



# Strategic Plan 2008-2013

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*(previously approved by the Board on June 10, 2008 without target dates and indicators)*

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## **Preamble**

### **History and Environment**

Founded in 1970, as the second English Language Cégep in Quebec, Vanier College is located in the borough of Saint-Laurent, on the island of Montreal. Since its creation many things have changed and evolved, but we have never strayed from our principal goal of offering the best possible education to our students, and attempting to create the best possible working conditions for our employees in a multicultural, multi-linguistic, and multifaceted atmosphere.

Currently, there are over 6000 day students attending the College. Approximately 75% of our students are enrolled in pre-university programs, and this sector is where we have seen the greatest increase, in particular in the Social Sciences, Commerce and Communication programs. Enrolment in our thirteen three year technology programs is generally steady and makes up approximately 20% of our student body. Bridging programs (i.e. *sessions d'accueil*) makes up the remaining 5%. As well, Vanier College has 1,200 Continuing Education students and 1,500 Summer School students. We have one of the largest Continuing Education programs in the province, and we hope to continue to increase the number of students taking courses in Continuing Education in the future.

Vanier is well known for its very diverse student population. Over 60 different languages are spoken on campus and over 40% of students report a mother tongue other than English or French. In addition, 41% of our students reside in the Saint-Laurent area. The rest commute from Laval (23%), the West Island (11%), the South Shore (2%), or points further north or south.

Although most of our students are Canadian or landed immigrants, each semester we enroll about 70 foreign students from many countries in the world. No one country stands out, but the diversity that we see on campus is clear. Also, approximately 30 non-resident students are registered this semester. These students from provinces other than Quebec are often interested in our athletics program.

Vanier College must be ready to face the challenge of answering the constantly changing needs of our students, as our diverse student population brings with it a diverse spectrum of needs.

Our mission at Vanier is not only to pledge ourselves to excellence in education at our own college but to increase outreach to the community, whether that be our immediate environment, greater Montreal, the province of Quebec, or the global community in which Quebec can play an increasingly significant role.

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Vanier College firmly believes in the excellence of the Quebec educational system. The college structure and post-secondary curriculum, offers Vanier the opportunity to play an integral role in the Saint-Laurent and Montreal region.

With this Strategic Plan we hope to continue fulfilling our role as an educational institution of choice for so many students by continuing to update our programs, improve our services, manage our space, and strive to become an environmentally friendly and sustainable institution. When reviewing this Strategic Plan over the next five years, and when measuring which goals we have met from one year to the next, we commit ourselves to continue to receive input from those who are most concerned and most often implicated in all aspects of College life – the entire Vanier College Community.

## I. Introduction

### A. Mission Statement

Vanier is a publicly-funded English language Cégep which strives to educate its students as individuals and to prepare them to participate fully in Quebec, Canada and the world. Our mission is to make pre-university, professional and technological education accessible while maintaining the highest possible standards of teaching and learning.

To achieve this we are committed to:

**Providing** our students with a welcoming and caring learning environment.

**Helping** each student to identify and attain individual academic, career and personal goals.

**Stimulating** our students' curiosity and appreciation of knowledge, beauty, and lifelong learning.

**Presenting** each student with a challenge while providing the pedagogical and student support systems necessary to meet that challenge.

**Fostering** appreciation and respect for the rich cultural and ethnic diversity of our students and staff.

**Developing** our students' sense of their civic, social and environmental responsibilities at both the local, and global levels.

**Encouraging** all individuals and groups to participate fully in college life and to learn about and value each other.

**Promoting** the dedication, mutual cooperation and continuous professional growth of our faculty, staff and administrators in order to enrich the learning environment.

**Welcoming** the participation and support of members of the surrounding communities in our activities and programs.

## **B. Values**

We value our position as a dynamic and innovative college which is focused on the success of its students and an appreciation for all the dedicated personnel that contribute to this success. We hope our spirit of community solidarity and caring continues to be the hallmark of our institution, where people enjoy working and learning, and are proud to belong.

## **C. Development of this Strategic Plan**

This Strategic Plan was initiated by the Director General in January 2007. The plan was developed through a thorough and exhaustive process of consultation with the Vanier College community which began in February 2007, and ended in November 2008.

The first step of the process was mostly information and organization. Following the naming of a Strategic Plan Coordinator, the college community was made aware that a strategic planning consultation process was about to begin. Announcements were made at all recognized College bodies, and via other means of communication within the College community.

The first committee to be formed was the Strategic Planning Coordinating Committee who had the ultimate responsibility of the contents of the strategic plan, and who was responsible to ensure that the consultation process was fair and complete.

The coordinating committee was composed of the following membership, with a total membership of 12 individuals:

- The Director General (Chair),
- One representative from each union,
- One representative from each faculty plus general studies,
- One representative from the Board of Directors,
- One representative from Continuing Education,
- One representative from the Academic Dean's office, and
- One representative from Management.

The Strategic Plan Coordinator attended all meetings, organized the meeting schedule, and drafted the final documents from documents and discussion which were held during consultation.

Following their first few meetings, the Coordinating Committee announced that it was searching for volunteers to sit on various strategic planning sub-committees. The Committee also developed a series of questions that could be used by sub-committees for purposes of discussion.

Sub-committees were formed during the Winter 2007 semester and instructed to discuss various issues related to the Strategic Plan. They started meeting during the Fall 2007 semester in most cases. The following committees were created for the process of consultation and evaluation of the final results and document.

- Long Range Planning Committee (sub-committee of Academic Council)
- Space and Facilities Committee (sub-committee of Academic Council)
- Academic Success, Teaching and Learning Practices Committee (sub-committee of Academic Council)

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Admissions, Recruitment, and Enrolment Committee (sub-committee of Academic Council)

International Development Committee (reports to Coordinating Committee)

Continuing Education Committee (reports to Coordinating Committee)

Human Resources and Professional Development Committee (creation recommended by Long Range Planning Committee, it reports to the Coordinating Committee)

It should be noted that some committees were already existing sub-committees of Academic Council and they took on the responsibility of discussing issues related to strategic planning during the semester. New sub-committees of Academic Council were also formed for the purpose of discussion. Finally, three sub-committees were directly responsible to the Coordinating Committee.

The second step in the consultation process began in August 2007 with the planning of a Town Hall meeting on the issue of strategic planning. The entire community was invited to attend a one day Town Hall session to discuss various questions of concern. Participants were put into discussion groups and each reported their findings. All group reports were then posted on the strategic planning website.

The third phase started in February 2008 and concluded in March 2008 with sub-committee reports being presented to Academic Council and then distributed to all Departments for further evaluation and discussion. A draft document was developed following the approval of sub-committee reports by Academic Council. A Pedagogical Day strategic planning session was also organized in March to ensure further feedback.

By April and May 2008 the draft was presented to the Coordinating Committee and Academic Council, and was circulated to the community. This draft included a series of four priorities and 9 goals that will be achieved over the life of the Strategic Plan. Comments were incorporated into the final document. The document was presented to Academic Council and approved for presentation to the Board of Directors in May, 2008.

