

STRATEGIC PLAN 2020-2025






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LAKESIDE VIEW – GLOBAL VISION

Serving both our Students and Society as a Whole

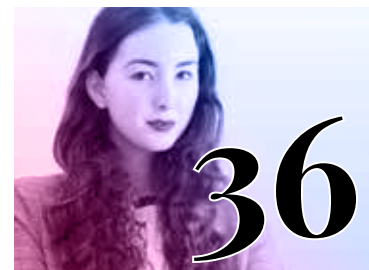
Chair of the Board of Governors' Message	7
Introduction	8
Mission Statement	10
Statement of Purpose	10
Statement of Values	12
Partners	14
Our Consultation Process	16
 Our Strategic Plan on One Page 2020-2025	18
Our Strategic Orientations	20
Context of Student Success Orientations	22



6 Student Success Orientations

Nurturing Health	28
Loving to Learn	29
Opening Our Doors	30
Preparing for Tomorrow	31
Creating Together	32
Contribuer chez nous et au-delà	33

Context of Institutional Excellence Orientations	34
--	----



4 Institutional Excellence Orientations

Growing Careers	36
Achieving Systemic Change Together	37
JAC Be Nimble	38
Responding to the Science	39

Conclusion	40
------------------	----

Acknowledgments	42
-----------------------	----

Chair of the Board of Governors' Message



For 50 years, John Abbott College's mission and reason for existence has been to meet the needs of its students. As we move towards the year 2025, we will continue to seek innovative ways to maintain our leadership role in delivering student success within the college network, while collaborating with the entire community.

The needs and expectations of our students and employees continue to increase, while the traditional sources of government funding remain unpredictable. We will therefore continue to implement innovative teaching methods, adaptable student services, and institutional improvements that will help to further student learning in a holistic manner. We will also continue to engage JAC employees to maintain and enhance the college's close and collaborative work environment. Finally, if planned government funding becomes a reality, we hope to complete the long-running renovations of our existing facilities and increase our capabilities through an additional expansion.

It is with great excitement that we present our 2020-2025 Strategic Plan, developed over a 10-month period through multiple consultations across the entire community. Most of our strategic orientations were selected through a democratic process, reflecting the wishes of the JAC community and providing an outstanding testimonial of participative management. We are excited and confident that this plan will help John Abbott College reach new heights in serving both its students and society as a whole.

Gwyneth Edwards
Chair of the Board of Governors

Introduction

At John Abbott College we have for many years combined the Strategic Plan with the Student Success Plan. Our 2020-2025 version is the result of an extensive 10-month consultation of the entire John Abbott Community.

The consultation was successfully completed in June 2020 in spite of the multiple challenges that the College and the globe faced due to the COVID-19 pandemic. This consultation began with an initial assessment of the College's 2015-2020 Strategic Plan which showed that the previous plan had been very successful at improving employee ownership by ensuring that the annual work plans of the College were focused on the strategic orientations. Based on the strategic plan dashboard that was monitored over the 5 years, approximately 73% of the planned strategic orientations were completed. One key-lesson learned is that we need to continue to improve our ability to measure progress on our strategic orientations with useful and credible metrics. 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 for improvement.

Like the previous Strategic Plan, the 2020-2025 version was limited to 10 Key Orientations. They were

developed and selected by the community in answer to the question: *Imagine the year 2025, what differences will our students, or staff, see at JAC that will enhance student success and institutional excellence?*

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 John Abbott ultimately aims at the success of our students, four additional orientations focus on what

we believe is required to achieve "Institutional Excellence". The outcomes for these orientations may be more apparent to our College employees.

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 for improvement.

The Québec government requires that all colleges develop 5-year strategic plans and student success 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 understand-

ing and excitement about the future of John Abbott College. JAC has had a great 50-year history and we look forward to another 50 years of celebrating the many great things that we continue to do.

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:
LEARNING
QUALITY
STUDENTS**

Statement of Purpose

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;
- Respect and learn from diverse identities and world views by providing equity and opportunities within our college's community, approaches and programs;
- Actively engage in truth and reconciliation by building meaningful relationships with and learning from Indigenous Peoples and their values, knowledges, and perspectives.

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, interactive and holistic 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, supportive, and respectful environment that recognizes and responds to diverse student realities;
- Bolster self-confidence and promote belonging, well-being, and a sense of purpose, leading students to attain academic, professional, and personal growth.
- Ensure governance that reflects the active engagement of students, employees, 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.

