




ANNUAL REPORT 2020-2021

TABLE OF CONTENTS

Message from the Chair and the Director General.....	4
Mission Statement.....	6
College Governance.....	7
 Code of Ethics.....	8
Strategic Plan 2020-2025.....	10
Highlights 2020-2021.....	12
Celebrating Achievements.....	16



About our Students

Enrolment in the Day Division	20
DECs Granted	21
Enrolment in Continuing Education	22
AECs Granted	22
First Semester Overall Pass Rates.....	24
Third Semester Retention Rates	25
Graduation Rates.....	26

Report of activities related to:

Report on the application of the act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises.....	27
Employee breakdown.....	27
Annex A-112.....	27
Annex R-105	27
Annex E-104.....	27
Disclosure of wrongdoing.....	27

Intervention Strategy for Preventing and Controlling Sexual Violence in Higher Education.....	28
Financial Reporting.....	29
Organizational Chart.....	30

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 (JAC) community, we are pleased to provide you with the Annual Report for the 2020-2021 academic year. When we planned our activities for the year, no one expected that it would be spent entirely in the context of the COVID-19 pandemic. Even though our operational environment was consistently unpredictable, the hard work of our entire College community allowed it to be another successful year. Here are some key accomplishments:

- Although unplanned, we are most proud of what our students and employees accomplished through this 2nd year of the COVID-19 pandemic. Even though it was mostly online, JAC's continued commitment and agility ensured that we offered quality courses, outstanding virtual student services, and multiple in-person and online student activities. We successfully managed to balance the social distancing requirements of public health and support the mental health of our students. Yes, it was ever-changing and exhausting for all, but our whole community focused on its mission of Student Success, and it was a truly successful year.
- 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.
- We completed the environmental and structural analysis of Brittain Hall (a building on our campus abandoned by McGill University for decades). With our newly increased day-sector student limits (devis technique), the MES norms show that we have a space shortage of over 8000m². After five (5) years of discussions with the MES, we hope that you will give us the go-ahead in the coming year to fully renovate the building. This will solve our space deficit, while solving a McGill University problem that has existed for over 40 years.

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

- We administered and analyzed an employee survey that showed very high employee satisfaction, even though it was completed after 12 months of the pandemic.
- We further developed the practices of three key Board sub-committees (Governance and Ethics, Finance, and Human Resources), and introduced many initiatives to further enhance the engagement of Board members.
- We approved revisions to two (2) bylaws and three (3) College policies, and also introduced a new policy concerning Ancillary Services.

The John Abbott College community continues to remain focused on contributing to student success and we are confident that we will continue to do 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, Dalia Toledano

University-level Teaching Institutions

Paula Wood-Adams, VICE-CHAIR

School Board

David Chisholm

Labour Market

Catherine Ouellet

Business Community

Pascale Alpha, Stéphane Sélim

Parents

Joanne Goldberg, Michael Doran

Academic Council

Chair

Gordon Brown – Academic Dean

Academic Administrators

Teresa Berghello, Doug Brown, Roger Haughey

Eleven Employees Representing the Teachers

Violaine Arès, Suzanne Black – CHAIR, Stephen Bryce, Kevin Davis, Sean Hugues, Tracey McKee, Mila Perkir, Martin Poirier, Rhoda Sollazzo, Abe Sosnowicz, Esther Szeben

Alumni

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

Students

Pre-University Studies – Emilie Thom
Technical Studies – Maxim Garanovschi

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

Natasa Lalic

Three Students

Malik Dahel, Gracie Diabo, Isaac St-Jean

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 2020-2021, 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

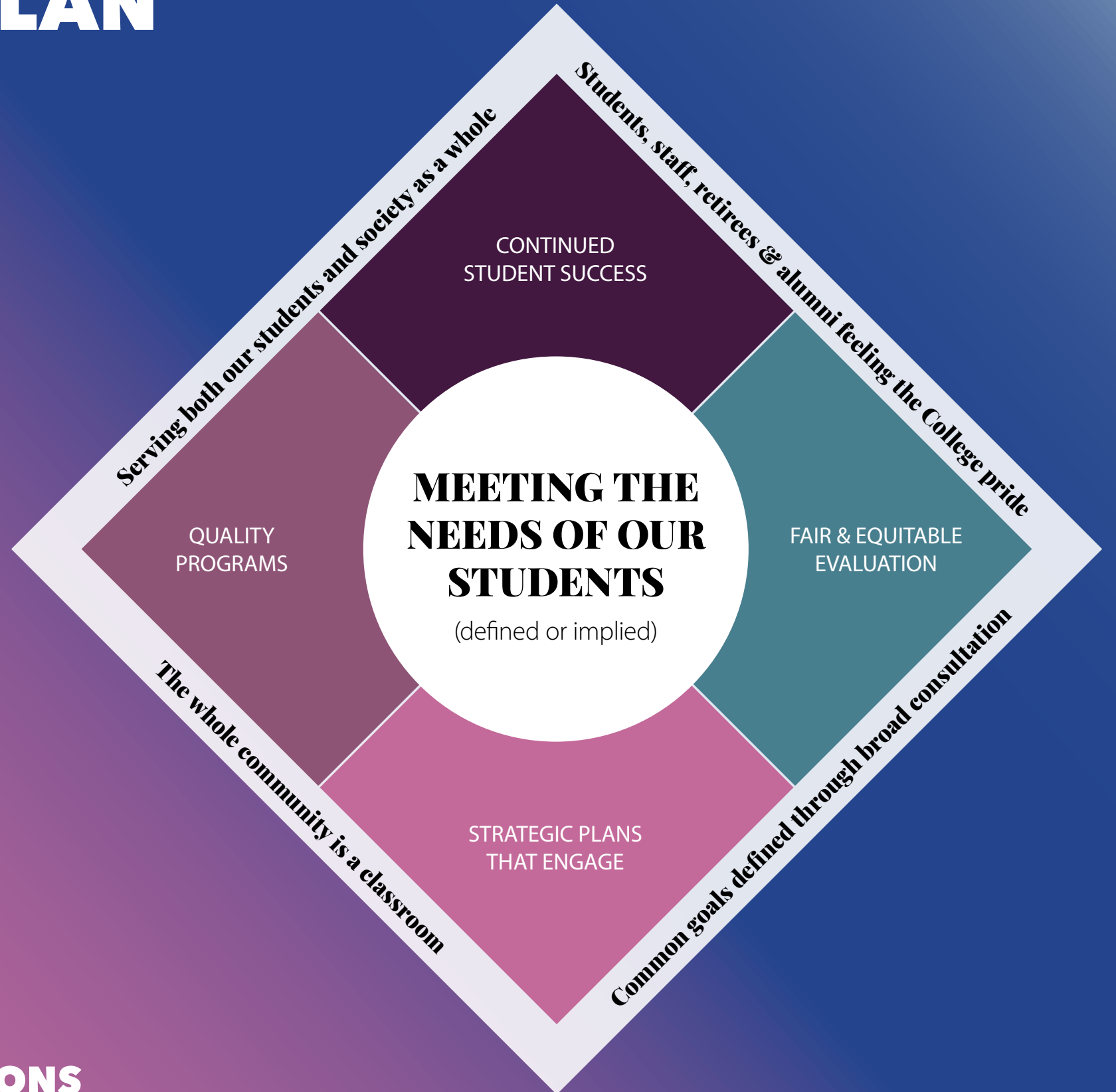
- The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in this Policy and report the results of the investigation into the matter.
- The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee 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 2020-2021