The portion of the Strategic Plan composed of priorities, strategies and actions was approved by the Vanier College Board of Directors on June 10, 2008.

At that point it did not include indicators, targets and the departments responsible to achieve our goals. This was done during our final phase of consultation beginning in August, 2008, when members of the Vanier College community were called upon to develop the indicators, targets and responsibilities to complete the Strategic Plan. This information was then incorporated into the plan, circulated to various bodies and ultimately brought to the Board of Directors on December 16, 2008 for final approval.

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It is clear that this document is the result of a significant contribution by all interested members of the college community. The process which was deliberately tailored for that purpose allowed significant input from our various constituencies who had an opportunity to contribute to the setting of priorities, the structure of the document and the development of the vision for this college.

## **II. Our Strategic Priorities**

While working on this Strategic Plan four strategic priorities were identified. Priorities came from realities found in both our internal and external environments and provided the focus needed to be successful in the implementation of this plan. For each of the priorities, this plan describes goals, strategies and actions that must be taken for our priorities to be reached, as well as indicators demonstrating the process of achieving these goals. Finally the manager responsible for ensuring that each priority process of achieving of is also identified.

The tables address each goal and are organized in four columns that describe how we will reach our overall vision. In the first column we list our Strategies and Actions. The second column describes indicators which will give us the tools necessary to evaluate whether we have followed through with our actions and achieved our goals. Target dates describe the estimated time line needed to reach our goals. And finally, manager responsible identifies the manager who is ultimately responsible for ensuring that the priorities and goals are achieved over the life time of this plan. It should be highlighted here that this plan was developed in collaboration and consultation with the entire College community.

This Strategic Plan will serve as a basis for all major decisions which will be made over the next five years. But it is also a living document. Since it is impossible to precisely determine ahead of time how we will reach all of our goals, this plan will need to be reviewed and expanded throughout the next five years and in some cases our priorities could change to reflect the environment in which we operate.

The four strategic priorities and their associated goals are outlined on the following page.

## **PRIORITIES & GOALS**

### **Priority: Student Success**

**Goal 1:** Vanier will foster throughout the College community a commitment to a student-centered College

**Goal 2:** Vanier will strive to ensure that students are adequately prepared for their program of study

**Goal 3:** Vanier will provide high quality education that meets the ever-changing needs of our students and society

### **Priority: Resources**

**Goal 4:** Vanier will determine an appropriate size, balance and range of programs based on continuous monitoring of student and societal needs while considering our resources and our mandate as a publicly funded Cégep

**Goal 5:** Vanier will create an employee enhancement initiative to recruit, retain, develop and value employees at all levels and in all areas, including Continuing Education

**Goal 6:** Vanier will be innovative in the creation and management of its physical resources in order to provide a sustainable environment that is conducive to teaching and learning.

**Goal 7:** Vanier will maintain its financial health

### **Priority: International Presence**

**Goal 8:** Vanier will foster in its students a passion for global perspectives and provide the skills to enable them to work in an ever-changing international community

### **Priority: Continuing Education**

**Goal 9:** Vanier will offer services to adult learners to address their needs for lifetime learning

## **A. Priority: STUDENT SUCCESS**

The College's Academic Success Plan 2004-2009 is an integral part in the development of this Strategic Plan. At the same time however, and as a consequence of the goals that we have set for ourselves in this Strategic Plan, the Academic Success Plan will be reviewed in the very near future.

In its 2004-2009 Academic Success Plan the College listed the following four objectives:

- *Given that research concludes with the importance of success in the first semester as a predictor of students' perseverance, success and graduation*
- *Given the importance of challenging high achieving students and supporting faculty and encouraging them to keep up with the knowledge and skills required in teaching*
- *Given our Mission Statement and the College's motion on International Cooperation, Exchanges and Training*
- *Given that future demographics indicate a decline in the number of Secondary V student population and increased competition for students*

*We are committed to*

- *Provide all incoming students with coordinated assistance and monitor their results and make adjustments to their support system.*
- *Develop a Centre for Learning and Teaching Excellence.*
- *Support existing and explore new Local, Provincial, National and International projects for students, faculty and staff*
- *Continue the recruitment of high calibre students for all programs of study*

Consequently, our goal is to increase the academic success and retention of Vanier students through enhancing the environment and practices related to teaching and learning at Vanier College. As a student-centered institution, the College recognizes the important contribution of Services to Students including academic support, in-class support, tutorials and technical support.

Vanier College will work within its current *devis pédagogique*, despite demographic pressures which greatly increase student numbers.

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To fulfill our role as a public Cégep, the college will pursue a policy of promoting both Excellence and Access. Excellence in education should be fostered for all students in all programs – including pre-university, technology, *session d'accueil*, and continuing education. All students that enter this college should be given an opportunity to succeed regardless of their level or the program in which they are enrolled. Appropriate resources and funding must be provided to programs designed for students in need to ensure that these students can also maximize their potential.

We have also chosen to define academic success in different ways depending on whether the student is in a pre-university, technology or transitional program. Our Academic Success Plan will be annexed to this Strategic Plan.

<b>Priority: Student Success</b>				
<b><i>Goal 1: Vanier will foster throughout the College community a commitment to a student-centered College</i></b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>1.1</b>	Develop, publicize, and implement the principles and methods of a student-centred college.	a) A set of guidelines describing the principles and methods of maintaining a student-centered college are developed and approved.	2008-2009	Director General Academic Dean
		b) The guidelines are easily accessible on the College website.	Ongoing	Director of Communications
		c) A student impact statement accompanies each project proposal.	Ongoing	Manager of each project
		d) The majority of graduates in a representative sample agree that Vanier College is a student-centered College.	Annually	Coordinator of OIDE to monitor
<b>1.2</b>	Develop and support further student co-curricular and extra-curricular activities.	a) At least one new project aimed at supporting student co-curricular and extra-curricular activities developed and implemented.	Annually	Coordinator of Student Services  Coordinator of Learning Center

<b>Priority: Student Success</b>				
<b>Goal 2: Vanier will strive to ensure that students are adequately prepared for their program of study</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>2.1</b>	Enhance and coordinate efforts to facilitate the transition process for all students entering into the College.			
	2.1.1 Programs and support services will implement innovative means to facilitate the student's transition into their program either from high school, other educational systems or perhaps following extended periods with no formal education.	a) At least one review of the existing means in each program to facilitate the student's transition into their program either from high school, other educational systems or following extended periods with no formal education, as appropriate.	Annually	Faculty Deans Coordinator of Student Services Coordinator of Library Services Coordinator of Learning Center Coordinator of Language School
		b) Implementation of at least one innovative means to facilitate the student's transition into their program if the current ones are judged lacking in some aspects.		
		c) Increasing first semester success rates as determined from PSEP data.	Annually	Coordinator of OIDE to monitor
	2.1.2 Programs will document what they do to facilitate students' transition into their programs.	a) Inclusion in each program's annual report of a description of the programs activities undertaken to facilitate their students' transition into their program.	Annually	Faculty Deans Coordinator of Student Services Coordinator of Library Services Coordinator of

