


ANNUAL REPORT 2021 2022



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Minister Pascale Déry
Minister of Higher Education
Government of Québec

Minister Déry,

On behalf of the Board of Governors and the entire John Abbott College (JAC) community, we are pleased to provide you with the Annual Report for the 2021-2022 academic year.

When we planned our activities for the year, there was much uncertainty regarding what the ongoing COVID-19 pandemic would permit. Our operational environment was again unpredictable and regularly changing; however, the dedication and hard work of our entire College community allowed it to be another successful year. Here are some of our key accomplishments:

- We are most proud of what our students and employees accomplished through this 2nd full year of adapting to the COVID-19 pandemic. Due to government directives, the 1st semester was “mostly online” and the 2nd semester was “mostly on campus”, however JAC’s agility ensured that we continued to offer quality courses, outstanding student services, and for the mental wellness of our students, we succeeded in offering multiple in-person and online student activities. Yes, in spite of the pandemic, we successfully delivered on our student success commitments while supporting the mental health of our students.
- The quality of our academic programs and student services remains very strong. Our student applications and enrollment keep us at our maximum capacity and our student success results again show us to be a leader in the CEGEP system.
- Our rigorous fiscal management allowed us to complete many key renovation projects. This is essential for us to continue to improve the learning and work environment of our beautiful, but aging facilities.
- We are also extremely proud, that after 6 years of discussion and preparation, your government approved the \$32,500,000 required to launch our Brittain Hall expansion project. The transfer of ownership and the renovation of an existing building on our campus (owned and abandoned by McGill University for over 40 years) will finally allow us to address our 8000m² of space shortage, and provide our students and employees with the educational space that they deserve.

At the governance level, the Board of Governors also made significant steps forward:

- We further developed the practices of three key sub-committees of the Board (Governance and Ethics, Finance, and Human Resources), and introduced many initiatives to further enhance the engagement of Board members.
- The Board Human Resources committee successfully recruited and hired a new and highly talented Academic Dean.
- The Board also contributed to the refinement of a dashboard to help the College, and the members of the Board, monitor progress on the orientations of the 2020-2025 Strategic Plan.

The John Abbott College community continues to remain focused on contributing to student success and we hope to work collaboratively with you and your ministry, to ensure that the new revisions to the French Language Law (Bill 96), as well as the labour shortage, do not compromise our ability to continue doing great things for our students.

Respectfully,



Gwyneth Edwards

Gwyneth Edwards
Chair of the Board of Governors



John Halpin

John Halpin
Director General



Mission Statement

Founded in 1970, John Abbott College is the only English language CEGEP in the West Island of Montreal. The College offers pre-university and career programs to over 6500 full-time students per semester, as well as a wide range of Continuing Education programs to 2000 part-time students per year. Our staff consists of some 600 faculty and almost 250 non-teaching staff. Our campus is one of the finest in Québec.

STATEMENT OF PURPOSE

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.

We are committed to:

Learning

- Foster in our students the ability to make and articulate informed intellectual, aesthetic and ethical decisions, while demonstrating skills needed for success in modern society;
- Cultivate a love of learning, autonomy and responsible citizenship in our students, both in the classroom and through socio-cultural, leadership, recreational and sports activities;
- 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.

College Governance

Board of Governors

Ex Officio Members

John Halpin – Director General
Gordon Brown – Academic Dean

Socio Economic

Ian Hadida

University-level Teaching Institutions

Paula Wood-Adams, VICE-CHAIR

School Board

Joanne E. Malowany

Labour Market

Reine Bohbot

Business Community

Pascale Alpha, Stéphane Sélim

Parents

Mehreen Beig Mirza, Patrick Pressoir

Academic Council

Chair

Gordon Brown – Academic Dean

Academic Administrators

Doug Brown, Roger Haughey, Roberta Silerova

Eleven Employees Representing the Teachers

Suzanne Black – CHAIR, Jeffery Brown, Sean Hugues, Maria Mastorakos, Tracey McKee, Sofia McVetty, Mila Perkir, Martin Poirier, Abe Sosnowicz, Esther Szeben, Jessica Vandervoort

Alumni

Pre-University Studies – Gwyneth Edwards, CHAIR
Technical Studies – Jonathan Hackett

Students

Pre-University Studies – Ivana Riveros Arteaga
Technical Studies – Dante Meldrum

Faculty

Maria Mastorakos, Martin Poirier

Non-Teaching Professional

Anthony Haddad

Support Personnel

Amanda Tweedie

Secretary General

Stavroula Makris

Recording Secretary

Daniela Cervetti

One Employee Representing the Non-Teaching Professionals

Teresa Hackett

One Employee Representing the Support Personnel

Marc Cousineau

Three Students and Replacement

Harin Gu, Sofia Castellana, Magali Shimotakahara, Sofia McVetty

Recording Secretary

Mary Milburn

Code of Ethics

The Board of Governors of John Abbott College functions under a Code of Ethics (Policy 5). **During the fiscal year 2021-2022, no violations were investigated.**

ARTICLE 1 — GENERAL PROVISIONS

1.1 Preamble

The rules of ethics and professional conduct stated in this document are in conformity with the Act respecting the *Ministère du Conseil exécutif*, CQLR, c. M-30 and applicable regulations thereunder as regards standards of ethics and professional conduct. These provisions complement the rules of ethics and professional conduct outlined in Articles 321 to 330 of the *Quebec Civil Code* and Articles 12 and 20.1 of the General and Vocational Colleges Act, CQLR, c. C-29 (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 Policy.

1.2 Definitions

In this Policy, the following words and expressions mean:

- 1.2.1 BOARD MEMBER: A member of the Board of Governors.
- 1.2.2 STAFF BOARD MEMBER: The Director General, the Academic Dean as well as two faculty, one professional and one support staff members of the Board of Governors.
- 1.2.3 INTEREST: Something which matters, is useful or advantageous.

1.3 Intent

The intent of this Policy is to establish rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:

- ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
- allow Board members to exercise their mandate and carry out their duties and obligations with confidence, independence and objectivity for the better realization of the College mission.

1.4 Scope

This Policy applies to Board members and, in the case of Article 2.3, to former members of the Board of Governors of the College.

ARTICLE 2 — DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.1 General

Board members carry 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.

2.2 Duties and Obligations While in Office

In the fulfilment of their obligations, Board members shall:

- 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;
- 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;
- be guarded in their comments, avoid attacks on other people’s reputations and treat other Board members with respect;
- not use College goods or property for their benefit nor for the benefit of others;
- not divulge nor use privileged or confidential information obtained in the fulfilment of their duties as Board members for their benefit nor for the benefit of others;
- not abuse their powers or use unduly their position to gain a personal benefit;
- not directly or indirectly grant, solicit or accept undue favours or advantages for themselves or other persons;
- not accept a gift, a mark of appreciation or other advantages other than those customarily granted and of modest value.

2.3 Duties and Obligations after Leaving Office

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

- act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;
- not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other operation to which the College may be a party to. This rule does not apply to staff Board members with regard to their employment contract;
- not use confidential or privileged information about the College for personal gain nor give advice based on information not available to the general public.

ARTICLE 3 — 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 authorized by the Board of Governors.

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

4.1 Intent

The following rules are meant to assist Board members in their understanding of conflict of interest situations and establish administrative procedures for members in a conflict of interest situation with the view of best serving the interest of the College.

4.2 Conflict of Interest Situations

- A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member’s independence and impartiality, attributes necessary to the role of governor, or in a situation where a Board member uses, or seeks to use, the position of governor to receive an undue advantage for themselves or seeks to acquire such an advantage for a third party.
- Without restricting the meaning of Article 4.2 a), the following examples are or can be viewed as conflict of interest situations:
 - a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
 - a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College;
 - a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;
 - a situation where a Board member accepts a gift or benefit from a business enterprise which deals, or is likely to deal, with the College, with the exception of customary gifts of modest value.

4.3 Situations Constituting a Conflict of Interest for Staff Board Members

Other than the rules outlined in Article 4.2, a staff Board member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges’ Act.

4.4 Disclosure of Interests

Within thirty (30) days following the coming into effect of this Policy, or within the thirty (30) days following nomination, Board members shall submit to the Chairperson of the Board a disclosure of their interests in organizations which, to the best of their knowledge, have done or are doing business with the College and disclose, if applicable, any inherent conflict of interest, whether real, potential or perceived. This disclosure of interests shall be completed electronically and shall be revised and updated annually by the Board members.

Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges’ Act.

4.5 Restrictions

Besides the conflict of interest provisions foreseen in Articles 12 and 20.1 of the Colleges’ Act, Board members in conflict of interest with regard to an agenda

item under discussion shall withdraw from the room and allow deliberation and voting to take place in their absence and in complete confidentiality.

4.6 The Role of the Chairperson

The Chairperson is responsible for the smooth running of Board meetings. They shall decide on any question concerning the right to vote at a Board meeting. In the case of a challenge on the right to vote on a resolution, the Chairperson shall hear the representations from Board members on this issue and make a decision on the right to vote. The Chairperson has the power to intervene and order a Board member to refrain from voting and to withdraw from the room during the deliberation and vote. The decision of the Chairperson is final.

ARTICLE 5 — ADMINISTRATION OF THE POLICY

5.1 The Role of Professional Conduct Counsellor

The Secretary General or any other person designated by the Board shall act as Professional Conduct Counsellor. This person is responsible for:

- informing Board members of the provisions of this Policy and on its application;
- advising Board members on matters concerning ethics and professional conduct;
- providing the College’s Contract Rules Compliance Monitor (RARC), and/or their delegate, with a list of the organizations disclosed pursuant to Article 4.4, for purposes of ensuring best practices in the procurement process;
- investigating allegations of irregularity with respect to this Policy and reporting findings to the Board of Governors;
- publishing this Policy in the College’s annual report and the other information prescribed by law.

5.2 Disciplinary Committee and Sanctions

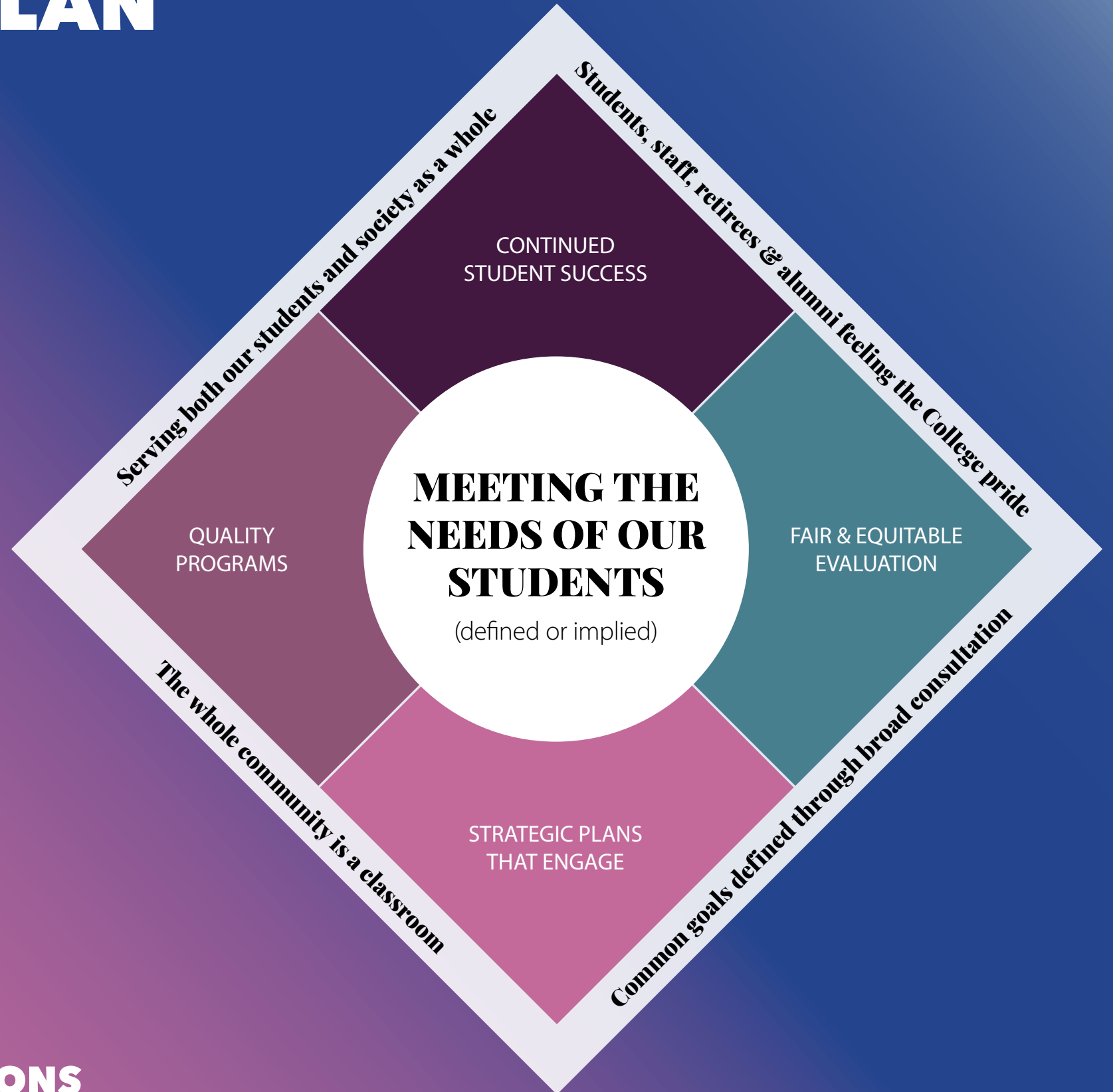
- The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in this Policy and report the results of the investigation into the matter.
- The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee and decide on the validity of the infraction and, if warranted, determine the sanction to be imposed.
- The disciplinary committee shall notify the Board member, in writing, of the alleged infraction(s). Also, the Board member shall be informed of a thirty (3) day delay to submit, in writing to the committee, personal comments on the alleged infraction(s) and sanction and of the possibility of meeting the members of the committee, if requested.
- In the case of an urgent situation requiring immediate action, or in the case of a serious offence, the Chairperson may relieve provisionally a person from office.
- If the disciplinary committee concludes that a Board member has contravened the law or this Policy, it shall impose the appropriate sanction. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.

STRATEGIC PLAN 2020-2025

4 GUIDING PRINCIPLES

4 HIGH-LEVEL GOALS

10 KEY ORIENTATIONS



Highlights of 2021–2022

Each year, the College identifies a number of key areas of development within the Strategic Plan objectives. The following sections list some of the major accomplishments for the 2021-2022 academic year.

Student Success

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.

- Successfully transitioned to an in-person course delivery which supported physical and mental wellbeing for students and employees;
- Created and implemented a peer support program and gave training to students and employees using the Kognito platform;
- Administered a campus-wide survey to assess the state of mental health among our student population;
- Offered varsity athletes' training on consent and active bystanders. The training emphasized the leadership role played by athletes in shifting the culture, encouraging consultation with Sexual Assault Resource Team (SART) and sending a strong message of support to alleged perpetrators;
- Established a curriculum for the R.I.S.E program (Resiliency, Inclusion, Skill Building, Engagement) with customized approaches that are compatible with both academic programs and extra-curricular student activities;
- Established the new Building Emergency Response System and completed a gap analysis;
- Evaluated the College Health and Safety plan, established the needs and completed a gap analysis;
- Developed and implemented a water advisory protocol and maintenance report.

Metric or Key Deliverables

- % implementation of the essential elements of the new Canadian "Standard for Mental Health and Well-Being for Post-Secondary Students"

2025 Target: 75%

End of year result: 50%

2 Loving to Learn

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

- Developed a plan to help students be more excited about their future;
- Worked with a group of students on probation that resulted in an increase in success rates;
- Supported and fostered co-curricular experiences with innovative academic partnerships between Student Services and the academic sector;
- Created an academic integrity module and, in collaboration with faculty, administered it to incoming student cohorts;
- Facilitated academic input and action related to the Strategic Plan orientations.

Metric or Key Deliverables

- % of collaborative courses (team taught, collaborative course pairings and community-service based)

2025 Target: 20%

End of year result: 16%

- Number of students in sports and clubs

2025 Target: 1000

End of year result: 942

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.

- Instituted interim solutions for the shortage of space on campus by adding temporary shelters;
- Received approval for the next phase of college expansion;
- Resumed the activities of the International Program Office in preparation for a fall 2022 student intake in the non-credit Immersion program and the Full Stack Developer AEC program;
- Opened the doors of the International Programs Office to connect globally through inbound and outbound student projects.