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 2020-2021 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.

- Invigorated the structures to support students and employee mental health with particular focus on wellness during and after the pandemic.
- Began the implementation of the Standard on Mental Health for Post-Secondary Students developed by the Mental Health Commission of Canada. Established the implementation plan, set the team and prioritized the protocol actions.
- Continue revisions and updates of activities to raise awareness; health & wellness, consent matters, etc. for students and employees.
- Developed campus diversity and social equity plans for the whole College and implemented ally toolkits (ally: someone that aligns with and supports a cause with another individual or group).
- Facilitated electronic exchange (EDI) among students using new Voices series developed for that format.
- Developed a refined approach for all sectors to address mental health issues with ongoing information and tools, sharing services available online and on campus and through the broader mental health services ecosystem.
- Acquired new KOGNITO module (a health simulation company), on a trial basis, for John Abbott employees to receive mental health and suicide prevention training.

- Implemented RISE program on campus, (Resiliency, Inclusion, Skill Building, Engagement).
- Conducted a survey among students to assess stress level and workload, COVID related and beyond. The results and concerns will help guide our decisions.
- Worked towards an improved personal security on campus.
- Offered various wellness sessions to employees as part of Wellness Week and College pedagogical week.

2 Loving to Learn

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

- Revised the procedure to recognize academic achievement, to combine the Dean's List and Honour Roll into a single, more accessible Dean's List (at 80%).
- Leveraged all the capabilities of our IT platforms (MS-Teams, LEA, Moodle, MIO), in the context of the COVID-19 pandemic, to maximize student interactions and maintain many virtual versions of our annual events (Open House, Information Night, Convocation...).
- Improved collaborative space for students to exchange as the Library project nears completion, (Acceptation Provisoire achieved).

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.

- Participated in Montreal devis increase discussions, which may improve the likelihood of the next expansion phase relating to Brittain Hall
- Received provisional authorization from the

Ministre de l'Enseignement supérieur (MES) to launch the new pharmacy program.

- Oversaw the continuous improvement of academic programs and the transition of responsibility for the new Pharmacy DEC from the Academic Dean to the Program Dean (implementation Fall 2023). Revised Professional Theatre program framework drafted, (implementation Fall 2023). Various AEC program frameworks completed and approved.
- Assessed implications of remote learning on capacity, using Student Success Committee report.
- Completed study of Brittain Hall structure and cost estimate required for approval of College expansion project.
- Organized self-evaluation tests for incoming Science students in Chemistry and Physics, as well as diagnostic testing in Mathematics in order to accommodate potential shortfalls in high school learning due to COVID. Supplemental exercises were then designed to best meet the needs of new students.
- Negotiated articulation agreements for advance credit with several universities, allowing students to continue university in flexible, online formats after studies at the John Abbott campus, as a post-pandemic project.

4 Preparing for Tomorrow

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

- Supported programs in timely program revision through training sessions.
- Assessed program management in support of adequate preparation of students (assessment of Criterion 6 for Program Management under Policy 1).
- Developed a strategic plan dashboard to help identify and monitor opportunities.
- Participated in a collaborative biodiversity workshop held with Sustainability committee, The Sandbox, Environmental Certificate program.

- Developed (with students) a ticketing system to identify student requests.

5 Creating Together

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

- Provided an opportunity for student experiential learning through student internship positions in Facilities Management (new), Information Technologies Services (new) and the Library (expanded).
- Launched a coding school, LabGo, to train qualified immigrants for work in the IT industry, in collaboration with Cégep Gérard-Genin, Collège Bois-de-Boulogne and industry partners.
- Provided more communication paths for students directly back to Information Technology Services for personal support through implementation of new ticketing system.
- Enhanced the scope of possibilities for student innovation projects thanks to new partnerships with Desjardins and Pfizer.
- Attended the Student Innovation Gala in April, where JAC students from the Sandbox won first place.

John Abbott College is an immensely successful CEGEP, but we also recognize that for our students, as well as for our institution, learning is never complete and there is always room for improvement.

6 Contribuer chez nous et au-delà

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

- Began development of additional French complementary courses in support of French enrichment for students.
- Strengthened the ties with local businesses to collaborate in program enrichment, stage and job placements and business training services.
- Reactivated student exchanges at Cégep de la Gaspésie et des Îles and promoted student exchange with Cégep Gérard-Genin.