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				Learning Center Coordinator of Language School
2.1.3 Welcoming and orientation activities will be reviewed regularly and modified where appropriate.	a) At least one debriefing session held after completion of each welcoming and orientation session.	Annually	Coordinator of Student Services Coordinator of Academic Advising Faculty Deans	
	b) Implementation of at least one innovative means if the current ones are judged lacking in some aspects.	Annually		
	c) Outcomes described in annual reports.	Annually		
2.1.4 Maintain liaisons with feeder school boards to enable the exchange of information concerning changes within the high school curriculum and skills/competencies attained at the high school level.	a) Liaisons established with each feeder school board.	Annually	Academic Dean	
	b) At least one meeting per year between the College and the appropriate representatives from each feeder school board, with a significant proportion of the agenda dedicated to the high school curriculum and skills/competencies attained at the high school level.	Annually	Academic Dean	
	c) Minutes of each meeting between the College and the appropriate representatives from each feeder school board distributed to appropriate Faculty Deans and Department/Program Coordinators.	Annually	Academic Dean	
2.1.5 Programs will adjust their curricula as necessary to align with the	a) Appropriate secondary level curricula reviewed.	Each time secondary level curricula is	Faculty Deans Continuing Education	

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	secondary level curriculum.		significantly modified	Coordinators
		b) Changes to program’s curriculum made as required.	Each time secondary level curricula is significantly modified	Faculty Deans Continuing Education Coordinators
		c) Adjustments described in program revision documents and approved by the appropriate College committees as required.	Each time secondary level curricula is significantly modified	Faculty Deans Continuing Education Coordinators Academic Council Board of Directors
	2.1.6 Programs and General Education departments will explore means to incorporate study and time management skills into their curricula, particularly in the early stages of each program.	a) Means to incorporate study and time management skills into the curriculum of each program explored.	Winter 2009	Faculty Deans
		b) Study and time management skills incorporated into the curriculum of each program where required and feasible.		
		c) Outcomes documented in the program’s annual report.		
	2.1.7 Assess the recommendations of the recent Bridging Programs evaluation and implement changes as appropriate.	a) Bridging programs evaluation approved.	Autumn 2008	Faculty Deans Academic Council Board of Directors
		b) Each feasible recommendation of approved evaluation report addressed.	Autumn 2009	Faculty Deans
	2.1.8 Commit resources to develop an	a) Course planning committee in place.	Autumn 2008	Academic Dean

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	introduction to College course. Develop criteria to identify students most likely to benefit from this course and provide appropriate training for teachers offering these courses.	b) Course developed and approved.	Winter 2009	Faculty Deans Academic Council Board of Directors
		c) Adequate number of teachers trained to work with the specific clientele.	Autumn 2009	Academic Dean
		d) Course offered.	Autumn 2009	Faculty Deans
	2.1.9 The Office of Institutional Development & Effectiveness (OIDE) will monitor first semester success rates for each program and provide this information to the programs on an ongoing basis.	a) First semester success rates for each program and comparative rates from the rest of the Reseau extracted from the appropriate source and delivered to each program coordinator.	Annually	Coordinator of OIDE
	2.1.10 Identify indicators for students entering Vanier who might be “at risk”.	a) Study conducted to identify possible indicators for “at risk” students.	2009-2010	Coordinator of OIDE
		b) Results disseminated within the College.		
	2.1.11 Identify and publish key factors which might affect student success in the first semester.	a) Study conducted to determine key factors associated with academic success in the first semester.	2009-2010	Coordinator of OIDE
		b) Results disseminated within the College.		
<b>2.2</b>	Improve student language skills.	a) Results of English Exit exam within normal range for the province.	Annually	Coordinator of OIDE to monitor
	2.2.1 Programs and General Education departments will assess the existing mechanisms aimed at improving student language skills and adjust as necessary.	a) At least one review in each program and General Education discipline of the existing mechanisms aimed at improving student language skills.	At least every 3 years or with a program evaluation,	Faculty Deans Department/Program Coordinators

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		b) In each program and General Education discipline, implementation of at least one innovative mechanism aimed at improving student language skills if the current ones are judged lacking in some aspects.	whichever comes first	
		c) Annual reports from each program and General Education discipline will describe the actions taken to promote literacy across its curriculum.		
	2.2.2 College Preparatory language courses will be reviewed regularly and modified where appropriate.	a) Curricula and outcome statistics of the college preparatory language courses offered by the French and English Departments reviewed.	Annually	Faculty of Science and General Studies (FSGS) Faculty Dean
		b) Modification of course curricula as appropriate.		
	2.2.3 Vanier's policy on Language of Instruction will be disseminated to all faculty and appropriate staff.	a) Vanier's policy on Language of Instruction easily accessible on college website.	Ongoing	Assistant to the Academic Dean
	2.2.4 Encourage faculty to use the resources available at the Learning Center for their students.	a) Information about the resources available at the Learning Center incorporated into the orientation session for new faculty members.	Each semester	Assistant to the Academic Dean
		b) General reminders about the resources available at the Learning Center sent to all teachers.	Annually	Coordinator of Learning Center
	2.2.5 Best practices in relation to improving student language skills will be shared.	a) At least one workshop, seminar or pedagogical day activity conducted on the topic of best practices in relation to improving student language skills.	Annually	Assistant to the Academic Dean

<b>Priority: Student Success</b>				
<b>Goal 3: Vanier will provide high quality education that meets the ever-changing needs of our students and society.</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>3.1</b>	Provide opportunities for all faculty and staff, to further develop skills and innovative approaches to student learning in order to meet our students' evolving needs and learning styles.			
	3.1.1 Provide workshops, conferences and intensive training sessions in pedagogical and professional techniques and IT skills.	a) At least five workshops or training sessions etc. provided.	Annually	Academic Dean Assistant to Academic Dean Human Resources Staff Training Manager
		b) At least one pedagogical day program offered.	Annually	
	3.1.2 Encourage Faculty, where appropriate, to participate in the Master Teacher Program (MTP) or to enrol in some of the associated independent courses.	a) Information regarding the MTP program and courses provided at new teacher welcome and orientation sessions.	Each semester	Assistant to Academic Dean
	3.1.3 Provide opportunities for faculty and staff to be well informed of the expectations of universities and the	a) Each technology program has an advisory committee that includes members who represent potential employers.	Annually	Dean of Faculty of Applied Technologies