Metric or Key Deliverables

- Continuing Education and International program enrolment (Fall semester)

2025 Target: 900

End of year result: 929

- Physical space development: % of floorspace that has been renovated since 2014

2025 Target: 68%

End of year result: 47%

4 Preparing for Tomorrow

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

- Developed a clear structured training portfolio in order to respond to the adult learner need of flexible labour market training delivery, leveraging all options available for Continuing Education;
- Established and delivered a 5G non-credit training program in collaboration with Collège de Maisonneuve;
- Developed, in collaboration with Vanier (fiduciary) and Dawson College, a fully asynchronous Accounting Management Technology program through funding received under the Québec eCampus initiative;
- Continued the full implementation of Policy 1, including the action plan on the assessment of program management, the new assessment of program relevance (pre-university and health programs), the current DEC revisions and the new Pharmacy DEC;

- Developed, under the leadership of the CERASP (*Centre d'expertise et de recherche appliquée en sciences pharmaceutiques*), and in partnership with Cégep Gérald-Godin, a training module in advanced therapies for the life science industry, using virtual reality as a pedagogical tool;
- Developed and delivered, in a joint initiative with West Island Community Shares, a leadership program for non-profit organizations.

Metric or Key Deliverables

- Number of total applicants for Day Division and Continuing Education

2025 Target: 6802

End of year result: 6784

- % of alumni that are working in their field of choice (Alumni Survey)

2025 Target: 85%

End of year result: 80%

- % of accepted university applicants

2025 Target: 95%

End of year result: 92%

5 Creating Together

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

- Held a student innovation challenge inspired by the "Startup Weekend" concept. The Challenge required students to find a solution to a local or global problem of their choice relating to sustainable development and social economy;
- Mentored and encouraged students to participate in a pitch competition that proposed finding a solution to a local or global problem of their choice, on the theme of Diversity in Entrepreneurship. This event provided students with the opportunity to develop soft skills and find solutions to real-world problems;
- Mentored students from different disciplines to create virtual reality content for use as pedagogical tools in Advanced Therapies training.

Metric or Key Deliverables

- % of students that have had opportunities to engage in innovative experiences in the classroom and/or outside of the classroom (Potential Graduate Survey)

2025 Target: 75%

End of year result: 75%

6 Contribuer chez nous et au-delà

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

- Along with other English CEGEPs, presented a memoire at a parliamentary commission regarding Bill 96;
- Were selected (Director General and Academic Dean) to sit on Bill 96 implementation committees for 2022-2023;
- Developed an Applied Accounting Principles program and initiated the revision of the Network Administration program;
- Initiated, in collaboration with a consortium, new structures to prepare internationally trained nurses for the Québec healthcare labour market;
- Created workshops intended for non-French-speaking students in technical programs offered at John Abbott College to improve their oral communication skills in order to better benefit from an internship in a francophone workplace.

Metric or Key Deliverables

- The level of students' confidence in their spoken, written, and reading French, as well as in their listening comprehension (Potential Graduate Survey)

2025 Target: 90%

End of year result: 87%

- % of Continuing Education students answering the barrier as being the French language (Alumni Survey)

2025 Target: 35%

End of year result: 47%

- % of career students answering the barrier as being the French language (Alumni Survey)

2025 Target: 20

End of year result: 31%

Institutional Excellence

7 Growing Careers

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

- Provided training to new managers to facilitate their integration into their management roles (eg: HR Essentials);
- Provided training to the entire management team on conflict management (Humanilex);
- Promoted employee wellness through the organization of awareness and self-help activities geared towards providing employees with practical tips and information to help them to better manage their mental wellness and lives;
- Prepared an overall recruiting strategy for the College in response to labour shortage and difficulties in recruiting based on brand analysis. Strategies focused on 3 key areas: 1) Increasing JAC's visibility on social media; 2) Strategic staffing decisions and 3) Changes in policies and practices

- Continue to support and promote cross-training of Human Resources employees in order to develop a short-medium term succession plan within the team.

Metric or Key Deliverables

- % of employees that believe the range of PD development activities available provide them with the resources needed to maintain required skill levels (i.e. PD and institutional PD) (Employee Survey)

2025 Target: 85%

End of year result: n/a (employee surveys are run every other year)

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.

- Established an Equal Access to Employment committee composed of representatives from all employee associations at the College;
- Offered activities for our students to develop a strong sense of civic responsibility, ethical reasoning, and social justice;

- Created an awareness campaign (Social Justice committee) consisting of selling bracelets with "Break the silence, end the violence" motto; profits to benefit the CALACS (*Centres d'aide et de lutte contre les agressions à caractère sexuel / Coalition of Sexual Assault Centres*);
- Offered multiple training opportunities regarding diversity, inclusion, anti-racism, etc.; all Student Services managers and chairs received the Equitable and Inclusive Leadership Certification from Canadian Equality Consulting.

Metric or Key Deliverables

- Number of initiatives/activities/events held that effectively address systemic inequality and discrimination

2025 Target: 15

End of year result: 19

- Police Technology 310.A0
- Live Entertainment Design and Production Technology 561.F0 (formerly Professional Theatre Design/Technical 561.A0)
- Visual Arts 510.A0

Metric or Key Deliverables

- Number of programs that have completed a revision or assessment

2025 Target: 12

End of year result: 9

- % of employees that would refer a friend to JAC (Employee Survey)

2025 Target: 95%

End of year result: n/a (employee surveys are run every other year)

9 JAC be Nimble

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

- Adjusted the deans' portfolios to account for new and changing priorities, including needs for pedagogical support, etc.;
- In collaboration with the Dean of Pedagogical Development and Innovation, determined Continuing Education pedagogical training delivery formats for online and blended learning, in respect to the Continuing Education student success, taking budgetary, teacher training, space constraints and student study-life balance into account;
- Developed flexible mechanisms to speed up onboarding and mentor newly hired instructors;
- Continued review and development of the special "Return to campus" plan of actions for the college community;
- Improved WIFI access on campus;
- Approved the new Pharmacy Technology 165.A0 program;
- Revised the following programs:
 - Mobile Application Development LEA.CB
 - Applied Accounting and Administration LCA.AB (formerly Computerized Financial Management)

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.

- Defined the Climate Crisis action plan;
- Developed and implemented the Sustainability and Environmental Policy;
- Completed the College's first submission to Cégep Vert (Level 1 certification);
- Developed a used furniture and equipment policy to help determine what is to be re-used, sold, donated, recycled or otherwise disposed of;
- Ran a survey to identify staff and students' transportation patterns as part of a wider transportation audit in an effort to reduce our carbon footprint;
- Approved the new Sustainability and Environmental Policy.

Metric or Key Deliverables

- JAC's rating under the Sustainability Tracking Assessment & Rating System (STARS)

2025 Target: Gold Standard

End of year result: Silver Standard (Reporting Assurance)



Celebrating Achievements

The following are just a few examples of the achievements of our students and staff, all of whom earned special recognition for their efforts throughout 2021-2022.

Students

Governor General's Academic Medal

Awarded to the graduating student with the highest overall academic average: [Mariam Aly Taha Ibrahim Khedr](#) (Social Science with Math)

Outstanding Achievement Award

Presented to the graduating student with an academic average in the top one percent combined with significant involvement in student life outside the classroom: [Sofia McVetty](#) (Honours Science)

Outstanding Service and Leadership Awards

These awards honour students whose contributions are of such a nature that their accomplishments are generally recognized throughout the College: [Mariam Aly Taha Ibrahim Khedr](#) (Social Science with Math) and [Jessica William-Daly](#) (Honours Social Science).

Desjardins – Green Innovation Challenge

Sponsored by Desjardins and inspired by the “Startup Weekend” concept, the event challenged Montreal CEGEP students to find a solution to a local or global problem of their choice on the theme of sustainable development and the social economy.

[Sabrina Du](#) (Honours Science), [Stéphanie Vaillancourt](#), [Thomas James Sassen](#) and [Sherwin Yazdizadeh Shotorbani](#) (all from the Business Management program) won first place for their project “Receipt Me” a mobile receipt storage and organization application that helps consumers and businesses track their spending digitally.

Pfizer Innovation Gala

This event was an opportunity for Montreal CEGEP students to pitch project ideas that proposed a solution to a local or global problem of their choice, on the theme of Diversity in Entrepreneurship.

