


ANNUAL REPORT 2022 2023



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 2022-2023.....	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

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.....	27
Employee Breakdown.....	27
Intervention Strategy for Preventing and Controlling Sexual Violence in Higher Education.....	27
Disclosure of Wrongdoing.....	27

Annex R-105.....	28
Annex E-104.....	30
Annex A-112.....	34
Financial Reporting.....	37
Organizational Chart.....	38

Minister Pascale Déry
Minister of Higher Education
Government of Québec

Minister Déry,

On behalf of the Board of Governors and the entire John Abbott College (JAC) community, we are pleased to provide you with the Annual Report for the 2022-2023 academic year.

When we planned our activities for the year, there were many unknowns regarding the implications of Bill 96, and there still are, however the dedication and hard work of our entire College community allowed us to again have a very successful year. Here are some key accomplishments.

- We are very proud of the work done by our academic team, our program committees, and in our language departments, to create dual program grids and allow the integration of the three courses required by Bill 96 for students writing the French Exit Exam (*Épreuve uniforme de français*). After two (2) years of managing a pandemic, the timing of these required changes is truly unfortunate, nonetheless our team successfully completed this colossal amount of work.
- 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 system. We are also becoming a benchmark in the support of student mental health.
- Our rigorous fiscal management allowed us to complete many key renovation projects and to secure funds for future projects. This is essential for us to continue to improve the learning and work environment of our beautiful aging facilities.
- We also worked very hard with your ministry to find a viable path to launch our long-awaited college expansion project (often referred to as the renovation of McGill University's Brittain Hall). Unfortunately, due to the fact that the decision-making process took many years and the pandemic doubled the infrastructure costs, we are now seeking an additional 38M\$ to compliment the \$32.5M\$ that your government approved in its March 2022 budget. We truly hope that in 2023-2024 we can jointly find a viable solution to give our students the additional 8000m² that they deserve.

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

- We held detailed exchanges to support and help the College to find new and innovative ways to enhance employee attraction and retention to help mitigate the risks of the labour market shortage.
- The Board also contributed to the refinement of its Strategic Plan Dashboard to help the College and the members of the Board to monitor progress on the orientations of the Strategic Plan 2020-2025.

The John Abbott College family continues to remain focused on contributing to student success and we hope to work collaboratively with you, and your ministry, to ensure that the next phase of program revisions due to the revised French Language Law (Bill 96) do not compromise our continued ability to do great things for our students.

Respectfully,



Stéphane Sélim

Stéphane Sélim
Chair of the Board of Governors
Chair for the 2023-2024 Academic Year



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
Teresa Berghello – Academic Dean

Socio Economic

Fatima-Azzahra Lahrizi, Patrick Murphy-Lavallée

University-level Teaching Institutions

Elham Emami

School Board

Joanne E. Malowany

Labour Market

Reine Bohbot

Business Community

Pascale Alpha, Stéphane Sélim VICE-CHAIR

Parents

Mehreen Beig Mirza, Patrick Pressoir

Alumni

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

Students

Pre-University Studies – Daniel Magee
Technical Studies – Yutong (Jia) Hu

Faculty

Maria Mastorakos

Non-Teaching Professional

Anthony Haddad

Support Personnel

Amanda Tweedie

Secretary General

Stavroula Makris

Recording Secretary

Daniela Cervetti

Academic Council

President

Teresa Berghello

Chair

Susanne Black

Vice-Chair

Maria Mastorakos

Academic Administrators

Mariella Castellana, Tracey McKee, Roberta Šilerová

Employees Representing the Teachers

Suzanne Black, Jeffery Brown, Geoff Cook, Philip Cooper, Evgeni Kiri, Maria Mastorakos, Martin Poirier, Abe Sosnowicz, Michèle Trépanier, Azra Rashid, Jessica Vandervort, Caroline Viger, Tom Young

