

Annual Report 2016-2017

VANIER

C É G E P / C O L L E G E

ANNUAL
REPORT

2016-2017

Learning today.
Leading tomorrow.

**Vanier College
Annual Report 2016-2017****Table of Contents:**

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Joint Remarks from the Chairman of the Board of Directors and the Director General

The 2016-2017 academic year at Vanier College was marked by several enhancement projects that were carried out across the campus.

Perhaps the biggest change involved the construction of the Learning Commons/Library. Officially inaugurated in August 2017, the new \$4.5 million facility offers state-of-the-art services for students including new office space for library staff, an archive room, more computers and electrical outlets for students' personal computers and seating for over 600 students for study and work. The physical transformation and new conceptual approach of a Learning Commons/Library will definitely enhance our already beautiful campus.

Other important renovations were taking place at Vanier after we received funding of \$1.5 million from the Federal Government's Post-Secondary Institutions Strategic Investment Fund (SIF Funding) in December 2016. The funds will cover the renovation of the Animal Health Technology facilities and Chemistry labs. As well, work was recently completed on our new simulation labs featuring high fidelity mannequins. This \$250,000 project will provide our Nursing and Respiratory and Anesthesiology students with brand new state-of-the-art facilities. All these renovations will help ensure we continue to develop highly skilled graduates who are ready for the job market and who are well equipped for their university studies.

2016 saw the opening of Jake's Co-op bookstore, which is run by a student cooperative and is part of the Fédération québécoise de coopératives en milieux scolaires (FQCMS). Another noteworthy event occurred in June when Vanier co-hosted the AQPC 2017 Symposium, the largest gathering of the Quebec college network. Over the course of three days 1,300 participants, primarily teachers other professionals and administrators participated in different workshops and presentations. The professionalism and dedication of the many Vanier volunteers helped ensure this pedagogical event was a monumental success.

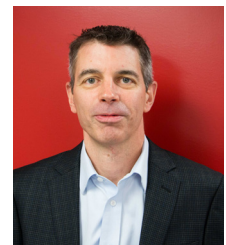
Finally, there was an important development during the past academic year with the appointment of a new Academic Dean at Vanier. Mrs. Annie-Claude Banville started her mandate on August 7, 2017. Prior to coming to Vanier she had been working as Dean of Academic Systems at CEGEP Marie-Victorin and she also has many years of experience in the college network as well as a commitment to team work and rigorous academic excellence. One of her main priorities will be to implement the many strategic academic objectives that we plan to introduce at Vanier in the coming months and years.

We would like to take this opportunity to thank our outgoing Academic Dean, Danielle Lafaille. During her tenure Danielle demonstrated a great deal of dedication and professionalism and was committed to ensuring student success. We wish her much health and happiness for the future.



A handwritten signature in black ink that reads "John McMahon".

John McMahon
Director General



A handwritten signature in black ink that reads "Jean-François Parent".

Jean-François Parent
Chairman, Vanier Board of Directors

Mission

Our Mission

To provide a life-enriching learning experience that prepares students to succeed academically and professionally as engaged citizens of the world.

Our Values

As a college, we value education as a transformative process through which students engage in achieving their potential. As such, we believe in and cultivate:

- Creativity, critical thinking and excellence
- Accessibility, inclusiveness and diversity
- Lifelong learning and continuous improvement for all
- Commitment, community engagement and openness to the world

We value collaborative approaches. As such, we believe in and strive for:

- Respect, integrity and responsibility toward self, others and the environment
- Cooperation, communication, transparency and accountability
- Fairness and equity

Our Vision

Vanier College will be renowned and chosen for excellence, accessibility and inclusivity in education, achieved through innovative and effective practices, student engagement and a creative, committed college community.

Resolution from the Board of Directors

VANIER

C É G E P / C O L L E G E

Learning today.
Leading tomorrow.