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	requirements of employers.	b) At least two meetings held at the College with prospective employers.	Annually	Academic Dean
		c) Participation in College/University committees.	Annually	Academic Dean
	3.1.4 Continue to support and promote pedagogical research and innovation aimed at improving student success.	a) At least one program evaluation supported.	Annually	Academic Dean
		b) Required program revisions supported.		
		c) Pedagogical research and innovation grant possibilities advertised.		
		d) At least three innovative projects supported.		
<b>3.2</b>	Develop and provide programs that address the changing needs of our students and society			
	3.2.1 In accordance with the College's Institutional Program Evaluation Policy, the quality of all DEC programs will be regularly reviewed and improved.	a) At least one program evaluation conducted in accordance with the College's Institutional Program Evaluation Policy.	Annually	Faculty Deans Coordinator of OIDE
		b) Key performance indicators developed and revised as necessary in consultation with each Program Committee.	Annually	Coordinator of OIDE
		c) Key performance indicators for each program disseminated.	Annually	Coordinator of OIDE
	3.2.2 In a transparent and objective manner, new programs will be developed and implemented as student and societal demands arise.	c) At least one new program per year explored and/or developed as needed.	Annually	Faculty Deans Continuing Education Coordinators

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	3.2.3 In a transparent and objective manner, programs that no longer effectively meet the needs of our students and society will be revised or phased out.	a) Programs judged to no longer meet the needs of our students and society (based on the findings of a program evaluation or chronic insufficient application rates) are revised or discontinued if attempts at amelioration are insufficient.	When indicated	Academic Dean Faculty Deans
	3.2.4 Ensure that all programs have adequate resources for current and changing needs.	a) Resource needs, as indicated in program evaluations, annual reports and special requests are considered and responded to appropriately.	Each semester	Academic Dean
<b>3.3</b>	Vanier will increase the capacity of front line services to provide quality support services to all of our students.			
	3.3.1 Ensure that all support services for students, particularly Student Services and the Learning Centre have adequate resources for current and changing needs.	a) Resource needs, as indicated in program evaluations, annual reports and special requests are considered and responded to appropriately.	Each semester	Academic Dean
	3.3.2 Enhance measures to ensure that all students are aware of all of the services that are available to them.	a) Lists of all services available to students disseminated.	Annually	Faculty Deans Coordinator of Learning Center Coordinator of Student Services
		b) Student survey reveals appropriate level of awareness of student services.	Annually	Coordinator of OIDE
	3.3.3 Data will be gathered to determine students' needs and their level of satisfaction with Vanier's programs and services.	a) Student survey reveals information about students needs and their level of satisfaction with Vanier's programs and services.	Annually	Coordinator of OIDE
		b) Survey results shared with appropriate College bodies.		

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3.4	In a transparent and objective manner, Vanier will strive to establish new and innovative educational partnerships.			
	3.4.1 Strengthen links with other Colleges.	a) At least one link or partnership with another college established.	Annually	Academic Dean Director General
	3.4.2 Establish new links and strengthen existing links with other educational institutions (e.g. High Schools and Universities).	a) At least one link or partnership with another educational institution (e.g. High Schools and Universities) established.	Annually	Academic Dean Director General
		b) University requirements determined and distributed to appropriate Faculty Deans, Department/Program Coordinators and Academic Advisors.	Annually	Academic Dean

## **B. Priority: RESOURCES**

At Vanier College we believe in the high quality of our academic programs and have committed ourselves to regular evaluations of all programs in the College. We strive to give our students the best education possible to ensure that they have acquired the necessary knowledge and competencies to enter the workforce or begin their university education. We try to ensure that within budgetary limitations they receive all the necessary materials, equipment and training needed to achieve their goals. Yet, the success of an academic program does not only depend on providing all these tools. It also depends on providing the best facilities – this is where we have chosen to focus our efforts in this Strategic Plan.

From the point of view of a student, the best academic environment is an environment which encourages and facilitates learning. It is an environment where one can sense a strong pedagogical presence which respects the views of students who are participating in a learning process. It is also an environment that takes into consideration their psychological or social developmental needs. Academic programs need content, but in today's world, they also need support mechanisms, space to exchange information and thoughts, and an environment that nurtures an overall sense of belonging.

The working environment in an institution such as ours includes many facets. The best working environment is comfortable, healthy and full of interesting activities, safe, active, social, and free of harassment. But it is also a reality that people ultimately create the working environment of a large institution like ours, and therefore issues of human resources are crucial to ensuring that we continue to have the best working environment that we can possibly have.

We are in a period of rapid turnover in faculty, professional and support staff. Unfortunately, most colleges are also in the midst of this process and consequently, the competition for the best qualified staff may be intense. This is a novel situation for Vanier College. In the past, our practices and procedures worked well, but today, with regard to staff recruitment, there is a strong competition between Cégeps for good candidates and hiring decisions must be made very quickly to ensure that the best candidates are not lost to other institutions. In view of predicted increases in enrolment in the near future, we need to continue increasing the number of support staff. We are facing losing experienced staff through retirement while we need them to train newly hired staff members. A plan for succession must be developed to cope with these issues.

The focus of professional development programs at Vanier College should take into consideration new and experienced faculty and staff. The College should endeavour to provide training and opportunities for all categories of employees. To this end the College

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should continually assess the requirements and desires of its employees, and should ensure that employees are able to carry out the functions of their positions and can develop a career path at the College by providing them with the appropriate training.

Professional Development and Infrastructure also contributes to the enhancement of academic success and retention of Vanier students by improving the environment and practices related to teaching and learning.

To achieve all this, it is imperative that we have access to adequate financial resources. We must also work hard at achieving greater efficiency in the way we use existing resources.

In this section we will describe actions and initiatives that will be taken over the next five years to achieve our goals when dealing with issues of human resource replacement, professional development, improvement in our infrastructure and financing. We will describe how to achieve our goals with respect to continuing to improve our facilities, which will help us create a truly well rounded and successful student. As decades of experience leave us, we hope to transfer the knowledge of so many who have been here since the creation of this college. We hope that a smooth transition can take place and that Vanier College will be able to look forward to passing the torch to new employees who will create new experiences and innovations.

<b>Priority: Resources</b>				
<b>Goal 4: Vanier will determine an appropriate size, balance and range of programs based on continuous monitoring of student and societal needs while considering our resources and our mandate as a publicly funded Cégep</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>4.1</b>	Identify an optimal enrolment and profile of programs for the College while considering societal needs, our physical space and other resources.			
	4.1.1 Examine the relationship between actual enrolment and <i>devis pédagogique</i> .	a) Report of actual enrolment, PES Brutes and how they relate to <i>devis pédagogique</i> compiled and disseminated.	Annually	Academic Dean Registrar
	4.1.2 Determine what effects a decrease or increase in students in particular programs would have on funding, expenses, allocations and space.	a) Report of impact compiled and disseminated when significant change in student numbers noted or anticipated.	As necessary	Academic Dean
	4.1.3 Determine teaching and non-teaching personnel required to meet the needs of the projected number of students.	a) Projected allocation tables compiled as required by the collective agreements.	Each semester	Academic Dean
		b) Level of support services adjusted when enrolment change noted or anticipated.		
<b>4.2</b>	Provide adequate resources to meet the needs according to the number of			