Institutional Excellence

7 Growing Careers

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

- Allocated resources including additional Ministry funding related to COVID-19 which included providing release for Winter 2021 for Faculty Online Resource People (FORP) and COVID Accommodation and Support Teachers (CAST).
- Created a one-year Dean of Pedagogical Support and Innovation position in lieu of special project Pedagogical Counsellor, with post-pandemic preparation projects.
- Developed a framework for new and current deans' training needs.
- Identified ways to further improve results and career goals desired by employees. Training such as team building and College-specific professional development was offered to all interested.
- Revised the orientations of College Learning and Teaching Resource Centre (CLTRC), clarifying their mission as well as that of the Faculty Online Support Team (FOST).
- Redesigned employee performance appraisal form which includes a process for establishing annual PD plans to support growth and career development.
- Organized eight departmental lunch-time workshops to improve efficiency in Facilities Management and Information Technology services.
- Drafted an employee career counselling program proposal outlining the objective of the program and service offerings for each employee group.
- Re-organized the Human Resources team structure and dossiers to leverage knowledge and experience of senior HR staff to support integration and training of new employees while maximizing cross-training on key functions to ensure proper succession.
- Held system training for all HR staff and selection committee members on new applicant tracking system (Monster) to facilitate hiring process.

- Promoted employee wellness through the organization of a series of awareness and self-help activities and information sessions geared towards providing employees with practical tips and information to help them to achieve their wellness goals.
- Held "Annual College-wide Professional Development Day" which included for the first-time an Inter-collegial component where faculty had opportunity to exchange with colleagues in other colleges within the reseau.
- Launched the LinkedIn learning initiative for all students and staff, providing on-demand training and support as needed.
- Provided on-going support to the senior leadership team by continuing to offer targeted PD in the following key areas: Diversity and Inclusion; case-specific coaching and customized professional development programs tailored to operational needs as identified by departments.
- Instituted "Roles and Responsibilities training" with key focus on conflict resolution for the academic sector including deans, departmental coordinators and teachers. Training was aimed at clarifying their roles and responsibilities as well as providing them with tools and best practices.
- Developed an employee career counselling program proposal outlining program objectives and service offerings for each employee group. The program will launch this winter.

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

- Developed admissions process tools along with the branding and marketing plan for LabGo.
- Secured additional funding for social equity issues events to be held by The Sandbox, our innovation and social entrepreneurship centre, in the 2021-2022 academic year.
- Set up the new "Employment Access and Equity" Committee.
- Consulted on the mandate and composition of the new "Diversity, Equity and Inclusion" Committee.
- Communicated the recommendation of the Academic Programs Coordination Committee for all programs to review their admission and retention policies in light of Orientation 8.
- Set up support structures for Continuing Education AEC instructors to systematically use virtual pedagogical tools to enhance the delivery of labour

market training and maintain program quality, for the benefit of all learners.

- Hosted by the Social Science program on their Sharing Day, guest speaker Dr. Rinaldo Walcott, writer and Professor at University of Toronto, shared his research and teachings in the areas of Black diaspora cultural studies, gender, and sexuality.

9 JAC be Nimble

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

- Continued to use remote course delivery as required by the pandemic, with support from the FOST, FRP and CAST resource people put in place by the college to handle faculty and student needs in a timely way.
- Set up the structures for the new lyeskuwuu (IK) transition program under the leadership of the Cree School Board (CSB).
- Put in place a Campus Store curb-side pickup and delivery service to ensure that students can safely retrieve the necessary course materials to succeed.
- Enhanced student engagement and satisfaction during the preparation and execution phases of the AEC internships by offering support in CV preparation, interview practice, navigating job search platforms and integrating new soft skills development module into communication courses.
- Developed a career planning workshop to help re-tool community members.
- Improved the overall delivery of IT services after a re-evaluation of architecture of data and servers.
- Improved IT security practices following vulnerability testing, through various means including Azure & MS365 hardening to Quebec ministry standards.
- Developed and implemented new recruitment strategies using social media outlets and improved website marketing to increase the pool of highly qualified candidates.
- Administered a hybrid employee satisfaction/ employer branding survey to measure level of satisfaction as compared to the last survey results

in 2018. Data will be used to help develop our "employer value proposition" for recruitment marketing and to determine priorities for HR programming in the upcoming years.

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.

- Supported the academic sector involvement in pedagogical climate change events such as Global Climate Change Week.
- Completed and analyzed a Carbon footprint study to establish a clear Climate Crisis plan.
- Improved parking and fines procedure by using the Clara Finance module and online payment thereby reducing the use of paper.
- Developed special projects to help improve sustainability on campus; collaborated to establish the initial affordable baseline metrics.
- Revised the structure on the Sustainability committee.
- Completed a Residence and College composting plan.
- Improved College environmental friendliness by converting cleaning products to green and/or concentrated alternatives when/where possible.
- Analyzed results of carbon footprint study for operational initiatives that will reduce our carbon footprint.
- Prepared the implementation schedule in order to make knowledge-based sustainability decisions regarding internal programs, practices and efforts.
- Collaborated with Macdonald campus of McGill University, the John Abbott Sustainability Through Science Symposium.
- Welcomed gradate students to speak about their graduate work in a "science-for-the-public" format. The virtual event had two speakers followed by a panel discussion on the university experience, geared towards our students.



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 2020-2021.

Students

Governor General's Academic Medal

Awarded to the graduating student with the highest overall academic average: [Meredith Overmyer](#) (Information and Library Technologies)

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: [Sophie Larouche](#) (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: [Jennifer May](#) (Arts, Literature & Communication), [Mariam Imak](#) (Nunavik Sivunitsavut), [Sofia McVetty](#) (Honours Science), [Emily Thom](#) (Liberal Arts)

Loran Scholars Foundation, Loran Award

The Loran Award is Canada's largest and most comprehensive four-year undergraduate award: [Malik Dahel](#) (Honours Science)

Directing Change Canada Film Contest

[Edison Yetman Van Egmond](#) (Arts, Literature & Communication) received an Honorable Mention at the 2021 Directing Change Canada film contest in the category of: *Through the Lens of Culture – Mental Health Matters*.

FRQNT - Fonds de recherche du Québec – Nature et technologies

Four students were awarded an incredible \$5,000 scholarship for a summer internship in a research laboratory located in a college or university. This funding is supported by the FRQNT and Mitacs through the College-Level Research Internship Award.



[Lori Desnoyers-Garneau](#) (Arts & Sciences) supervised by Dr. Donald Smith, McGill University



[Sofia McVetty](#) (Honours Science) supervised by Dr. Ashraf Ismail, McGill University



[Julia Morzycki](#) (Honours Science) supervised by Christophe Brun-Baronnat, CERASP



[Annika Singh](#) (Science) supervised by Dr. Younes Zerouali, JACOB

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.