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EXTRACT from the minutes of a meeting of the Board of Directors of Vanier College of General and Vocational Education held on:

Tuesday, November 21, 2017

338-7 H) 2016-2017 Annual Report

It was moved M. Eichenbaum and seconded by M. Prentice, that based on the recommendation of the Executive Committee, the Board of Directors of Vanier College approves the 2016-2017 Annual Report and that it be forwarded to the Ministère de l'Éducation et de l'Enseignement supérieur as per article 27.1 of the General and Vocational Colleges Act and this, no later than December 1, 2017.

Motion carried.

I do hereby certify that the above is a true extract of minutes of a meeting at which time quorum was present.

Dated this 22nd day of November 2017 at St. Laurent, Quebec.



Darren Becker, Director of Communications and Corporate Affairs

2016-2017 Student Numbers: Enrollment (*Pre-University*)

DIPLOMA OF COLLEGE STUDIES PROGRAM	Autumn Semester 2016	Winter Semester 2017	Semester Enrollment Averaged
Communications	251	227	239
Computer Science & Mathematics	91	74	83
Explorations / Pathways - Passages ¹	21	24	23
Explorations / Pathways - Prerequisites ¹	115	18	67
Explorations - Transitions	20	77	49
Explorations 7	0	19	10
Liberal Arts	49	33	41
Languages and Cultures	88	84	86
Modern Languages and Music	3	2	3
Music	73	70	72
Science - Health / Honours Health	552	492	522
Science - Pure & Applied / Honours Pure & Applied	312	305	309
Science (English-French)	8	6	7
Social Science (English-French)	6	3	5
Science & Music Double DCS	13	10	12
Science & Social Science Double DCS	11	11	11
Social Science & Music Double DCS	9	8	9
Social Science /Commerce/3 Math/ Honours/Majors	2784	2618	2701
University Prerequisites	5	6	6
Sub-Total Pre-University	4411	4087	4249

¹ Preparatory Sessions

2016-2017 Student Numbers: Enrollment (*Technologies*)

DIPLOMA OF COLLEGE STUDIES PROGRAM	Autumn Semester 2016	Winter Semester 2017	Semester Enrollment Averaged
Animal Health Technology	110	100	105
Architectural Technology	183	162	173
Building Systems Engineering Technology	86	89	88
Business Administration	436	348	392
Computer Science Technology	196	201	199
Computerized Systems Technology	47	42	45
Early Childhood Education	162	149	156
Environmental & Wildlife Management	59	53	56
Industrial Electronics	82	81	82
Nursing/Extended Nursing	228	196	212
Micropublishing & Hypermedia	108	92	100
Professional Music and Song Techniques	59	60	60
Respiratory & Anaesthesia	88	88	88
Special Care Counselling	267	220	244
Sub-Total Technologies	2111	1881	1996

Student Numbers: Enrollment (*Pre-U & Technologies*)

Total Pre-U & Technologies	6522	5968	6245
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2016-2017 Student Numbers: Enrollment (*Continuing Education*)

ATTESTATION OF COLLEGE STUDIES PROGRAM	Autumn Semester 2016	Winter Semester 2017	Summer Semester 2017	Semester Enrollment Averaged
Accounting	25	17	0	14
Agent Broker in Insurance	0	0	0	0
Audio Recording Technology	13	22	11	15
Computer-Assisted Drafting	13	28	14	18
Computerized Financial Management	12	11	11	11
Damage Insurance	15	17	15	16
Early Childhood Education	108	105	83	99
Immigration Consulting	22	22	0	15
Management	9	8	0	6
Skills for the Administrative Assistant	14	13	0	9
Software Applications Specialist	18	20	19	19
Web and Database Programming	15	15	15	15
Sub-Total of Attestation Programs	264	278	168	237

DIPLOMA OF COLLEGE STUDIES PROGRAM	Autumn Semester 2016	Winter Semester 2017	Summer Semester 2017	Semester Enrollment Averaged
Commandites	21	12	124	52
Explorations (all)	0	0	0	0
Independent Studies	13	3	1	6
Pre-University Programs	395	386	797	526
Requalification to a DCS	357	343	68	256
Springboard to a DCS	157	155	81	131
Technical Programs	11	10	322	114
University Pre-Requisites	55	58	33	49
Sub-Total of Diploma Programs	1009	967	1426	1134

