

# FOCUS 2015

## 2013 – 2015 STRATEGIC PLAN

*Prepared for submission to:*

Ministry of Training, Colleges and Universities  
September 2013

# FOCUS 2015

## 2013 – 2015 STRATEGIC PLAN

### PATHWAYS

EXTRAORDINARY  
EXPERIENCES

COMMUNITY  
CONNECTIONS

OPERATIONAL  
EXCELLENCE

### OUR MISSION

To inspire innovation, transform lives and connect communities through the power of education.

### OUR VISION

Be the most personally connected learning organization in Canada – a catalyst for individual, organizational and community transformation.

### OUR VALUES

Our commitment to students and their success is guided by the following unwavering values:

- Excellence
- Entrepreneurial spirit
- Public accountability
- Fiscal and environmental sustainability
- Respect for all
- Community connections

# Contents

Welcome .....	1
Vision, mission and values .....	2
Our planning environment.....	3
Review of <i>Vision 2015</i> , our previous strategic plan.....	9
Our strategic priorities .....	12
Pathways .....	12
Extraordinary experiences .....	15
Community connections .....	18
Operational excellence .....	21
Appendix .....	24
2013-2014 Board of Governors.....	24
Executive Officers.....	25
Academic Deans.....	25
Administrative Directors .....	25
Bargaining Unit Presidents.....	25
2013-2014 Students' Administrative Council Executive .....	26
<i>Barrie Campus</i> .....	26
<i>Orillia Campus</i> .....	26
<i>Owen Sound Campus</i> .....	26

# Welcome

*Focus 2015* is our refreshed strategic plan that builds on and strengthens Georgian's commitments. We recently surpassed the half-way mark of our five-year strategic plan, creating an ideal opportunity to evaluate and reaffirm our priorities.

This plan is an important roadmap for our future. Not only does it outline where we need to be, but how we are going to get there. Integral to the plan remains strong community, industry and international partnerships. Georgian's ongoing success will be based on these partnerships – and the success of our graduates will rest with our ability to provide relevant and innovative programs that meet their needs and the needs of employers.

Four key priorities will guide our work over the next two years: pathways, extraordinary experiences, community connections and operational excellence. We will continue to advance student access, grow pathways through our University Partnership Centre, expand our own degree offerings, champion service and work-integrated learning, and leverage technology across our seven campus locations.

We have also renewed our commitment to entrepreneurship and innovation. Our goal is to produce a new kind of graduate, one who is not just a job seeker, but also a job creator. We know we can achieve this by expanding Georgian's suite of applied learning experiences, creating more relevant and flexible pathways that are responsive to community and employer needs, honing our approach to student services and student success, and incorporating common entrepreneurship learning outcomes in our more than 120 career-focused programs. We have already begun to integrate entrepreneurial principles into our own operations by taking a close look at where we can be more efficient and effective.

This is an exciting time at Georgian College, with more growth and opportunities than ever before. With the implementation of *Focus 2015*, we are confident Georgian will remain a leader in postsecondary education – continuing to inspire and transform the communities we serve.

*MaryLynn West-Moynes*  
*President and CEO*  
*Georgian College*

*W.R. (Bill) Van Wyck*  
*Chair*  
*Georgian College Board of Governors*

# Vision, mission and values

## **Our mission**

To inspire innovation, transform lives and connect communities through the power of education.

## **Our vision**

Be the most personally connected learning organization in Canada – a catalyst for individual, organizational and community transformation.

## **Our values**

Our commitment to students and their success is guided by the following unwavering values:

- Excellence
- Entrepreneurial spirit
- Public accountability
- Fiscal and environmental sustainability
- Respect for all
- Community connections

## Our planning environment

Environmental scanning is an integral part of understanding and interpreting the current and anticipated forces that affect our college. Several key issues in postsecondary education and in our internal and external environment have influenced—and were taken into consideration during—the development of *Focus 2015*.

### Key issues

- 24% of 18-year-olds from Simcoe County registered at an Ontario university in Fall 2011, lower than the provincial average of 35%.
- As the college sector anticipates increased financial pressures, a key focus will be to enhance productivity through organizational renewal and innovation.
- As the landscape for postsecondary continues to shift, there is a need for Georgian to enhance student engagement and retention efforts.
- Mobile internet use is increasing at significant rates; more education will be delivered via M-learning where students can use mobile devices, such as Smartphones, to learn at almost any location.
- Collective bargaining will continue to occur in a climate of government restraint.
- There is a call for system collaboration to increase student mobility and credit recognition between institutions, in addition to improving flexibility for learners who are in the workforce and/or have not traditionally considered postsecondary education.

### Social shifts

- Barrie remains one of Canada's fastest growing cities and has been designated for growth through Ontario's "Places to Grow" Strategy.
- The areas that comprise Georgian's catchment area (Counties of Bruce, Grey, Dufferin, Simcoe and the District of Muskoka) are projected to increase population over the next 25 years, ranging from 12 per cent (Bruce County) to 67 per cent (Simcoe County).
- International student enrolment is growing across Canadian institutions.
- The Aboriginal population continues to grow at a faster rate than the population as a whole, with a younger median age.
- The age structure of Ontario's population will undergo a significant shift between now and 2035. In 2012, the average age of the Ontario population was 39.3 but will rise to 42.9 by 2035.
- The dependent population (those under 20 and those 65 and over) is estimated to be 67.7 per cent of the working-age population in 2012, but will steadily increase to 83 per cent by 2035, mostly due to aging baby boomers.
- Ontario will continue to lose residents to other provinces until 2015 due to the strong economy in Western Canada.