*Imagine the year 2025,
what differences will our
students, or staff, see at
JAC that will enhance
student success and
institutional excellence?*

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 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

A SUPPORTIVE LEARNING ENVIRONMENT

RESPONSIBILITY TO OUR COMMUNITIES

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.



"an explicit statement of values would be helpful in further guiding the College's various bodies and stakeholders in their decision making."

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.

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 internal partners are the 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 continuously to contribute to student success.

In addition, the John Abbott College Foundation is another important contributor to the success of our college. The Foundation maintains its own strategic plan that is 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 facilities (capital campaigns) and to offer financial aid to students.

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. 70% 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.

Within the college network, John Abbott College will continue to be a collaborative leader. We are the only CEGEP that has three CCTTs (*Centre collégial de*



transfert de technologie), and they are all in partnership with other CEGEPs: OPTTECH, our optical research centre with Cégep André-Laurendeau and Cégep de La Pocatière; CERASP, our pharmaceutical centre with Cégep Gerald-Godin; and JACOB, our centre for artificial intelligence, with Collège Bois-de-Boulogne. We will also continue our multiple collaborations with other members of the *Regroupement des cégeps de Montréal* (RCM). We also value our collaborations with the seven anglophone 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-Dorion* 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 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 accept 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. It is clear that the COVID-19 pandemic has brought most of these partnerships to a standstill, but we hope to rebuild these in the coming post-pandemic years.

These partners and many more contribute to our institutional success.

Our Consultation Process

The consultation process began in the summer of 2019, when the directors and deans of the College drafted a SWOT (strengths, weaknesses, opportunities, threats) analysis that was then shared with many groups across the College in the Fall of 2019. This SWOT analysis was then reviewed by the Academic Council and then by the Board of Governors during a full-day offsite meeting.

In parallel, the College formed a Strategic Planning committee, with members appointed by each student or employee group (SUJAC, JACFA, JACASPA, JACPA and JACMA) in addition to the Director General, the Academic Dean, the Manager of Communications, and the Assistant to the Director General.

Version 1

With the SWOT analysis and initial input from the deans and directors, this committee drafted a *Version 1* of possible strategic orientations. It also facilitated an initial Town Hall consultation in November to refine the possible orientations that would answer to the question: *Imagine the year 2025, what differences will our students or staff see at JAC that will enhance student success and institutional excellence?*

Version 2

Following the November 2019 consultation, the committee synthesized the community input into 20 possible orientations, and added clarifications, possible mechanisms or actions and *possible metrics* for each orientation. This *Version 2* of the orientations was used for a second community consultation and Town Hall in January 2020.

In February, as agreed with the student council (SUJAC), the students held a prioritization vote on the 20 Orientations to be shared with the John Abbott community, in order to sensitize the employees to the orientations that the students preferred. Over 3100 students voted or approximately 43% of the student population.

Version 3

On March 13, 2020, due to the COVID-19 pandemic, the College was required to close its facilities, and transition to online learning. It was not until mid-April that the Strategic Plan Committee was able to review the input from the second consultation phase to create a *Version 3* of the orientations document which included the result of

the student vote and additional *clarifications, possible mechanisms or actions, and possible metrics* for each orientation. This *Version 3* of the orientations was distributed to the John Abbott community in late April.

Final version

Finally, from May 4 to 31, all College employees were offered the opportunity to vote on the 20 orientations. They were asked to choose their three preferred *Student Success* orientations and their three preferred *Institutional Excellence* orientations. The vote was tallied (391 employees voted, approximately 50% of the population) and the top five *Student Success* orientations and the top three *Institutional Excellence* orientations were retained. As planned from the beginning, the directors and deans selected the last two orientations bringing the total of ten. These ten Strategic Orientations are documented in the following pages.