- [Tara Aghdam](#), [Tina Aghdam](#), [Noura Habbab](#), and [Mehnu Sui Mahapatuna](#) (all Honours Science) won first place and the Public's Favourite Award with their team TEAXT, a speech-to-text web application that translates teacher lectures into text. The project is aimed at students who have difficulty hearing in class and taking notes.
- A special mention for the Pfizer Diversity Award went to another team composed of [Nihari Aishani Senaratne](#) (Arts and Sciences), [Jumanah Habiballa](#) (Science), [Melina Farahdel](#) (Science), and [Hafsah Ansari](#) (Social Science), for Orbis Snack Machine, an initiative to install an international snack vending machine on campus.

Mitacs/FRQNT College-Level Research Internship Award (held during the summer)

Mitacs is a national, not-for-profit research and training organization dedicated to advancing collaborations between industry, academia and government in Canada, and to fostering international research networks between Canadian universities and the world.

The following students received a Mitacs College-Level Research Internship Award:

- Oludamilola Ajala (Science), supervised by Dr. Stephane Bayen, McGill University
- Julina Dorsey (Science), supervised by Christophe Brun-Baronnat, CERASP
- Sabrina Du (Honours Science), supervised by Dr. Younes Zerouali, JACOB
- Gabrielle Graceffa (Science and Social Science), supervised by Dr. Bettina Willie, McGill University



- Hao Kang (Science and Social Science), supervised by Dr. Younes Zerouali, JACOB
- Gabrielle Graceffa (Science and Social Science), supervised by Dr. Bettina
- Sebastian Llanos Borges (Engineering Technologies), supervised by Dr. Ilian Bonev, *École de technologie supérieure*
- Mason Moffat (Engineering Technologies), supervised by Dr. Nicolae Tudoroiu, John Abbott College



Gabrielle Graceffa



Julia Dorsey



Oludamilola Ajala



Sébastien Llanos Borges



Sabrina Du

Athletic Awards

Outstanding performance by a female athlete: [Kristina Del Paggio](#) (Police Technology) - Volleyball
Golf Outstanding performance by a male athlete: [Shawn Valentine](#) (Social Science with Math) – Football

Jeff Mills Memorial Cup

Presented to a graduating student-athlete who has shown over their time at John Abbott great athletic skills, a solid academic record, solid leadership qualities and the ability to rise above the rest both on and off the playing surface. This honour went to [Sena Catterall](#) (Science) – Hockey.

Foundation for Athletic Excellence and Golf Québec award

[Morgan Best](#) (Arts, Literature and Communication) received an outstanding student athlete award – JAC Golf team.

Staff

In a regular year, employees who have reached a milestone in their career are celebrated for their years of service or their retirement. Unfortunately, the event was not held during the year and the following employees will be honoured during a special celebration to be held later in 2022-2023.

15 years

Paul Bazalais (Physics), *Jean Marc Beausoleil* (French), *Frederick A. Belzile* (Media Arts), *Debbie Laurie Cribb* (Communications), *Shireef Darwish* (Biology), *Kevin Davis* (Mathematics), *Philippe Delage* (Mathematics), *Kathleen Donahue Sherwood* (Humanities/Philosophy/Religion), *Brendan Raymond Flood* (Facilities Management Services), *Seyed Amin Khalili* (Physics), *Janie Lalonde* (Human Resources Services), *Brian Larade* (Physics), *Karen Lee* (English), *Patrice Lemieux* (Sports Centre), *Anna Lepine* (English), *Patricia Mackie* (Academic Success), *Mathew Marshall* (Information Technology Services), *Sharon Lynn Naraine* (Nursing), *Christian Pepin* (Facilities Management Services), *Laura Pfeiffer* (Physical Education), *Daniel Schorr* (Media Arts), *Lawrence Laszlo Szigeti* (English) and *Christopher Tromp* (Physics)

25 years

Patrick Burger (English), *Christopher Chadillon* (Computer Science), *Ruth Gordon* (Biology), *Darlene Robillard* (Information Technology Services)

Retirees

Douglas Paul Anderson (Business Administration), *Cindy Edwards* (English), *Nancy Graham Lepine* (Dental Hygiene), *Christine Jacobs* (Information & Library Technologies), *Pauline Langlois* (Business Administration), *Steven Lehman* (English), *Margaret Macaulay* (Theatre), *Lesley Macaulay* (Theatre), *Kenneth Matziorinis* (Economics), *Michael Nafi* (Humanities/Philosophy/Religion), *Jane Pearsall* (Nursing), *Miloud Rahmouni* (BioPharmaceutical), *Maria Perron* (Nursing), *Roger Haughey* (Academic Administration), *Jeanne Kunz* (Continuing Education), *Gordon Brown* (Academic Dean), *Wayne Fijal* (Visual Arts), *Alan Gaudet* (Continuing Education), *Mary Glowacki* (Human Resources Services), *Kevin Mahoney* (Library), *Karen Moreau* (Registrar's Office), *Helena Butler* (Library Media Services)

Distinction, Awards and Accomplishments

Melissa Tomecz, (Reference Librarian) received a coveted industry honour, the Anne Galler Award for Outstanding Library Service for 2022 by the ABQLA (*Association des bibliothécaires du Québec – Québec Library Association*).

Thanks to the efforts led by *Ute Beffert* (Nursing), Nursing students from Day Division, Internationally Educated Nurses and the Intensive Nursing groups at the College each received \$1,800 for a total of \$324,000 from by the Government of Canada's Innovative Work-Integrated Learning program and CEWIL Canada's (Co-operative Education and Work-Integrated Learning Canada) iHub.

Kirsty Campbell (English) released her second book titled *The Power of Connection*, a fantasy adventure for all ages.

Pedagogical Innovation

Entente Canada Québec 2021 2022, administered by the Ministère de l'Enseignement supérieur

David Hill, Physical Education, Health, and Nutrition and *Jessica Burpee*, Geosciences, awarded \$85,968 for Project Oasis

Murray Bronet (Chemistry), awarded \$49,900 for Evaluation of the Online Collaborative Lab Reporting Environment (OCLaRE) platform for Augmented Student Instruction and Learning

Le Pôle montréalais d'enseignement supérieur en intelligence artificielle (PIA)

Meghriq Terzian, *Mauricio Andres Buschinelli*, *Sandra Bultena*, and *Helen Katalifos* (Computer Science) were awarded, in partnership with *Ann-Louise Davidson*, Concordia University, a PIA 2022 grant with a value of \$60,000 for their project entitled "A Practical Introduction to AI Through Three Educational Kits".

Ministère de l'Enseignement supérieur

Debbie Lunny, Humanities Philosophy/Religion and *Fran Beauvais*, Indigenous Student Resource Centre, awarded \$155,966 for *Tremplin au succès pour les étudiants autochtones*

The Tri-agency Institutional Programs Secretariat

The College was awarded \$8,705 from the Research Support Fund to support the indirect costs of research.

NovaScience/Ministère de l'Économie et de l'Innovation

Liliya Nikolova (Engineering Technologies) participated on a project that developed an educational tool for detecting and measuring distances using artificial intelligence. The project was led by *David Beaulieu* and *Christian Thériault* of Cégep André-Laurendeau. The award value was \$21,500.

Bursaries and Scholarships

The College and the Foundation gratefully acknowledge the many individuals and associations who have made generous contributions in the form of bursaries, scholarships and awards for our students. The following is the dynamic list of all the presentations made in 2021-2022. There were 149 recipients. The total value awarded was \$96,375.

