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Minister Danielle McCann  
Minister of Higher Education  
Government of Québec

Minister McCann,

On behalf of the Board of Governors and the entire John Abbott College community, we are pleased to provide you with the Annual Report for the 2019-2020 academic year. As it did across the globe, the COVID-19 pandemic had a significant impact on all of our operations, but the hard work of our entire College community allowed it to be a successful year. Here are some key accomplishments:

- The quality of our academic programs and student services remain 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 network;
- Our rigorous fiscal management has allowed us to deliver a financial surplus. This is essential for us to continue the extensive renovations of our beautiful but aging facilities;
- Our newly renovated Library (over 14M\$) opened in January. It is a truly beautiful facility. It perfectly blends the modern educational needs of our students with our impressive century-old architecture. We hope to see you at its official opening (once the pandemic situation allows it);
- We moved forward with a MES-funded environmental and structural analysis of Brittain Hall (a building on our campus abandoned by McGill University for decades). We truly hope that you will soon give us the go-ahead to fully renovate the building and solve our large space deficit, while also solving a McGill University problem that has existed for over 40-years; and
- Although unplanned, we are most proud of what our students and employees accomplished through the COVID-19 pandemic. With outstanding commitment and agility, John Abbott was the 1<sup>st</sup> public CEGEP ready to offer all of its classes online. Hundreds of computers and web-connection-tools were quickly purchased to be loaned to students and staff that required them. Hundreds of employees were trained on virtual tools by our own staff. Our faculty completed their courses by the end of May, and analysis shows that our success rates were similar to previous years. Our student and academic services instantly adapted to the virtual reality and showed great creativity in developing a virtual “One-Stop Shop” to help students quickly connect to the support service they required. Yes, it was exhausting for all, but our whole community focused on its mission of Student Success, and it was a truly successful journey.

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

- We approved revisions to 3 Bylaws and 7 College Policies;
- We further developed the practices of three key board sub-committees (Governance & Ethics, Finance, and Human Resources), and introduced many initiatives to further enhance the engagement of Board members; and
- We guided and supported the College’s community-wide consultation to identify the 10 new orientations for 2020 to 2025 Strategic Plan. We are excited about the College’s promising future.

The John Abbott College family continues to remain focused on contributing to student success and we are confident that we will continue to do great things for our students. We hope that your recent nomination will allow a renewed and strong government focus on Higher Education.

Respectfully,



A handwritten signature in black ink, appearing to read "Gwyneth Edwards".

Gwyneth Edwards  
Chair of the Board of Governors



A handwritten signature in black ink, appearing to read "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, Dalia Toledano

#### University-level Teaching Institution

Paula Wood-Adams, VICE-CHAIR

#### School Board

David Chisholm

#### Labour Market

Catherine Ouellet

#### Business Community

Pascale Alpha, Stéphane Sélim

#### Parents

Johanne Goldberg, Michael Doran

#### Alumni

Pre-University Studies – Gwyneth Edwards, CHAIR

Technical Studies – Jonathan Hackett

#### Students

Pre-University Studies – Nathaniel Saad

Technical Studies – Maxim Garanovschi

#### Faculty

Roberta Silerova, Martin Poirier

#### Non-Teaching Professional

Bill Mahon

#### Support Personnel

Amanda Tweedie

#### Secretary General

Stavroula Makris

#### Recording Secretary

Daniela Cervetti

### **ACADEMIC COUNCIL**

#### Ex Officio Member

Gordon Brown – Academic Dean

#### Academic Administrators

Teresa Berghello, Doug Brown, Roger Haughey

#### Eleven Employees Representing the Teachers

Violaine Arès, Suzanne Black – CHAIR, Stephen Bryce, Sean Hugues, Catherine Humes, Manuela Pineros-Rodriguez, Martin Poirier, Rhoda Sollazzo, Abe Sosnowicz, Esther Szeben, Angella Vella

#### One Employee Representing the Non-Teaching Professionals

Susan Ajersch

#### One Employee Representing the Support Personnel

Natasa Lalic

#### Three Students

Malik Dahel, Martial Gendron, Gabrielle Marie Graceffa

#### Recording Secretary

Mary Milburn

The Board of Governors of John Abbott College held seven regular meetings during the 2019-2020 academic year. In addition to dealing with regular corporate matters, the following approvals are worthy of note:

- New programs:
  - Big Data and BI (Business Intelligence) Specialist LEA.CO
  - Production and Quality Management in the Pharmaceutical, Biotechnology and Food Industry E.JN.1J
- Program assessments:
  - Pre-Hospital Emergency Care Program (181.A0) (now Paramedic Care)
- Program revisions:
  - Information and Library Technologies (now 393.B0)
  - Arts, Literature and Communication (500.A1)
- Amendments to the following by-laws and policies:
  - By-law 1 "Concerning the General Administration of the College"
  - By-law 2 "Concerning the Appointment, the Renewal of Mandate and the Evaluation of the Director General and the Academic Dean"
  - By-law 7 "Concerning Human Resources Management"
  - By-law 8 "To Promote Academic Success"
  - Policy 1 "Assessment – Quality of Education"
  - Policy 5 "Concerning Code of Ethics and Professional Conduct for members of the Board of Governors"
  - Policy 9 "Policy on Records Management and Archives"
  - Policy 10 "Policy on French Language"
  - Policy 16 "Institutional Research Policy"
  - Policy 20 "Risk Management Framework"
  - Policy 21 "Communications Policy"
- Approval of the College IT Master Plan
- Authorization to purchase equipment from Optech with the purchase price paid by an equivalent reduction of the outstanding debt of Optech toward the College
- Approval of the *Plan décennal des investissements d'infrastructure de recherche (PDIR) 2020-2030*
- Amendments to the College Mission Statement
- Appropriation of \$ 3,793,258 from the College's unappropriated accumulated surplus account to be used solely for renovation projects
- Appropriation of \$192,302 from the College's surplus, to be distributed in accordance with an Agreement concluded with John Abbott College Faculty Association (2015) for the distribution of surplus teaching allocation funds related to the teaching of International Non-Credit day students enrolled at John Abbott College
- Appropriation of \$200,000 from the College's surplus, to be used solely for the upcoming celebrations of the 50th Anniversary of the College
- Authorization to file with the City of Montréal Economic Development Department, the request for financial assistance relating to the *Projet Code lab : une entreprise d'entraînement innovatrice* (coding academy)
- Authorization to the Academic Dean to set academic orientations that adapt the provisions of the Institutional Policy on the Evaluation of Student Achievement and other academic policies and procedures to the context of the health crisis associated with the spread of the COVID-19 coronavirus, while attempting to respect the spirit and intent of the provisions that cannot be strictly followed
- Authorization to the Director General to set operational orientations that adapt the provisions of College by-laws, policies and procedures to the context of the health crisis associated with the spread of the COVID-19 coronavirus, while attempting to respect the spirit and intent of the provisions that cannot be strictly followed
- Approval of a revised Capital Budget for the 2019-2020 fiscal year
- Re-election of Gwyneth Edwards as Chair and of Paula Wood-Adams as Vice-Chair of the Board of Governors for 2020-2021

## CODE OF ETHICS

The Board of Governors of John Abbott College functions under a Code of Ethics (Policy 5). **During the fiscal year 2019-2020, 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:

- a) ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
- b) 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:

- a) 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;
- b) 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;
- c) be guarded in their comments, avoid attacks on other people’s reputations and treat other Board members with respect;
- d) not use College goods or property for their benefit nor for the benefit of others;
- e) 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;
- f) not abuse their powers or use unduly their position to gain a personal benefit;
- g) not directly or indirectly grant, solicit or accept undue favours or advantages for themselves or other persons;
- h) 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:

- a) act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;
- b) 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;
- c) 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) 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.
- b) 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:

- a) informing Board members of the provisions of this Policy and on its application;
- b) advising Board members on matters concerning ethics and professional conduct;
- c) 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;
- d) investigating allegations of irregularity with respect to this Policy and reporting findings to the Board of Governors;
- e) publishing this Policy in the College's annual report and the other information prescribed by law.