From a LAKESIDE VIEW to a GLOBAL VISION

ORIENTATIONS
Student Success
Institutional Excellence

- 1 Nurturing Health** JAC supports student mental health and the community that serves them through an evidence-based approach that includes a safe, healthy and inclusive learning environment and holistic student services.
- 2 Loving to Learn** JAC works towards reducing a culture of academic competition, providing learning opportunities that foster cooperation and collaboration across all programs.
- 3 Opening Our Doors** JAC makes English education more accessible through the development of its facilities and their capacity, its diverse programs and its pedagogical innovation.
- 4 Preparing for Tomorrow** JAC provides educational opportunities to meet the rapidly changing provincial workforce needs and encourages lifelong learning.
- 5 Creating Together** JAC encourages innovation by engaging students from all disciplines in experiential learning, active citizenship and problem solving for real-world impact.
- 6 Contribuer chez nous et au-delà** JAC prepares students of all backgrounds to fully participate in, and contribute to, Québec society and beyond.
- 7 Growing Careers** JAC provides personal and professional development opportunities to empower employees to reach desired results and career goals.
- 8 Achieving Systemic Change Together** JAC is informed about and is resolving structural and systemic discrimination faced by minoritized students and staff at the College, and works to address systemic barriers.
- 9 JAC Be Nimble** JAC has agile processes, programs and tools that quickly adapt to the changing needs of students, universities and the workforce.
- 10 Responding to the Science** JAC takes leadership in addressing the climate crisis in operations, policies, learning activities and community outreach, and is reducing its carbon footprint and environmental impact.

Our Strategic Orientations

Our strategic efforts over the next five years will be centered on the ten orientations that were defined by the John Abbott community in 2019-20. These orientations were defined to help our entire community focus in areas that we mutually agree need to be improved or changed. As previously mentioned, they were meant to answer the question: Imagine the year 2025, what differences will our students, or staff, see at JAC 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”.