Mitacs College-Level Research Internship Award (held during the academic year)

Each student was awarded \$5,000.

[Thiviya Nagamuthu](#), supervised by Nabil Khalid, (Biopharmaceutical Production Technology)

[Kevin Wang](#), supervised by Derrick Chung (Mathematics)

[Le Duc Hieu Dao](#), supervised by Christopher Isaac Larnder (Physics) department

Athletic Awards

There were no Athletic Awards given out this year as the teams had no seasons.

[Alison Leroux](#) (Social Science with Math Honours) from Cross Country was our Top Academic Student Athlete.

Fondation de l'athlète d'excellence du Québec (FAEQ) presented two awards for Academic Excellence to: [Rose Kanemy](#) (Social Science), [Edouard Fullum-Huot](#) (Social Science).

Staff

In a regular year, employees who have reached a milestone in their career are celebrated for their years of service or their retirement. This year, due to the pandemic, the event was held virtually and the following employees were honoured:

Retirement in 2019-2020

- Lucie Duheme, Human Resources Services
- Diane Boisvert, Student Services
- Janet Donaldson, Information and Library Technologies
- Christina Gehlsen, Registrar's Office
- Carolyn Price, Library Media Services
- Luc Gagné, Facilities Management Services
- Mark A. Lewis, Information Technology Services
- Carmen Bruneau-Patry, French
- Suzanne Girard, Media Arts
- Richard Guillotte, Nursing
- Marc Legault, Paramedic Care
- Maureen MacCuish, English
- Nicholas Matziorinis, Business Management
- Thierry Neubert, Economics (HEPS)
- Karen Oljemark, Physical Education
- Robert Seely, Mathematics
- Minko Sotiron, History
- Lori Weber, English
- Ron Wener, Business Management

Retirement in 2020-2021

- Isabelle Turin, Human Resources Services
- Steven Ciambella, Finance
- Stephen Giovannoni, Physical Education
- Anne Smith, Health and Wellness
- Brenda Lamb, Academic Administration
- Miles Gordon, Information Technology Services
- Debbie Cunningham, Print Services
- Robert Gallison, Facilities Management Services
- Michela Belmonte, Foreign Languages
- June Beverly, Physical Education
- Iliria Bicovnik, Media Arts
- Liliane Bohbot, Graphics Web Design
- Dorian Braun, Engineering Technologies
- Brahm Canzer, Business Management
- Robert Collins, Humanities/Philosophy/Religion (HPR)
- Arthur Terrence Donald, Theatre
- Michael Drolet, Theatre
- Jane Hannah, Graphics Web Design
- Karen Hickey, Nursing
- Alain Jomphe, Police Technology
- Frank Lepage, Theatre
- David Lubell, Visual Arts
- Janet Morrison, Nursing
- Maria Oabel, Nursing (Intensive)
- Carla Salvati, Humanities
- Suzanne Tremblay, French
- Irini Tsakiri, Humanities/Philosophy/Religion (HPR)
- Pierre Vaillancourt, Language, Literature and Culture
- Cynthia Vanvliet, Nursing

We are looking forward to holding our traditional event when it is safe and we can shake their hands and honour them as they so deserve.

Distinction, Awards And Accomplishments

Andrea Cooperberg (Pedagogical Support and Innovation Specialist) received the SALTISE (Supporting Active Learning & Technological Innovation in Studies of Education) 2021 Best Practices & Pedagogical Innovators Award in the Educational Designers (individual) category. She was a key part of our team to equip the College with the techno-pedagogical know-how to face the pandemic.

Terry Donald (Theatre) received an AQPC (*Association québécoise de pédagogie collégiale*) honourable mention.

Graduation

Graduate Certificate in College Teaching

Pamela Conner (Business Management), *Michelle Douglas* (Nursing), *Catherine McConnell* (Dental Hygiene), *Valérie Bherer* (English, Continuing Education), *Marianne Côté-Jacques* (Human Resources)

Research and Innovation Grants

CICan (Colleges and Institutes Canada)

Young Africa Works-Kenya: *Youth Employability Through TVET* (Technical and Vocational Education and Training) project is a partnership between Colleges and Institutes Canada (CICan), the Mastercard Foundation, the Kenyan Ministry of Education and the private sector.

John Abbott College is a partner with *Cégep Saint-Jean-sur-Richelieu*, and *Collège Communautaire du Nouveau-Brunswick* on a successful application to the *Thematic Partnership on Applied Research*.

FRQSC (Fonds de recherche du Québec – Société et culture)

Dégagement d'enseignement pour la recherche au collégial

Julie Caouette, (Psychology) was part of a project entitled *Identité et dysfonction sociale: défis et résilience*. This grant is linked to a McGill team grant.

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*)

Ute Beffert and *Jane Pearsall*, (Nursing) were the leads for a project entitled *Modification du ratio clinique/simulation: L'impact sur la réussite, la charge cognitive et le bien-être mental des étudiants en soins infirmiers du Québec*.

SALTISE

Mini-grant

Murray Bronet, (Chemistry), *Michael Dugdale*, (Physics), and *Petra Turkewitsch*, Cégep de la Gaspésie received a mini-grant for a project entitled *Maintenance and Stability Funding for Oclare*.

Tri-Agency Institutional Programs Secretariat

Research Support Fund

John Abbott was awarded \$14,750 to support indirect research related costs.

Total new funding received at John Abbott College in research and innovation grants \$1,191,469.

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 2020-2021. There were seventy-five recipients. The total value awarded was \$61,700.