- According to a survey of high school students commissioned by Higher Education Quality Council of Ontario, tomorrow’s college and university students are job focused. Almost 60 per cent of students planning to attend university and 70 per cent planning to attend college say their top reason is “to prepare for a specific job or career.” “To get a good job” is the top rationale for 58 per cent of university-bound and 75 per cent of college-bound students. In addition, more than 85 per cent of respondents are concerned about debt—having sufficient funds to pay for their education and their ability to repay postsecondary education debt.
- Increasing pressure for postsecondary organizations to align operations with sustainable practices (e.g., sourcing products locally/ethically; reducing environmental footprint) and to ensure curricula contain environmental sustainability content to promote environmentally responsible citizens.
- Parental education is a more significant predictor of student success than family income. In 2012, 25.3 per cent of students at Georgian identified themselves as first-generation students.
- Ontarians were comparatively more likely to say that a combination of university and college would provide the best path to a job (39 per cent). Nearly three in ten (28 per cent) Ontarians said that apprenticeship was the best path to a job.
- Adult learners sometimes face a number of complex barriers when pursuing postsecondary education, including financial, time and literacy issues.
- Overall participation in college and related education (including apprenticeship and trades) is higher in Simcoe County than the provincial average (32 per cent in Simcoe County vs. 26 per cent provincially) but is much lower for the attainment of a university degree or certificate (15 per cent in Simcoe County vs. 25 per cent provincially).
- Women outnumber men in postsecondary education, both nationally and provincially.
- As student populations become increasingly diverse in ethnicity, age and abilities, the 21<sup>st</sup> century learning institution must adapt.
- Higher Education Quality Council of Ontario study of 15 Ontario Colleges of Applied Arts and Technology (CAAT), including Georgian, found that 61 per cent of survey respondents reported a diagnosis of one or more mental health disorders (most prevalently mood and anxiety disorders typically related to stress or interpersonal factors), which present various academic challenges.
- Between now and 2015, up to 22 per cent of Georgian staff are eligible to retire. This figure is consistent with retirement projections across the CAAT system. However, Canadians today are delaying retirement by at least two years due to a lack of savings, the poor economy, longer life expectancy levels, and wanting to stay active, among other reasons.

### **Enrolment facts and trends**

- After 10 years of steady and impressive growth, enrolment growth at Georgian is stabilizing.
- In 2012 , 66 per cent of Georgian’s first-year registrants came from our own catchment, while 34 per cent (2,176 registrants) came from other catchments. In 2012, there were 7,733 English-language first-year registrants in the CAAT system from Georgian’s catchment area. Of these, 54 per cent registered at Georgian, while 46 per cent registered at another college.

- While the Ontario Ministry of Finance predicts that the overall number of youth aged 15 to 24 will decline slightly over the next several years from a high of 1,821,000 in 2012 to a low of 1,722,000 by 2021, in the GTA, Central Ontario and urban areas of the East and the Southwest, the number of people in this age group is projected to increase.
- The majority (60 per cent) of Georgian's first-year registrants do not come to us directly from secondary school. Despite this, Georgian's student population is young; only eight per cent of full-time, first-year students are aged 30 or older, and 66 per cent are aged 18 to 21.
- At Georgian, students attend their campus primarily because their desired program is located there (58 per cent) and the campus is close to home (56 per cent). Other reasons include the job potential following graduation (38 per cent), the co-op, field placement, or clinical opportunities (34 per cent), and the reputation of the program/course (34 per cent).
- More than half of all applicants to the CAAT system seek colleges with strong reputations in their desired program and seven per cent of applicants indicate their financial situation has an impact on their decision-making process.
- The majority of applicants to CAATs (65 per cent) applied only to colleges in their home communities; the majority of non-direct (not directly from high school) applicants (60 per cent) applied to only one college.

### **Technological trends**

- Mobile internet use is increasing at significant rates; in the US, predictions are that more users will access the internet through mobile device.
- Enrolment is rising in online programs and there is a potential global trend towards open source learning. The increase in online education results in large amounts of accessible data, which in turn creates more opportunities for big data analytics.
- Online delivery is particularly attractive for many Continuing Education students and corporate training clients.
- New student relationship management systems (e.g., Banner Relationship Management) enable customized student recruitment and retention approaches.
- The rise in social media is both an opportunity and threat to brand recognition.
- Technology is increasingly becoming a differentiator in attracting students and partners and in delivering content.
- Georgian's students expect technology, and in particular, Blackboard, to be integrated into their programs and to have faculty use the technology effectively.
- Web 2.0 and e-learning tools provide opportunities for students to become more collaborative in an online environment.

### **Economic considerations**

- Global economic growth continues to weaken and the European Union economy is in crisis. Economic growth has also slowed in emerging market economies, including Brazil, China and

India, “reflecting both the weaker outlook for advanced economies as well as slower domestic demand” (Ministry of Finance, *2012 Ontario Economic Outlook and Fiscal Review*).