One Employee Representing the Non-Teaching Professionals

Audrey Greenberg

One Employee Representing the Support Personnel

Marc Cousineau

Students and Replacement

Gracie Diabo, Harin Gu, Dara Kiley, Arabell Lafond, Daniel Magee, Leonidas Mitropoulos, Nihari Senaratne

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 2022-2023, 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 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 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

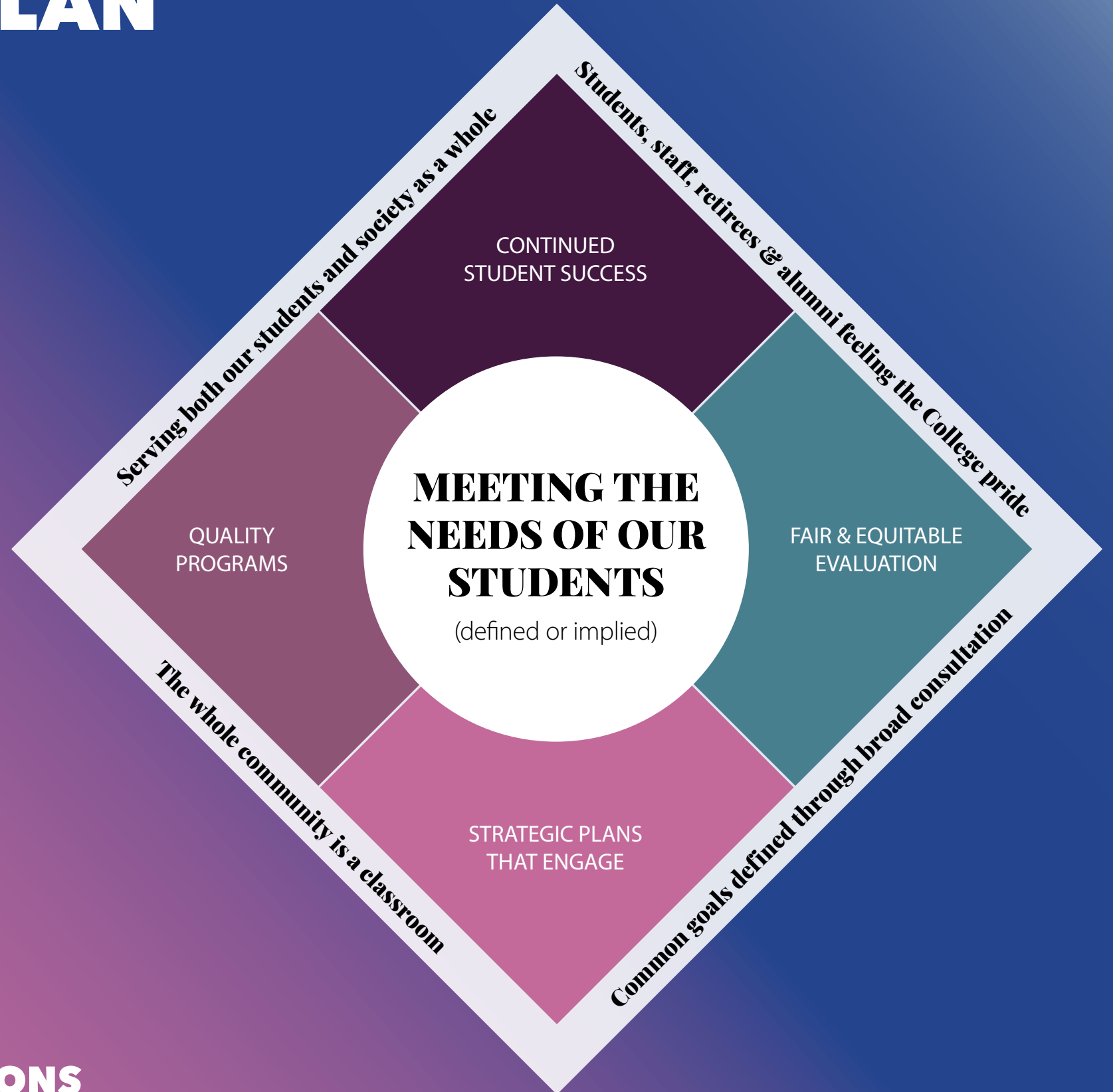
- The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in this Policy and report the results of the investigation into the matter.
- The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee 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 (30) 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 2022-2023

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 2022-2023 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.