Total of Attestation & Diploma Programs	1273	1245	1594	1371
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2016-2017 Graduation (DCS Graduates - Day Division)

Pre-University	Summer 2016			Autumn 2017			Winter 2017		
Title	Female	Male	Total	Female	Male	Total	Female	Male	Total
Diploma without specialization	10	2	12	9	10	19	7	11	18
Science	36	49	85	26	37	63	80	93	173
Computer Science & Mathematics	0	6	6	0	2	2	3	15	18
Science (English-French)	1	0	1	0	0	0	2	0	2
Social Science	93	84	177	153	115	268	248	168	416
Social Science (English-French)	0	0	0	0	0	0	0	0	0
Communications: Art/Media/Theatre	11	4	15	21	10	31	26	20	46
Modern Languages	2	0	2	3	0	3	17	6	23
Music	1	3	4	2	2	4	14	11	25
Liberal Arts	1	0	1	3	1	4	9	5	14
Sub-Total Pre-University	155	148	303	217	177	394	406	329	735
Technologies									
Respiratory & Anaesthesia Technology	0	0	0	0	0	0	11	10	21
Animal Health Technology	0	0	0	2	0	2	18	2	20
Environmental & Wildlife Management	0	0	0	1	3	4	7	5	12
Nursing	4	2	6	0	0	0	41	6	47
Architectural Technology	11	13	24	2	5	7	16	7	23
Building Systems Engineering Technology	0	0	0	0	3	3	1	7	8
Computerized Systems Technology	0	2	2	0	2	2	0	4	4
Industrial Electronics	0	6	6	0	2	2	0	10	10
Early Childhood Education	7	0	7	5	0	5	19	1	20
Special Care Counselling	7	0	7	12	2	14	20	3	23
Accounting & Management	8	4	12	1	1	2	8	3	11
Business Management (Marketing)	7	4	11	3	6	9	15	5	20
Specialization in Micropublishing & Hypermedia	4	3	7	2	2	4	13	2	15
Computer Science Technology	1	4	5	2	9	11	1	24	25
Specialization in Composition & Arrangement	0	0	0	0	0	0	1	1	2
Professional Music & Song: Performance	0	2	2	0	0	0	7	9	16
Sub-Total Technologies	49	40	89	30	35	65	178	99	277
Total	204	188	392	247	212	459	584	428	1012

2016-2017 Graduation

Diploma of Collegial Studies & Attestation of Collegial Studies - Continuing Education Division

Pre-University	Summer 2016			Autumn 2016			Winter 2017		
Title	Female	Male	Total	Female	Male	Total	Female	Male	Total
Diploma without specialization	0	1	1	1	3	4	1	1	2
Science	1	1	2	0	0	0	2	3	5
Computer Science & Mathematics	0	0	0	0	0	0	0	0	0
Social Science	4	5	9	5	9	14	7	9	16
Communications: Art/ Media/ Theatre	3	0	3	0	0	0	3	0	3
Sub-Total Pre-University	8	7	15	6	12	18	13	13	26

Technologies	Summer 2016			Autumn 2016			Winter 2017		
Title	Female	Male	Total	Female	Male	Total	Female	Male	Total
Animal Health	0	0	0	0	0	0	1	0	1
Architectural Technology	0	0	0	0	0	0	0	1	1
Building Systems Engineering Technology	0	0	0	0	0	0	1	0	1
Computerized Systems Technology	0	1	1	0	0	0	0	0	0
Industrial Electronics	0	0	0	0	1	1	0	0	0
Early Childhood Education	0	0	0	0	0	0	0	0	0
Special Care Counselling	0	0	0	0	0	0	4	0	4
Accounting & Management	0	0	0	1	0	1	0	0	0
Computer Science Technology	0	0	0	0	0	0	0	0	0
Sub-Total Technologies	0	1	1	1	1	2	5	1	7

2016-2017 Graduation

Diploma of Collegial Studies & Attestation of Collegial Studies - Continuing Education Division

