life are not defined by government competencies. Leadership, teamwork, self-esteem, social engagement and cultural citizenship are examples of learning outcomes that we at the College believe are required to be truly successful. We must therefore continue to offer and create opportunities for the holistic development of our students and ensure that our whole community is a classroom.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> students acquire values, morals, socio-cultural context, skills, ethical framework, active learning, and build character and the ability to engage with communities, businesses and other social institutions the College promotes both curricular and extracurricular activities for personal development, such as emotional intelligence, autonomy, perspective, taking ethical responsibility, creativity, aesthetic perception, physical fitness sportsmanship and citizenship the College links curricular and extracurricular activities 	<ul style="list-style-type: none"> creation of competencies for larger world of community, service, work integrate student projects for credit with common College initiative (e.g. 10K run with IT developing website, nursing first aid tent) active learning integrate student projects with community based activities and initiatives 	<ul style="list-style-type: none"> number of initiatives number of students involved in initiatives

INSTITUTIONAL EXCELLENCE ORIENTATIONS

ORIENTATION 7 — More transparent and inclusive governance where all employees, faculty, and students participate in making decisions that affect them.

For a college to truly be “collegial” there is a need for its governance and decision-making to be as transparent and inclusive as possible. This does not mean that every member of the community will participate in all decisions, but we need to improve our communication mechanisms to ensure that we participate in the decisions that affect us, and understand “why” decisions are made.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> governance is not only the internal community of the College but also external 	<ul style="list-style-type: none"> town hall/forum where the Board of Governors is present to communicate with the internal community more diverse membership on committees – engage more participants enhanced communication and consultation 	<ul style="list-style-type: none"> survey of all employees to measure the perception or level of transparency

ORIENTATION 8 — The College has been completely and sustainably renovated.

Once the Anne-Marie Edward Science building was completed in 2012, John Abbot College began to focus its attention on the renovation of our aging buildings on campus. It is hoped that in 2020, all buildings will have been sustainably renovated. In a time of continued government cutbacks it is not certain that we will have the resources to renovate every square meter of our campus, but we will certainly prioritize and revise our renovation activities to ensure that all classrooms and bathrooms are completed.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> it is understood that the priority is to complete the learning areas (including the IT and security requirements) it is implied that it should be affordable and cost-effective the term “sustainable” implies the use of “green” products and processes that consider the “cradle to grave” implications 	<ul style="list-style-type: none"> increased study and classroom space (comply with MESRS norms) classroom security requirements and plan are in place increased number of staff working on renovation projects a revised renovation plan that has realistic (and experience based) timelines and costs the College's floor-space meets all MESRS norms (office space, classroom space...) a sustainable renovation and procurement policy is in place increased equity in office space and access to cutting-edge classrooms 	<ul style="list-style-type: none"> classroom security requirements are met 2-way security communication exists where required (classrooms, meeting rooms...) sustainability targets are being met 100% of study space has been renovated the 5-year renovation plan is completed

ORIENTATION 9 — All employees are benefiting from the professional development (PD) that they require.

As a learning institution we must “practice what we preach” and make every attempt to allow our employees to continuously improve. Staying up to date is difficult in any institution, but it is imperative that we stay up to date in our programs and fields of expertise.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> a clear distinction is needed between required job training and PD 	<ul style="list-style-type: none"> employees understand what is available and how to get access annual employee assessments include clear professional development plans creation of workshops that are based on department or program needs targeted advertising re: library documentation subscription to relevant training interactive approach to identify PD needs and PD activities 	<ul style="list-style-type: none"> survey to demonstrate that staff has received the required PD increased use and awareness of the CLTRC (College Learning Teaching Resource Centre) increase in the number of individuals who participate in PD activities

ORIENTATION 10 — There exists a culture of multi-disciplinary and multi-functional collaboration across the entire College community.

For the John Abbott College community to truly be a “happy place”, we need to nurture a culture of collaboration. When people work together towards a common goal, we gain respect for each other’s talents and reduce the misunderstandings that may be the cause of conflict. Increased collaboration will enhance communication and helps to spread best practices across organizational barriers. Creating a “happy place” may sound trivial, but if people come first, we all need to work together to create a community that we are proud to be part of.

Clarifications	Possible Mechanisms	Possible Measures
<ul style="list-style-type: none"> establish increased awareness and sharing of best practices across the College should help to reduce conflict and departmental “silos” increase the level of respect and civility across the College it should be noted that some effective cross-departmental activities already exist: <ul style="list-style-type: none"> - Academic Council - Board of Governors - All Chairs - Program committees - College pedagogical days 	<ul style="list-style-type: none"> mentoring programs improved professional development communities of practice (like Active Learning) team teaching new collaboration mechanisms (office rotations, open house for staff, more celebrations...) effective College-wide communication plan and processes increased cross-departmental meet & greet functions may be facilitated through a universal break, common meeting time or more efficient scheduling improved conflict resolution mechanisms 	<ul style="list-style-type: none"> employee surveys show increased awareness of cross-departmental practices reduced number of grievances employee retention

**...WE WILL
ALIGN OUR
ANNUAL WORK
PLANS WITH
OUR TEN KEY
ORIENTATIONS.**



THE NEXT FIVE YEARS

This strategic plan is only the beginning of what we hope will be a wonderful journey. As with any journey, we are sure that there will be surprises and required course corrections along the way. For this plan to be successful it will need to be a “live” document. To do this, we will align our annual work plans with our ten key orientations. All departmental annual plans will need to include at least three activities that aim at advancing some of our orientations. Not everything we do is strategic, but we need to plan our strategic tasks if we hope to improve as a community.

The other key to the success of this plan will be to develop measures and metrics that we believe are relevant. Four (4) high level measures have been defined in this document and we will monitor these measures and our progress towards the defined goals. However, in the first year of this plan we will need to assess our “possible measures” and develop a discipline of establishing, measuring and monitoring to ensure that we have believable metrics for all of our orientations. If we cannot demonstrate that our efforts are having a positive impact, we will then need to revise our goals or change our orientations. Failing to deliver a desired orientation will not be a disaster, but ignoring or not knowing that we are failing is not acceptable. As students receive their progressive evaluations in a course or program we expect them to take action when they are at risk of failing. Our community needs to display this same behaviour with respect to our strategic plan.

CONCLUSION

This document has detailed the strategic plan for the John Abbott College community for 2015 to 2020. We feel that it is itself a great example of transparent and inclusive governance where all employees participate in the decisions that affect them, and we would like to offer a heart-felt “thank you” to all who participated. We truly hope that in the year 2020, as we celebrate the College’s 50th Anniversary, we will also be celebrating the significant advancements that we have made as a result of this strategic plan.

Yes, it will be a tremendous amount of work, but there is no greater mission in life than to prepare the leaders of tomorrow. At the heart of our one-page summary is the statement: “The whole John Abbott family contributing to Student Success”. This is because our strategic plan cannot succeed unless it helps to engage our entire community. Through collaboration and working together we can all move forward on our ten excellent orientations, and we have no doubt that in 2020 John Abbott College will indeed be a “happier place” for us, and particularly for our students.

John Halpin, Director General

Erich Schmedt, Academic Dean

... and the entire Directors Team

Caroline Charbonneau, Stephanie Hygate, Stavroula Makris, Donna Yates, Barth Gillan, Michael Johnston, Dennis Waide