- Academic Excellence
- Academic Excellence in Nursing
- Aditya Youth Fund
- Alumnae Association Royal Victoria Hospital School for Nurses
- Amy Williams MLWUC University
- Andrew Stachrowski Memorial Scholarship
- Angela Wilson Memorial Scholarship
- Anna Whitton Memorial Bursary
- 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
- Cohen Excellence in Care Award
- Craig Lagendyke Football Scholarships
- Dale Sheehan Bursary
- David Burt Memorial Scholarship
- Desjardins Scholarships
- Dr. Natalie Shaffer Academic Excellence Award
- Emeka Ngadi Memorial Physics Scholarship
- Fakhri Monazami Razavynia Memorial Scholarship
- 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
- John Abbott College Administrative Support Personnel Association (JACASPA) Bursary
- John Abbott College Faculty Association (JACFA) Scholarships
- John Abbott College Management Association (JACMA) Mentorship Bursary
- John Abbott College Professional Association (JACPA) Bursaries
- Kirk MacGeachy Memorial Bursary
- Kiwanis Club of Lakeshore Montréal Bursary
- Lakeshore Association of Artists Mentorship Program
- 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
- Sylvain Duguay Memorial Scholarship
- Tammy Chen Educational Scholarship



Jonathan Sztainberg, Sylvain Duguay Memorial Scholarship recipient

About our Students

Enrolment in the Day Division

Student Population Analysis – Fall 2020

Pre-university programs	1 st year	2 nd year	3 rd year	Total
Accueil/Pathways	156			156
Arts & Sciences	39	39		78
Arts, Literature & Communication	291	295		586
Liberal Arts	24	23		47
Science	556	760		1316
Science and Social Science (Double DEC)	37	28	23	88
Social Science	1119	1595		2714
Visual Arts	42	38		80
Sub-total	2264	2778	23	5065

Career programs	1 st year	2 nd year	3 rd year	Total
Biopharmaceutical Production Technology	32	26	24	82
Business Management	74	55	69	198
Computer Science Technology	58	54	45	157
Dental Hygiene	35	42	27	104
Engineering Technologies	40	27	24	91
Graphic & Web Design	47	41	44	132
Information and Library Technologies	23	22	15	60
Nursing	87	82	59	228
Police Technology	95	66	75	236
Pre-Hospital Emergency Care/Paramedic Care	38	40	29	107
Professional Theatre – Acting	12	17	17	46
Professional Theatre – Design		5	8	13
Professional Theatre – Design & Technical	17			17
Professional Theatre – Technical		11	12	23
Youth and Adult Correctional Intervention Technology	39	39	37	115
Sub-total	597	527	485	1609

GRAND TOTAL	2861	3305	508	6674
--------------------	-------------	-------------	------------	-------------

DECs Granted

(Diplômes d'études collégiales)

Pre-university programs	Total
Arts & Sciences	22
Arts, Literature & Communication/ Creative Arts, Literature, and Languages	129
Liberal Arts	9
Science	535
Social Science	804
Visual Arts	17
Total (Pre-U)	1516

Career programs	Total
Biopharmaceutical Production Technology	19
Business Management	63
Computer Science Technology	39
Dental Hygiene	23
Engineering Technologies	14
Graphic & Web Design	34
Information and Library Technologies	17
Nursing (Day and Continuing Education)	85
Pre-Hospital Emergency Care	25
Police Technology	62
Professional Theatre	36
Youth and Adult Correctional Intervention	33
Total (Career)	450

DEC Sans Mention (Day and Continuing Education)	55
--	-----------

GRAND TOTAL	2021
--------------------	-------------



Enrolment in Continuing Education

	Winter 2021	Fall 2020	Summer 2020
College Integration program	19	59	
Nunavut Sivuniksavut program	12	13	
Full-time DEC	62	66	1
Part-time DEC (1-3 courses)	164	176	71
Full-time AEC	431	324	65
Part-time AEC	56	53	21
Intensive Nursing	52	52	60
Accueil and Transition (<i>Mise à Niveau</i>) PT	6	3	3
Tremplin DEC - Academic Standing - PT	6	14	
University prerequisites	8	2	6
Hors-programme	2	10	1
RAC activities	48	15	11
Career development	29	2	
Certificate program (CRB)			
Community & Interest courses	2	31	2
Basic Life Support CPR & First Aid	34	94	66
OIIQ preparatory workshops		8	
Specialized IT courses Emploi-Québec	269	351	
International programs (Switzerland, Mexico & Belize, Kobe & Agency)			
Summer school			945

AECs Granted

(*Attestations d'études collégiales*)

Program	AECs Granted
CWA.0D Refresher Registered Nursing	2
CWA.0K Nursing for Internationally Trained Nurses	117
EEC.1Y Residential Real Estate Brokerage	32
LCA.84 Finance	5
LCA.AB Computerized Financial Management	5
LCE.0Z Publication and Web Design	42
LEA.80 Network Administration	16
LEA.BN Internet Programming and Development	46
Total	265