Attestations	Summer 2016			Autumn 2016			Winter 2017		
Title	Female	Male	Total	Female	Male	Total	Female	Male	Total
Computer Assisted Drafting	0	2	2	0	0	0	4	2	6
Early Childhood Education Attestation	19	0	19	21	0	21	16	1	17
Agent Broker in Insurance	0	0	0	0	0	0	0	0	0
Assurance de dommages	0	0	0	3	7	10	0	0	0
Computerized Financial Management	0	0	0	0	0	0	0	0	0
Accounting	0	0	0	2	2	4	5	6	11
Management Attestation	1	0	1	1	0	1	4	1	5
Immigration Consulting	0	0	0	0	0	0	10	12	22
Skills for the Administrative Assistant	0	0	0	0	0	0	11	0	11
Web and Database Programming Attestation	0	0	0	6	6	12	6	6	12
Software Applications	0	0	0	6	12	18	0	0	0
Audio Recording Technology	1	5	6	0	2	2	0	8	8
Sub-Total Technologies	21	7	28	39	29	68	56	36	92
Total	29	15	44	46	42	88	74	50	125

2016-2017 Academic Year - Second year of Strategic Plan 2015-2020 Implementation

The Vanier College Strategic Plan 2015-2020 was approved by the Board of Directors on June 16, 2015. Its implementation began with the development of planning and tracking tools as well as the restructuring of the Academic Sector. Over the past two years, Student Success has remained front and centre of our activities.

Our Mission:

To provide a life-enriching learning experience that prepares students to succeed academically and professionally as engaged citizens of the world.

Orientations:

1. Prioritize the student learning experience: STUDENT SUCCESS PLAN
2. Build and assume leadership
3. Foster a strong, compelling and coherent organization

Development of Strategic Plan Implementation and Tracking Tools

There are 37 measurable “Expected Results” contained within the three strategic plan orientations. In 2016-2017, the Directors’ Work Plans were designed and implemented to ensure that departmental strategies and actions focused on achieving these results either in whole or in part. During the 2016-2017 Academic Year there were a total of 116 strategies and actions included in the combined set of Work Plans. By June 2017, 64 strategies/actions had been ‘finished’, 49 were still ‘in-progress’ and only 3 had not been started. This data will be included in the tool **perfoSTRATEGIK** that will enable the Director General, the Directors of the various Services, and the Board of Directors to oversee and track strategic plan implementation.

APPENDIX

CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR BOARD MEMBERS

No ethical irregularities were brought to the attention of the Vanier College Board of Directors during 2016-2017.

VANIER COLLEGE OF GENERAL AND VOCATIONAL EDUCATION

BY-LAW NO. 5

CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR BOARD MEMBERS

Approved by the Vanier College Board of Directors, June 12, 2007

PREAMBLE

The rules of ethics and professional conduct stated in this document are in conformity with the Act to amend the Act respecting the Ministère du Conseil exécutif and other legislative provisions as regards standards of ethics and professional conduct. These provisions complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Quebec Civil Code (Appendix 2) and Articles 12 and 20.1 of the Colleges' Act. Public order legislative provisions, notably Articles 12 and 20.1 of the Colleges' Act, take precedence, in the case of conflict, over the provisions of this Code.

ARTICLE 1 - GENERAL PROVISIONS

1.01 -Definitions

In this By-law the following expressions mean:

a) "Board Member":

A member of the Board of Directors of Vanier College of General and Vocational Education;

b) "Staff Board Member":

The Director General, the Academic Dean, as well as the two faculty members, one professional member and one support staff member of the Board of Directors of Vanier College of General and Vocational Education;

c) "Code":

The Code of Ethics and Professional Conduct for Board Members of Vanier College of General and Vocational Education.

1.02 -Purpose

The purpose of this code of ethics is to establish rules of ethics and professional conduct governing the Board Members of Vanier College of General and Vocational Education in order to:

- maintain and build public confidence in the integrity, objectivity and transparency of the College's administration;
- allow members to exercise their mandate and carry out their duties with confidence, independence and objectivity for the better fulfillment of the College's mission;

1.03 -Scope

This Code applies to Board members and, in the case of Article 2.03, to former members of the Board of Directors of the College.