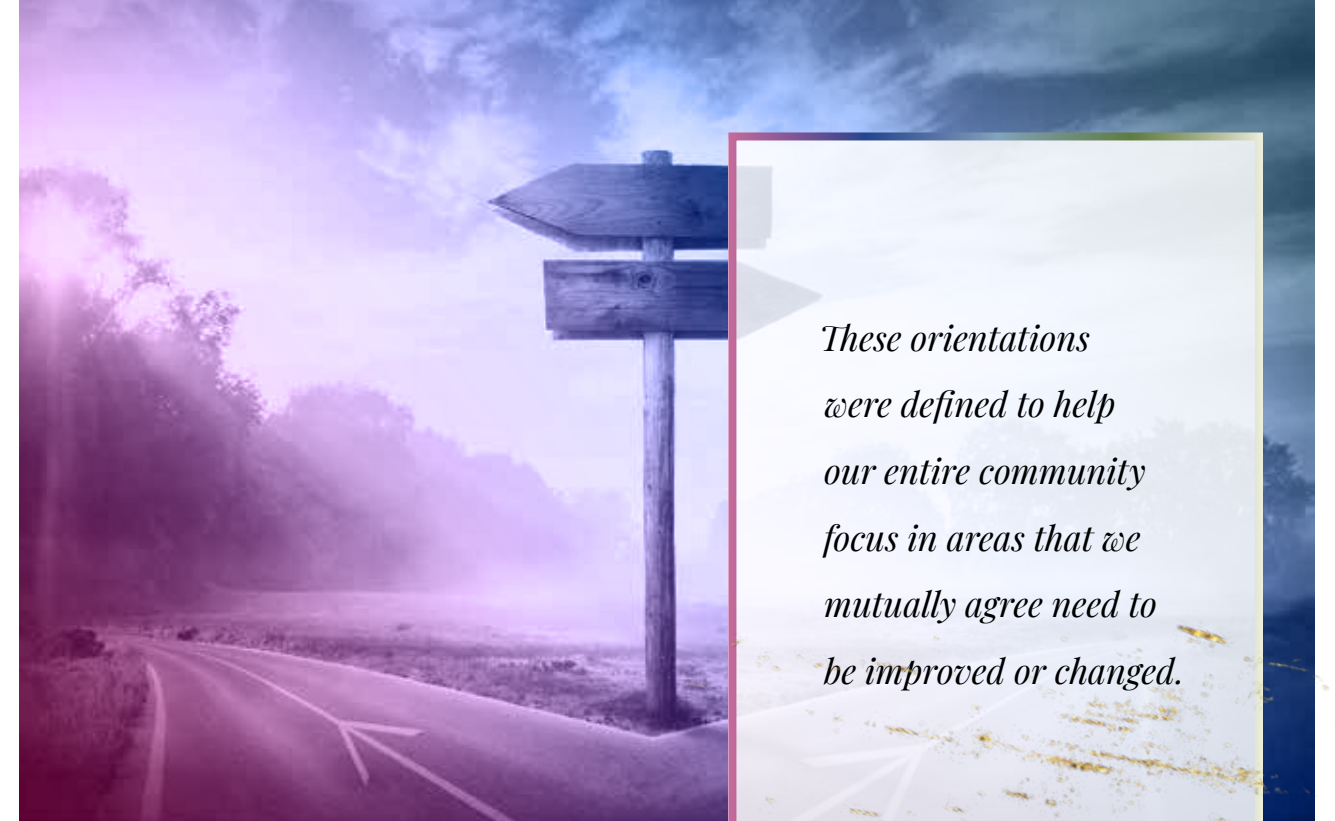
**STRATEGIC
ORIENTATIONS:**
**STUDENT
SUCCESS**
**INSTITUTIONAL
EXCELLENCE**

Student Success

The definition of Student Success is broadly defined in our Mission Statement. We feel that it is much more than the measures monitored by the Ministry of Education (pass rates, retention rates, and graduation rates). Student success at John Abbott College also implies the holistic development of our students to encourage autonomous lifelong 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, etc.).



These orientations were defined to help our entire community focus in areas that we mutually agree need to be improved or changed.

We must remember that a strategic plan does not, and cannot, describe everything that we do. At John Abbott, 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, etc.). These orientations should not become static or irrelevant; they are ten areas that we believe are important in 2020, prior to the COVID-19 pandemic. In the coming years, if some of the orientations need to be revised, we will take action to do so.

In the following pages, and for each orientation, we also include a significant amount of additional detail that was collected during our community consultation.

The *Clarifications* are included to help our community better understand the intent of the orientation. The *Possible Mechanisms or Actions* are a list of tools, processes and practices that may help us achieve the intent of the orientation. Finally, we also include *Possible Metrics* that may help us monitor our progress on the orientation over the next five years, and help us celebrate the improvements that we hope to make in our community. 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 refine these mechanisms and measures in the years to come.

Context of Student Success Orientations

John Abbott College is committed to our students' development and success. Here, we give the context, analysis, and reflection that fed the College community's selection of our first six orientations.

The Student Success Committee of Academic Council plays a key role in analyzing and proposing measures to support student success across the College. A number of Committee initiatives were key to identifying the needs of our students. Those initiatives involved people from many sectors of the College, including the Regular Day Sector, Continuing Education and Student Services. The Committee's initiatives included the following:

- a Student Success Priorities Framework to help College departments consider how to help students transition through their pre-college experience, entry, progression and exit phases (2016-2019);
- a Student Unique Characteristics list by program, accompanied by a College-wide overview, to help programs reflect on the specific needs of their students and allow the College to better understand the similarities and particularities of its students across programs (2018-2019);
- a finer analysis of how issues involving gender are related to student success (2019-2020); and
- a forum on students' experiences of remote learning during the first semester affected by COVID-19 and consideration of a related student survey initiated by Student Services with input from the Academic Sector (Winter 2020).



Supplementing this analysis were a number of important tools developed by the College Development Office over the course of the last strategic plan (2015-2020). These tools include ongoing surveys of students leaving the College or transferring between programs, annual surveys of potential graduates, annual surveys of alumni, and various program dashboards that include the survey results and other key program metrics.

Our Broader Community

Almost 50% of John Abbott students live in the West Island, where the College serves the considerable Anglophone population as the only English-language CEGEP. Many other students live elsewhere on the Island (20%) and off-Island to the West of the College (20%). Other students come from various regions of Québec (including Indigenous communities in the case of approximately 60 students), other Canadian provinces and other countries (more than 60 Regular Day Sector international students and a similar number in Continuing Education, before the advent of COVID-19).

Montreal's economic activity benefits students looking for part-time work, as well as Career Program graduates joining the labour market fulltime and Pre-University Program graduates wishing to work during and after their university studies. In recent years, Montreal's economic growth has led to an impressive decline in unemployment and a record number of unfilled vacant positions prior to COVID-19. Located close to the College, the West Island's industrial park contains over 8,700 businesses and employs more than 150,000 people in aerospace, information technology, scientific R&D, logistics and other high-tech industries (PME MTL West-Island, 2019). University-bound John Abbott graduates benefit from the extensive offerings of Montreal's four large universities and their affiliated institutions. Most attend Concordia or McGill. Abbott graduates also attend other English-language and French-language institutions in Québec and beyond. Overall, Montreal's favourable economic context and ready access to higher education beyond the college level benefit potential, current and former John Abbott students.

Our Student Community and Their Access to College Studies

Access is an issue for John Abbott, where there is only space for 45% of applicants for Career Programs and 58% of applicants for Pre-University Programs (based on College dashboards for 2017 and 2018). Who is accepted into the College? The table below presents the overall picture, which has been quite stable since 2015.