- Offered employee lunchtime fitness activities indoors and outdoors;
- Planned wellness sessions for “slump” months including information sessions;
- Launched the first post-covid Wellness Week. Attendance was slightly lower than in the past but strong just the same;
- Analyzed wellness survey data and defined action plan;
- Launched peer-support program that includes an “online assist”;
- Drafted the Student Mental Health Policy;
- Completed presentation of preliminary Canadian Campus Well-being Survey (CCWS) results;
- Implemented the National Standard for Post-Secondary Mental Health and Well-Being (Mental Health Commission of Canada) action plan for students and staff;
- Designed and implemented sensitivity training program for respondents;
- Increased opportunities for staff, faculty, student leaders to receive mental health and suicide prevention training to better respond to students with mental health concerns.

Metric or Key Deliverables

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

2025 Target: 75%

End of year result: 60%

2 Loving to Learn

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

- Used holistic training delivery structures which enabled students to enter the labour market with confidence and a sense of well-being;
- Documented reports of improved confidence in preparation for internships/labour market as well as study/life balance;
- Incorporated 4-week session for RISE (Resilience, Inclusion, Skill building Engagement program) in Pathways and Arts & Science;
- Doubled the number of peer supporters from Winter 2022.

Metric or Key Deliverables

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

2025 Target: 20%

End of year result: 15%

- Number of students in sports and clubs

2025 Target: 1000

End of year result: 1367

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.

- Visited multiple “benchmark” institutions to help define vision for the College expansion;
- Definition of vision and consultation has begun;
- Studied the shortage of space to precisely define the action plan and cost assessment;
- Ongoing work with MES and other potential funding sources for the next phase of College expansion;

- Approval received from MES for interim solution plan;
- Changes made to further improve student experience, introduced JAC BYOD (bring your own device) WiFi;
- Enabled all users for MFA (multi-factor authentication), Office 365 and Omnivox.

Metric or Key Deliverables

- Continuing Education and International program enrolment (Fall semester)

2025 Target: 900

End of year result: 625

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

2025 Target: 68%

End of year result: 48%

4 Preparing for Tomorrow

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

- Successfully launched programs that were revised and set to begin in fall 2023;
- Continued work on program assessments and revisions with implementation set for fall 2024 and winter 2025;
- Established a plan for the next quality assurance evaluation cycle by the *Commission d'évaluation de l'enseignement collégial* (CEEC);
- Participated in larger network (réseau) meetings to further refine data mining and student success;
- Created an AEC program in Artificial Intelligence in response to the needs of the labour market;
- Developed advanced therapies training as a certification in response to labour market needs for technicians in Bioscience production facilities;
- Deployed advanced therapies professional training to several cohorts, the 1st of which has graduated;
- Established a development team to carry out *étude de pertinence* for Bioscience to develop an AEC program.

Metric or Key Deliverables

- Number of total applicants for Day Division and Continuing Education

2025 Target: 6802

End of year result: 6258

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

2025 Target: 85%

End of year result: 84%

- % of accepted university applicants

2025 Target: 95%

End of year result: 93%

5 Creating Together

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

- Updated risk management for outbound student mobility projects;
- Consulted and set up collaborative initiatives between local and international students in Milan and Rome and broader global student participation;
- Implemented new measures for 1st year students on probation to help in developing improved student success rate.