### 5.2 Disciplinary Committee and Sanctions

- a) 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.
- b) 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.
- c) 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.
- d) 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.
- e) 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.

# 2015-2020 STRATEGIC PLAN

**4** GUIDING  
PRINCIPLES

**4** HIGH  
LEVEL  
GOALS

**11** KEY  
ORIENTATIONS

UPDATED: June 13, 2018





## **HIGHLIGHTS OF 2019-2020**

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 2019-2020 academic year.



**ORIENTATION 1** — All programs are designed and continuously updated to ensure that our students' knowledge and skills are aligned with the expectations of university and the world of work

**Objective:** Increase the number of alumni that are accepted into their first choice of university program and the number of alumni that are working in their field of choice.

- Offered various presentations (motivations, university applications, study skills) to our student-athletes in partnership with the counsellors and the Pathways coordinator. Also offered were regular visits to student clubs in collaboration with the Health & Wellness Centre and Student Activities.

- Organized several mini wellness workshops before and after the College closed on March 13.
- Delivered counselling resilience workshops to departments.
- Revised Policy 1 to include program revision in addition to assessment.
- Developed a ten-year plan to cycle through all assessment criteria which was adopted by the Assessment Coordination Committee. Further training on the analytics app was provided to chairs in January 2020.
- Developed program frameworks for all programs.
- Finalized the revised ILT program framework which was approved by the Board.
- Developed a proposal to revise the RAC Procedure with the Director of Continuing Education. (Adopted by the

Academic Program Coordination Committee and approved by Academic Council).

- Worked with the Ministry and college network to ensure that any Ministry changes to the Graphic and Web Design (GWD) program ensure continuity for the program and satisfaction of labour market needs.
- Created an advisory committee, in collaboration with Cégep Gérard-Godin and Collège Rosemont, and each submitted a common authorization application to cover Montreal's needs for a new DEC program in pharmacy in June. This initiative was supported by over 50 institutions, associations and industry employers. We are expecting an authorization announcement from the Ministry in September.
- Adapted program delivery and pedagogy to the COVID-19 pandemic:
  - » Remote delivery began for all Day Division classes in the week of March 30, with support from the newly created Faculty Online Support Team.
  - » Students and faculty received regular messages on remote delivery and the services available to them, including laptops and related support. Survey results indicated that roughly three-quarters felt they received the support they needed.
  - » Every report to the Academic Council and Board since March 13 included an update on the transition and evolving plans
- Created the structures of a Coding Academy, in collaboration with Cégep Gérard-Godin and Collège Bois-de-Boulogne, to
  - » respond to high labour market shortages of IT developers
  - » respond to public and industry stakeholders' strategy to close the gap between upskilling needs and training
- Promoted Continuing Education as a partner in training to local businesses and students.

**ORIENTATION 2** — A full range of student support services continue to adapt to the increased demand and changing student needs

**Objective:** Adapt student support services to current needs.

- Held several entrepreneurship activities (Sandbox) which were completed virtually after March 13.
- Worked with the Sustainability Committee to review additional sustainability assessment methods (Carbon Audit, STARS-AASHE, etc.).
- Established internal and external links through CiCan, UNSDG working group and PEEC (*Projet d'éducation entrepreneuriale au collège*) in order to identify sustainable initiatives.
- Significantly increased collaboration with the Indigenous Student Resource Centre (ISRC) and the Kativik School Board; several meetings with their staff and indigenous students were held. Students said they appreciated

taking part in activities like the bike-a-thon and talks like the Orange Shirt Day, as well as the regular presence of Student Services personnel in the ISRC.

- Piloted a project on mental health with some sports teams.
- Offered presentations on sexual consent and diversity to student athletes and Continuing Education students.
- Developed a mental health tool kit for Indigenous students.
- Provided online tutoring and essay writing support for students with Academic Success Centre (ASC) personnel. In addition to staff online appointments, the ASC offered their English Second Language program and Peer Tutoring program virtually to students.
- Prepared a video-training plan and in accordance with Policy 24 Concerning the Prevention of Sexual Violence and the Promotion of a Culture of Consent at John Abbott College which was deployed in May for employees (600/700 employees completed the training). Video training for the day-division students was also prepared but delayed due to COVID-19; it will be deployed in July 2020. Training was given to Continuing Education teachers and students throughout the year.
- In collaboration with the Director of Postsecondary Services of Kativik Ilisarniliriniq, initiated joint projects to serve the labour market training needs of Nunavik: delivery of Inuktitut courses and the development of an AEC in Public Administration initiated but put on hold due to COVID 19.
- Developed the 2020-2025 Strategic Plan after consultation with the College community. The plan will be presented to the Board in the fall.
- Increased the blended online learning options, responding to Continuing Education students need for flexible training delivery.
- Developed a career transition workshop and launched a pilot project in the spring.

**ORIENTATION 4** — Students and faculty have access to affordable classroom materials.

**Objective:** Find possible solutions to ensure that costs are reduced where possible.

- Worked with Skytech, (software supplier) so that students can see which textbooks are required versus suggested in their book lists, allowing them to only buy what is essential.
- Assessed the cost of course material for students in Social Science.

**ORIENTATION 5** — The College includes sustainable processes in all activities (educational, operational and administrative)

**Objective:** Reduce our environmental footprint to ensure that sustainability remains at the forefront of all our decision-making.

- Held a successful Global Climate Change Week in October. The new professional for sustainability and social entrepreneurship sought input on climate change plans.
- Had extensive faculty and staff participation in the climate change and environment-themed ped day in January.
- Reviewed the College Procedure on the digitization of documents to comply with the new digitization guide from BAnQ.
- Developed a rebranding plan to increase website visibility towards potential international students to highlight the excellence and the holistic nature of the present custom-made programs.

**ORIENTATION 6** — Multiple engaging opportunities exist inside and outside the classroom and in the community that lend to the holistic development of our students.

**Objective:** students acquire values, morals, socio-cultural context, skills, ethical framework, active learning, and build character and the ability to engage with communities, businesses and other social institutions.

- Reenergized the John Abbott tradition of welcoming international students into the non-credit Academic Immersion Program and short-term academic programs through increased recruitment efforts: website traffic increased; mission to Berlin ICEF resulted in signing several agreements with agents in Europe and Latin America and recruitment of students from Colombia and Europe; about 100 additional students successfully recruited from Colombia, Mexico and China but programs had to be put on hold due to COVID-19.
- Implemented additional support for French language skills for selected Careers programs through a grant from the *Office québécois de la langue française*.

**ORIENTATION 7** — More transparent and inclusive governance where all employees, faculty, and students participate in making decisions that affect them

**Objective:** Improve communication mechanisms to ensure that we participate in the decisions that affect us, and understand why decisions are made.

- Revamped existing employee performance appraisal process with a view to ensuring that all employees receive quality feedback regarding their performance and developmental opportunities, as well as ensuring rigorous follow-up of professional development plans.
- Elaborated and submitted phase 2 of the College's Access to Equality Program (*Programme d'accès à l'égalité*) action plan.
- Evaluated the efficacy of the current job application platform.
- Held monthly informal meetings with all unions to keep communication channels open after the COVID-19 school closure.

- Established the criteria to be fully WHMIS compliant and met with relevant departments to present the outstanding actions required for full compliance.
- Completed the IT Master Plan as required by the *Plan directeur en ressources informationnelles*.
- Completed town hall meetings as well as student and employee voting on orientations for the 2020-2025 Strategic Plan.
- Developed selection committee processes in consultation with stakeholders to improve understanding and efficacy of the selection committee processes.