Overall acceptance into the College

Number of Registrations	7667 Students		
Percentage by Program	65% Pre-University	21% Career	14% Continuing Education
Percentage by Language	67% English	15% French	18% Other
Percentage by Gender <small>Note: The information system only provides male/female binary options for gender/sex</small>	53% Female	47% Male	

The limited space at the College, capped by a Ministry *devis* which is under revision, has led to an increase in the high school averages for popular programs. This is partially offset by lower high school averages being accepted for several transition programs to college studies (Pathways and Crossroads).

College bodies have reviewed various dimensions of registration trends and have identified access challenges related to three areas in particular.

- **Language:** Some students who graduate from English high schools in the Montreal area have difficulty continuing their studies at the college level in English, due to limited space. The proportion of Anglophone students in the Regular Day Sector has hovered around 60% for the past twenty years. Many students from French high schools also hope to study in English at John Abbott and other local English-language colleges, where access is also limited.
- **Gender:** As is true elsewhere in Québec, a growing majority of Abbott students are female and the situation varies widely by program. For example, females make up 80% or more of “helping profession” programs (Dental Hygiene, Nursing, Youth and Adult Correctional Intervention), but the inverse is true for Engineering Technology and Computer Science.
- **Poverty:** Students come from a variety of socio-economic backgrounds, which belies stereotypes associated with the West Island. Approximately 10% of John Abbott students receive financial aid through the Ministry, and many more are supported by the College food bank, as well through its Foundation. Despite these efforts, poverty and the need to work can affect students’ ability to concentrate on their studies and holistic development.

These challenges have led the College community to adopt **Orientation 3: Opening Our Doors**.



Student Progress, Retention and Graduation

John Abbott students perform very well compared to the college network in terms of their progress, retention and graduation rates in the Regular Day Sector. This is true even when the Ministry takes into account their higher average high school grades, reflected in the Ministry targets for JAC in the middle column of the figures below.

Progress, Retention and Graduation Results in the Regular Day Sector

	JAC (Actual)	JAC (Expected by Ministry)	Network
1 st Semester Courses Passed (2018)	75%	--	59%
3 rd Semester Retention (2018)	94%	--	84%
Graduation in 2 Years of Minimum Time (2013 Cohort): Pre-University Programs	79%	73%	70%
Graduation (As Above): Career Programs	71%	63%	60%
Graduation (As Above): All DEC Programs	75%	68%	63%

Despite our students' overall success in progressing through their college studies, the Student Success Committee has identified a number of particular challenges.

- **Language:** Given the diverse linguistic background of students in the Regular Day Sector and Continuing Education (approximately 20% and 60% respectively for mother tongue other than English or French), the College's various language workshops and services are crucial for student performance. The related orientations are dealt with under access to college studies (prior section) and integration (next section).
- **Gender:** Like language, gender involves issues related to student performance as well as access. In most programs, females have higher graduation rates than do males.
- **Mental Health:** The Student Success Committee noted that one quarter of Regular Day Sector programs identified the need for emotional support for students in their Student Unique Characteristics analyses. This has been amplified by COVID-19 public health measures, and quantified in a Student Services' Winter 2020 student survey results where close to 40% of survey respondents disagreed that they were managing their mental health.

- **Accommodations for Particular Needs:** The number of students with a diagnosis for accommodations for particular needs has doubled over the past five years, approaching 15% of the student population. At JAC, Access Centre students perform roughly the same as the rest of the student population (which is not the case in the overall college network). However, the required resources for the Access Centre continue to increase.

To ensure students integrate wellbeing and collaboration into their approach to their studies and beyond, the College has adopted **Orientations 1 and 2, Nurturing Health** and **Loving to Learn**.

Graduates' Integration into Our Broader Community

John Abbott's direct role in most students' life is of short duration. Their integration into our broader community is at the heart of our Mission to "enhance their development and potential for success in society." The Student Success Committee has identified two challenges related to our graduates' successful integration.

- **Language:** As noted above, language is relevant to access to college studies, performance in those studies, and also eventual integration into our broader community. As an English college in largely French-speaking Québec, we have an important role in supporting English and French, as well as other languages (for Indigenous students and students studying in Arts, Literature and Communication, for example).
- **Transferable Skills:** Program objectives and competencies go beyond knowledge to include the skills and attitudes needed for graduates to work with others and manage their own wellbeing. For example, communication, interpersonal and adaptation skills, along with a collaborative attitude and resilience, can be critical for success in university programs and the workforce. Student Clubs, sports teams and cultural activities are also key in the holistic development of our students. As students spend an increasing portion of their day on screen and face an increasing rate of change in their chosen fields of study and careers, their transferable skills will be crucial for successfully adapting.