- Academic Excellence
- Academic Excellence in Nursing
- Aditya Youth Fund
- Alumnae Association Royal Victoria Hospital School for Nurses
- Amy Williams Montreal Lakeshore University Women's Club (MLUWC)
- Andrew Stachrowski Memorial Scholarship
- Angela Wilson Memorial Scholarship
- Anna Whitton Memorial Bursary
- Anne-Marie Edward Memorial Scholarship
- Association des Informaticiens des Collèges du Québec Scholarship
- Behzad Razavynia Memorial Scholarship
- Ben McKinnon Memorial Scholarship
- Bert Young Memorial Scholarship
- CAE Inc. Scholarship
- CAE Tech: Program your career! Scholarships
- Carbon Footprint Reduction/Sustainability Scholarship
- Carla Napier Award
- Casey Bursary
- CETAM Scholarship
- Charles W. Reid Honours Social Science Overall Academic Excellence Award
- Cody Bouchard Memorial Scholarship
- Craig Lagendyke Football Scholarships
- Dale Sheehan Bursary
- David Burt Memorial Scholarship
- Desjardins Scholarships
- Doug Anakin Scholarship for Outdoor Pursuits
- Dr. Natalie Shaffer Academic Excellence Award
- Elizabeth and Quentin Parker Bursaries by Thrift Shops for NOVA
- Emeka Ngadi Memorial Physics Scholarship
- Fakhri Monazami Razavynia Memorial Scholarship
- Freda and Irwin Browns Bursary
- Gail Pflaster Scholarship
- Gary W Sims Québec Association of Applied Educational Technology Scholarship
- George Springate Memorial Scholarship
- Isobel Lumsden Bursary
- J. Colin Robertson Academic Excellence Award
- Jason Panich Bursary
- Jason Panich Scholarship
- Joanne Watson Bursary for a Single Parent
- John Abbott College Administrative Support Personnel Association (JACASPA) Bursary
- John Abbott College 50th Anniversary Bursaries
- John Abbott College Faculty Association (JACFA) Scholarships
- John Abbott College Management Association (JACMA) Mentorship Bursary
- John Abbott College Professional Association (JACPA) Bursaries
- John Abbott College Scholarship(s)
- Kirk MacGeachy Memorial Bursary
- Kiwanis Club of Lakeshore Montréal Bursary
- Lakeshore Association of Artists Mentorship Program
- Liberal Arts Scholarship
- Luann Bisailon Scholarship
- McGown-Christoff Scholarship
- Montréal Lakeshore University Women's Club (MLUWC) Bursaries and Scholarships
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Scholarship
- Pamela Montgomery Award
- Ruth and Cy Harris Memorial Award
- Selma & John Greenblatt Memorial Scholarship
- Students Excellence in Learning Award
- Student Union of John Abbott College (SUJAC) Awards
- Suzanne Laplante and Jim Edward Scholarship
- Sylvain Duguay Memorial Scholarship
- Tammy Chen Educational Scholarship

About our Students

Enrolment in the Day Division

Student Population Analysis – Fall 2021

Pre-university programs	1 st year	2 nd year	3 rd year	Total
Accueil/Pathways	162			162
Arts & Sciences	39	44		83
Arts, Literature & Communication	269	274		543
Liberal Arts	30	24		54
Science	558	717		1275
Science and Social Science (Double DEC)	31	24	24	79
Social Science	1136	1505		2641
Visual Arts	46	39		85
Sub-total	2271	2627	24	4922

Career programs	1 st year	2 nd year	3 rd year	Total
Biopharmaceutical Production Technology	36	20	19	75
Business Management	69	63	52	184
Computer Science Technology	61	46	43	150
Dental Hygiene	26	40	32	98
Engineering Technologies	35	22	20	77
Graphic & Web Design	48	45	36	129
Information and Library Technologies	22	17	16	55
Nursing	71	59	76	206
Paramedic Care	37	33	33	103
Police Technology	80	92	63	235
Professional Theatre – Acting	26	12	15	53
Professional Theatre – Design		7	5	12
Professional Theatre – Design & Technical	15			15
Professional Theatre – Technical		7	11	18
Youth and Adult Correctional Intervention Technology	41	41	34	116
Sub-total	567	504	455	1526

GRAND TOTAL	2838	3131	476	6448
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DECs Granted

(Diplômes d'études collégiales)

Pre-university programs	Total
Arts & Sciences	23
Arts, Literature & Communication	136
Liberal Arts	15
Science	498
Social Science	721
Visual Arts	16
Total (Pre-U)	1409

Career programs	Total
Biopharmaceutical Production Technology	20
Business Management	41
Computer Science Technology	39
Dental Hygiene	31
Engineering Technologies	15
Graphic & Web Design	35
Information and Library Technologies	13
Nursing (Day and Continuing Education)	100
Paramedic Care	32
Police Technology	62
Professional Theatre	22
Youth and Adult Correctional Intervention	24
Total (Career)	434

DEC Sans Mention (Day and Continuing Education)	72
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GRAND TOTAL	1915
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Enrolment in Continuing Education

	Winter 2022	Fall 2021	Summer 2021
College Integration program		48	
Nunavut Sivuniksavut program	18	21	
IYESKUWIIU - To Get Ready	16	21	
Full-time DEC	29	109	1
Part-time DEC (1-3 courses)	198	200	87
Full-time AEC	595	431	162
Part-time AEC	26	23	
Intensive Nursing	43	49	50
Accueil and Transition (<i>Mise à Niveau</i>) PT		5	33
Tremplin DEC - Academic Standing - PT	26	14	2
University prerequisites		3	13
Hors-programme	2	5	1
RAC activities	59	37	32
Career development	4	1	
Certificate program (CRB)			
Community & Interest courses	2	7	16
Basic Life Support CPR & First Aid			107
OIIQ preparatory workshops			
Specialized IT courses Emploi-Québec	267	266	
International programs (Switzerland, Mexico & Belize, Kobe & Agency)			
Summer school			887

AECs Granted

(*Attestations d'études collégiales*)

Program	AECs Granted
CWA.0D Refresher Registered Nursing	6
CWA.0K Professional Integration Program for Internationally Educated Nurses	126
EEC.1Y Residential Real Estate Brokerage	98
LCA.84 Finance	4
LCA.AB Computerized Financial Management	33
LCE.0Z Publication and Web Design	94
LEA.80 Network Administration	34
LEA.BN Full-Stack Developer	49
LEA.CB Mobile Applications Development	6
Total	450



FIRST-SEMESTER OVERALL PASS RATES

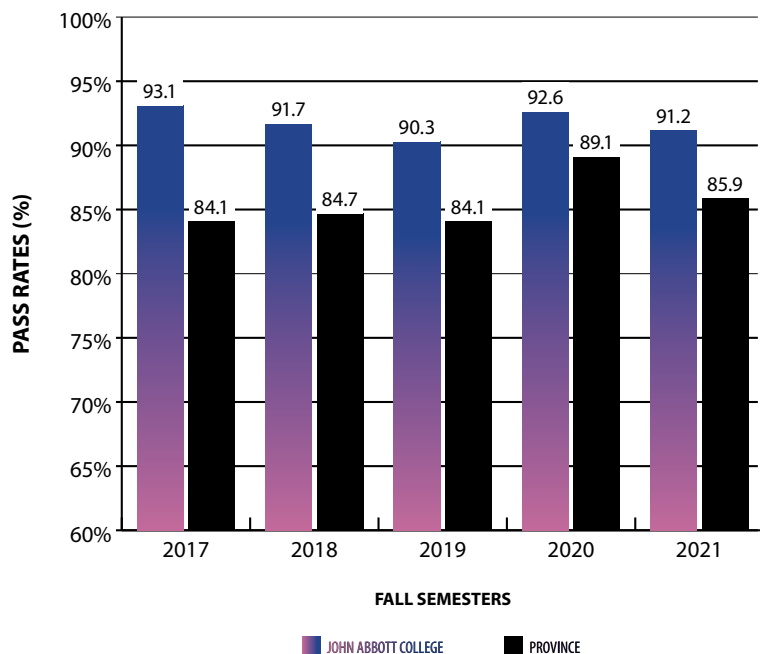
These graphs show the overall pass rates in the first semester for new John Abbott College students (Population A) compared with those of all other CEGEPs in the province. Pass rates are calculated by dividing the number of courses passed (grade ≥ 60) by the number of courses taken.

HIGHLIGHTS

John Abbott students' first-semester pass rates continue to be higher than those of the province as a whole in both the pre-university and career sectors.