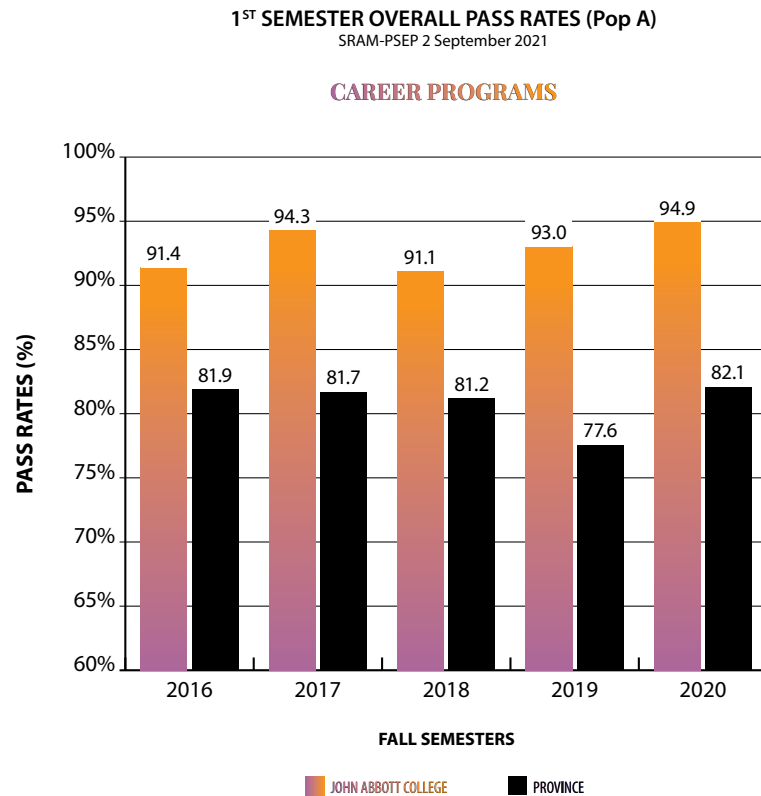
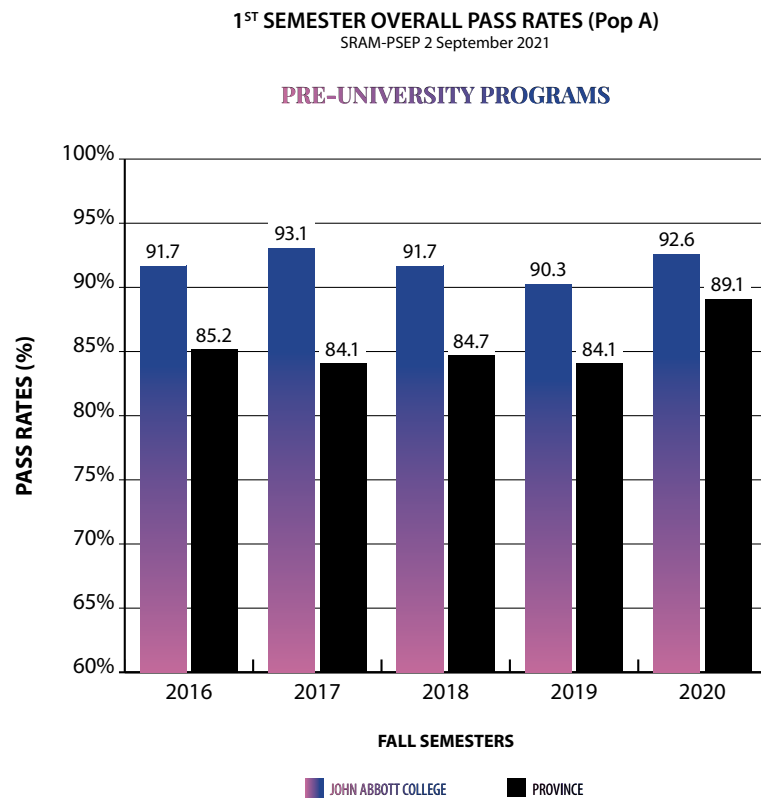


FIRST-SEMESTER OVERALL PASS RATES

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.

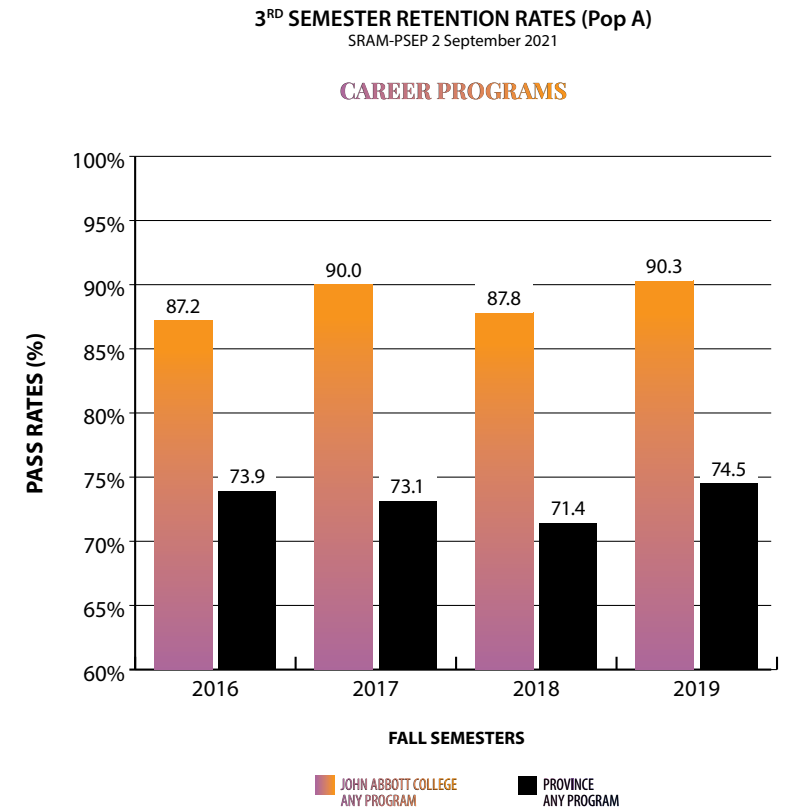
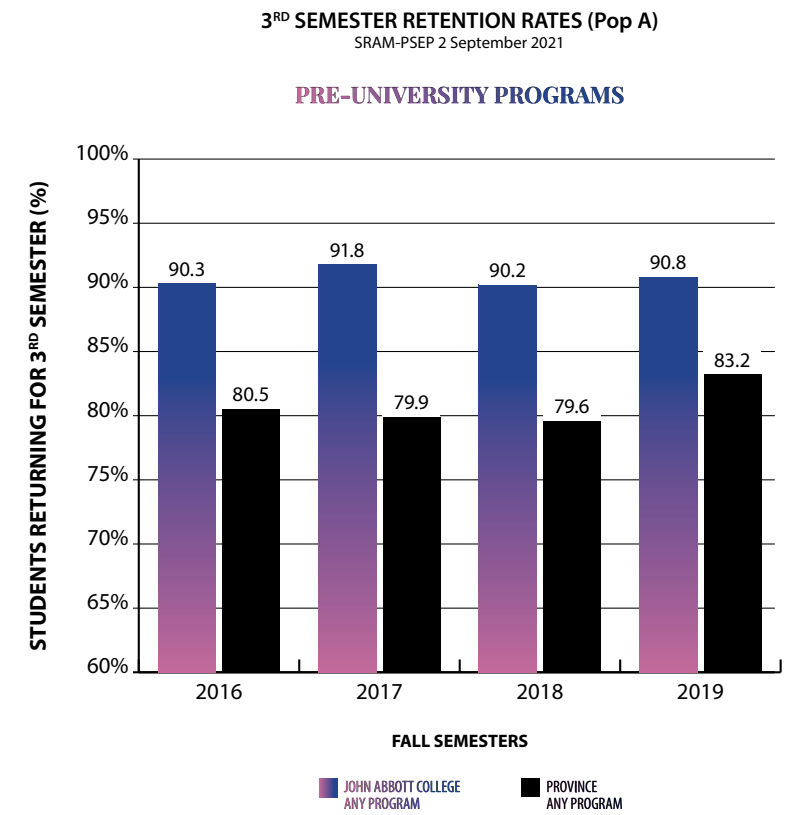