To ensure students can meet these challenges in the context of rapid change, real-world problem solving and contribution to broader society, the College community has adopted **Orientations 4, 5 and 6: Preparing for Tomorrow; Creating Together;** and **Contribuer chez nous et au-delà.**





Nurturing Health

JAC supports student mental health and the community that serves them through an evidence-based approach that includes a safe, healthy and inclusive learning environment and holistic student services.

Clarifications (Context & Definitions)	
<p>Mental health issues are clearly on the rise through our society. The Mental Health Commission of Canada Statistics states that 75% of people who receive a mental health disorder diagnosis are first diagnosed between the ages of 16 and 24, and about 1 in 5 Canadians experiences mental illness every year. The digital age has dramatically increased virtual communication, but people feel more isolated and genuine human support networks are weakened. We need to help our students and employees develop the mental resilience required for them to face the future.</p> <p><i>Reference: Mental Health Commission of Canada. "Making the Case for Investing in Mental Health in Canada". Retrieved from: https://www.mentalhealthcommission.ca/sites/default/files/2016-06/Investing_in_Mental_Health_FINAL_Version_ENG.pdf</i></p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • implementation of the Standard on Mental Health for Post-Secondary Students developed by the Mental Health Commission of Canada (to be released 2020) • establishment of robust preventative measures and mechanisms that create a productive and nurturing environment • continuous improvement of safety and security protocols • improved access to counselling services • continual training of counsellors and some key employees on evolving issues related to stigma, diversity, racism, discrimination and decolonization • ongoing College-wide education on prevention of sexual violence and gender-based violence • implementing the "Living Campus" model 	<ul style="list-style-type: none"> • student absenteeism • student success measures • counselling service wait times • counselling service appointments • employee sick days • employee satisfaction measures • employee Assistance program metrics

Loving to Learn

JAC works towards reducing a culture of academic competition, providing learning opportunities that foster cooperation and collaboration across all programs.

Clarifications (Context & Definitions)	
<p>The unfortunate perception of some students that the R-Score is "all that matters" can be very detrimental to their education. Developing a broader perspective at college can help them in the future.</p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • pedagogy that involves group collaboration • opportunities for teachers in different disciplines to teach together • opportunities for students to give each other feedback on their work • educate students about the R-score, how it works • encourage note-sharing, perhaps through an online platform • initiatives that encourage resource-sharing between teachers • common meeting times for sharing and exchange and to ensure equity between sections • re-evaluate student "groupings" for the purposes of R-score calculation • emphasize the benefits of course curriculum committees in courses with multiple sections • change the default setting on gradebook to turn off class average view • emphasize participation in extra-curricular activities as an alternative to honours streams 	<ul style="list-style-type: none"> • number of cross-program collaborations • reduced number of grade-reviews • number of course curriculum meetings • number of courses in which the R-score is calculated over all sections of the course • number of class collaborations within a class/section

Opening Our Doors

JAC makes English education more accessible through the development of its facilities and their capacity, its diverse programs and its pedagogical innovation.

Clarifications (Context & Definitions)	
<p>Many students are refused access to JAC because of space limitations, distance or personal circumstances. This orientation seeks to enhance JAC's capacity to provide English-language college education through a wide variety of program options.</p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • progress in the renovation plan for classrooms, labs, and technological infrastructure • progress in meeting Ministry norms for space through Brittain Hall • improving programs' access to specialized classrooms, labs and technology as required • improvement of students' access to blended-learning AEC and DEC courses • sustainably increasing the number of active AEC and DEC programs • sustainably increasing the number of students registered in AEC and DEC programs • identification of factors and that delay students' graduation and mitigation of such factors which can help increase access to other potential students 	<ul style="list-style-type: none"> • percentage of renovated classrooms • square meters for College use • classroom usage statistics • number of specially equipped classrooms • number of distance or blended-learning AEC and DEC courses • number of active AEC and DEC programs • number of students registered in AEC and DEC programs • average time to graduation

Preparing for Tomorrow

JAC provides educational opportunities to meet the rapidly changing provincial workforce needs and encourages lifelong learning.