Metric or Key Deliverables

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

2025 Target: 75%

End of year result: 77%



6 Contribuer chez nous et au-delà

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

- Implemented regular communications to keep stakeholders informed of developments, regarding Bill 96 in particular;
- Organized sessions for dialogue to foster opportunities for exchange and to respond to questions and concerns;
- Continued work with Anglo college partners to respond to the changes in a timely and effective way;
- Developed a communication strategy for the public-facing departments specific to the changes in the *Charte de la langue française*;
- Continued the translation of College websites;
- Designated a resource to the translation dossier;
- Participated on two Ministry working committees to clarify Continuing Education-specific practices relating to Bill 96;
- Established a clear understanding of the impact of Bill 96 on JAC programs and employees;

- Appointment of JAC leadership to multiple MES committees;
- Modified all program grids to implement EUF (*Épreuve uniforme de français*) preparation courses;
- Completed manager development program.

Metric or Key Deliverables

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

2025 Target: 90%

End of year result: 89%

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

2025 Target: 35%

End of year result: 50%

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

2025 Target: 20

End of year result: 33%

Institutional Excellence

7 Growing Careers

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

- Prepared the documentation for "Grow your career", a development program. The objective is to have a clear succession plan thanks to internal career development opportunities;
- Offered French and Co-Development training.

Metric or Key Deliverables

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

2025 Target: 85%

End of year result: 70%

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.

- Initiated a recruiting strategy to systematically include an Indigenous job board in all College job postings;
- Created opportunities for participation on college committees where academic leadership shared academic considerations;
- Exciting development of relationships with internal and external community members by Dean of Indigenous Education;
- Employing affirmative action in the area of Indigenous recruiting; the CDPDJ (*Commission des droits de la personne et des droits de la jeunesse*) was consulted in the preparation of a first-ever job posting clearly seeking an Indigenous candidate;
- Revised mandate for EDI (Inclusion, Diversity, Equity and Accessibility (IDEA)) committee;
- Relunched the IDEA Committee, meeting regularly;

- Developing training plan alongside consultant that was hired;
- Further developed & promoted the 'Voices & Social Justice committee' programs to help improve systemic racism;
- Created a critical path for IDEA training for Student Services staff (2-year training) and a tracking system.

Metric or Key Deliverables

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

2025 Target: 15

End of year result: 37

9 JAC be Nimble

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

- Updated the telework policy to further adapt to the current reality and further increase work/life balance;
- Hold regular information sessions for employees with both the Director General & Academic Dean as well as having skip level meetings;
- Negotiated successfully with McGill University, MacDonald Campus to offer greater access to gym facilities for all JAC employees;
- Opened a renovated Employee Lounge;
- Inaugurated a weekly coffee and juice morning drop-in to encourage social interaction/networking;
- Subsidized STM/REM passes;
- Progressing on recommendation made by the *Commission d'évaluation de l'enseignement collégial* (CEEC);
- Continue documenting and updating Standard Operating Procedures;
- Streamlined ad-hoc data requests further supporting evidence-based decision making;
- Elaborated a digital marketing plan with new social media employee for Continuing Education;
- Implementation of tools to improve labour market readiness of students in the Integration Program for Internationally Trained Nurses, (improved performance at workplace reported by employers);

- Collaborated with Internationally Educated Nurses Consortium to set up a new centralized student selection process to reduce waitlists;
- Updated the following policies: 4, 10, 15, 21 and 24;
- Revised and launched reclassification process.

Metric or Key Deliverables

- Number of programs that have completed a revision or assessment

2025 Target: 12

End of year result: 14

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

2025 Target: 95%

End of year result: 81%

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.

- Continued progress on action plan;
- Completed Climate Action Plan for the College and circulated to the College community;
- Received multiple awards related to its Sustainability initiatives;
- Developed special projects with Academics & Facilities Management Services on new initiatives to further improve sustainability on campus;
- Completed the reporting assurance process for the College's STARS submission. The submission was sent to AASHE (Association for the Advancement of Sustainability in Higher Education), where it was given a Silver rating;
- Obtained certification from *Espace pour la vie* for WWF pollinator garden.