THIRD-SEMESTER RETENTION RATES

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

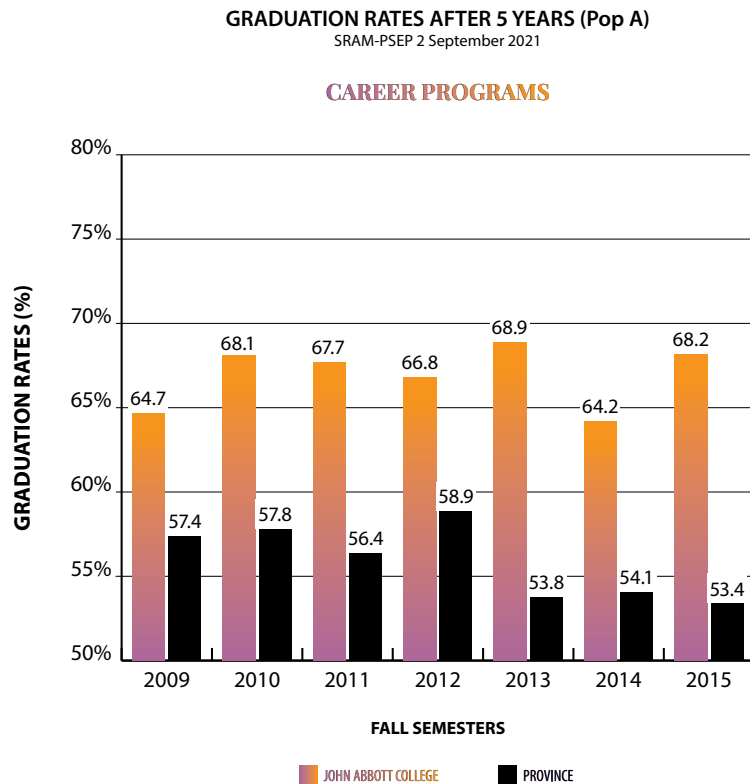
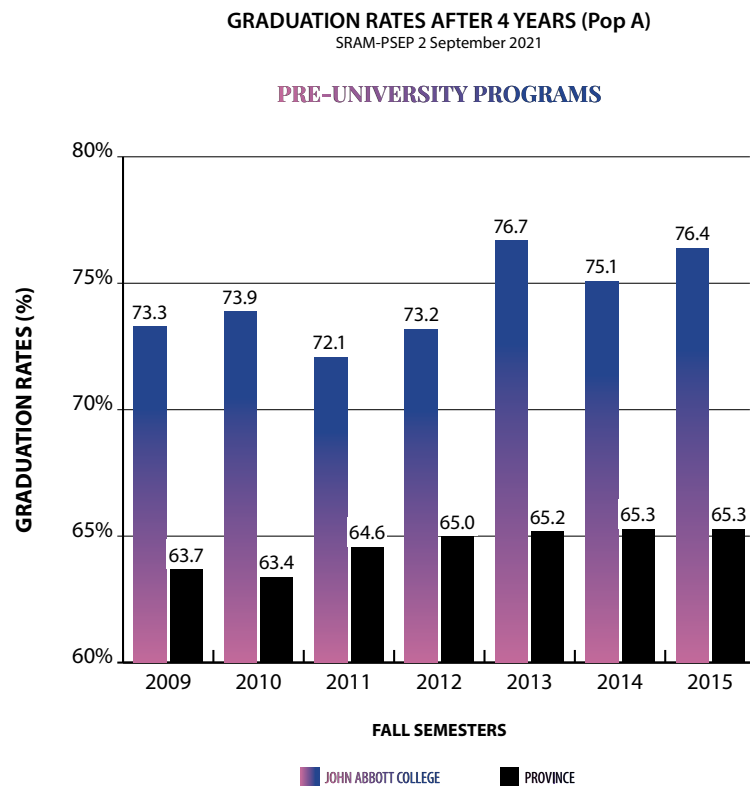
HIGHLIGHTS

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.



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, 2020 and March 31, 2021

	Quantity	Value
Service contracts with a natural person	2	\$74,089
Service contracts with a contractor other than a natural person	27	\$3,512,755
Total Service Contracts	29	\$3,586,844

Workforce Management and Control: In reference to article 38 of the Law, the staffing level for the period between April 1, 2020 to March 31, 2021 is inferior to that of the reference period from January 1 to December 31, 2014. The number of hours remunerated and worked decreased due to an increase in external grants and in special allocations (S119 and S120).

Total hours paid	1 208 082.31
Target established by the <i>Conseil du trésor</i>	1 264 022.16
Number of hours is below the target	55 939.85

Employee breakdown

Category	Number of employees (FTE)	Hours paid
Management	40.345	73 542
Professionals	40.1391	73 165.95
Faculty	513.2965	808 358.68
Administrative support	126.6341	230 855.8
Service and maintenance staff	10.98	22 159.88
Total	731.3947	1 208 082.31

Source: Geremi, 2020-10-28, MCJ

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

No activities were reported for 2020-2021. The allocated amount of \$378,100 will be carried over to 2021-2022.

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

No activities were reported for 2020-2021. The allocated amount of \$100,000 will be carried over to 2021-2022.

Annex E-104 Amounts granted for teachers' professional development

No activities were reported for 2020-2021. A total amount of \$105,200 will be carried over to 2021-2022.

Disclosure of wrongdoing

The Designated Officer has not received any disclosures of wrongdoing during the 2020-2021 fiscal year.