**ORIENTATION 8** — The College has been completely and sustainably renovated

**Objective:** Prioritize and revise our renovation activities to ensure that all classrooms and bathrooms have been fully renovated.

- Continued progress on the Library Renovation Project – provisory acceptance achieved.
- Proceeded with the Brittain Hall partial decontamination and structural analysis project.
- Completed the following projects:
  - various foundation projects in order to protect interior renovation assets;
  - Completed the design for the Hochelaga washroom renovations;
  - Completed the design for the Police Technology and the Youth and Adult Correctional Intervention labs;
  - Design for Hochelaga basement classrooms.

**ORIENTATION 9** — All employees are benefiting from the professional development (pd) they require

**Objective:** Stay up to date in our programs and fields of expertise.

- Implemented Sexual Assault & Violence training for all employees and students.
- Planned and held JAC Annual PED Day on Climate Change.
- Developed and implemented new faculty support modules to facilitate first year integration of new teachers.
- Developed and delivered selection committee process trainings to departmental selection committee representatives, administrators and unions.
- Provided "Roles & Responsibilities" training sessions to six departments that will be carried into the 2020-2021 school year.
- Implemented new employee follow-up process; followed-up with all new employees hired retroactive to January 2019.
- Provided operational funds (Institutional Professional Development) of \$39,204.87 for employee professional development in addition to the regular training allocation already provided for in the various collective agreements. This includes some of the following expenses:
  - » New Employee Orientation



JOHN  
ABBOTT  
CEGEP/COLLEGE

WELCOME  
TO OUR HOURS

- » The Roles and Responsibilities of Department Training Sessions
- » Trans Awareness workshops
- » January 2020 Professional Development Day
- » ReconciliACTION Committee workshops
- » Management training, consultations and honorariums, faculty projects, retreats, etc.
- Granted professional development funding to the following groups for both individual and group activities including courses, conferences, workshops, webinars and other activities in which an individual participated concerning work-related goals:
  - » Faculty: 124 funding applications valued at \$57,705.86, 122 individual applications valued at \$50,287.46, two (2) group applications valued at 7,418.40\$. In addition, 1 NCIS (non-credit international students) funding application was granted for a total of \$1,000.00.
  - » Non-Teaching Professionals: 15 individual funding applications for a total of \$6,318.40.
  - » Administrative Support Personnel: Thirty-four (34) individual requests totaling \$10,119.25.

*The Covid-19 Pandemic situation had a very negative impact on the number of activities for each group as well as the overall amount spent on individual PD activities.*

- On January 16, 2020, two hundred and two (202) participants attended a morning keynote address titled “*Motivating Climate Action through Sustainable Happiness*” by Dr. Catherine O’Brien from Sustainable Happiness. 172 participants also attended an afternoon keynote address titled “*Justified Hope in Time of Crisis*” by Matthew Chapman from the Climate Change Reality Project. Employees attended the following AM and PM breakout sessions:
  - » Team-Teaching Sustainability through Cross-Curricular Collaboration
  - » Moving Towards a More Sustainable Food System
  - » Food History/Bread Making
  - » Plant-Based Cooking Tips and Recipes
  - » Climate Jeopardy
  - » mind.heart.mouth.: Nature Connectedness through Sensory and Space Experiences
  - » Living Campus
  - » Introduction to Climate Change Negotiations
  - » Acting Together – Why the Response to Climate Change Needs to be Collective
  - » Is the Electric Car Right for You?
  - » Documentary Screening: Demain (Tomorrow) – 2015 film
- Offered Beginner, Intermediate and Advanced French courses (Fall 2019 and Winter 2020). The winter session kept going successfully online after the College was closed.

- Offered Microsoft 365 training sessions for employees during the March break.
- 33 Faculty members participated to the 2019 Fall Retreat – Breaking Barriers: Accessibility and Accommodation
- The PD Office collaborated with various college departments to offer the following training sessions aimed at new faculty members:
  - » Establishing Classroom Climate
  - » Intro to Effective Teaching
  - » Diversity and Dynamics in the Classroom
  - » Intro to Smart Boards
  - » Know your copyrights
  - » Group Work
  - » Effective Assessment Techniques
- Offered a workshop on academic responsibilities of faculty members and program coordinators. The sessions explored concepts of academic autonomy, rules of operation and collegial reality.
- Provided training to support online teaching and working remotely from home.

**ORIENTATION 10** — There exists a culture of multi-disciplinary and multi-functional collaboration across the entire college community

**Objective:** Increase collaboration in order to enhance communication and help to spread best practices across organizational barriers.

- Delivered a successful Employee Wellness Week in the fall and a staff fitness program including two online fitness classes during the COVID-19 crisis.
- Completed a half day training on the implementation of the Canadian Mental Health Agency’s new protocol for higher education (best practices).
- Continued to improve the hiring process by developing tools for Human Resources employees and stakeholders to help improve efficiency and accuracy of posting and hiring information.
- In collaboration with the John Abbott College Foundation, acquired an ambulance donated by CETAM Services ambulanciers for the Paramedic Care programs.

**ORIENTATION 11** — The College has updated the mission statement to address its commitment to the indigenous education protocol and the concerns of minoritized communities

**Objective:** Better reflect the evolving diversity of the College community and the need for an inclusive environment

- Revised the College’s Mission Statement after consultation with the John Abbott College community.



JOHN  
ABBO  
CEGEP/COLL





## 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 2019-2020.

### STUDENTS

#### Governor General's Academic Medal

Awarded to the graduating student with the highest overall academic average: *Rim Mourad* (Science).

#### 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: *Rayan Tibiche-Dahmoune* (Social Science Honours).

#### 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: *Steve Richard* (Police Technology), Amelia Stephenson (Science) and Nathaniel Saad (Social Science Commerce)

#### Athletic Awards

Outstanding performance by a female athlete: *Ana Mendez-Mourelle* (Science), Basketball

Outstanding performance by a male athlete: *Elijah Williams* (Arts, Literature and Communication), 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 *Tyler Tweedie-Smith* (Social Science), Volleyball.

*Ann-Frédéric Naud*, *Mégane Quirion* and *Brianna Ware*, all in hockey, received a scholarship from the Québec Foundation for Athletic Excellence (FAEQ).

*Rose Kanemy* (Social Science) received a National Bank "Excellence" bursary. The National Bank Bursary Program recognizes student athletes in the Hopeful, Elite, and Excellence categories between the ages of 13 and 26 from all over the province. Rose's sport is water polo.



After a seventeen-year hiatus, the men's football team brought home the Championship Bol d'Or.

## STAFF

In a regular year, employees attaining career milestones would be recognized; years of service, retirements, all are cause for celebration. Unfortunately, due to the pandemic, the event was postponed until it is safe to be in person together and shake their hands, honouring them as they so deserve.

## DISTINCTION, AWARDS AND ACCOMPLISHMENTS

*Murray Bronet* (Chemistry) and *Michael Dugdale* (Physics) were involved in the pedagogical project "OCLaRE, an Online Collaborative Lab Reporting Environment" published on ProfWeb.

At the annual national conference of the Canadian Dental Hygienists Association (CDHA) in St. John's, Newfoundland and Labrador, our own *Christine Fambely* was awarded the Oh Canada! Readers' Choice Award for her article, "Paying It Forward. Part Two: Special Olympics." Christine and fellow JAC Dental Hygiene teacher *Anila Hasko* also participated in a Poster Presentation of their latest research at the conference.

*Phoebe Jackson* (Physics) received the SALTISE 2020 Best Practice & Pedagogical Innovators Award, College level. The Selection Committee noted how impressed they were by her commitment to John Abbott students and colleagues, pedagogical and technological innovations, and active participation in the college network.