Metric or Key Deliverables

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

2025 Target: Silver Standard

End of year result: Silver Standard



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 2022-2023.

Students

Governor General's Academic Medal

Awarded to the graduating student with the highest overall academic average: [Sabrina Du](#) (Honours 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: [Tina Aghdam](#) (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: [Nihari Aishani Senaratne](#) (Arts & Sciences), [Gracie Diabo](#) (Double DEC: Science & Social Science program), [Yutong \(Jia\) Hu](#) (Nursing) and [Sabrina Du](#) (Honours Science)

Desjardins – Green Innovation Challenge

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

1st place: [Yana Parkhimovich](#) (Social Science Honours) and [Cam Dorvilier-Schell](#) (Science). The M&M project is a student-led initiative that uses agro-industrial waste (specifically coffee grounds) in order to grow edible fungi.

2nd place: Project “Fungicycle”: [Eric Nyhus](#) (Social Science Commerce) and [Olivier Thomas](#) (Business Management). The idea was to replace plastic and cardboard food containers with mycelium as packaging and containers.

3rd place: [Joan-Micah R. Borja](#) (Nursing) and [Priyesh Patel](#) (Science). The RainBeau’s goal was to implement a sustainable water collection system which aims to reduce the use of tap water for watering plants in the John Abbott community, along with its surrounding areas.

Loren Scholar Award

[Gracie Diabo](#) (Double DEC: Science & Social Science program). Gracie was selected for the Loran Award from nearly 4,800 applicants who demonstrated their drive to step up in the face of challenges and make positive change in their communities nation-wide.

Force Avenir “Coup de Coeur” Award

“The Sprout House”, made up of [Yutong \(Jia\) Hu](#) (Nursing), [Julia Morzycki](#) (Honours Science), and [Sofia McVetty](#) (Honours Science) brought home the trophy in the Environment category at the Forces AVENIR gala.

Schulich Leader Scholarship

[Kevin He](#), a soon-to-be graduate of the Arts & Science program at John Abbott College, was selected to receive a \$120,000 Schulich Leader Scholarship to study in Science, Technology, Engineering and Math (STEM) at McGill University.

[Nicholas Cross](#) (Paramedic Care), is a Mohawk judoka from Kahnawake, a former national champion, a national medalist, and a Canada Games medalist. Some of his accomplishments include:

Wrestling: (Bronze medal) Junior Greco-Roman Wrestling National Championship 2023
(Bronze medal) Canada Summer Games Niagara 2022

Judo: (Bronze medal) U18 O90kg Elite 8 National Championship 2019
(Gold medal) U21 +100kg Canadian Open Judo National Championship

Athletic Awards

Outstanding performance by a female athlete: [Émilie Lussier](#) (Social Science) – Hockey
Outstanding performance by a male athlete: [Jordan Lessard](#) (Social Science) – 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 [Louis Prince](#) (Science) – Football.

Staff

In a regular year, employees who have reached a milestone in their career are celebrated for their years of service or their retirement. The traditional in-person event, suspended due to the pandemic, was back once again in the Casgrain Gymnasium that was transformed for the *Annual Employee Recognition Gala*. The large group of celebrants were from 2019-2020 to 2022-2023, with a very special recognition for those celebrating 50 years at the College.