ARTICLE 2 - DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.01 - General

Each Board member carries out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

2.02 - Duties and Obligations While in Office

In the fulfillment of their obligations, Board members shall:

- i. respect the obligations laid down in the Colleges Act and the College's constituent charter and by-laws and act within the limits of the College's powers;
- ii. avoid placing themselves in situations that constitute a conflict between their personal interest, or that of the group or person who elected or nominated them and their duties and obligations as Board members;
- iii. be guarded in their comments, avoid attacks on other people's reputations and treat other Board members with respect;
- iv. not use College property for the personal benefit of themselves or others;
- v. not abuse their powers or use unduly their position to gain a personal benefit;
- vi. not directly or indirectly solicit or accept from a person who has dealings with the College an advantage or benefit of any kind;
- vii. not accept a gift, a token of appreciation or other advantages other than those customarily granted and of nominal value.

2.03 -Duties and Obligations After Leaving Office

In the year following the termination of their mandate, former Board members shall:

- i. act in such a manner so as not to take any undue advantage of their former position on the Board of Directors;
- ii. not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other dealings to which the College is a party. This rule does not apply to staff Board members with regard to their employment contract;
- iii. not use confidential or privileged information about the College for the personal benefit of themselves or others;

ARTICLE 3 - REMUNERATION**3.01 -Prohibited Remuneration**

Board members are not entitled to any remuneration for the carrying out of their duties as Board members. Also, they shall not receive any remuneration from the College other than the reimbursement of expenses.

The above stipulation shall not prevent staff Board members from receiving their salary and other advantages foreseen in their employment contract.

ARTICLE 4 - CONFLICTS OF INTEREST**4.01-Objective**

The following rules have been drafted to assist members in their understanding of conflict of interest situations and to establish administrative procedures for members in a conflict of interest situation to proceed in the best interests of the College.

4.02-General Principles

A conflict of interest exists in any situation, either real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise the independence and impartiality inherent in the duties of a member, or in a situation where a member seeks to use the nature of his office to receive an undue advantage for him/herself or for a third party.

4.03-Conflict of Interest Situations

Every member of the Board except the Director General and the Academic Dean, who has a direct or indirect interest in an enterprise that places his/her personal interest in conflict with that of the college must, on pain of forfeiture of office, disclose his/her interest in writing to the Director General, abstain from voting on any matter concerning the enterprise and avoid influencing the decision relating to it. The member must, in addition, withdraw from a meeting while the matter is discussed or voted on.

Furthermore, a member of the staff of a college must, on pain of forfeiture of office, abstain from voting on any matter concerning his/her employment status, remuneration, fringe benefits and other conditions of employment, or those of the category of employees to which he belongs. The member must, in addition, after having had an opportunity to present his/her views withdraw from a meeting while the matter is discussed or voted on.

The second paragraph applies in the same manner to every staff member of the College, except the Director General and the Academic Dean, with respect to any matter concerning the remuneration, fringe benefits and other conditions of employment of other categories of employees". (R.S.Q., Chapter C-29, art. 12)

In no case may the Director General or the Academic Dean, on pain of forfeiture of office, have a direct or indirect interest in any enterprise that places his/her personal interest in conflict with that of the College. However, forfeiture shall not be incurred where such an interest devolves to him/her by succession or gift, provided that he/she renounces or disposes of it with dispatch". (R.S.Q., Chapter C-29, art. 20.1)

ARTICLE 5 - ADMINISTRATION OF THE CODE**5.01-Responsibilities**

The Secretary General is responsible for:

- i. informing the members with respect to the contents and application of the Code;
- ii. advising the College and/or any member faced with a situation that is considered problematic;
- iii. investigating allegations of irregularity with respect to the Code and reporting findings to the Board of Directors;
- iv. if there are cases during the year, giving an annual report to the Board of Directors specifically outlining the number of cases treated and their follow-up, the infractions considered by the Disciplinary Committee, the decisions of and sanctions imposed by the Disciplinary Committee, as well as the name of members removed from office, suspended or reprimanded during the course of the year.