- Slow employment and income growth has produced increasing levels of household debt as consumers financed their purchases with credit.
- The Conference Board of Canada predicts that Ontario may face a skills shortage of 364,000 people by 2025. Unless Ontario can increase workforce participation rates and ensure workers have the skills and knowledge to contribute to the economy, growth in per capita output and income will slow dramatically.
- Dr. Rick Miner predicts that the shortfall of available workers in Canada could be between 1.4 million and 3.9 million by 2031. His 2012 follow-up report, “Jobs of the Future: Options and Opportunities” conservatively estimates that the proportion of skilled workers needed in the work force is 70 per cent currently and will rise to 80 per cent within 20 years.
- Micro enterprises and small/medium businesses play a growing and significant role in economic and employment growth in our region.
- Ontario’s long-term energy plan, which spans 20 years, offers several opportunities for the construction industry.
- By 2015, employment growth will be strongest in health, information technology, and professional services. More than 90,000 jobs in Canada’s information technology sector will need to be filled in the next three to five years.
- Over the next several decades, the potential development of the “Ring of Fire” region (known for significant chromite deposits and other minerals, such as copper and nickel) of Northern Ontario could lead to an investment boom of at least \$1.5 billion.
- Job creation is expected to be modest due to federal government cutbacks in the workforce. Private sector job creation will grow at a higher rate but will not be enough to sustain public sector declines.
- Manufacturing has changed dramatically in advanced economies like Canada over the past 30 years. Labour-intensive manufacturing has dramatically declined, but regional processing and global innovation for local markets have declined only slightly in the recession and are expected to accelerate as the economy improves.
- Increased globalization is putting significant pressure on Canadian productivity, resulting in a focus on innovation and new partnership development.
- Human Resources and Skills Development Canada identified a number of new and emerging industry sectors in the economy including:
  - Aerospace
  - Biotechnology in agriculture, forestry, fishing and pharmaceuticals
  - Distance learning
  - Environment
  - Green energy technologies
  - Health informatics
  - Multimedia, particularly for mobile communications
- To encourage, sustain and improve global economic growth, the World Economic Forum (WEF) stated that “A perception is growing that educational systems in many countries could better

respond to the needs of labor markets, help economies to avoid skills gaps, and ensure that adequately trained human capital is available to support business activity as well as to develop innovative capacity and entrepreneurship”. Further, entrepreneurs, leaders of high-growth businesses and policy experts who convened in April 2013 at a WEF-sponsored forum to discuss innovation, entrepreneurship and global growth concluded that one of the most important drivers affecting entrepreneurship is the “lack of education about the value of entrepreneurship in schools, universities and society.”

- The Canadian Chamber of Commerce identified the Top 10 Barriers to Competitiveness (2013):
  - Skills shortages
  - Barriers to world markets for Canadian energy products
  - Inadequate workforce productivity
  - Inadequate public infrastructure planning
  - Tax complexity and structure
  - Poor innovation performance
  - Deficient strategies for trade success in new markets
  - Internal barriers to trade
  - Uncompetitive travel and tourism strategies
  - Lack of access to capital

*Sources consulted in our environmental scanning process:*

- Association of Canadian Community Colleges. *Canada’s crisis in advanced skills*, 2008.
- Canada Council on Learning. *State of E-Learning in Canada*, 2009.
- Canadian Chamber of Commerce. *Tackling the Top 10 Barriers to Competitiveness*, 2013. [http://www.chamber.ca/images/uploads/Top10/2013/Booklet\\_Top\\_10\\_Barriers\\_2013.pdf](http://www.chamber.ca/images/uploads/Top10/2013/Booklet_Top_10_Barriers_2013.pdf)
- CBC News Online. *Federal budget highlights*. March 29, 2012. <http://www.cbc.ca/news/politics/story/2012/03/29/federalbudget-flaherty-hilights.html>
- Cisco Internet Business Solutions Group. *21st century trends for higher education*, 2008.
- City of Barrie website (<http://www.barrie.ca/>)
- Colleges Ontario. *Environmental scan*, 2011 ([http://www.collegesontario.org/research/2011\\_environmental\\_scan.html](http://www.collegesontario.org/research/2011_environmental_scan.html))
- Colleges Ontario. *Presentation to Georgian College by Linda Franklin*, 2011.
- Conference Board of Canada. *Ontario’s Looming Labour Shortage Challenges*, 2007.
- Conference Board of Canada. *Provincial Outlook 2013: Long-Term Economic Forecast*.
- David Trick and Associates Inc.
- Higher Education Quality Council of Ontario (HEQCO). *The Impact of Mental Health Problems in the Community College Student Population*, Holmes, A., et al, 2011 (<http://www.heqco.ca/SiteCollectionDocuments/MentalHealthENG.pdf>)
- Human Resources and Skills Development Canada. *Looking Ahead: 10 Year outlook for the Canadian labour market*, 2007.
- International Data Corporation (IDC). *More mobile internet users than wireline users in the U.S. by 2015*. <http://www.idc.com/getdoc.jsp?containerId=prUS23028711#.UMprzG9IGSo>