Within days of the provincial confinement announcement, personnel from the Engineering Technology program, *Mark Ewanchyna*, *Evgeni Kiriy* and *Nicolino Sanza*, organized their time, resources, and expertise to create a grassroots collective of entrepreneurship: Protection Collective, producing components for Open Source Face Shields and assembling said PPE (Personal Protective Equipment) to assist frontline workers in staving off shortages of the essential safety of a face shield.

*Maria Popica* (French) received two awards in 2019-2020: the prestigious HH Stern award from the Canadian Association of Second Language Teachers (CASLT) as well as the Minister's Award in Higher Education for the Educational Research Reports category (colleges).

Formally announced in February, the Montréal Centre for Higher Learning in Artificial Intelligence (PIA) selected the project AI in healthcare: A Québec framework for nursing education, submitted by *Ute Beffert* (Nursing) and a colleague from McGill University.

## GRADUATION

### Graduate Certificate in College Teaching

*Vikram Singh* (Computer Science), *Justin Muvunga* (Nursing), *Andrew James Brock* (English), *Ebbiny Price* (Dental Hygiene)

### Master of Education in College Teaching

*Tasha Keri* (Nursing), *Claudiu Robert Scotnotis* (Computer Science), *Anne-Marie Gremeau* (Youth and Adult Correctional Intervention)

## RESEARCH AND INNOVATION GRANTS

### Fonds de recherche du Québec – Nature et technologies Programme de recherche pour les chercheurs de collège

*Chris Larnder* (Physics), \$96,000 over three years for his project entitled *Inférence de mouvements contraints à partir d'un signal d'accéléromètre*

### Ministère de l'Enseignement supérieur

ECQ (*Entente Canada-Québec relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues secondes*)

- *Chris Larnder* (Physics) – *Laboratoires de physique diffusés par le biais d'impression 3D*, \$94,150
- *Debbie Lunny* (Humanities/Philosophy/Religion) – *Réseau d'initiatives intercollégiales pour l'autochtonisation (RIIA) : An 2*, \$161,400
- *Maria Popica* (Français) – *L'apprentissage collaboratif inter-culturel en classe de français langue seconde*, \$67,155
- *Tara Walker, Gordon Spicer, and Edward Lyon* (Business Management) – *Projet-pilote sur les habiletés de réussite étudiante : les étudiants résilients*, \$73,300

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

*Ute Beffert* (Nursing) – AI in healthcare: A Québec framework for nursing education, \$100,000 over two years

## BURSARIES AND SCHOLARSHIPS

The College and the Foundation gratefully acknowledge the various associations and individuals who have made generous contributions in the form of bursaries, scholarships and awards for our students. The following honours were bestowed upon 115 students in 2019-2020 for a total of \$65,278.12

- Aditya Youth Fund
- Alumnae Association of the Royal Victoria Hospital Training School for Nurses Scholarship
- Amy Williams Scholarship
- Andrew Stachrowski Memorial Scholarship
- Angela Wilson Memorial Scholarship
- Anna Whitton Memorial Bursary
- Anne-Marie Edward Scholarship
- Antony Grimaudo Award
- Ben McKinnon Memorial Scholarship
- Bert Young Memorial Scholarship
- CAE Inc. Scholarship
- CAE Tech.: Program your Career Scholarships
- Carbon Footprint Reduction Scholarship
- Carla Napier Award
- Casey Bursary
- Charles W. Reid Scholarship
- Cody Bouchard Memorial Scholarship
- Cohen Excellence in Care Award
- *Commission des partenaires du marché du travail* Scholarships
- Craig Lagendyke Football Scholarship
- Dale Sheehan Bursary
- David Burt Memorial Scholarship
- Desjardins Scholarships
- Doug Anakin Scholarship
- Elizabeth and Quentin Parker Bursaries
- Excellence in Learning Award
- Freda and Irwin Browns Scholarships
- Gail Pflaster Scholarship
- Gary W. Sims Québec Association of Applied Educational Technology Scholarship
- Isobel Lumsden Bursaries
- J. Colin Robertson Scholarship
- Jason Panich Memorial Bursary
- Jason Panich Memorial Scholarship
- John Abbott College Administrative Support Personnel Association Bursary
- John Abbott College Faculty Association Scholarship
- John Abbott College Management Association Mentorship Bursary
- John Abbott College Professional Association Bursaries
- John Collins Robertson Scholarship
- Kirk MacGeachy Memorial Bursary
- Kiwanis Club of Lakeshore Montreal Bursary
- Lakeshore Association of Artists Mentorship Program
- Luann Bisailon Scholarship
- McGown-Christoff Scholarship
- Montreal Lakeshore University Women's Club Bursaries and Scholarships
- Dr. Natalie Shaffer Academic Excellence Award
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Memorial Scholarship
- O'Farrell Wonderous Adventure Scholarship
- Pamela Montgomery Award
- Ruth & Cy Harris Memorial Bursary
- Selma and John Greenblatt Memorial Scholarship
- Student Union of John Abbott College Involvement Awards
- Sylvain Duguay Memorial Scholarship
- Tammy Chen Educational Scholarship

## HALL OF DISTINCTION

Held on September 20, 2019, the Hall of Distinction gala was the first of a series of activities of the Homecoming weekend. Recognizing individuals who have made an indelible mark on John Abbott College and beyond is a tradition on campus since 2016. Nine new members were inducted in this fourth group:

### EMPLOYEES

- Doug Anakin*, Physical Education teacher, founder of the Outdoor Education program
- Bob De Jean*, Mathematics Teacher
- The late Kirk MacGeachy*, Geosciences Teacher
- The late Anita Neale*, Founding member of the Academic Advising department
- Vivianne Silver*, French Teacher and Coordinator of Women's Studies and Gender Relations

### ALUMNI

- Joel Austen*, Social Science '91
- Wanda Bedard*, Science '79
- Shirley Cueillierrier*, Police Technology '81
- Michael Soles*, Social Science '86

# ABOUT OUR STUDENTS

## ENROLMENT IN THE DAY DIVISION

Student Population Analysis – Fall 2019

<b>Pre-University Programs</b>	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Total
Accueil/Pathways	185			185
Arts and Sciences	39	26		65
Arts, Literature & Communication/ Creative Arts, Literature, and Languages	267	306		573
Liberal Arts	28	31		59
Science	535	772		1307
Science and Social Science (Double Dec)	27	26	21	74
Social Science	1084	1522		2606
Visual Arts	34	32		66
<b>Subtotal</b>	<b>2199</b>	<b>2715</b>	<b>21</b>	<b>4935</b>

<b>Career Programs</b>	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	Total
Biopharmaceutical Production Technology	30	23	15	68
Business Management	72	59	59	190
Computer Science Technology	60	54	41	155
Dental Hygiene	35	37	28	100
Engineering Technologies	37	29	21	87
Graphic & Web Design	45	48	45	138
Information and Library Technologies	28	27	12	67
Nursing	100	70	60	230
Police Technology	67	79	83	229
Pre-Hospital Emergency/Paramedic Care	39	35	30	104
Professional Theater (Acting)	20	17	23	60
Professional Theater (Design)		10	10	20
Professional Theater (Design & Technical)	24			24
Professional Theater (Technical)		16	12	28
Youth and Adult Correctional Intervention	43	34	42	119
<b>Subtotal</b>	<b>600</b>	<b>538</b>	<b>481</b>	<b>1619</b>

<b>GRAND TOTAL</b>	<b>2799</b>	<b>3253</b>	<b>502</b>	<b>6554</b>
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## DECs (DIPLÔMES D'ÉTUDES COLLÉGIALES) GRANTED

Pre-University Programs	Total
Arts & Sciences	23
Arts, Literature & Communication/ Creative Arts, Literature, and Languages	140
Liberal Arts	24
Science	537
Social Science	759
Visual Arts	12
<b>Total (Pre-U)</b>	<b>1495</b>