15 years

[Michael Foy](#) (Psychology), [Sasan Ghinani](#) (Physical Education), [Michal Goren](#) (Chemistry), [Nathalie Hallé](#) (Legal Affairs), [Anila Hasko](#) (Dental Hygiene), [Stephanie Hygate](#) (Continuing Education), [James Kane](#) (Business Administration), [Anne-Marie Lafond](#) (Financial Assistance), [Avery Larose](#) (Humanities/Philosophy/Religion), [Daniel Lavoie](#) (Facilities Management Services), [André Leblanc](#) (History), [Jason Lucier](#) (Mathematics), [Yael Margalit](#) (English), [Ryan Jeffrey Maydan](#) (English), [Tracey McKee](#) (Academic Administration), [Jean-Marc Michaud](#) (Police Technology), [Mary Milburn](#) (Academic Administration), [Darren Millar](#) (English), [Monika Napier](#) (Visual Arts), [Maria Popica](#) (French), [Marek Pukteris](#) (Library Media Services), [John Roberts](#) (Physical Education), [Claire Elizabeth Russell](#) (English), [Alexandre Savoyan](#) (Police Technology), [Catherine Scheer](#) (Facilities Management Services), [Isabelle Ste-Marie](#) (French), [Nelly Stipdonk](#) (Paramedic Care), [Tatjana Struna](#) (Nursing), [Axel Traa](#) (Information Technology Services), [Bruce Tracy](#) (Physics), [Mikhail Zimmerman](#) (Physical Education)



25 years

[Marie-Claude Barrette](#) (French), [William Boshuck](#) (Mathematics), [Daniel Gatien](#) (Mathematics), [Patricia Laforce](#) (Dental Hygiene), [Julie Podmore](#) (Geosciences), [Sharon Rutherford](#) (Biology), [Tracie Seales](#) (Printing Services), [Fiona Tomaszewski](#) (History), [Dennis Waide](#) (Student Services), [Anna Woodrow](#) (Humanities), [Beth Acton](#) (Biology), [David Austin](#) (Humanities/Philosophy/Religion), [Mark Beers](#) (English), [Jacques Bernatchez](#) (Printing Services), [Lisa Boyle](#) (College Development Office), [Kristy Campbell](#) (English), [Giulia Chiappetta](#) (Mathematics), [Debra Coveduck](#) (Nursing), [Brandon Carl Daniel-Hughes](#) (Humanities/Philosophy/Religion), [Sheila Fedrock](#) (Purchasing), [Joel Fitleberg](#) (Physical Education), [Raymond Fourneaux](#) (Information Technology Services)

Special Recognition 50 years

[Peter Bender](#) (Psychology), [Frank Lo Vasco](#) (Mathematics), [O'Carroll Seales](#) (Printing Services), [Bertram Somers](#) (Economics), [Alan Weiss](#) (Humanities)

Retirees

[Remi Cardinal](#) (Business Administration), [Debra Coveduck](#) (Nursing), [Scott Darragh](#) (Police Technology), [Hortense Dawkins](#) (Nursing), [Lison Desclos](#) (Communications), [Harold Hoefle](#) (English), [Vandra Holder](#) (Nursing), [Paula Holland](#) (Library Media Services), [Deborah Job](#) (Campus Store), [Katherine Koluzs](#) (Campus Store), [Susanne Olligschlager](#) (Visual Arts), [Amilia Peskir](#) (Dental Hygiene), [Adriana Petruian](#) (Biopharmaceutical Production Technology), [June Riley](#) (Economics), [Isidro Rojas](#) (Spanish), [Sharon Rutherford](#) (Biology), [Ronald Sehn](#) (Facilities Management Services), [Janet Steinman](#) (Nursing), [Faye Trecartin](#) (English), [Francine Trudeau](#) (Dental Hygiene)

Distinction, Awards and Accomplishments

David Bourgeois (English) released his first novel entitled *Full Fadom Five*

Kirsty Campbell (English) has released *Coming Home*, a folk album of original songs for voice and piano, on Spotify and other streaming platforms. Campbell sings on the album and is accompanied by pianist Ian Baird, a major player in Montreal's musical theatre scene.

Mark Mcquire (Humanities/Philosophy/Religion) and *Alain Chevalier* launched a book entitled "*Géants aux pieds d'argile*".