- McKinsey Global Institute. *Manufacturing the future: The next era of global growth and innovation*, 2012.
- Miner, R. *People without jobs, jobs without people*, 2010  
[http://www.collegesontario.org/research/research\\_reports/people-without-jobs-jobs-without-people-final.pdf](http://www.collegesontario.org/research/research_reports/people-without-jobs-jobs-without-people-final.pdf)
- Miner, R. *Jobs of the Future: Options and Opportunities*, 2012.
- Ministry of Finance. *Ontario Population Projections Update*, 2012.
- Ministry of Finance. *2012 Ontario Economic Outlook and Fiscal Review* (<http://www.fin.gov.on.ca/en/budget/fallstatement/2012/chapter2.html>).
- Ministry of Training, Colleges and Universities website (<http://www.tcu.gov.on.ca/>)
- New Media Consortium and Educause Learning Initiative. *The Horizon Report*, 2009.
- Ontario College Application Service (OCAS). *Data warehouse query*.
- Ontario PC Caucus, *Paths to Prosperity: Higher Learning for Better Jobs*. February 2013.
- Ontario's Workforce Shortage Coalition. *The challenge ahead: averting a skills crisis in Ontario*.
- Statistics Canada. *Community Profiles* (<http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>)
- *The Economist*. *The future of higher education: how technology will shape learning* ([http://www.eiu.com/site\\_info.asp?info\\_name=nmc\\_future\\_of\\_universities&page=roads&rf=0](http://www.eiu.com/site_info.asp?info_name=nmc_future_of_universities&page=roads&rf=0))
- *Times Higher Education*. *Sustainability at universities: opportunities, challenges and trends*, July 2010.
- World Economic Forum. *The Global Competitive Report 2013-2014*, September 3, 2013  
[http://www3.weforum.org/docs/WEF\\_GlobalCompetitivenessReport\\_2013-14.pdf](http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2013-14.pdf)
- World Economic Forum. *Innovation, Entrepreneurship and Global Growth*, April 2013  
<http://www.weforum.org/reports/global-growth-company-ceo-workshop-series-innovation-entrepreneurship-and-global-growth>

## **Review of *Vision 2015*, our previous strategic plan**

In March 2010, Georgian College launched a five-year strategic plan, *Vision 2015*. The plan was developed in consultation with more than 1,000 stakeholders as a roadmap to guide institutional planning and decision-making around a common vision, mission and five strategic priorities. *Vision 2015* positioned Georgian to become the most personally connected learning organization in Canada—a catalyst for individual, organization and community transformation.

*Vision 2015* identified 26 goals that were structured under five strategic priorities: advance student access and success; inspire extraordinary teaching and learning; champion employee engagement; strengthen community and industry connections; and build sustainability through innovation. Every year, to move the college forward on each of the strategic priorities, a series of key strategies were designed and implemented. Although *Vision 2015* was in effect for three of the five planned years, nearly every goal was achieved.

### **Advance student access and success**

Over the course of three years, Georgian College successfully met its strategic goals to advance student access and success by expanding academic pathways and alternative learning opportunities, including Continuing Education, programming and technology-enabled learning.

Student enrolment grew to an all-time high, with 11,000 full-time students, including more than 700 international students from over 43 countries. Two new college degrees were developed and submitted to the Postsecondary Education Quality Assessment Board and a further two degrees are under development. Georgian expanded programming to meet the needs of Aboriginal learners through a partnership with the Anishnabe Education and Training Circle and increased outreach activities through the Aboriginal Resource Centres located at the Barrie, Midland, Owen Sound and Orillia campuses. An enhanced focus on student retention was launched and included retention strategies identified and implemented in every school.

A key initiative to enhance the college's enrolment management capabilities—Banner Enrolment Management—was implemented along with an Enterprise Data Warehouse to ensure data integrity. An Early Alert pilot study was undertaken and recommendations will inform protocols and identify alert flags that will be implemented through the Banner Relationship Management system. Georgian established a new Credit Transfer Centre to support the government credit transfer initiative and to secure Georgian as a leader in credit transfer, student pathways and mobility in Ontario. The Credit Transfer Centre is the first point of contact for Advanced Standing, Articulation Agreements, credit transfer and course exemptions, Letters of Permission, Prior Learning Assessment and Recognition (PLAR) and program and institution transfers.

### **Inspire extraordinary teaching and learning**

Through a concerted focus on enhancing the quality of the learning environment, Georgian met the strategic goals designated under this priority.

The implementation of entrepreneurship and community service learning as signature learning experiences was a landmark new direction for the college; the Community Education Partnership Centre opened at the Orillia Campus on Jan. 22, 2013 and, as a result of a private donation, the Henry Bernick

Entrepreneurship Centre opened at the Barrie Campus on May 23, 2012. Two new entrepreneurship programs (diploma and graduate certificate) were launched and community service learning was implemented in 41 programs across three campuses. Georgian became the first Canadian postsecondary institution to become a certified Kauffman *FastTrac*™ affiliate. Through our Continuing Education department, prospective and existing entrepreneurs may enrol in any of the three *FastTrac*™ programs: NewVenture, GrowthVenture or TechVenture.

Georgian continued to grow online learning options for students with several new programs developed for OntarioLearn. A strong focus on training faculty in online delivery resulted in several faculty developing Georgian online courses for future delivery.

Georgian also participated in several provincial projects to enhance pathways and flexibility through common courses and interdisciplinary studies. The First-Year Student Experience project was launched in 2012-13 and provides several initiatives to enhance student engagement, satisfaction and retention. *From First Year to Great Career* videos were completed and posted on the Georgian College YouTube site with alumni offering advice to first-year students, and First-Year Transition and Engagement Advisors were established to support programs for all students transitioning to college. Georgian's emphasis on applied and scholarly research resulted in the opening of the Centre for Applied Research and Innovation which continues to provide extraordinary learning opportunities for staff and students. In 2010-2011, Georgian received the highest possible score on the Program Quality Assurance Process Audit.