Clarifications (Context & Definitions)	
<p>The workforce is rapidly changing and continuous learning is important to keep a skilled and adept workforce. This is true for our students as they enter the workforce after their DEC or university and thus the need for up-to-date programs. Some examples include digital literacy, soft skills, and cultural and sensitivity training.</p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • implementing Policy No. 1 "Assessment and Revision for Quality Education" • tracking revisions and changes in our programs 	<ul style="list-style-type: none"> • assessment metrics and mechanisms for college programs • traditional success measures • student success committee measures • Student Learning Objectives (SLOs) • dashboards (range of dashboards) • holistic measures • community involvement

Creating Together

JAC encourages innovation by engaging students from all disciplines in experiential learning, active citizenship and problem solving for real-world impact.

Clarifications (Context & Definitions)	
Students can learn to apply their education and creativity beyond the classroom to gain confidence as they develop their skills.	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • in-course peer support: Writing Tutors, peer tutors in all disciplines • in-course activities; lab assistants; volunteering in courses e.g. Psychology and English courses • in-course stage opportunities, primarily in technical programs • Student Activities (clubs, events and SIRS program) • Sandbox • Student Services (volunteering) • collaboration between teachers and Student Activities 	<ul style="list-style-type: none"> • survey - departments and students • number of experiential learning activities offered • number of students involved in activities • number of partnerships within and outside the College

Contribuer chez nous et au-delà

JAC prepares students of all backgrounds to fully participate in, and contribute to, Québec society and beyond.

Clarifications (Context & Definitions)	
The College has an obligation to equip students to participate and contribute to society, for which linguistic skills are important, notably French.	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • <i>Office québécois de la langue française</i> (OQLF) and similar projects; exchanges with French CEGEPs • <i>Centre d'aide en français</i>; support and promotion (in both languages) of <i>La semaine de la francophonie</i> and other relevant activities and events involving all languages • resources for depth and breadth in language course offerings; certificates or credited courses related to linguistic and soft skills • ensuring planners are followed for General Education courses • international education opportunities • incorporation of soft skill development in program assessments and revisions as well as in student activities and the development of Brittain Hall 	<ul style="list-style-type: none"> • participation in activities and events • acceptance rate of JAC applicants to French universities • student and alumni survey responses on their preparation • resources allocated • surveys – students or alumni



Context of Institutional Excellence Orientations

All employees of John Abbot College are focused on finding the best ways to continually meet the evolving needs of our students. However, the long term success of the institution also requires that we develop the people who work here, the practices they use, and the environment that they (and our students) work in.

Employee surveys in 2016 and 2018 showed that only 55% of College employees believed that the range of PD development activities available provide them with the resources needed to maintain motivation and required skill levels. The COVID-19 pandemic has also created the need for multiple additional virtual communication and work skills. It is clear that more energy is required to help our employees reach their desired performance and career goals, and this is why the community selected **Orientation 7: Growing Careers**.

Recent global events and movements like #MeToo, Black Lives Matter and Wet'suwet'en Strong have clearly shown that minoritized people face systemic discrimination and racism. It is important to recognize that our local community is not exempt from this unfortunate reality. Some of our students and employees feel that our institutional environment is unsafe, or creates barriers to their success. We need to identify these barriers, and the underlying causes, and then work together to break them down. A recognition of this led the community to select **Orientation 8, Achieving Systemic Change Together**.



The needs of the workforce, universities and of our students are continually changing. Socioeconomic changes driven by globalization, technological innovation, workforce mobility, and the COVID-19 pandemic and its aftermath are putting new demands on our employees, and on the expectations that employers have about our students and programs. When the pandemic hit our province in March 2020, John Abbott College employees did an outstanding job to quickly transition to online learning, and we were a clear leader in the college network. However, this required incredible effort and it was genuinely exhausting for all. Yes, we reacted quickly, thanks to the dedication of employees, but as an institution, we need to improve our ability to anticipate change, streamline our processes, and thus improve our agility. This is what influenced our community to selected **Orientation 9: JAC Be Nimble**.

One of the mottos of our College is “Lakeside View, Global Vision”. There is clear and overwhelming scientific evidence that global warming and the climate crisis threaten our future. Preparing our students for the future implies that there will actually be one. The climate crisis goes far beyond our local community, but our Global Vision needs to first change our local perspective and approach, our Lakeside View. If we use the scientific data, work together and find ways to reduce our institutional carbon footprint, we will also help train the next generation on how this can be done. Hopefully, they will succeed in facing this global crisis. Our “Global Vision” is what helped the JAC community to select **Orientation 10: Responding to Science**.