Career Programs	Total
Biopharmaceutical Production Technology	12
Business Management	42
Computer Science	35
Dental Hygiene	30
Engineering Technologies	20
Graphic & Web Design	29
Information & Library Technologies	21
Nursing (Day and Continuing Education)	90
Pre-Hospital Emergency/ Paramedic Care	24
Police Technology	77
Professional Theatre	32
Youth & Adult Correctional Intervention	27
<b>Total (Career)</b>	<b>439</b>

DEC Sans Mention (Day and Continuing Education)	53
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<b>GRAND TOTAL</b>	<b>1987</b>
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## ENROLMENT IN CONTINUING EDUCATION

	Summer 2019	Fall 2019	Winter 2020
College Integration program		62	25
Nunavut Sivuniksavut program		21	15
Full-time DEC	1	36	45
Part-time DEC (1-3 courses)	30	227	210
Full-time AEC	194	391	326
Part-time AEC	16	25	35
Intensive Nursing	70	63	60
Accueil and Transition (Mise à Niveau) PT	16	6	1
Tremplin DEC - Academic Standing - PT		28	23
University prerequisites	7	17	17
Hors-Programme		15	13
RAC activities	2	44	52
Career development		8	4
Certificate program (CRB)			14
Community & Interest courses	81	249	83
Nursing CEU		9	
OIIQ Preparatory workshops		45	
Specialized IT courses Emploi- Québec		344	197
International programs (Swiss, Mexican & Belize, Kobe & Agency)	52	47	73
Summer school	691		

## AECs (ATTESTATIONS D'ÉTUDES COLLÉGIALES) GRANTED

Program	Granted
CWA.0D Refresher Registered Nursing	6
CWA.0K Nursing for Internationally Trained Nurses	134
CRB.00 Commercial Real Estate	14
EEC.1Y Residential Real Estate Brokerage	37
LCA.84 Finance	9
LCA.AB Computerized Financial Management	17
LCE.0Z Publication and Web Design	39
LEA.CB Mobile Application Development	15
LEA.1S PC Technical Support	9
LEA.80 Network Administration	17
LEA.BN Internet Programming and Development	34

<b>Total</b>	<b>331</b>
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## FIRST SEMESTER OVERALL PASS RATES

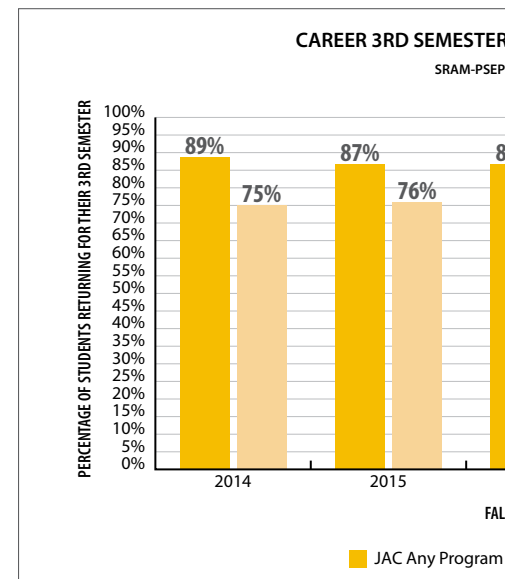
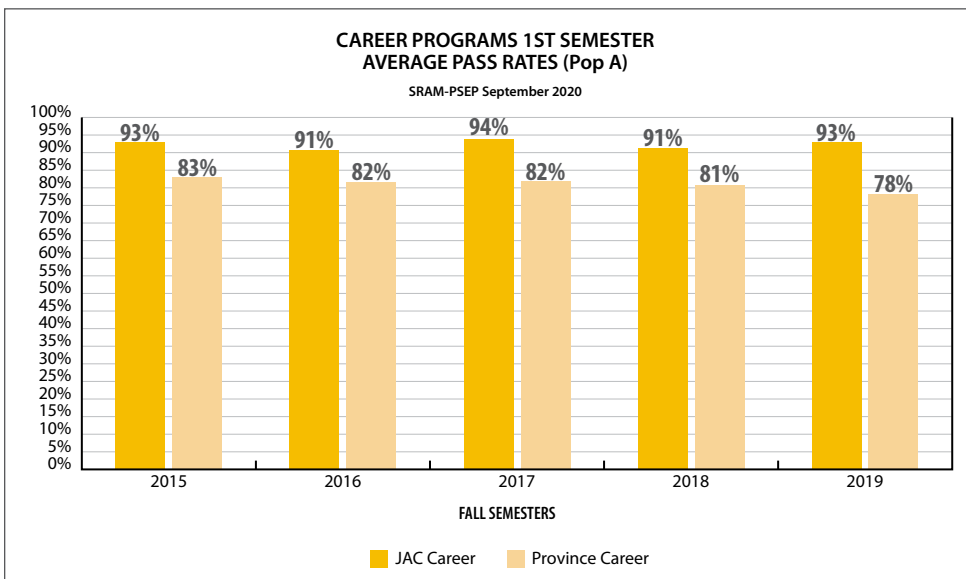
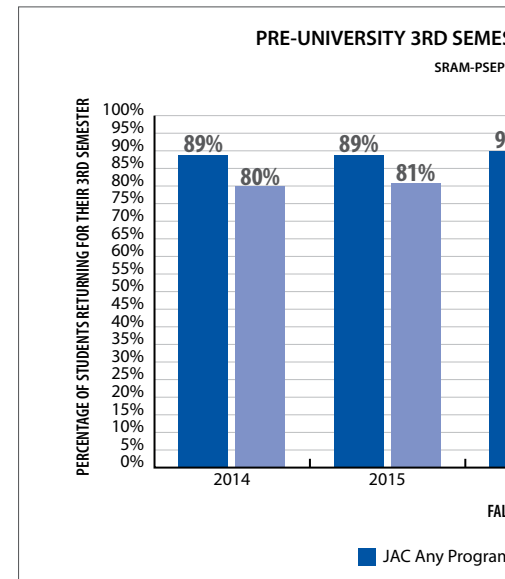
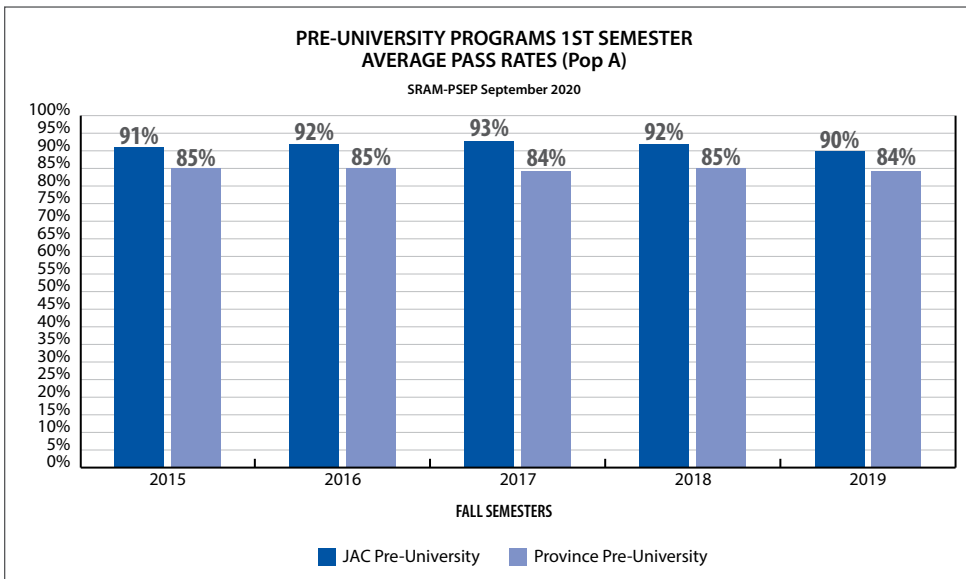
These graphs show the overall pass rates in the first semester for new John Abbott College students (Population A) compared with those of all other CEGEPs in the province. Pass rates are calculated by dividing the number of courses passed (grade  $\geq 60$ ) by the number of courses taken.