The Chairperson, or the Vice-Chairperson acting as Chairperson, is responsible for:

- i. should the need arise, ensuring that the Board of Directors appoints a minimum of three (3) Board Members to act as a Disciplinary Committee;
- ii. ii. investigating questions arising concerning the application of the Code and reporting findings to the Board of Directors;

5.02-Ad hoc Administration of the Code

Questions arising concerning the application of the Code during meetings of the Board of Directors are subject to the rules of procedure for meetings of the Board, as outlined in By-law Number 1. The Chairperson shall rule on any ad hoc question or situation pertaining to the Code raised by a member during a meeting, including which members are eligible to debate and to vote on a question or resolution before the Board. The Chairperson has the power to intervene and to order that a member refrain from voting and withdraw from the meeting during the discussion and vote. The decision of the Chairperson is final.

5.03-Disciplinary Committee and Sanctions

- i. When the Secretary General, after conducting an investigation, concludes that a member may have contravened the law, the by-laws and/or the Code, he/she advises the Board of Directors.
- ii. The Disciplinary Committee meets and decides on the validity of the case and any sanction to be imposed on a case by case basis.
- iii. The Disciplinary Committee notifies the member in writing of the alleged infraction(s), with reference to the relevant legislative or by-law provisions or those of the Code. The Disciplinary Committee, before imposing a sanction, must give the member thirty (30) days to state his/her case in writing and give him/her the chance to be heard.
- iv. The member, accused of an infraction of the Code constituting an urgent situation necessitating a speedy intervention or accused of a serious offence, may be provisionally relieved of his/her duties by the Chairperson.
- v. If, after hearing the member's case, the Disciplinary Committee concludes that a member has contravened the law, the by-laws or the Code it must so inform the member and the Board of Directors of the sanction imposed in writing. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.

Financial Information 2016-2017

	2016-2017	2015-2016
REVENUES		
Teaching	\$38,348,019	\$37,810,266
Teaching Support & Management of Material Resources	\$17,733,873	\$17,207,958
Other Special Allocations	\$1,997,432	\$1,234,165
TOTAL MEES FUNDING AND OTHER	\$58,079,324	\$56,252,389
Continuing Education/Summer School	\$5,098,232	\$5,018,168
Self-Financing Operations	\$1,706,381	\$3,931,753
TOTAL REVENUES	\$64,883,937	\$65,202,310
EXPENSES		
Teaching salaries and benefits	\$38,055,000	\$37,547,049
Teaching Support & Management of Material Resources	\$19,467,254	\$19,608,009
Other Special Allocations	\$1,878,165	\$1,498,187
	\$59,400,419	\$58,653,245
Continuing Education/Summer School	\$3,569,249	\$3,737,394
Self-Financing Operations	\$1,218,525	\$3,423,277
TOTAL EXPENSES	\$64,188,193	\$65,813,916
OPERATING FUND-EXCESS (LOSS) REVENUE OVER EXPENSES	\$ 695,744	\$ (611,606)
CAPITAL FUND-EXCESS (LOSS) REVENUE OVER EXPENSES	\$ (202,669)	\$ 64,634
TOTAL-EXCESS (LOSS) REVENUE OVER EXPENSES	\$ 493,075	\$ (546,972)
ACCUMULATED OPERATING UNRESTRICTED SURPLUS, BEGINNING OF YEAR	\$522,117	\$1,647,340
SURPLUS FOR THE YEAR	\$695,744	(\$611,606)
Prior years adjustments	\$0	(\$13,617)
Capital Acquisitions-from operating fund	(\$31,416)	\$0
SURPLUS APPROPRIATIONS:		
LIBRARY	\$0	(\$500,000)
Total unrestricted fund balance, end of year	\$1,186,445	\$522,117
Internal restricted fund balance	\$ 3,697,831	\$ 3,755,526
Library restricted balance	(\$2,786,964)	\$3,697,831
Total internal restricted fund balance, end of year	\$ 910,867	\$ 3,697,831
ACCUMULATED SURPLUS OPERATING, END OF YEAR - JUNE 30	\$2,097,312	\$4,219,948
ACCUMULATED SURPLUS CAPITAL FUND	\$ 5,422,656	\$ 2,806,945
TOTAL ACCUMULATED SURPLUS	\$ 7,519,968	\$ 7,026,893