### **Champion employee engagement**

*Vision 2015* focused on developing organizational capacity for growth and change, beginning with the launch of *Vision 2015*, which provided an excellent opportunity to reconnect employees to the college's vision, mission and values. In 2012-13, Georgian was named one of Canada's Top 100 Employers for the sixth time. Results from Georgian's two Employee Engagement Surveys were communicated to employees and themed into areas for actionable improvement. A talent management/succession planning framework was implemented and institutionalized, with the initial focus on administrators, and a Leadership Dialogue series of professional development events for administrators was aligned with strategic priorities. To strengthen Georgian's workforce through diversity and ensure the college is inclusive for all staff and students, a new Diversity, Accessibility and Inclusion committee was established; further, the Accessibility for Ontarians with Disabilities Act requirements were met and training for all educators implemented.

### **Strengthen community and industry connections**

Georgian focused on building community and industry partnerships through several key strategies, including a very successful Power of Education campaign that raised substantially more dollars over the target. A series of community engagement events called Thought Leadership were held across our campus locations to facilitate important dialogue with community partners that resulted in recommendations to enhance our community connections. In 2012-13, the college engaged community leaders in dialogue through nine entrepreneurship lunches across the region. Georgian entered into a tri-partnership with Ontario's three largest utilities. Strategies for internationalization and partnership development were implemented and significant partnership opportunities in China were developed.

## **Build sustainability through innovation**

Ensuring fiscal and environmental sustainability was a central focus of *Vision 2015*. Georgian was named one Canada's 50 Greenest Employers for three consecutive years, which acknowledged the college's priority to promote environmental sustainability across the college's campuses and curriculum. Two significant capital expansion projects strengthened Georgian's position as a postsecondary hub for Central Ontario: the Sadlon Centre for Health and Wellness in Barrie and the John Di Poce South Georgian Bay Campus in Collingwood. The college launched an initiative to focus on college-wide business process improvement initiatives and employed a manager of business process improvement to streamline processes that freed up operational capacity. The rolling five-year forecast continues to be a key tool in all budget planning for the college and continues to be used in a variety of forums to ensure the college community sees the longer term implications of financial decisions.

## Our strategic priorities

<b>STRATEGIC PRIORITY 1</b> <b>Pathways</b> <i>Supporting student access, engagement, persistence and success</i>			
Our commitments		Our implementation strategies	Our success measures
P1	Individualized student experience	P1.1 Enhance student access, recruitment and retention through strategic enrolment management.	<p>Five-year enrolment targets established.</p> <p>Strategic Enrolment Management (SEM) strategies defined and communicated.</p> <p>Three-year strategic enrolment plan developed.</p>
		P1.2 Launch enhanced student engagement initiatives focused on orientation, first-year experience, advisement, early alert and retention strategies.	<p>Improved annual orientation survey results.</p> <p>Retention measures defined and communicated.</p> <p>Retained one per cent more students annually.</p> <p>Timely referrals to college services.</p>
		P1.3 Implement targeted outreach and engagement strategies aimed at under-represented student populations, including first generation, students with disabilities and Aboriginal learners.	<p>Increased enrolment and retention of students from under-represented populations.</p>
		P1.4 Enhance recruitment, onboarding, integration and engagement of international students.	<p>Current enrolment levels from key markets retained and emerging markets expanded.</p> <p>Academic excellence training module developed. 90 per cent overall satisfaction rating in International Student Barometer Survey in Ontario.</p>
		P1.5 Strengthen College and Career Preparation services to increase transition to postsecondary	<p>Report on gaps and strategy to increase the number of students entering vocational programs from</p>

Our commitments		Our implementation strategies	Our success measures
		programs.	college and career preparation. Review completed of current capacity and services to ensure they are aligned with transition to postsecondary. System in place to track and promote progression from College and Career Preparation to Georgian postsecondary.
P2	Easier access and more ways to learn	P2.1 Expand flexible and alternate delivery options, including more choice for students to study part-time and online.	Up to three programs piloted with compressed 7-1-7 delivery. Hybrid/blended offerings defined and expanded. Compressed course offerings expanded. Enrolment of university graduates in accelerated diploma programs. Increase online course offerings by 20 per cent annually.
		P2.2 Connect all seven campus locations with video conferencing and aggressively pursue technology to increase access and postsecondary participation rates.	Operational video conferencing technology at all seven campuses. Introduce video conferencing. Five programs and one service piloted. Additional 50 students enrolled via video conferencing.
P3	New academic pathways leading to graduate certificate and degree completion	P3.1 Create new college degrees and expand university partnerships within the University Partnership Centre to meet the needs of students, employers and the communities we serve.	10 college degrees on track for 2016-17. Plan developed to increase University Partnership Centre enrolment and partners; annual growth targets established. Survey of degree students conducted to determine how to enhance the student experience. Service and scholarship action plan developed.
		P3.2 Create cost-effective and accelerated pathways for university graduates to access career-focused	Two new program opportunities launched. Increased number of university

Our commitments	Our implementation strategies	Our success measures
	diploma and graduate certificate programs that will help them become job-ready.	graduates enrolled in college programs.