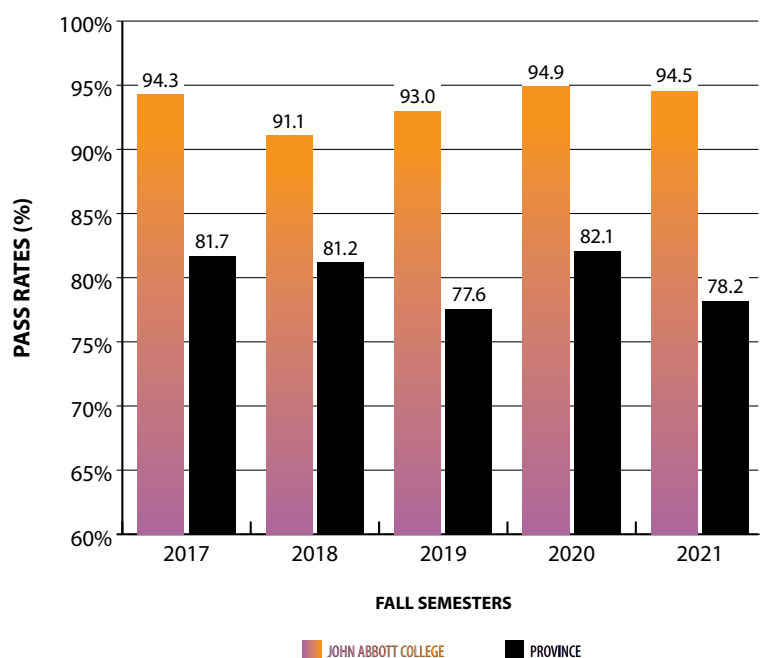
1ST SEMESTER OVERALL PASS RATES (Pop A)
SRAM-PSEP2, 13 September 2022

PRE-UNIVERSITY PROGRAMS



1ST SEMESTER OVERALL PASS RATES (Pop A)
SRAM-PSEP2, 13 September 2022

CAREER PROGRAMS



THIRD-SEMESTER RETENTION RATES

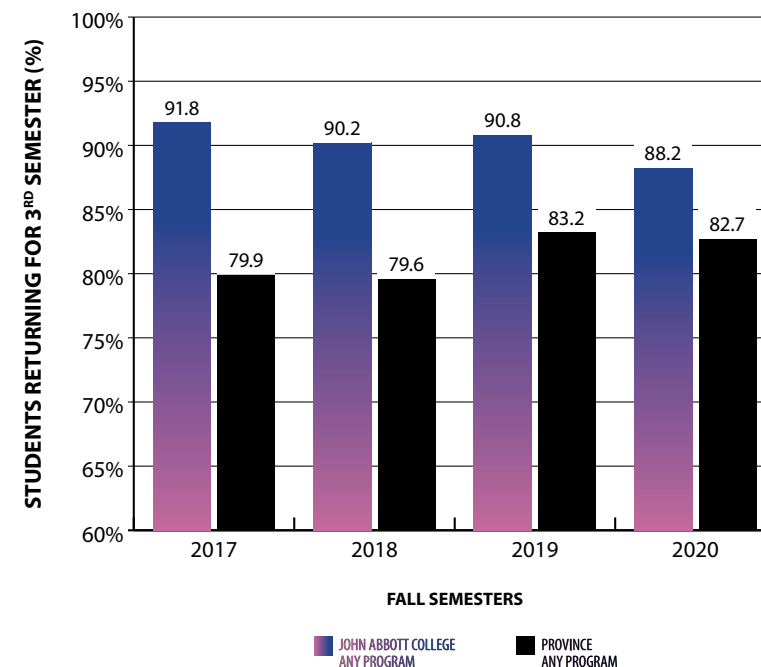
These graphs show the proportion of students returning for their third semester of studies.

HIGHLIGHTS

John Abbott has high retention rates which exceed the provincial averages in all categories: pre-university or career programs, same program or in another program of study.

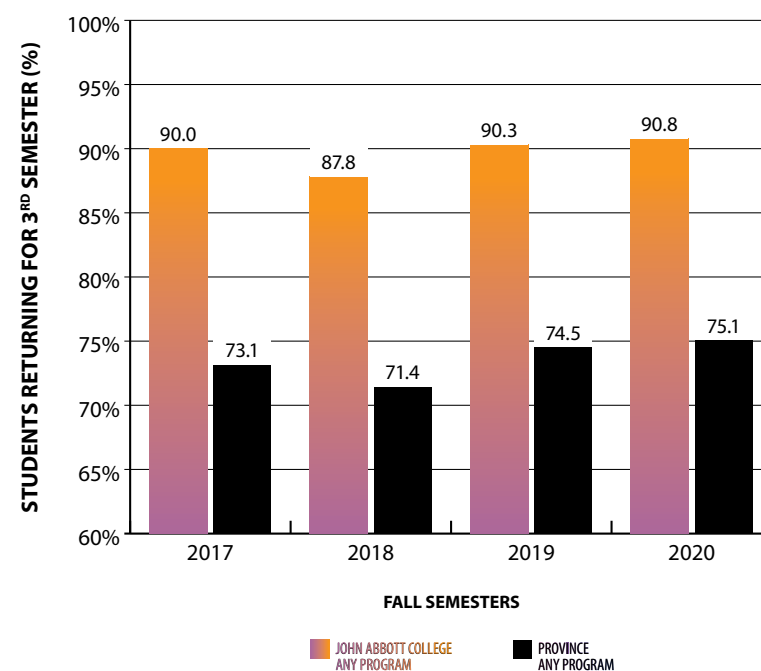
3RD SEMESTER RETENTION RATES (Pop A)
SRAM-PSEP2, 13 September 2022

PRE-UNIVERSITY PROGRAMS



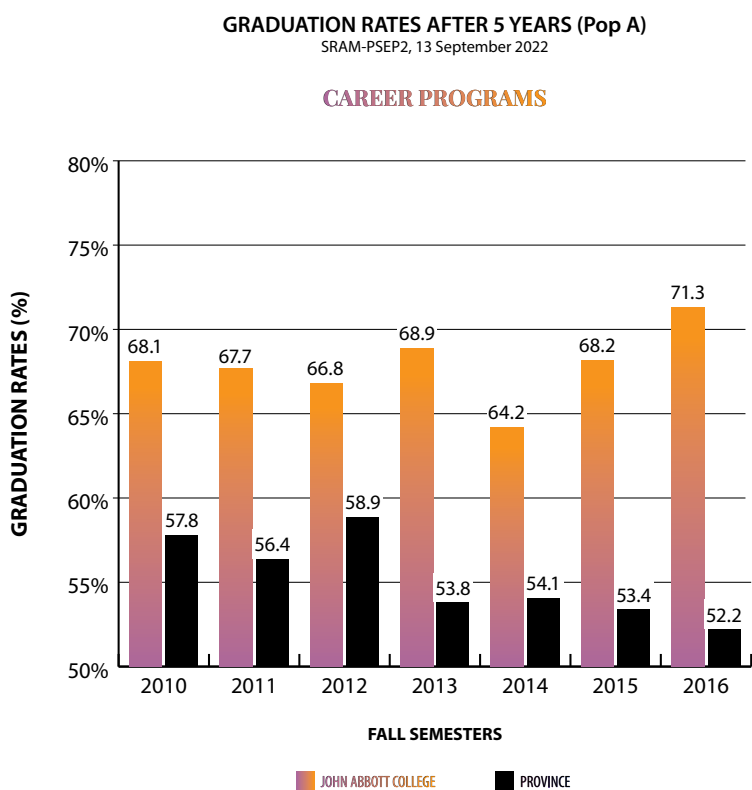
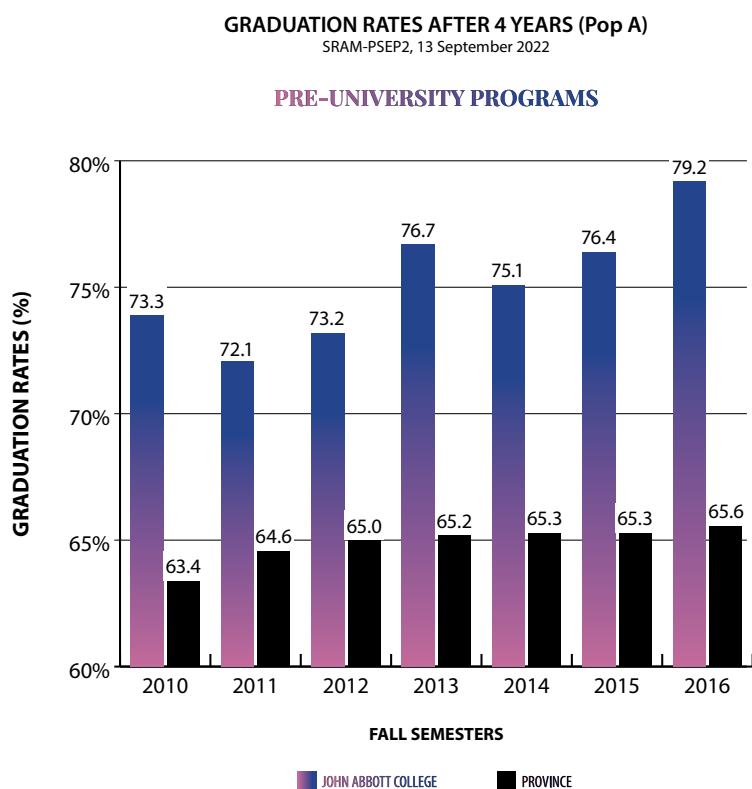
3RD SEMESTER RETENTION RATES (Pop A)
SRAM-PSEP2, 13 September 2022

CAREER PROGRAMS



GRADUATION RATES

A good measurement is to look at graduation rates a few years after the allocated or usual time for completing a pre-university or technical program. In both sectors, our students are above the provincial average by a fair margin.