Sunil Rangulam (Sports and Recreation) took his volleyball experience across Québec to train coaches and grow the game of volleyball in Indigenous communities. Sunil was chosen for the outreach program due to his 15+ years of experience coaching volleyball and for being the only English-speaking instructor in Québec with the "Learning Facilitator" certification for volleyball.

Rémi Cardinal (Business Administration) was nominated for the 2023 AQPC Honourable Mention award.

Pedagogical Innovation

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

The team of *Meghriq Terzian*, *Helen Katalifos*, *Sandra Bultena* (Computer Science) and *Ann-Louise Davidson* (Concordia University) were awarded \$80,000 over 2 years for their project entitled "Guidelines to create an inclusive classroom for neurodiverse learners".

Ministre de l'Enseignement supérieur

Debbie Lunny (Humanities, Philosophy and Religion), was awarded \$50,000 for her project entitled "Springboard to Success: Skills Upgrading in the Context of Cultural Safety: Phase 2".

Ministre de l'Enseignement supérieur, Entente Canada-Québec 2022-2023

Valerie Bherer (English), *Candis Steenbergen*, (Humanities, Philosophy and Religion), and *Murray Bronet*, (Chemistry), as well as co-applicants *Anne-Marie Lafortune* (Cégep de la Gaspésie et des Îles) and *Dianne Bateman* (Champlain College) have been awarded \$183,100 to conduct a qualitative study of blended learning (BL) at the CEGEP level and to use the findings to produce a series of resources to optimize teaching and learning in this modality.

Andrew Plimer (Physical Education) is part of a successful ECQ project entitled "*Réseau Biodiversité au campus: La randonnée-nature comme outil pédagogique* (Campus Biodiversity Network: Nature Walk as Pedagogical Tool). This grant is held and administered by Vanier College. He has been awarded \$14,475.85.

Tania Peres (Chemistry) and *Jason Lapointe* (Biology) were part of a Vanier College led project entitled « *Apprenons en jouant : Améliorer l'apprentissage, la motivation, et la persévérance des étudiants au collégial avec des jeux vidéo éducatifs en STIM* ». They were awarded \$54,500.

Ministre de l'Enseignement supérieur, Projets novateurs 2022-2023

Liliya Nikolova and *Hana Chammas* (Engineering Technologies), were awarded \$10,000 from the program « *Projets novateurs* » for their « *Projet pilote de mentorat "Grandes-Sœurs" et collecte de données sur l'admission et la graduation de filles au programme Techniques de génie physique* ». John Abbott College agreed to match awarded funds; the total financial support available for this project is \$20,000.

Ministère de la Langue française, Programme de promotion et de valorisation de la langue française 2022-2023

Maria Popica (Français), co-applicant on a successful grant that was submitted by « *Fondation du Théâtre du Nouveau Monde* »! The project is entitled « *Plonger dans la mémoire de Robert LePage* ». Maria was awarded \$13,625.

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), iHub Program

Laura Ricotta (Business Administration), was awarded \$65,335 for the project entitled "Betterment of the program". Laura was also awarded \$6,660 for her project entitled "Entrepreneurial Wil Project".

Belinda Gare and *Eric Girouard* (Graphic and Web Design), were awarded \$44,540 for their project "Support for Work Placements for 2023 Graphic & Web Design students (on site and hybrid remote)".

Helen Katalifos (Computer Science) was awarded \$63,000 for her project entitled "Computer Science technology work internships - maximizing learning, benefits, and access".

Louise Castonguay and *François Chenier* (Criminology Intervention) were awarded \$53,000 for their project entitled "Learning and growing together in Field Placement".

The Tri-agency Institutional Programs Secretariat

John Abbott College was awarded \$5,765 from the Research Support Fund to support the indirect costs of research.

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 2022-2023. There were 129 recipients. The total value awarded was \$87,285.