## STRATEGIC PRIORITY 2

# Extraordinary experiences

*Innovative learning experiences to distinguish our graduates*

Our commitments		Our implementation strategies	Our success measures
E1	Extraordinary experiential learning	E1.1 Expand our experiential learning model to offer a suite of applied learning options integrated with program curriculum, including, but not limited to: community service learning; international study and/or work abroad; co-operative education; applied research; student-run enterprises; and interdisciplinary studies.	<p>Definition of experiential learning created and communicated.</p> <p>Inventory of existing college-wide activities developed and communicated.</p> <p>All diplomas and degrees will have some component of experiential learning.</p>
		E1.2 Introduce co-curricular records and explore innovative options to package credentials.	<p>Definition of co-curricular record created and students consulted.</p> <p>Policies/procedures created.</p> <p>Successful roll-out of co-curricular record in Fall 2013.</p> <p>Survey conducted on use and effectiveness of the co-curricular record.</p>
E2	Recognized Canadian leader in entrepreneurship education	E2.1 Embed entrepreneurship as a signature learning experience by incorporating common entrepreneurship learning outcomes in Georgian programs.	<p>An element of entrepreneurship embedded in all programs.</p> <p>Outcomes included in graduate profile and in curriculum handbook.</p> <p>External entrepreneurship engagement plan developed for each of the five academic areas annually. Annual attendance targets set.</p>
		E2.2 Expand specialized entrepreneurship learning and programs through the Henry Bernick Entrepreneurship Centre.	<p>Tools, partnerships and resources developed that allow students to have access to supports for launching a business, innovation or idea initiative.</p> <p>One extracurricular activity to engage students in entrepreneurial initiatives launched in each academic area.</p>

Our commitments		Our implementation strategies	Our success measures
		E2.3 Expand social entrepreneurship opportunities across the college.	<p>Inventory created of existing social entrepreneurship initiatives.</p> <p>Database created of funding opportunities and potential community partners and initiatives.</p> <p>Tools developed and available.</p>
E3	Relevant programs of exceptional quality	E3.1 Develop a market-focused three-year academic plan to address the needs of apprentice, diploma, and degree-bound students.	Plan completed with IT and Physical resource requirements identified by end of 2013-14.
		E3.2 Continue to invest in the orientation, engagement and development of our faculty and staff to deliver leading-edge curriculum, innovative teaching practice, experiential and technology-enabled learning.	<p>Faculty skill needs assessed.</p> <p>Relevant workshops/courses created based on identified needs.</p> <p>Strategy developed for employee learning and development.</p> <p>Integrated annual calendar of employee engagement, learning and development initiatives and delivery plan developed.</p> <p>Assessment of options for an integrated training management system for all Georgian employees completed and options identified.</p> <p>Number of additional faculty trained in innovative teaching practice and technology-enabled learning and a number of new online/blended courses implemented.</p>
		E3.3 Work closely with employers, industry and other community partners to ensure we evolve our programs to meet current and future needs.	<p>Relevant information from all sources compiled for program renewal and review.</p> <p>Relevant technology to enhance our external/internal engagement and communication available at all program advisory committee and community group meetings.</p> <p>Strategic review completed of</p>

Our commitments		Our implementation strategies	Our success measures
			program and community advisory committees, with clear goals, roles, processes and connections to optimize committees defined.
		E3.4 Expand new pathways and programs focused on skills shortages in trades and emerging technologies.	Partnerships created for industry to leverage access to learning resources.  Increased emphasis on green technologies with one new program (trades/technology) developed or redeveloped annually.

## STRATEGIC PRIORITY 3

# Community connections

*Serving our students, employers and communities through partnerships*

Our commitments		Our implementation strategies	Our success measures
C1	Catalyst for community, social and economic development	C1.1 Conduct a comprehensive assessment of the central Ontario economy to define postsecondary needs.	Data requirements and resources required to conduct a comprehensive assessment plan defined.  Study completed during 2013-14.  Assessment is integrated into the new strategic plan and academic plan.
		C1.2 Grow non-credit Continuing Education opportunities at all campuses and provide flexible, responsive, professional and workforce training and development for different market segments.	Market-based research consolidated; gaps and opportunities in community identified.  Opportunities leveraged through connections to advisory committees, boards, associations, community groups, donors, industry partners and alumni.  Revenue targets and new continuing education targets established in 2013-14. Targets met annually.
		C1.3 Explore employment services and co-op to provide a one-window employment and career services approach for clients, students and employers.	Research completed to determine gaps between co-op and employment services.  Plan completed and operationalized to better align employment services and co-op.
C2	Community, government, industry, employer and alumni connections expanded	C2.1 Work with community partners at each campus location to develop mutually beneficial hubs for entrepreneurship and innovation.	Plan and assessment report for the Henry Bernick Entrepreneurship Centre communicated.  Hub model designed.  Campus leaders and community advisory committees mobilized to implement hubs.