Stratégie d'intervention pour prévenir et contrer les violences à caractère sexuel en enseignement supérieur

Type de ressources	Interne
Nombre de personnes engagées (ETC)	1
Fonction	Psychologue - responsable du développement de notre centre de lutte contre les violences sexuelles (SART)
Précisions	Salaire d'un psychologue affecté au développement et à la promotion interne d'activités
<hr/>	
Type de service	Awareness
Coûts	5,000 \$
Détails	Présentations et ateliers données par J.R. Larose (Sexual Violence Prevention) et Bailey Reid aux étudiants et employés
Total des montants dépensés	\$87,000
<hr/>	
Total de types de services	2

FINANCIAL REPORTING as at June 30, 2021

Operational Fund

John Abbott College

	2021	2020
	\$	\$
Revenues		
Day Division	\$69 245 902	\$65 553 988
Continuing Education ¹	\$6 394 406	\$7 424 692
Ancillary Services	\$3 090 219	\$5 493 035
Total	\$78 730 527	\$78 471 715
Expenses		
Salaries and Fringe Benefits – Teachers ²	\$47 198 141	\$46 835 536
Salaries and Fringe Benefits – Non-Teaching Personnel ²	\$16 702 152	\$16 041 579
Other Expenses	\$10 901 252	\$12 004 610
Total	\$74 801 545	\$74 881 725
<i>Surplus</i>	\$3 928 982	\$3 589 990
Analysis of Surplus		
Opening Surplus	\$7 576 686	\$7 788 234
Surplus of the year	\$3 928 982	\$3 589 990
Transfer to Fixed Assets		
Reimbursement of Borrowing (Autofinance)		
Fixed Assets Acquisitions	(\$2 008 826)	(\$3 801 514)
Others		
Total	\$1 920 156	(\$211 551)
<i>Closing Surplus</i>	\$9 496 842	\$7 576 686
<i>Appropriated Surplus³</i>	\$7 996 842	\$6 076 686
<i>Unappropriated Surplus³</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).

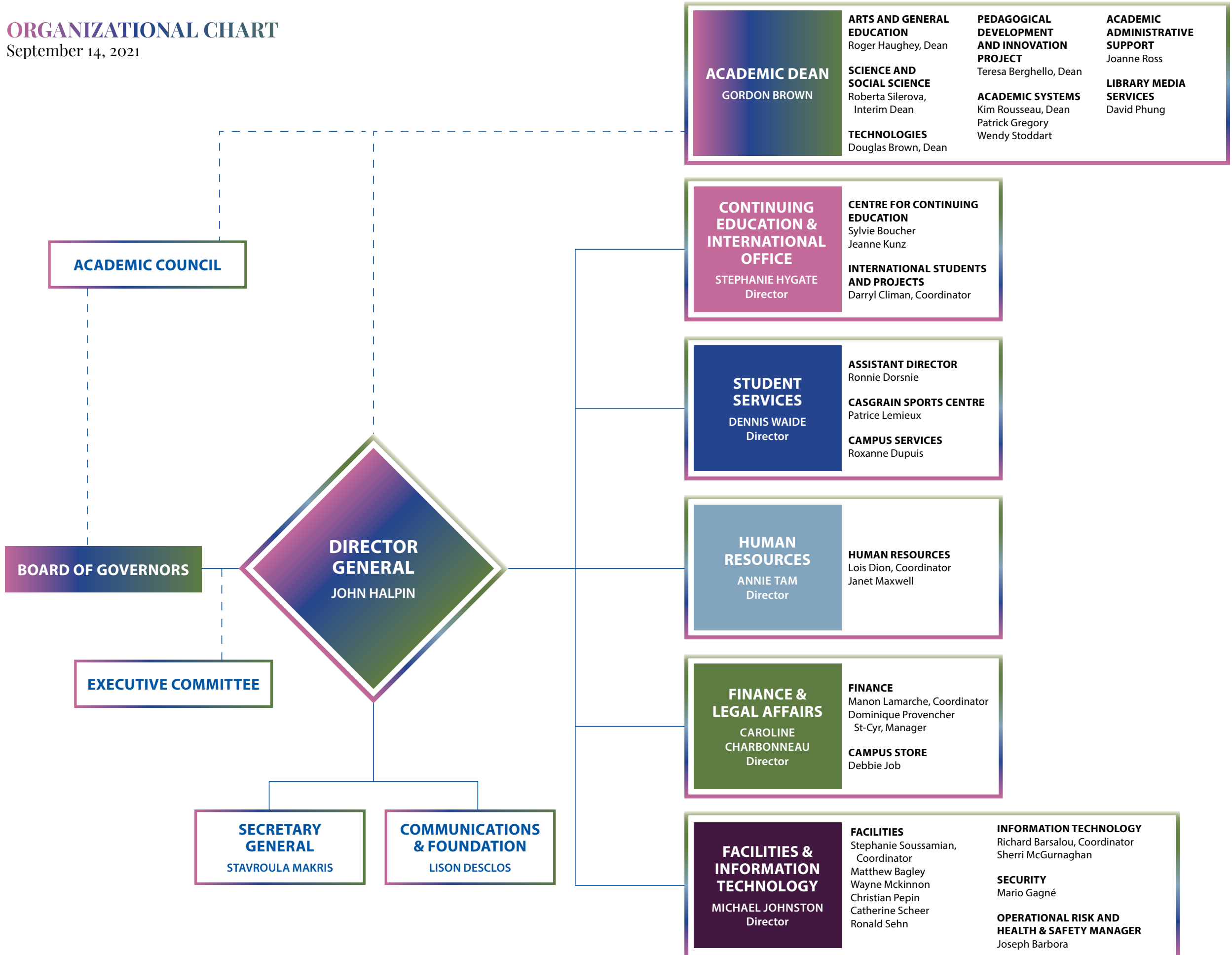
¹ Continuing Education includes summer courses.

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

³ These amounts are presented on lines 36 and 38 of the 2020-2021 Annual Financial Report (FRA).

ORGANIZATIONAL CHART

September 14, 2021





Lakeside View / Global Vision

Publication: Communications Office
Production: John Abbott College Press, Sainte-Anne-de-Bellevue (Québec)
Dépôt légal: Bibliothèque nationale du Québec
November 2021