Support For Student Success For Students With Special Needs

(ANNEX S024)

CATEGORY	2016-2017	SERVICES AND PROJECTS CARRIED OUT
Professional and Support Services provided by Student Success	\$322,681	The college committed to provide professional and support services for students with special needs. These services are provided by the members of the ACCESS team specialized in providing the most adequate services possible. (3 professionals, 2,5 support staff and casual employees make up the ACCESS team.)
Other Expenses Related to Student Success	\$69,883	This special allocation allowed for the upgrade of computers, purchases of additional computer software and added specialised equipment for students with special needs (ESH). Also included was service fees for student note takers, "accompagnateurs" and tutors. Training and Professional development was also provided for the members of the ACCESS team.
Teachers	\$266,130	The College developed a concerted vision and strategy for the use of the teaching allocation available to support its students with special needs. The College integrated the allocation as a new category through our Development and Support Opportunities called Accessibility projects. Accessibility projects were divided in three sub-categories: Research, Pedagogical Innovation and Student Success. Ten projects were designed to improve the success of students with a variety of physical, learning and situational needs. Four projects addressed the needs of a particular population with specific difficulties. In addition to individual or small-team projects, the College launched a call for applications to create a group of teachers, representative of a variety of disciplines, called the UDL Taskforce. That group, facilitated by a pedagogical counsellor, was tasked with researching current knowledge around universal design for learning (UDL) and other inclusive approaches, with developing their expertise, and with designing strategies and tools to bring about change across Faculty.
TOTAL	\$658,694	

Teacher Release For Accessibility Projects

Overview of Activities

In 2016-17, Vanier College chose to develop a concerted vision and strategy for the use of the allocation available to support its students with special needs. We integrated the allocation as a new category through our **Development and Support Opportunities** called **Accessibility** projects. **Accessibility** projects were divided in three sub-categories: *Research*, *Pedagogical Innovation* or *Student Success*. Vanier's Pedagogical Support and Innovation Office designed specific forms to apply for the projects that allowed to identify the special need addressed, to design assessment mechanisms of the efficacy of the project and to plan for the transfer of expertise to benefit the College. The projects started in the Winter 2017 semester and used 3,260 FTE.

Specific Projects

Table 1 details the projects and the needs addressed. Ten projects were designed to improve the success of students with a variety of physical, learning and situational needs. Four projects addressed the needs of a particular population more specifically: one focused on students facing anxiety issues, one on the difficulties faced by our student athletes, one on making our courses more relevant to and respectful of our indigenous students, and one on adapting course competencies, content, materials and teaching approaches to accommodate sight-impaired students.

Table 1. Accessibility projects

Population/Special need(s) targeted	Project Title	Discipline	FTE
Multiple needs	Peer support for students with special needs	Physical Education	0.1250
Multiple needs	Adapting Math courses in CET, IET and BA to the diverse needs of students	Mathematics	0.4000
Multiple needs	Math literary skills	Mathematics	0.1250
Multiple needs	Study skills for ECE students	Early Childhood Education	0.1250
Anxiety	Tools and strategies for student anxiety*	Humanities	0.1250
Multiple needs	Specific issues faced by Cont Ed students	Humanities	0.1250
Needs of student athletes	Student Athlete Academic Success Schem (SAASS)	Humanities/ Political Science	0.2500
Needs of indigenous students	Materials, strategies and tools that raise Indigenous awareness	Anthropology	0.1250
Needs of sight-impaired students	Project for Sight Impaired	Computer Science	0.1500
Multiple needs	Effective strategies and interventions with at-risk students	English	0.16700
Multiple needs	Development of an early B-block English course	English	0.16700
Multiple needs	Instructional Chess Programs	English	0.16700
Multiple needs	Personal storytelling in an educational environment	English	0.16700
Multiple needs	This I Believe Project	English	0.16700
Total			2.3850

*This project led to the teacher joining the UDL Taskforce, see next page.