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	students admitted.			
	4.2.1 Ensure the MELS norms for delivery of services to students are used as benchmarks for assessing support and academic success.	a) Existing MEL's norms identified and used as benchmarks where appropriate.	As necessary	Academic Dean
	4.2.2 Maintain validated class sizes within established norms, especially in times of increased enrolment.	a) Appropriate validated class size norms for each course determined (taking into consideration, the typical student population in each course).	Each semester	Academic Dean
		b) Validated class size norms achieved within acceptable limits for each course (taking into consideration, the typical student population in each course).		
	4.2.3 Adjust the level of support services to match the number of students.	a) Level of support services adjusted to match number and characteristics of the student population when enrolment change noted or anticipated.	As needed	Academic Dean
<b>4.3</b>	Monitor and revise the recruitment efforts and focus as required.			
	4.3.1 Identify new methods to promote the College in general and programs where societal needs are high but enrolment levels are low.	a) At least one new promotional activity per year.	Annual	Director of Advancement and Communications
		b) Develop focused recruitment plans for partnership based innovative pre-university programs.	2008-2009 and 2009 -2010	Director of Advancement and Communications
		c) Alumni Society incorporated and resourced.	2008-2009	Director of Advancement and Communications

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		d) Alumni Society participation in key recruitment activities	Annual	Director of Advancement and Communications Coordinator of Alumni Society
		e) Vanier programs represented annually among Palmarès (societal needs) laureate programs	Annual <sup>1</sup>	Director of Advancement and Communications  Outside partner
		f) Demonstrated activities and actions in media exploitation (blogs, pod casts, Facebook presence) to recruit Vanier alumni.	2009-2010	Director of Advancement and Communications Coordinator of Alumni Society
		g) At least one promotional activity by virtue of 40 <sup>th</sup> anniversary visibility	2010-2011	Director of Advancement and Communications
	4.3.2 As part of the focused recruitment for under-enrolled technology programs, publicize job and educational opportunities and trends and identify new target groups, including our internal student population and non-traditional populations.	a) Develop focused recruitment plan for technology programs.	2008 - 2009	Director of Advancement and Communications Dean Faculty of Careers & Technical Programs
		b) Technology Program enrollments:		

<sup>1</sup> Outside partner for confirmation of societal needs

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		- Increased share, through internal transfers, of total technology programs	Annual <sup>2</sup>	Director of Advancement and Communications Dean Faculty of Careers & Technical Programs Admissions (Registrar)
		- Increased share of incoming youth sector graduates in technology programs (traditional population).	2010, thereafter annual	Director of Advancement and Communications Dean Faculty of Careers & Technical Programs Admissions (Registrar)
		- Increased share of total College incoming non youth sector enrollments in technology programs (non-traditional population).	Annual	Director of Advancement and Communications Dean Faculty of Careers & Technical Programs Admissions (Registrar)
	4.3.3 Regularly evaluate the results of focused recruitment and adjust actions as necessary.	a) Annual Recruitment Plan revision and recommendations.	Annual	Director of Advancement and Communications

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<sup>2</sup> As per *Origin of Admitted Students by Educational Attainment* report

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		b) Annual Report comparative figures.	Annual	Director of Advancement and Communications
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<b>Priority: Resources</b>				
<b>Goal 5: Vanier will create an employee enhancement initiative to recruit, retain, develop and value employees at all levels and in all areas, including Continuing Education</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>5.1</b>	Continue planning for future human resources needs.			
	5.1.1 Identify positions which could become vacant soon and prepare for replacements.	a) The existence of an up-to-date list of projected vacancies for all positions in the college.	Annually	Director of Human Resources
		b) For Faculty – all disciplines	As necessary	Director of Human Resources
		c) For professionals and other staff – in situations of upcoming vacancies, on a case by case basis, survey who would potentially be interested in the position and work out a way to train/mentor the person.	As necessary	Director of Human Resources
		d) Adequate numbers of employees at all levels and in all areas.	Annually	Director of Human Resources to monitor
	5.1.2 Initiate training and mentoring programs to enable smooth staff renewal.	a) Increased opportunities/training programs available for staff to improve their qualifications.	Each semester	Human Resources Staff Training Manager
		b) Increased number of staff participating in training programs available for staff to improve their qualifications.	Each semester	Human Resources Staff Training Manager

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		c) Increased number of mentoring programs for staff.	Until every department has one	Human Resources Staff Training Manager
<b>5.2</b>	Be proactive when planning the hiring of new faculty members.			
	5.2.1 Develop, implement and assess new mechanisms of enrolment and allocation projection.	Action plan for a new mechanism of enrolment and allocation projections.	2008-2009	Registrar Academic Dean's Office
	5.2.2 Consider moving registration of returning students to earlier dates.	The suggestion to move registration of returning students to earlier dates considered.	2008-2009	Registrar
<b>5.3</b>	Improve the transition process for teachers with minimal teaching experience at the college level.			
	5.3.1 Encourage departments to set up mentoring programs and create manuals to share with new faculty.	a) Increased number of departmental mentoring programs for new faculty.	Until every department has one	Faculty Deans
	5.3.2 Develop faculty development activities aimed at assisting teachers with their particular needs during their first semester of teaching.	a) Increased opportunities/programs available for assisting teachers with their particular needs during their first semester of teaching.	Each semester	Assistant to Academic Dean
	5.3.3 Strongly encourage new teachers to participate in pedagogical workshops, the Master Teacher Program (MTP) courses and other Performa courses.	a) Increased number of new teachers participating in pedagogical workshops, the MTP courses and other Performa courses.	Each semester	Assistant Academic Dean
<b>5.4</b>	Improve the transition process for new support staff and professionals.			

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	5.4.1 Create activities to help new employees integrate and benefit from the experience of colleagues.	a) At least one new activity developed.	Annually	Director of Human Resources
	5.4.2 Develop recruitment techniques to ensure that employee shortages do not arise	a) An increase in the number of ways that positions are advertised until number is sufficient.	Annually	Director of Human Resources
	5.4.3 Attract and retain qualified employees by endeavouring to create and maintain full-time positions.	a) An increase in the number of full-time positions, subject to workload needs and financial resources.	Annually	Director of Human Resources
<b>5.5</b>	Provide ongoing professional development opportunities for all categories of personnel to enhance their skills and permit them to qualify for possible job changes or promotions.	a) Increase in the number of non-teaching staff that make use of our training programs to meet typical qualifications on job postings.		Human Resources Staff Training Manager to monitor
<b>5.6</b>	Create an atmosphere of pride, belonging and respect.			
	5.6.1 Implement more employee recognition elements (awards, merits, etc).	a) Five recipients for the new College Recognition Awards selected.	Annually	Director General
		b) Awards ceremony for the new College Recognition Awards held.	Annually	
		c) Survey of staff recognition award initiatives in other colleges completed.	Spring 2009	
	5.6.2 Support social events which foster better relations between individuals and between different employee groups.	a) One Retirement and Service Award celebration held.	Annually -Fall	Director General
		b) Contribution made to happy hour activities.	At least 4 times	