## 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.

## 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.

## 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.

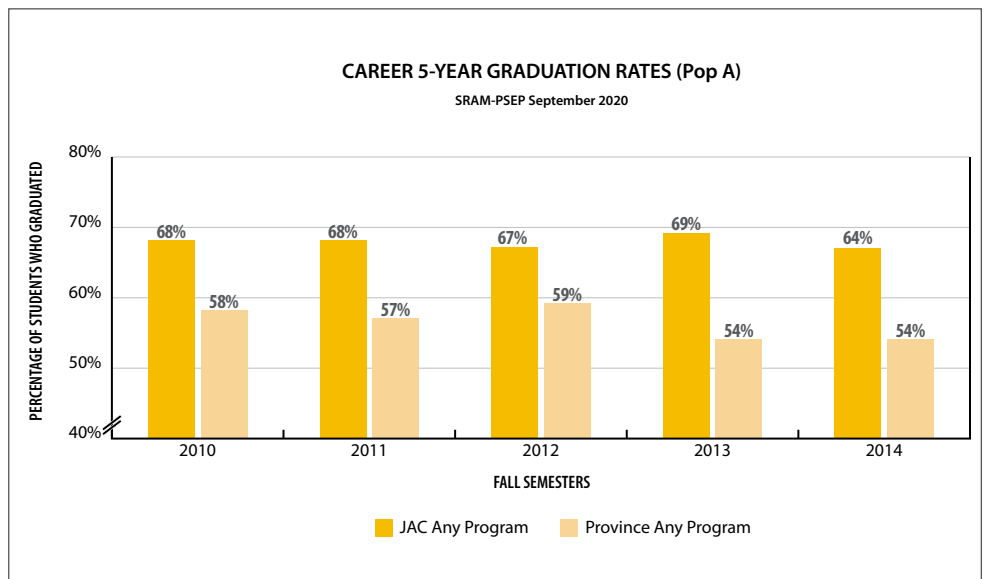
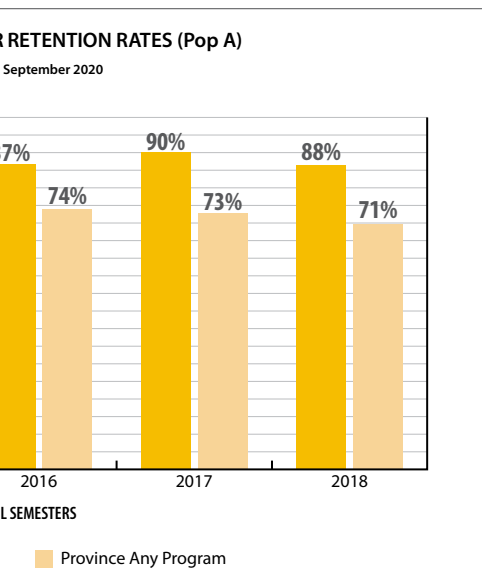
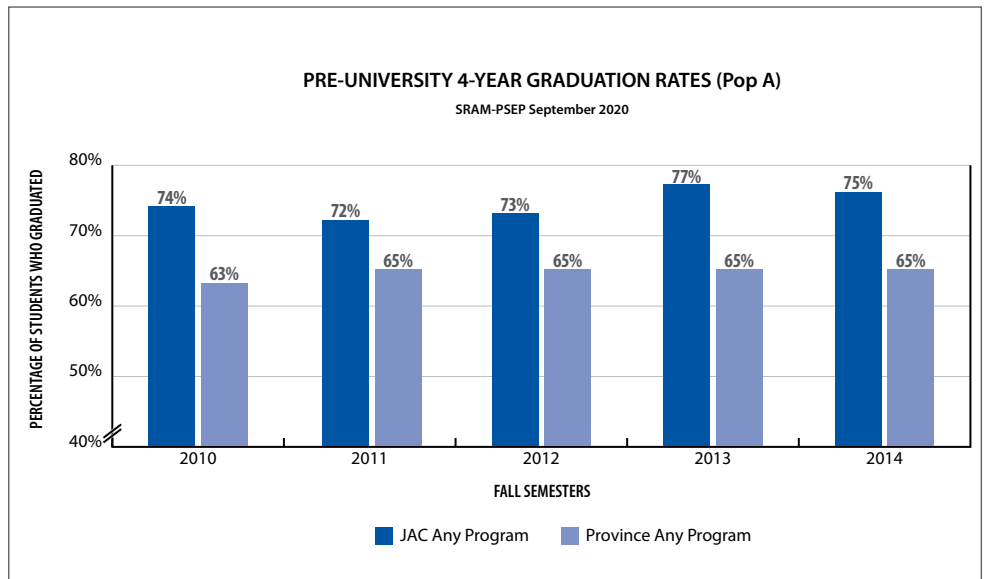
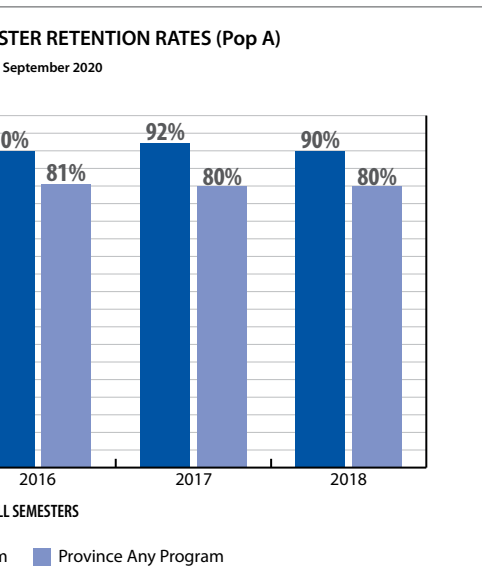




Photo courtesy of @flight\_therapy

## ANNUAL REPORT OF ACTIVITIES

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

- Consolidate gardening activities at JAC, further involve students with special needs and continue elaborating gardening activities with Mac High-school and McGill Macdonald campus..... 0.1667
- Provide support to maximize success in Nursing students with anxiety ..... 0.2500
- Provide supplemental access to Physics lab for students who struggle with the time allocated in course ponderation..... 0.2500
- Provide one-on-one and small group tutoring support for Indigenous students in science or planning to study science..... 0.1250
- Develop teaching and learning materials aimed specifically at Indigenous students who have parental responsibilities..... 0.1250
- Return to Learn Facilitator, part of the Concussion Management Team ..... 0.286
- Access rep/adapted physical education teacher ..... 0.1430
- Decolonizing Pedagogies Group ..... 0.875
  - » weekly reading group on culturally relevant approaches to decolonizing and Indigenizing pedagogies based upon the work done by the previous decolonizing pedagogies group and under her S051 teacher trainings
  - » invite Indigenous guest facilitators where possible
  - » complete an overall needs assessment regarding Indigenous student success and tutoring, and then develop course specific Indigenizing strategies to include relevant methods, content, and research ethics in each of the three Social Science Methods courses
  - » find ways to implement new understandings of decolonizing pedagogies in order to better support Indigenous students enrolled in science or science-related programs, including those in Pathways.
  - » work to design a pilot project in which selected and trained teachers have weekly scheduled meetings with indigenous students and offer tutoring as a means to relationship building as well as academic support.
  - » collaborate with John Abbott's Indigenous Students' Resource Centre and the Kativik Ilisarniliriniq (the school board for Nunavik)
  - » Explore ways to arrange extra support (e.g., peer tutoring and mentorship programs)
  - » collect information about how alternative approaches to evaluation can be appropriate for indigenous students and examine current evaluation methods
  - » Coordinate with the Indigenous Student Resource Centre and Kativik Ilisarniliriniq, to reach out to Indigenous students as soon as they express an interest in a science or science-related program
- Faculty Accessibility Resource Person:..... 5.772
  - » communicating with department members and the Access Centre to support the understanding of respective roles for providing accommodations (training would be provided as needed);
  - » supporting the department in establishing guiding principles for determining appropriate accommodations in their discipline(s) (related to pedagogy, specific course requirements, etc.);
  - » ensuring students are directed to appropriate resources (Access Centre, Academic Success Centre or other dedicated resources);
  - » creating an inventory of accommodation work, including pedagogical strategies, already being employed for students with particular needs by members of the department;
  - » working with the Access Centre, Academic Success Centre and department members to ensure existing resources meet students' needs for tutoring, and addressing the need for additional resources if appropriate and feasible;
  - » identifying and developing relevant practices for inclusive pedagogy (such as Universal Design for Learning), with a view to maximizing the accessibility of course materials and related evaluations for all students in the department's discipline(s);
  - » experimenting with inclusive pedagogy practices in one or more departmental course(s) as a model for potential application in other departmental courses.
  - » assessing and sharing the results of work through the semester, using student feedback, observations, and statistics as the basis for what is shared with department members, other faculty members working on these projects and the administration (for all resource people);
  - » preparing a summary of the work done and results, to be shared with faculty colleagues and the administration (for all resource people).