Our commitments		Our implementation strategies	Our success measures
		C2.2 Partner with the City of Barrie to advance Georgian’s downtown presence.	Assessment completed of opportunities and potential partnerships to add value to new or current program(s) and/or entrepreneurship through a downtown presence.
		C2.3 Expand our partnerships to support work-integrated learning, applied research, relevant curriculum, learning supports and donor opportunities.	Databases mapped and governance framework developed. Data mining completed and integration strategy developed. Toolkit/training developed and implemented regarding how to partner with Georgian.
		C2.4 Define and communicate our value proposition and differentiation through a refreshed visual identity and brand position.	Refreshed creative and brand positioning plan developed and implemented.
		C2.5 Engage our students, employees, alumni, governors, partners, donors, advisory committees and other stakeholders as ambassadors and champions.	Stakeholders recognized through Georgian’s stewardship recognition program.  Family campaign conducted with 100 per cent participation attained from Board and Senior Team; leadership gifts secured from SAC and Alumni; active participation sought from staff and retirees.  Establish tracking mechanism to capture number and type of community development opportunities to engage stakeholders as ambassadors and champions.
C3	Local and global partnerships strengthened	C3.1 Strengthen and diversify our global connections through increased international enrolment and new international partnerships.	Articulation agreements confirmed with 10 international partner institutions.  International partnerships identified for increasing opportunities for domestic students to complete co-op abroad.  Five international partners established to accept Georgian employees to teach, train and

	Our commitments	Our implementation strategies	Our success measures
			<p>consult abroad.</p> <p>Three new international partnerships with other educational institutions developed.</p>
		<p>C3.2 Strengthen our connections with the Aboriginal community and our commitment to Aboriginal education locally, provincially and nationally through our partnership with the Anishnabe Education and Training Circle.</p>	<p>Aboriginal representation established on at least half of the program advisory committees.</p>
		<p>C3.3 Enhance professional development and contract training offerings through a new model for Continuing Education.</p>	<p>Up to three international groups hosted for corporate training. Up to three summer English as a Second Language groups hosted.</p> <p>450 alumni registrations for continuing education secured (one per cent of reachable alumni).</p> <p>Continuing Education website redesigned.</p>
		<p>C3.4 Develop a plan that will enhance local partnerships to meet the needs of the communities we serve.</p>	<p>Assessment of activities by campus completed by during 2013-14.</p> <p>College-wide tracking system of community appearances, events and sponsorships implemented.</p> <p>Tools and resources developed to increase our profile, reputation and visibility.</p>
		<p>C3.5 Heighten our academic and intellectual leadership with initiatives that engage the broader community to grow our reputation and strengthen our community connections.</p>	<p>Fifteen new relationships/contacts made annually and shared with Advancement and Community Development.</p> <p>Community Advisory Committees promote and support a Georgian-initiated signature event at each campus location in 2014.</p>

# Operational excellence

*Ensuring our institution is efficient, effective and responsive*

Our commitments		Our implementation strategies	Our success measures
O1	Strategic reinvestment and fiscal accountability	O1.1 Implement key initiatives to achieve financial sustainability.	<p>Savings identified. Reinvestments prioritized and/or budget balanced.</p> <p>Budgets rationalized 2014-15.</p> <p>Accuracy of budget forecasts built into administrator performance and development plans.</p> <p>Tools and mandatory training provided for 100 per cent budget holders.</p> <p>Fiscal updates included in Strategic Leadership Council, Leadership Dialogues, Board debriefs and employee sessions.</p>
		O1.2 Implement a multi-year strategic investment strategy to support organizational renewal.	<p>Strategic investment list completed for 2014-15 budget.</p> <p>Staff-initiated innovative and entrepreneurial projects reviewed to determine success.</p>
		O1.3 Develop a multi-year facilities renewal plan.	<p>Space and facilities projects identified and approved.</p> <p>Facilities assessment, including AODA, completed.</p> <p>Ergonomic furniture standardization in place with a multi-year replacement strategy operationalized.</p>
		O1.4 Support integrated planning and evidence-based decision-making through an enterprise data and reporting strategy.	<p>Enterprise Data Manager hired.</p> <p>Enterprise Data Management strategy developed.</p> <p>Annual integrated planning calendar established.</p>
		O1.5 Broaden our fundraising activities to support student success.	<p>Campaign priorities determined.</p> <p>Campaign plan developed that involves volunteer leaders, Senior Leadership Team and academic and service leaders.</p>

Our commitments		Our implementation strategies	Our success measures
			Key staff trained to collaboratively identify prospective external supporters.
O2	Service excellence	O2.1 Develop and embed a customer service philosophy and service excellence culture.	Service principles and standards for internal and external customers established and embedded in administrator performance plans as a common commitment.  Evaluation mechanism for customer services and action plans established.
		O2.2 Implement a 'right stop' approach to service delivery, including a unified online student services portal that will allow the majority of transactions with the college remotely and through mobile devices.	Stakeholder steering committee formed to develop model communications strategy. Improved KPI student satisfaction results.  Design for queue management finalized. Time spent by students in transactional activities reduced.  Increased time spent by students in high value learning/service.
O3	Culture of innovation and entrepreneurship through organizational renewal	O3.1 Streamline and improve our business processes and leverage technology.	Priority projects for process improvement identified.  Collaboration capability built through the intranet.  Plan developed to implement workflow within the intranet.
		O3.2 Optimize our teaching and learning environment so it is responsive to the needs of our students.	Student needs assessed to align with <i>Focus 2015</i> and Academic Plan.  IT and physical resources requirements aligned.  Priorities implemented as defined through the Academic Plan.
		O3.3 Launch three new entrepreneurial initiatives annually.	Business cases developed for three new entrepreneurial initiatives.
		O3.4 Build organizational capacity through employee engagement, diversity and accessibility, human resource and talent management strategies.	Multi-year plans for faculty development, employee core learning and development, and leadership/management development and their delivery in

Our commitments		Our implementation strategies	Our success measures
			<p>place.</p> <p>HR programs developed to build organizational capacity.</p> <p>Priorities established by the Diversity, Accessibility and Inclusion Committee rolled out.</p>