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			per year	
		c) Sport or social activities for all staff (i.e. softball game) held.	Twice per year	
	5.6.3 Use College resources to promote a respectful, comfortable and harmonious working and learning environment.	a) Meetings with all union/association representatives held.	Twice per year	Director General
		b) At least one new initiative to promote a respectful, comfortable and harmonious working and learning environment.	Annually	Director of Human Resources
	5.6.4 When needed, improve the employee's ability to deal with work place differences and disputes in an acceptable manner.	a) A decrease in number of psychological harassment grievances that are submitted.	Annually	Director General Director of Human Resources

<b>Priority: Resources</b>				
<b>Goal 6: Vanier will be innovative in the creation and management of its physical and technological resources in order to provide a sustainable environment that is conducive to teaching and learning</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>6.1</b>	Develop a Space Plan which ensures efficient utilization of space resources and reflects the College's Mission Statement.			
	6.1.1 Complete and maintain the audit of current space to facilitate planning.	a) Audit of College space (CAD drawings) complete.	Fall 2008	Director of Administrative Services
		b) Audit information transmitted to MELS.	Summer 2009	Director of Administrative Services
<b>6.2</b>	Provide classrooms and labs that are adequate and conducive to teaching and learning.			
	6.2.1 Ensure that all classes are assigned to rooms that meet the appropriate norms of functionality, comfort and safety.	a) An increase in the number of classrooms that meet MELS standards.	Annually	Director of Administrative Services
	6.2.2 Ensure that the sizes of	a) An increase in the number of classrooms	Annually	Director of

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	classrooms are appropriate to accommodate a variety of pedagogical approaches.	appropriate to accommodate a variety of pedagogical approaches.		Administrative Services
	6.2.3 Ensure that classroom equipment and information technology facilities are up to date and in good order.	a) Review of equipment and information technologies facilities completed in conjunction with teachers who use these facilities.	Annually	Director of Administrative Services
		b) Classrooms are updated and maintained in terms of equipment and information technologies facilities to accommodate a variety of pedagogical approaches, within budget allocation.	Annually	
	6.2.4 Update classroom furniture so that it is appropriate for College level students.	a) Review of classroom furniture completed.	Annually	Director of Administrative Services
		b) Classrooms are updated and maintained in terms of classroom furniture as necessary.	Annually	
	6.2.5 Make maintenance and cleanliness of classrooms and labs a priority.	a) Cleaning and maintenance schedule for classrooms and labs developed and adhered to.	Annually	Director of Administrative Services
<b>6.3</b>	Create and maintain more student friendly places to study or gather in addition to Program Resource Rooms and the student mall.	a) New student lounge on fifth floor of N Building completed	Fall 2008	Director of Administrative Services
		b) New locations identified and assessed.	2009-2010	
<b>6.4</b>	Invest in College space and infrastructure.			
	6.4.1 Modernize and expand science	a) Needs assessment of Science Labs' completed.	2009-2010	Director of Administrative

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	labs as necessary.	b) Improvements made as required within budget allocation.		Services
	6.4.2 Install new ventilation and air conditioning systems where needed.	a) Needs assessment of College ventilation and air conditioning system requirements completed.	2009-2010	Director of Administrative Services
		b) Ventilation and air conditioning systems installed where required within budget allocation.	Ongoing	
	6.4.3 Create a new digital photo lab in the CAMT area.	a) Plans for CAMT completed and renovation date established.	2009-2010	Director of Administrative Services
	6.4.4 Assess the “Steam Plant Green Plan”; evaluate its costs, benefits and potential funding sources.	a) Initial architectural plans completed.	2009-2010	Director of Administrative Services
<b>6.5</b>	Maintain and upkeep our physical environment.			
	6.5.1 Emphasize cleanliness as a community responsibility.	a) At least one cleanliness awareness campaign held.	Annually	Director of Administrative Services
	6.5.2 Establish a clear system of reporting related to maintenance and repairs.	a) Procedures for reporting/requesting maintenance and repairs in place via <a href="mailto:services@vaniercollege.qc.ca">services@vaniercollege.qc.ca</a> & ext. 7977 in place.	Ongoing	Director of Administrative Services
	6.5.3 Augment strategies to engage the community in maintaining quality space and reporting deficiencies.	a) Systems developed and in place for information to flow from College community to Facilities Manager.	Ongoing	Director of Administrative Services
	6.5.4 Adopt a set of environmentally sound maintenance practices.	a) Review of maintenance practices in light of environmental policy completed.	Ongoing	Director of Administrative

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				Services
<b>6.6</b>	Emphasize the importance of environmental sustainability, safety and health.			
	6.6.1 Complete and implement the College environmental policy.	a) College Environmental Policy developed and approved by Board of Directors.	2008-2009	Director of Administrative Services
		b) College Environmental Policy implemented.	Ongoing	
	6.6.2 Complete the necessary steps to become a “Green Cégep”.	a) College Environmental Policy approved by Board of Directors.	2008-2009	Director of Administrative Services
		b) At least four student-organized activities related to the environment completed.	2008-2010	
		c) At least four training activities related to the environment completed.	2008-2009	
		d) An Advisory Committee on the Environment established.	2008-2010	
		e) Environnement Jeunesse approval received.		
	6.6.3 Continue taking steps towards becoming a College which follows the principles of Sustainable Development.	a) College Environmental Policy implemented.	Ongoing	Director of Administrative Services
	6.6.4 Promote Sustainable Development and other environmental issues by encouraging innovative proposals.	a) Environmental Advisory Committee receives proposals.	Ongoing	Director of Administrative Services

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	6.6.5 Emphasize where possible the use of products that are fair trade, sustainable, and locally produced.	a) Cafeteria tender respects the College Environmental Policy and, where possible, uses fair trade and local products.	2008-2009	Director of Administrative Services
		b) Purchasing Department implements sustainability practices.	Ongoing	
	6.6.6 When appropriate obtain expert advice in matter of workplace safety and its improvement.	a) All CSST requests considered and responded to by the College Health and Safety Committee.	Ongoing	Director of Administrative Services
	6.6.7 Provide training in CPR, first aid and crisis intervention.	a) Training plan to provide training in CPR, first aid and crisis intervention to appropriate members of the College community developed and implemented.	2009-2010	Director of Administrative Services Human Resources Staff Training Manager
<b>6.7</b>	Ensure that the College provides an environment that meets the needs of the physically handicapped (i.e. refer to <i>La Loi sur les droits des personnes handicapées</i> ).	a) Needs assessment of College environment with respect to the physically handicapped completed.	2009-2010	Director of Administrative Services
		b) Required renovations (as determined by the needs assessment) completed.	2009-2010	

<b>Priority: Resources</b>				
<b>Goal 7: Vanier will maintain its financial health within the framework and goals of this strategic plan</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>7.1</b>	Maintain a strong financial balance sheet.			
	7.1.1 Maximize the revenue base by diversifying funding sources.	a) Increased revenue in auto-financed operations.	2009-2010	Director of Financial Services
	7.1.2 Identify and implement cost-recovery activities.	a) The Program Business plans are reviewed.	Bi-annually	Coordinator of Finance
		b) The student refund policy is reviewed for possible recovery of administrative costs.	2009-2010	Coordinator of Finance
		c) At least one innovative cost-recovery activity implemented.	As required	Coordinator of Finance
	7.1.3 Conduct regular reviews of expenditures to identify potential savings.	a) Energy expenditure analyzed and potential mechanisms for savings identified.	2009-2010	Manager of Finance
	7.1.4 Determine areas where greater efficiency could result in savings.	a) The efficiency of each area analyzed and potential savings mechanisms identified.	2009-2010	Manager of Finance