Annual Report of Activities

Report on the application of the act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises

Service Contracts: Service contracts involving an expenditure of \$25,000 or more and signed between April 1, 2021 and March 31, 2022

	Quantity	Value
Service contracts with a natural person	1	\$46,800
Service contracts with a contractor other than a natural person	16	\$2,848,307
Total Service Contracts	17	\$2,895,107

Employee breakdown

Category	Number of employees (FTE)	Hours paid
Management	39.77	72 484.00
Professionals	44.67	81 423.60
Faculty	523.07	803 255.84
Administrative support	127.24	231 969.39
Service and maintenance staff	12.54	25 307.62
Total	747.28	1 214 440.45

Source: Geremi, 2022-10-20

Intervention Strategy for Preventing and Controlling Sexual Violence in Higher Education

Type of resources	Internal
Number of employees (FTE)	1
Position	Psychologist - responsible for the development of our center to counter sexual violence (SART)
Details	Salary of a psychologist assigned to the development and internal promotion of activities
Total of expenditures	\$108,000
Total of types of services	1

Disclosure of wrongdoing

The designated officer has not received any disclosures of wrongdoing during the 2021-2022 fiscal year.

Annex R-105 Review of activities carried out to support the internationalization of college education

Activity	Reviving existing relationships with international partner institutions
Type	Marketing and Promotion: Preparation of promotional material and information sessions to students of main partner institution in Mexico
Expense amount	\$12,000
Type of expense	Salary professional
Results	<ul style="list-style-type: none"> • Costs and program material updated and accepted by partner institution • 34 students recruited for fall 2022 from Mexico into non- credit Academic Immersion Program
Activity	Student recruitment
Type	Development: Restructure of the Full Stack Development AEC Program for international student recruitment for fall 2023
Expense amount	\$10,000
Type of expense	Salary professional
Results	<ul style="list-style-type: none"> • Program restructured, French language non - credit components integrated into the program • Agreement with recruitment agency signed • Recruitment into the AEC program under way
Activity	Revision of the risk assessment plan
Type	Development: Covid mitigation measures integrated into international student procedures
Expense amount	\$3,000
Type of expense	Salary professional
Results	34 students and 34 host families informed of updated procedures

Activity	Rebuilding the homestay program
Type	<ul style="list-style-type: none"> • Development and Communication • Updating of homestay procedure manual, legal documentation and police background check • Active outreach to interested homestay families
Expense amount	\$15,000
Type of expense	Salary support
Results	<ul style="list-style-type: none"> • Homestay procedure manual and 87 police background checks of host family adult members initiated • Homestay screening visits to 54 families planned in June 2022 and carried out in fall 2022
Activity	Implementation of a new international student medical insurance plan
Type	Administration: setting up structures for transfer of DEC and non - credit international students from Desjardins to Greenshield insurance
Expense amount	\$15,000
Type of expense	Salary support
Results	Insurance administration for 86 DEC students and 34 international non - credit students initiated
Activity	Restart of the promotion related to credited outbound Marine Biology course in Rotan, Honduras, winter 2023 semester
Type	Updating of promotion material, integration of COVID travel procedures into outbound mobility documentation
Expense amount	\$2,4747
Type of expense	Salary support
Results	30 students recruited into credited Marine Biology course in fall 2022

A balance of \$111,113.48 is carried over to 2022-2023.

Annex E-104 Amounts granted for teachers' professional development

Activity	Total cost	Number of participants
Cont-Ed Nursing Ped Day	\$2,118.97	23
Sustainability Ped Day: Ideas for Teaching the Climate Emergency	\$224.21	14
<i>Colloque Réseau des Sciences Humaines au Collégial du Québec</i>	\$492.00	1
Université de Sherbrooke, Summer 2022 - COL-883: Philosophy of Education	\$1,520.75	6
Social Science Methods Professional Development Day	\$353.43	17
AQPC symposium 2022	\$1,249.78	2
Université de Sherbrooke, Summer 2022 - PED-604: Instructional Strategies	\$850.24	4
IARPT 2022 conference	\$1,000.00	1
International Federation of Dental Hygienists symposium 2022	\$4,798.79	3
The biannual conference for the International Association for Philosophy and Literature	\$1,000.00	1
Université de Sherbrooke, Fall 2021 - PED-601: College Teaching and Course Design	\$1,260.20	4
Social Science Sharing Day	\$910.02	51
2022 Global MindEd conference	\$1,748.31	1
Medicine Garden Meeting with Mikmaq Elder	Free	4
Remapping the feminist global: a multi-vocal, multi-located conversation	\$2,000.00	1
ALECC 2022 Conference	\$1,000.00	1
CPR for Health Care Providers Course	\$2,272.40	25
Intermediate Canoe Instructor Certification (Paddle Canada)	\$1,000.00	1
Interphex Event 2022	\$988.74	1
Shakespeare Association of America Conference	\$1,000.00	1
<i>Journées Dentaires Internationales du Québec</i>	\$2,010.89	11
Association of Asian Studies 2022 Annual Conference	\$1,000.00	1
Canadian Economics Association Annual Meeting	\$2,000.00	2
<i>Initiation à la compétence interculturelle</i>	\$172.46	1
University of Ottawa, Winter 2022 - EDU 5202: Teaching Strategies for Health Professions Education	\$583.75	1
UQAM, Winter 2022 - DDM7710: <i>Pratique supervisée et présence attentive</i>	\$385.44	1
Introduction to pottery	\$469.10	1
First Aid instructor course	\$892.00	1
Université de Sherbrooke, Winter 2022 - PED-602: Assessment as Learning	\$1,429.12	4
Université de Sherbrooke, Winter 2022 - COL-869: Constructing Knowledge Across the Disciplines	\$1,769.20	5

Activity	Total cost	Number of participants
Université de Sherbrooke, Winter 2022 - COL-882: Developmental Psychology	\$232.30	1
Université de Sherbrooke, Winter 2022 - PED-620: Motivation to Enhanced Learning	\$493.30	2
National Theatre School Library Membership	\$70.00	1
Cont-ed Nursing Assessment Training	\$1,536.72	29
San'Yas Indigenous Cultural Safety Training	\$300.00	1
Standard First Aid & CPR Recertification	\$750.00	1
Centre for Vision Research 2022 Conference	\$948.25	1
ArcGIS Story Maps Fundamentals	\$603.62	1
Athabasca University, Winter 2022 - NURS-624: Teaching in Health Disciplines	\$1,000.00	1
Decolonizing the Pedagogy and Curriculum	\$600.00	20
UQAM, Fall 2021 - PPA7021: <i>La présence attentive en relation d'aide</i>	\$614.56	1
Wilderness First Aid	\$337.29	1
Intimacy Coaching Workshop	\$1,379.70	9
ESPA-SIM Debriefing Training	\$1,600.00	6
Université de Sherbrooke, Fall 2021 - PED-603: How Students Learn	\$538.10	2
Interprofessional Education Day	\$75.00	1
Université de Sherbrooke, Fall 2021 - COL-855: Constructing Knowledge in your Discipline	\$1,506.46	4
Université de Sherbrooke, Fall 2021 - PED629: Assessment for Online Learning	\$154.65	1
Developing Interactive Virtual Simulations	\$395.50	1
Université de Sherbrooke, Fall 2021 - MEC904: Essai	\$1,000.00	1
Nuts and Bolts for Self Editing	\$325.00	1
Martial arts training	\$2,000.00	1
Mentoring program for Yoga teachers	\$1,799.36	1
Deep Dish Ceramics	\$800.00	1
Quebec Writers' Federation Poetry	\$198.71	1
International Society of Pharmaceutical Engineering conference	\$1,000.00	1
Canadian Pharmacy Technician Educator Association conference 2022	\$50.00	1
Université de Sherbrooke, Summer 2022 - PED-601: College Teaching and Course Design	\$881.90	3
Portraiture Private mentoring group with Michael Tardioli	\$1,000.00	1