## Appendix

### 2013-2014 Board of Governors

Board members	Occupation	Term of office
W.R. (Bill) Van Wyck Chair	President The W.R. Van Wyck Group Limited	Sept. 1/08 – Aug. 31/14
Chris Gariepy Vice Chair	Principal e-Smart Recycling Advisors	Sept. 1/10 – Aug. 31/16
Tom McBride Vice Chair	President McBride Financial Services	Sept. 1/11 – Aug. 31/14
Peter Craig Chair, Finance and Audit Committee	President Healthcare Media Partners	Sept. 1/10 – Aug. 31/16
Pamela Krause, Chair, Policy and By-Law Committee	Barrister, Solicitor, Notary	Sept. 1/09 – Aug. 31/15
MaryLynn West-Moynes President and CEO	President and CEO Georgian College	July 1/12 – Present
Anita Arvast (faculty)	Co-ordinator Liberal Arts and Sciences for Degrees; Professor of Literature	Sept. 1/12 – Aug. 31/15
Jim Bertram	Security Consultant J. R. Bertram Ltd.	Sept. 1/12 – Aug. 31/15
Jamie Crichton	Financial executive	Sept. 1/08 – Aug. 31/14
Gwen Boniface	Former Commissioner of the Ontario Provincial Police	Sept. 1/13 – Aug. 31/16
Amanda Duncan (support staff)	Institutional Research and Planning Analyst Georgian College	Sept. 1/12 – Aug. 31/15
Patrick Fernandez (student)	Second-year Aviation Management student	Sept. 1/13 – Aug. 31/14
Sandra Horney	Director, Corporate Services Simcoe Muskoka District Health Unit	Sept. 1/09 – Aug. 31/15
Don Gordon	CEO Atlas Block	Sept. 1/13 – Aug. 31/16
Stephen Junkin (administration)	Senior Director, Strategic Enrolment Management and College Registrar Georgian College	Sept. 1/09 – Aug. 31/14
Bruce Naylor	Retired transportation executive	Sept. 1/11 – Aug. 31/14
Brandon Lander (ex-officio)	Vice President, Administration Secretary-Treasurer to the Board	Oct. 5/84 – Present June 1999 – Present
<i>Vacant position</i>		

### **Executive Officers**

MaryLynn West-Moynes, President and CEO  
Lisa Banks, Vice President, Communications, Marketing and External Relations  
Catherine Drea, Vice President, Student Engagement and University Partnerships  
Brandon Lander, Vice President, Administration  
Angela Lockridge, Vice President Innovation, Planning and Accountability  
Baldev Pooni, Vice President, Academic and University Programming

### **Academic Deans**

Michele Beaudon, Dean of Students  
Marie-Noëlle Bonicalzi, Dean, Business, Automotive and Hospitality  
Maryann Fifield, Liberal Arts and Access Programs  
*Vacant*, Dean, Technology and Visual Arts  
Mary O'Farrell-Bowers, Dean and Campus Principal, Orillia, Human Services and Community Safety  
Cassandra Thompson, Dean, Health and Wellness

### **Administrative Directors**

Lori Bell, Director, Human Resource Services  
Kelly Duggan, Director, Strategy and Planning  
Lisa Eveleigh, Executive Director, Advancement and Community Development  
David Johnson, Executive Director, Chief Information Officer  
Stephen Junkin, Executive Director/Registrar  
John La Brie, Director, Physical Resources  
Brad MacDonald, Director, Financial Planning Administration  
Shelley Marchant, Director, Marketing and Communications  
Katherine Wallis, Director, Libraries and Learning Resources  
Ben Yang, Executive Director, International Recruitment and Partnerships  
*Vacant*, Director, Campus Safety and Security  
*Vacant*, Director, Continuing Education and Corporate Workforce Development

### **Bargaining Unit Presidents**

Terry Heittola, President, Local 350 – Faculty Union  
Nick O'Connell, President, Local 349 – Support Staff Union

### **Ontario College Administrative Staff Association President**

Lisa Whalen, President, ASA OCASA

## **2013-2014 Students' Administrative Council Executive**

### *Barrie Campus*

- President: Jordan Riley (Hospitality Administration)
- Vice President, Administration: Jordana Osetti (Business Administration)
- Vice President, Athletics: Demi Langfield (Interior Design)
- Vice President, Internal Relations: Lucia ter Stege (Business Administration)
- Vice President, Marketing: Sara Grainger (Hospitality Administration)
- Vice President, Residence Life: Lynsey Childs (General Arts and Science)
- Vice President, Social: Robert Wood (Practical Nursing)

### *Orillia Campus*

- President: Scott Anderson (Police Studies)
- Vice President, Athletics: Isaac Pereira (Police Studies)
- Vice President, External: Brittany Smith (Police Studies)
- Vice President, Internal: Madison Bugeja (Early Childhood Education)
- Vice President, Public Relations: AJ Kirkpatrick (Child and Youth Worker)
- Vice President, Social: Matt Allott (Police Studies)

### *Owen Sound Campus*

- President: Tess Fawcett (Police Foundations)
- Vice President: Kevin Gore (Marine Navigation)
- Administration Director: Matthew Schmidt (Marine Navigation)
- Athletics Director: Tevor Kroetsch (Nursing)
- Public Relations Director: Amber McDonald (Power Engineering)
- Social Director: Paul McLeese (Power Engineering)