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		b) Identified potential savings mechanisms implemented.		
<b>7.2</b>	Implement a culture of accountability.			
	7.2.1 Implement a system of internal audit and financial control.	a) System of internal audit and financial control in place.	2009	Director of Financial Services
	7.2.2 Maintain a system of reserve funds.	a) A system of reserve funds is included in the budget process.	2009	Director of Financial Services
	7.2.3 Implement new computerized systems.	a) Finance Department staff are completely familiar with CLARA.	2009	Coordinator of Finance
		b) A decentralized timesheet entry system is in place.	2010-2011	Coordinator of Finance
<b>7.3</b>	Revitalize the Vanier College Foundation.			
	7.3.1 Develop a comprehensive fundraising plan.	a) Comprehensive fundraising plan completed and approval received from the Foundation Board.	Fall 2008	Director General Foundation Board Chair
		b) A work plan of objectives for staff adopted.	Fall 2008	Foundation Board
		c) External representation on the Board increased.	Fall 2008 and on going	Director General Foundation Board Chair Staff

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		d) Bi-annual working sessions organized.	Fall 2008 and Spring 2009	Director General Foundation Board Staff
	7.3.2 Achieve stronger integration between the College and the Foundation.	a) List of College needs compiled and priorities set.	January 2009	Foundation Staff/Board
		b) Administrative/Financial Systems integrated.	November 2008	Secretary/Treasurer Director General
		c) Internal Fundraising Campaign launched.	March 2009	Foundation Staff Director General

## **C. Priority: INTERNATIONAL PRESENCE**

As one of the most linguistically diverse and multicultural student bodies in the Cégep system, Vanier College is very well placed to develop international cooperation projects and integrate elements of these projects within the College's education structure. Further developing the international education element will reinforce the values described in our Mission Statement.

At Vanier there are already many projects that fulfill our international goals including a Language School, exchange programs, student trips, international stage programs, and public engagement projects that focus on global issues.

The College has already developed guidelines for student trips and other activities, as well as policies to deal with international cooperation projects and trips. The policies are appended to this Strategic Plan.

It is clear, however, that if we wish to continue developing new programs in this field it is necessary to achieve the goals described below. Information, training, and community support are all essential to ensure the viability of such programs and projects in the long term. Also projects must be self-financing or financed through appropriate third parties or from other international projects. This will require that we develop further expertise in writing project proposals and making contacts with appropriate funding agencies.

The following table describes Vanier College's goals, and actions that will be taken over the next five years to achieve our goals in International cooperation and development of an international element within our curriculum.

<b>Priority: International Presence</b>				
<b>Goal 8: Vanier will foster in its students a passion for global perspectives and provide the skills to enable them to work in an ever-changing international community</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>8.1</b>	Integrate an international and intercultural dimension into our programs.			
	8.1.1 Pursue international <i>stages</i> and student exchanges.	a) At least 1 new stage or exchange is implemented annually.	Ongoing	International Education working with the Faculty of Technologies
	8.1.2 Support and encourage learning activities with an international focus.	a) At least 3 learning activities with an international focus are implemented annually.	Ongoing	International Education
	8.1.3 Provide training in international development to our faculty and students.	a) Training video is produced.	2008- 2009	International Education
		b) At least 1 training workshop is held annually.	Ongoing	
<b>8.2</b>	Increase the involvement of students, faculty and staff in international projects and programs.			
	8.2.1 Involve faculty and staff in visiting international delegations.	a) At least two departments per year participate in visiting delegations.	Ongoing	International Education
	8.2.2 Involve faculty and staff in missions and exchanges abroad.	a) At least 2 departments participate in missions and exchanges annually.	Ongoing	International Education

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	8.2.3 Maintain a list of interested and/or skilled community members in the international field and explore means to bring these members together.	a) List of at least 20 community members is in place.	2008-2009	International Education
		b) One activity is held annually to bring interested members together.	Ongoing	
	8.2.4 Promote involvement of groups and individuals in international projects.	a) One presentation is made annually to Joint Coordinators.	Ongoing	International Education
		b) One article is in VCTA Newsletter promoting interest.	Ongoing	
<b>8.3</b>	Build the support of the College community and beyond for Vanier's participation in international projects.			
	8.3.1 Publish international activities via an annual newsletter, the website and other internal and external means.	a) Newsletter is created, then published annually.	2008-2009 and then annually	International Education
		b) The International Education website is updated regularly.	At least twice a year	
	8.3.2 Attend and participate in conferences and workshops on international education.	a) Three conferences and workshops will be attended annually by Vanier staff/faculty.	Ongoing	International Education
		b) Two Vanier staff will participate as speakers annually.	Ongoing	
	8.3.3 Assess the benefits and costs of the Language School to the College and greater community.	a) Annual reports to Academic Dean and Academic Council describe benefits and costs.	Ongoing	International Education
<b>8.4</b>	Develop a balanced and diversified range of international activities.			
	8.4.1 Encourage new projects which	a) At least, 2 new projects are implemented	Ongoing	International Education

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	meet the criteria of Vanier’s policy, “International Cooperation, Exchanges and Training”.	annually.		
	8.4.2 Continue to encourage the development of the Language School.	a) At least 1 new course/ 1 new activity/1 new academic departmental project is developed annually.	Ongoing	International Education
	8.4.3 Identify possible partners for international projects both locally and internationally.	a) At least 2 new partners will be identified annually with plans in place for the partnership.	Ongoing	International Education
	8.4.4 Identify potential sources of funding and train faculty and staff in the writing of grant proposals.	a) At least 1 new source of funding will be identified annually with a project proposal submitted.	Ongoing	International Education
		b) At least 1 workshop will be held a year on grantsmanship.	Ongoing	
<b>8.5</b>	Encourage and support international students who are enrolled at Vanier.	a) The website for services for international students will be furthered developed.	Ongoing	International Education
		b) A buddy system for international students will be established.	2008 - 2009	
		c) The majority of students report satisfaction with the level of support received.	Annually after 2009 - 2010	

## **D. Priority: CONTINUING EDUCATION**

Many challenges await the educational system in this, the 21<sup>st</sup> century, as education plays an increasingly important role in contributing to economic development and stability. It is through the acquisition of training and re-training that people enter and remain in today's workforce.

Vanier College has one of the largest Continuing Education Centers in the Montreal area as well as in the Province. The Centre provides the framework needed to encourage and enable the adult learner to study and continue to learn within the CÉGEP system.

The Continuing Education Centre also provides opportunities for the College to explore and develop links with Business and Industry as well as with various cultural communities and organizations by providing a diverse offering of training courses and programs.