Annex A-112 Review of activities carried out to support the academic success of students with disabilities and students with special needs

- **Wellbeing project**0.250
To meet with all departments across the College to introduce them to Kognito.
- **Mentorship, recruitment, and retention of indigenous nursing students**.....0.125
 - 1) Strategic plan: "In an effort to resolve structural and systemic discrimination and to work towards addressing systemic barriers". Our focus is to address this strategic plan within the nursing program.
 - 2) Our directive is to create a new path for indigenous students based on their unique needs in order to promote their success and optimize their learning experience.
 - 3) To develop a new, sustainable model to share with other programs to promote change and increase indigenous student successes in other disciplines.
 - 4) Become familiar with barriers experienced by indigenous students coming to study at Montreal-based colleges.
 - 5) Familiarize with effective strategies that have helped indigenous students at Montreal-based colleges.
 - 6) Explore resources available at JAC to indigenous students, based on aforementioned barriers.
 - 7) Begin building relationships with elders, knowledge keepers, faith keepers and people in various indigenous communities, through multiple in-person meetings in Kahnawake (ongoing).
 - 8) Learn about indigenous cultures, particularly those of the Kanien'keha:ka and Cree (ongoing goal).
 - 9) Engage in conversations with prospective indigenous students regarding the nursing program to offer mentorship to those interested in order to facilitate their transition into the program.
- **Geography: increasing accessibility to facilitate spatial literacy**.....0.125
 - 1) Geography help drop-labs (or provide extra help for students with QGIS (digital mapping) assignments;
 - 2) Create instructional videos to provide an additional way for students to learn digital mapping (a visual aid, in addition to the written instructions);
 - 3) Explore alternative mapping software for Geography classes.
- **Antidote, un outil essentiel pour consolider et développer sa compétence linguistique et lexicale**0.125
Encourager l'usage du logiciel comme outil d'apprentissage.
- **Teaching a blind student**.....0.125
Have the required resources (mostly time) to prepare notes, and investigate alternative methods of computational sciences that would work with a totally blind student.
- **Return to learn facilitator**0.142
The continued objective of this project is to help students navigate their way back to class and success following a concussion.
- **Making the JAC Science program accessible to students with physical disabilities**0.125
To make the JAC science program more accessible, three faculty from physics, chemistry and biology will work together to:
 - 1) Assess which physical disabilities we can support in a lab environment and identify areas that need improvements;
 - 2) Explore existing best practices, assistive technologies and virtual options to support the learning of laboratory practice for SwPD. This includes a literature review, looking at case studies and liaising with local experts at JAC including the Access Centre and our lab technicians, feeder schools, and other social supports;
 - 3) Recommend practices arising from above goals ensuring that the relevant (revised) competencies can be met without undue hardship; and
 - 4) Promote JAC as an institution willing to support SwPD pursuing a college science education.
- **Mathematics for visually impaired**0.125
 - A) To adapt course material for students with visual impairment. (Course: 201-016-RE)
 - B) Integrate a student with visual impairment into the mathematics classroom.
 - C) Create a best practices guide for teaching mathematics to a student with visual impairment.

FINANCIAL REPORTING as at June 30, 2022

Operational Fund

John Abbott College

2021/2022	
\$	
REVENUES	
Day Division	73,123,195
Continuing Education ¹	8,240,701
Ancillary Services	4,120,995
Total	85,484,891

EXPENSES	
Salaries and Fringe Benefits – Teachers ²	50,909,343
Salaries and Fringe Benefits – Non-Teaching Personnel ²	19,141,984
Other Expenses	12,866,201
Total	82,917,528
<i>Surplus</i>	2,567,363

ANALYSIS OF SURPLUS	
Opening Surplus	9,496,842
Surplus of the year	2,567,363
Transfer to Fixed Assets	
Reimbursement of Borrowing (Autofinance)	-
Fixed Assets Acquisitions	(2,962,955)
Others	-
Total	(395,592)
<i>Closing Surplus</i>	9,101,250
<i>Appropriated Surplus³</i>	7,601,250
<i>Unappropriated Surplus³</i>	1,500,000

The information is taken from Annex 2 "Detailed results by department" and Tab F1 "Department Balance" of the Annual Financial Report.

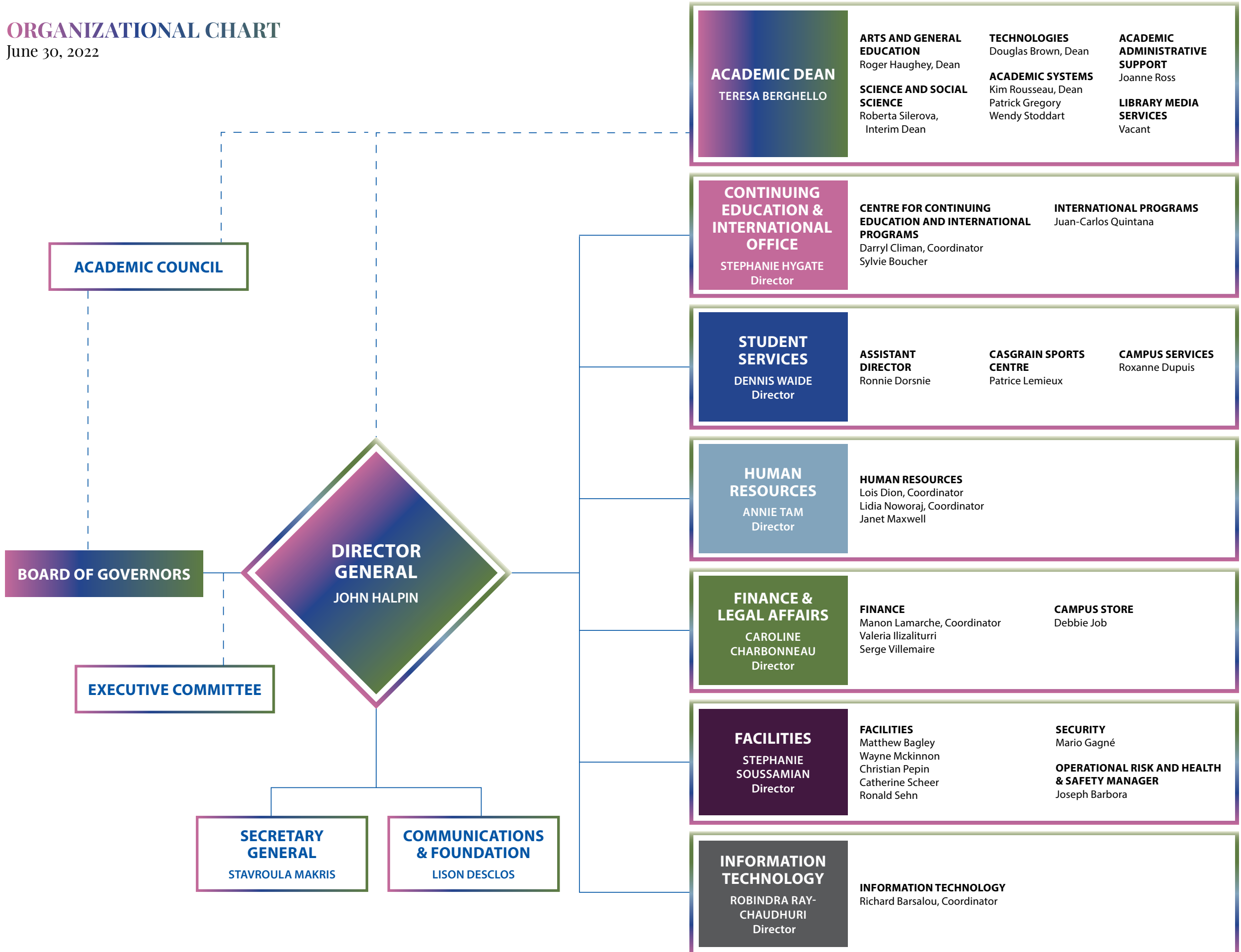
¹ Continuing Education includes summer courses.

² Salaries and Fringe Benefits include "coûts de convention".

³ These amounts are presented on lines 36 and 38 of the 2021-2022 Annual Financial Report.

ORGANIZATIONAL CHART

June 30, 2022





Lakeside View / Global Vision

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