College-Wide Initiative

In addition to individual or small-team projects, the College launched a call for applications to create a group of teachers, representative of a variety of disciplines, called the **UDL Taskforce**. That group, facilitated by a pedagogical counsellor, was tasked with researching current knowledge around universal design for learning (UDL) and other inclusive approaches, with developing their expertise, and with designing strategies and tools to bring about change across Faculty. Table 2 shows the disciplines represented in the Taskforce in 2016-17. The group continues with a few additions in 2017-18.

Table 2. UDL Taskforce composition

Discipline	FTE
Biology	0.1250
Animal Health Technology	0.1250
Mathematics	0.1250
Psychology	0.1250
Economics	0.1250
Commerce/Business Administration	0.1250
Spanish	0.1250
Total	0.8750

Service Contracts over \$25,000

COMPANY	COST
8351180 Canada Inc	\$29,575.00
Siemens Canada	\$31,875.00
Vezina Architectes	\$45,046.00
Planifika Inc.	\$34,850.00
Paysagistes Solarco Inc.	\$309,960.00
Bouthillette Parizeau	\$26,800.00
Bouthillette Parizeau	\$46,750.00
Les entreprises Fervel Inc.	\$4,438,021.40
Voyages GAM-SPS	\$39,761.17
TOTAL	\$5,002,638.57

Staffing Levels

Staffing levels from April 1st 2016 until March 31st 2017 were less than those running from April 1st 2015 to March 31st 2016. Therefore Vanier College is in conformity with the guidelines of Bill 15 as the number of paid working hours have been reduced.

Academic Council Membership 2016-2017

Rick Braley	Faculty (FSSCAL)
Mark Cohen	Faculty (FGE)
Sheila Das	Faculty (VCTA)
Jacob Dufresne, Juliana Sandulovici-Delmar	Students (VCSA)
Marlene Eberhart	Faculty (FABSS)
Dale Gallagher	Administration
Marie Gribbon	Faculty (At Large)
Kiraz Johannsen	Professional (AVCP)
Stefan Kuch	Faculty (VCTA)
Peter Labrinos	Staff (VCSPA)
Danielle Lafaille	Chair
Eric Lozowy	Administration
Stephen Newbigging	Faculty (FSGS)
Diane Nyisztor	Faculty & Vice Chair (FCTP)
Zsofia Orszagh	Professional (AVCP)
Alena Preout	Administration
Julie Plante	Faculty (FST)
Mohamed Tavakoli	Faculty (FCTP)

VCSA: Vanier College Students' Association

FSSCAL: Faculty of Social Science, Commerce, Arts and Letters

AVCP: Association of Vanier College Professionals

VCTA: Vanier College Teachers' Association

VCSPA: Vanier College Support Personnel Association

FCTP: Faculty of Careers and Technical Programs

FST: Faculty of Science and Technology

FABSS: Faculty of Arts, Business and Social Sciences

Vanier College Board of Directors

Chair	Jean-François Parent	Business Community
Vice-Chair	Marla Eichenbaum	Parent
Members	Josée Chiasson	Socio Economic
	Sylvie Galarneau	Labour Market Partners
	Abi Koné	School Board
	Selena Lachapelle	Socio Economic
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	Christine Legault	Support Personnel
	Jamie Lewis-Mella	Pre-University Student
	Mark Longpré	Faculty
	Constantino Malatesta	Pre-University Graduate
	Kathleen Massey	University
	John McMahon	Director General (Ex-Officio)
	Florent Nunes	Non-Teaching Professional
	Mark Prentice	Faculty
	Aristina Quintanilla	Technology Graduate
	Lisa Rosati	Business Community
Talin Sabbaghian	Parent	
Benjamin Stix	Technology Student	

Darren Becker - Director of Communications and Corporate Affairs (Secretary to the Board)