The following describes the goals and actions that will be taken by Continuing Education over the next five years to achieve its objectives to support student success; to improve its visibility within the College; and to develop and provide training that addresses the needs of individuals and society.

<b>Priority: Continuing Education</b>				
<b>Goal 9: Vanier will offer services to adult learners to address their needs for lifelong learning</b>				
<b>Strategies and Actions</b>		<b>Indicators</b>	<b>Target Dates</b>	<b>Manager Responsible</b>
<b>9.1</b>	Provide academic and support services and resources to promote the success of Continuing Education students.			
	9.1.1 Promote access and awareness to all academic services for Continuing Education students.	a) An increased number of Continuing Education students are aware of, and use, the following Services in the College available to them: <ul style="list-style-type: none"> <li>• Academic Advising</li> <li>• Bookstore</li> <li>• Counselling</li> <li>• Financial Aid Officer</li> <li>• Food Services</li> <li>• Information Technology Centres</li> <li>• Library</li> <li>• Parking</li> <li>• Sports Complex</li> <li>• Student Employment Centre</li> <li>• The Learning Centre</li> </ul>	2009 – 2010	Continuing Education Training Advisor
	9.1.2 Provide resources to teachers to ensure delivery of quality courses.	a) Continuing Education classrooms and labs are converted into “smart rooms”.	Autumn 2008	Continuing Education Coordinator(s)
		b) New detached tables and chairs for teachers and students are found in Continuing Education classrooms.	Autumn 2008	Continuing Education Coordinator(s)

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		c) New flat screen monitors and new chairs for students are found in Continuing Education computer laboratories.	Autumn 2008	Continuing Education Coordinator(s)
		d) An increased number of Continuing Education teachers attend Orientation and Information Sessions each semester.	Ongoing	Continuing Education Coordinator(s)
<b>9.2</b>	Improve Continuing Education's visibility within and integration with the rest of the College.			
	9.2.1 Publish a newsletter of Continuing Education courses and programs for distribution to the Vanier community.	a) Continuing Education publishes and distributes a Continuing Education Newsletter to the Vanier Community via the College's website and through internal mail as well as through several distribution points in the College such as: <ul style="list-style-type: none"> <li>• Communications</li> <li>• Continuing Education</li> <li>• Library</li> <li>• Registrar's Office</li> <li>• Security</li> <li>• Sports Complex</li> </ul>	2008 - 2009	Continuing Education Training Advisor
	9.2.2 Improve the information available on the Continuing Education website.	a) An increased number of DEC & AEC program grids are found on the website.	2009 – 2010	Continuing Education Training Advisor
		b) An increase in the amount of up-to-date information on Continuing Education's offerings and activities is found on the website.	Autumn 2008	Continuing Education Training Advisor
	9.2.3 Improve access and effectiveness of Continuing Education registration systems.	a) The registration of all Continuing Education students taking credit courses is completed using CLARA.	Autumn 2008	Continuing Education Academic Coordinator

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		b) Online registration using CLARA is available for all Continuing Education evening and weekend students taking credit courses.	2010 – 2011	Continuing Education Academic Coordinator
<b>9.3</b>	Develop and provide programs that address the changing needs of our students and society.			
	9.3.1 Continuing Education will evaluate, revise, and develop credit and non-credit courses, programs, PLAR (Prior Learning Assessment and Recognition), E-learning, etc.	a) A process for program evaluation, revision, and development is completed.	2009 – 2010	Continuing Education Coordinator(s)
<b>9.4</b>	Develop and promote educational initiatives with Business and Industry, as well as with cultural organizations.			
	9.4.1 Explore the feasibility of hiring experienced training specialist(s) to develop and promote educational training initiatives.	a) A Continuing Education Business & Industry Training Specialist is hired.	2009 – 2010	Director of Continuing Education
		b) A needs assessment for Business & Industry training is completed.	2010 – 2011	Continuing Education Business & Industry Training Specialist
		c) An appropriate number of programs and/or courses for Business & Industry are developed.	2012 – 2013	Continuing Education Business & Industry Training Specialist
	9.4.2 Explore the possibility of partnerships with St. Laurent and the greater Montreal Business communities.	a) A minimum of one new partnership with the business community is established annually.	2012 – 2013	Continuing Education Business & Industry Training Specialist
	9.4.3 Explore links with cultural communities.	a) A minimum of one new link with a cultural community is established annually.	2012 – 2013	Continuing Education Business & Industry Training Specialist

### **III.Evaluation Process**

The yearly evaluation of this strategic plan is the responsibility of the Director General. Every year, prior to the Board voting on financial decisions, an evaluation committee will be struck and will meet to evaluate whether priorities set by the Strategic Plan have been met. A report will be produced and will include an assessment of the situation and recommendations to continue working towards achieving our goals as needed.

Every year, as per article 27.1 of the Law, the college will prepare an evaluation report on this strategic plan and will send it to the Ministry by December 1, of any given year.

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## **IV. Acknowledgements**

The Coordinating Committee members wish to thank all members of the Vanier Community who participated in the creation of this Strategic Plan by attending meetings and provided feedback to the Strategic Plan Coordinator. All contributions were extremely appreciated and provided improvements to our 2008-2013 Strategic Plan.

## **V. Terminology**

### **Action**

An action is an activity that is completed to fulfill or address a goal.

### **A.E.C.**

Attestation d'études collégiales

### **D.E.C.**

Diplôme d'études collégiales

### **Goal**

A goal is the result, achievement, aim, or end toward which the action is directed. College Strategic Goals are the goals developed by the College community. They are designed to direct the actions of all departments and programs toward the College's priorities, which outline what we as a college want to ultimately achieve.

### **Indicator**

An indicator is a statement of the results to be achieved, target of change, method of measuring the results, and criteria for successful achievement. Indicators state results, not activities (how we know how well we've done). The results can be expressed by quantitative or qualitative data. Indicators are also called performance indicators or key performance indicators. Some examples of indicators:

- Goal achieved as evidenced by in 2007/2008, 100 students progressed from semester 1 to semester 2 vs 105 in 2008/2009 an increase of 5% (Quantitative data)
- Goal achieved as evidenced by the evaluation of the implementation of the IPESA was completed and the report accepted by CEEC (Qualitative data).

### **Manager Responsible**

This names the manager responsible for ensuring the indicated strategy or action is accomplished. This designates WHO will be sure it gets done.

### **Priority**

A priority is the most significant change which the College must manage to realize its vision and the capacity of the College to effectively manage the impacts of those changes.

Final version approved by the Board of Directors on 12-16-08

**PSEP**

Profil scolaire des étudiants par programme

**Strategy**

A strategy is a systematic plan of action that the College, intends to take in order to achieve its goals. Strategies are dynamic and may need to be modified based on new knowledge or changing circumstances.

**Target Date**

The target date is the due date, that is, when you expect to achieve the goal. For some goals this may be an ongoing event, some could be done annually and others may have specific target dates.