**ANNEX S-107** – Allocation for Activities Funded Under Regional Centres

Activities funded and related costs as of June 30, 2020

Activity completed or in progress	Event: launch and roundtable "AI: a challenge for higher education"
Expenses	\$19,291.17
Type of expenses	Contracts, reception costs and professional fees
Activity progress	Completed
Activity completed or in progress	Inventory of AI training components provided in the Centre's establishments
Expenses	\$2,587.50
Type of expenses	Contracts
Activity progress	In progress
Activity completed or in progress	Animation and dissemination of information: creation of a website
Expenses	\$22,159.96
Type of expenses	Contracts
Activity progress	Completed
Activity completed or in progress	Public relations
Expenses	\$671.70
Type of expenses	Participation, reception and travel
Activity progress	Ongoing
Activity completed or in progress	Joint CEGEP / university projects: organization and dissemination of information
Expenses	\$4,048.39
Type of expenses	Contracts and reception
Activity progress	Completed
Activity completed or in progress	Joint CEGEP / university projects: grants to institutions
Expenses	\$495,166.00
Type of expenses	Professional fees
Activity progress	First installment completed
Activity completed or in progress	Management of the Centre
Expenses	\$71,861.52
Type of expenses	Professional fees
Activity progress	Ongoing
<b>Total</b>	<b>\$615,786.24</b>

## 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

Type of service	SART team activities
Cost	Included
Details	Promotion, advertising and development of an awareness campaign for SART; such as information kiosks, workshops for specific student groups and staff
Type of service	Development of material
Cost	Included
Details	Development of printed material for the Sexual Assault Resource Team (SART)
Type of service	New student Orientation
Cost	Included
Details	Promo kit handout to all new students at Orientation (printed materials, etc.) and presentation
Type of service	Indigenous Students Resource Centre
Cost	Included
Details	Discussions & workshop
Type of service	Promotion
Cost	Included
Details	On-going promotion of SART services throughout the College community
Type of service	Awareness
Cost	Refreshments for 400 + student athletes and consent presentation approximately \$600
Details	Presentations & workshops given to student athletes and their coaches
<b>Total of expenditures</b>	<b>\$82,000</b>
<b>Total of types of services</b>	<b>6</b>

**ANNEX R-105** – Review of activities carried out to support the internationalization of college education

No activities were reported for 2019-2020. The allocated amount of \$ 50,000 will be carried over to 2020-2021.

**ANNEX E-104** – Amounts granted for teachers' professional development

No activities were reported for 2019-2020. The allocated amount of \$ 52,600 will be carried over to 2020-2021.

**DISCLOSURE OF WRONGDOING**

The Designated Officer has not received any disclosures of wrongdoing during the 2019-2020 fiscal year.

**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, 2018 and March 31, 2019

	QUANTITY	VALUE
Service contracts with a natural person	2	\$80 804
Service contracts with a contractor other than a natural person	26	\$3 175 627
<b>Total Service Contracts</b>	<b>28</b>	<b>\$3 256 431</b>

**Workforce Management and Control:** In reference to article 38 of the Law, the staffing level for the period between April 1, 2019 and March 31, 2020 exceeds that of the reference period from January 1 to December 31, 2014. The number of hours remunerated and worked increased significantly due to an increase of faculty members hired in replacement of faculty members on leave or release, external grants and external funding sources received from the Ministry".

Total hours paid .....	1 210 576.04
Target established by the <i>Conseil du trésor</i> .....	1 193 714.41
Number of hours exceeding the target .....	16 861.33

**EMPLOYEE BREAKDOWN**

Category	Number of employees (FTE)	Hours paid
Management	39.9918	72 899.75
Professionals	37.5456	68 441.33
Faculty	518.8784	812 004.74
Administrative support	127.9648	233 339.84
Service and maintenance staff	11.837	23 890.38
Other	0	0
<b>Total</b>	<b>736.2176</b>	<b>1 210 576.04</b>

Source: Geremi, 2020-10-28, MCJ

**FINANCIAL REPORTING**  
as at June 30, 2020

Operational Fund

John Abbott College

	2020	2019
	\$	\$
<b>Revenues</b>		
Day Division	\$65 553 988	\$62 678 692
Continuing Education <sup>1</sup>	\$7 424 692	\$8 619 818
Ancillary Services	\$5 493 035	\$5 376 685
<b>Total</b>	<b>\$78 471 715</b>	<b>\$76 675 195</b>
<b>Expenses</b>		
Salaries and Fringe Benefits – Teachers <sup>2</sup>	\$46 835 536	\$44 664 578
Salaries and Fringe Benefits – Non-Teaching Personnel <sup>2</sup>	\$16 041 579	\$15 432 562
Other Expenses	\$12 004 610	\$12 975 887
<b>Total</b>	<b>\$74 881 725</b>	<b>\$73 073 027</b>
<i>Surplus</i>	\$3 589 990	\$3 602 168
<b>Analysis of Surplus</b>		
Opening Surplus	\$7 788 237	\$8 543 788
Surplus of the year	\$3 589 990	\$3 602 168
Transfer to Fixed Assets		
Reimbursement of Borrowing (Autofinance)	-	-
Fixed Assets Acquisitions	(\$3 801 541)	(\$4 357 716)
Others	-	(\$3)
<b>Total</b>	<b>(\$211 551)</b>	<b>(\$755 551)</b>
<i>Closing Surplus</i>	\$7 576 686	\$7 788 237
<i>Appropriated Surplus<sup>3</sup></i>	\$6 076 686	\$6 288 237
<i>Unappropriated Surplus<sup>3</sup></i>	\$1 500 000	\$1 500 000