Growing Careers

JAC provides personal and professional development opportunities to empower employees to reach desired results and career goals.

Clarifications (Context & Definitions)	
<p>In a society with ever-increasing expectations for continual "upskilling" the retention of employees will require multiple PD opportunities to maintain motivation, engagement and overall well-being, while maintaining a healthy work-life balance.</p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • advertisements • posters • targeted messages promoting PD • advertise the Employee Assistance Program for personal development • better use of employee appraisals to identify PD needs 	<ul style="list-style-type: none"> • employee satisfaction • number of approved PD requests • \$ spent on PD



Achieving Systemic Change Together

JAC is informed about and is resolving structural and systemic discrimination faced by minoritized students and staff at the College, and works to address systemic barriers.

Clarifications (Context & Definitions)	
<p>To achieve equity and inclusiveness in the College community, barriers need to be identified and removed.</p>	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> • training in systemic discrimination for hiring committees or people in charge of hiring • training in systemic discrimination for managers and directors • providing professional development and ped days on systemic discrimination to ensure the college community has precise, up-to-date knowledge • have mechanisms and forums where minoritized people are invited and welcomed to point out practices of discrimination at the College • listening to minoritized students and employees when they have solutions for addressing systemic inequality and discrimination • providing resources to initiatives that effectively address systemic inequality and discrimination • including variables such as race and disability when measuring student success in program assessments • learning about accommodations for members of minoritized groups, and where and when to apply them 	<ul style="list-style-type: none"> • more teachers and people in positions of authority from minoritized communities • number of employees from minoritized communities • number of students from minoritized communities

JAC Be Nimble

JAC has agile processes, programs and tools that quickly adapt to the changing needs of students, universities and the workforce.

Clarifications (Context & Definitions)	
The needs of our students, universities, and the workforce change rapidly. This implies that our academic programs and student services, as well as the processes that support them, need to be able to change quickly.	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> structure our programs to include more "optional competencies" that can evolve develop processes that will allow us to innovate more quickly (pedagogical, management and student services tools) implement new approaches to pedagogical and IT innovation; work with the Ministry to reduce some of the government constraints systematically survey the needs of our students, universities, and employers 	<ul style="list-style-type: none"> number of program revisions number of mature alumni students who return to JAC reduced time required to update a program or process number of innovation projects

Responding to the Science

JAC takes leadership in addressing the climate crisis in operations, policies, learning activities and community outreach, and is reducing its carbon footprint and environmental impact.

Clarifications (Context & Definitions)	
The climate crisis is a key global challenge for today and the future. "Leadership" implies both concrete local action and advocating for structural change. Community outreach can focus on opportunities for students to engage in this important issue.	
Possible Mechanisms or Actions	Possible Metrics
<ul style="list-style-type: none"> carbon audit working with municipal and provincial government representatives to improve public transportation offerings selection and implementation of a "green school" model/plan (for example "Living Campus" or UNESCO model) 	<ul style="list-style-type: none"> results of the carbon audit - reduction in number of students/employees driving to campus % implementation of a selected "green school" model or protocol



Conclusion

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 “living” document. To do this, we will continue to align our annual work plans with our 10 Strategic Orientations. All departmental annual plans will need to include 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.

Our approach and practices related to our previous Strategic Plan were highly successful and we should be proud of what we accomplished. The *Commission d'évaluation de l'enseignement collégial*, in its 2019 evaluation of John Abbott College, fully recognized that our approach guarantees the continuous improvement of the quality of our strategic planning. The solid link between our work plans and the strategic orientations is one strong reason for this success, and we will continue this practice. Another key reason was our development

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and monitoring of a Strategic Plan Dashboard with metrics that forced us to assess and question our progress on the 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 tragedy, but 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 continue to display this same behaviour with respect to our Strategic Plan. Getting good metrics to measure progress on our orientations will continue to be a challenge, but we need them to celebrate with confidence the continued success of John Abbott College.

Our Strategic Plan cannot succeed unless it helps to engage our entire community. This document is itself an excellent 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, and who will participate in the coming years. Yes, there is much to do, but there is no greater mission in life than to prepare the leaders of tomorrow. Through the continued community collaboration that makes “JAC” unique, we are confident that by 2025, our community and what lies beyond will indeed be a better place for us, and particularly for our students.


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Lakeside View / Global Vision