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

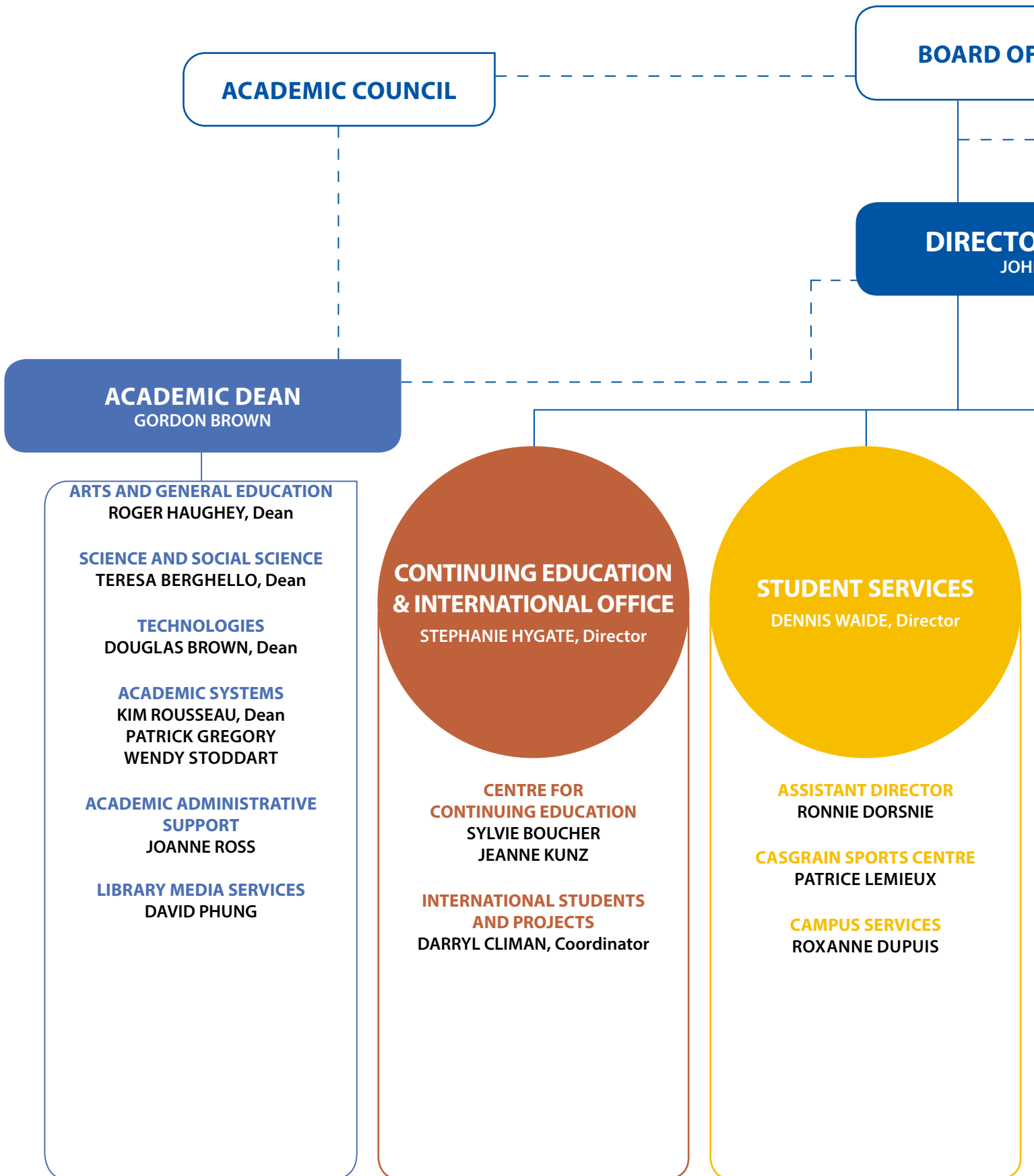
<sup>1</sup> Continuing Education includes Summer Courses.

<sup>2</sup> Salaries and Fringe Benefits includes "coûts de convention".

<sup>3</sup> These amounts are presented on lines 36 and 38 of the 2019-2020 Annual Financial Report (FRA).

# ORGANIZATIONAL CHART

June 30, 2020



**GOVERNORS**

**EXECUTIVE COMMITTEE**

**GENERAL MANAGER**  
N HALPIN

**SECRETARY GENERAL**  
STAVROULA MAKRIS

**COMMUNICATIONS & FOUNDATION**  
LISON DESCLOS

**HUMAN RESOURCES**  
ANNIE TAM, Director

**HUMAN RESOURCES**  
ISABELLE TURIN, Administrative Manager  
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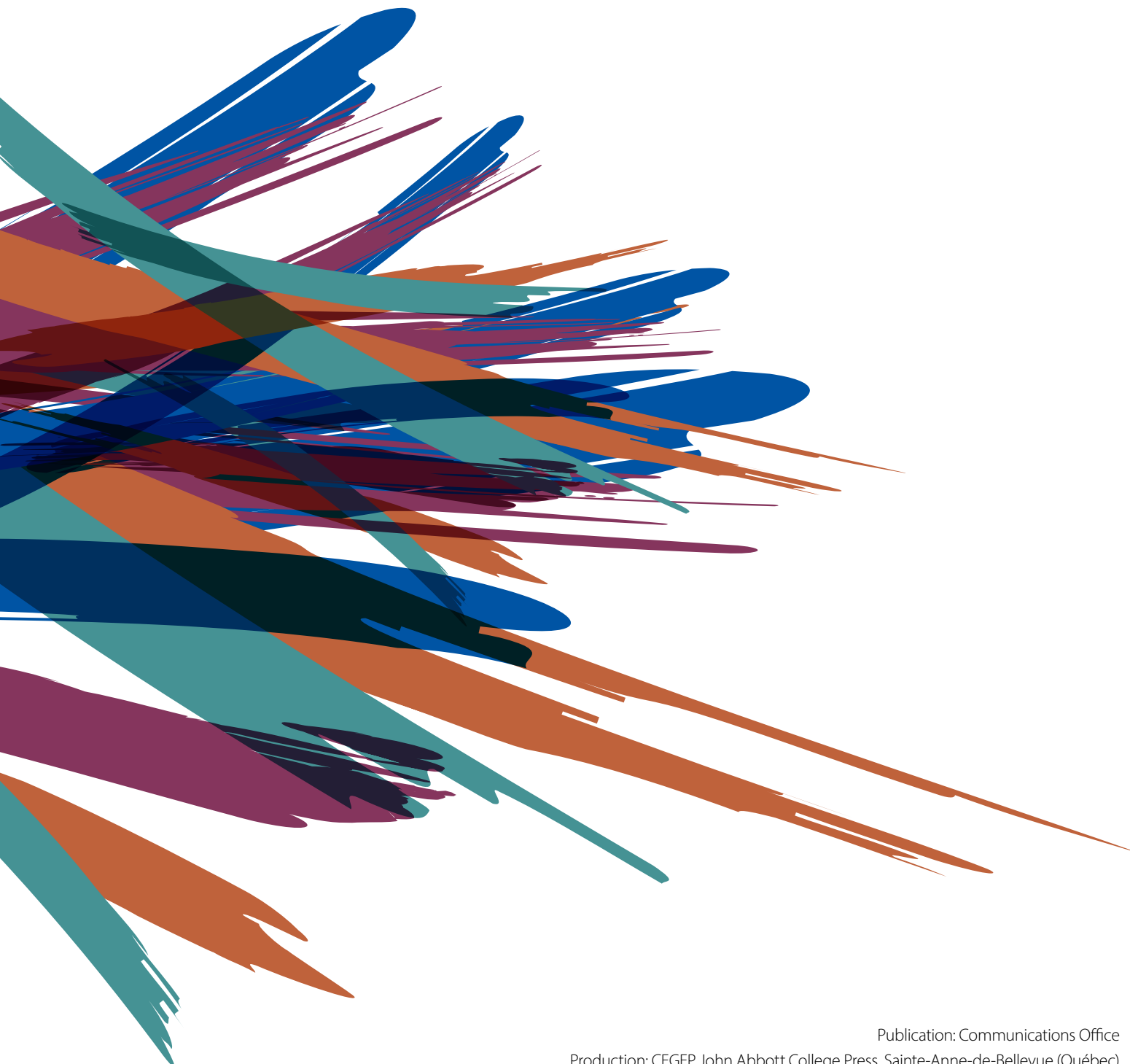
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Publication: Communications Office  
Production: CEGEP John Abbott College Press, Sainte-Anne-de-Bellevue (Québec)  
Dépôt légal: Bibliothèque nationale du Québec  
November 2020