- Academic Excellence
- Academic Excellence in Nursing
- Aditya Youth Trust Fund Award
- Alumnae Association of the Royal Victoria School for Nurses Scholarship
- Amy Williams Montreal Lakeshore University Women's Club (MLUWC) Scholarship
- Andrew Stachrowski Memorial Scholarship
- Angela Wilson Memorial Bursary
- Anne-Marie Edward Memorial Scholarship
- Behzad Razavynia Memorial Scholarship
- Ben McKinnon Memorial Scholarship
- Bert Young Memorial Scholarship
- CAE Inc. Scholarship
- CAE Tech: Program Your Career! Scholarships
- Carbon Footprint Reduction/Sustainability Scholarship
- Carla Napier Award
- CETAM Scholarship
- Charles W. Reid Honours Social Science Overall Academic Excellence Award
- Cody Bouchard Memorial Scholarship
- Craig Lagendyk Football Scholarships
- David Burt Memorial Scholarship
- Desjardins Scholarships
- Doug Anakin Scholarship for Outdoor Pursuits
- Elizabeth and Quentin Parker Bursaries by Thrift Shops for NOVA
- Emeka Ngadi Memorial Physics Scholarship
- Fakhri Monazami Razavynia Memorial Scholarship
- Freda and Irwin Browns Award
- Gail Pflaster Scholarship
- Gary W. Sims Québec Association of Applied Educational Technology Scholarship
- George Springate Memorial Scholarship
- J. Colin Robertson Academic Excellence Award
- Jason Panich Bursary
- Jason Panich Scholarship
- Joanne Watson Bursary for a Single Parent
- John Abbott College Administrative Support Personnel Association (JACASPA) Awards
- John Abbott College Faculty Association (JACFA) Bursaries
- John Abbott College Faculty Association (JACFA) Scholarships
- John Abbott College Management Association (JACMA) Mentorship Bursary
- John Abbott College Professional Association (JACPA) Bursaries
- John Abbott College Scholarship(s)
- Kirk MacGeachy Memorial Bursary
- Kiwanis Club of Lakeshore Montréal Bursary
- Lakeshore Association of Artists (LAA) Bursary
- Liberal Arts Scholarship
- Luann Bisailon Scholarship
- McGown Christoff Scholarship
- Montreal Lakeshore University Women's Club (MLUWC) Bursary
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Scholarship
- O'Farrell Wondrous Adventure Scholarship
- Oka and Grégoire Foundation Bursaries
- Pamela Montgomery Award
- Quinn and Lallemand Scholarship
- Rubin and So Foundation Bursary Program
- Ruth and Cy Harris Memorial Award
- Selma & John Greenblatt Memorial Scholarship
- Students Excellence in Learning Award
- Student Union of John Abbott College (SUJAC) Involvement Awards
- Sylvain Duguay Memorial Scholarship

About our Students

Enrolment in the Day Division

Student Population Analysis – Fall 2022

Pre-university programs	1 st year	2 nd year	3 rd year	Total
Accueil/Pathways	175			175
Arts & Sciences	42	41		83
Arts, Literature & Communication	242	294		536
Liberal Arts	28	23		51
Science	567	736		1303
Science and Social Science (Double DEC)	24	28	16	68
Social Science	1233	1390		2623
Visual Arts	45	49		94
Sub-total	2356	2561	16	4933

Career programs	1 st year	2 nd year	3 rd year	Total
Biopharmaceutical Production Technology	31	28	19	78
Business Management	67	60	61	188
Computer Science Technology	59	53	43	155
Dental Hygiene	37	30	22	89
Engineering Technologies	30	28	18	76
Graphic & Web Design	44	40	37	121
Information and Library Technologies	21	26	10	57
Live Entertainment Design and Production – Production Design and Creation	14	8	8	30
Live Entertainment Design and Production – Technical Design and Management	10	6	5	21
Nursing	82	57	56	195
Paramedic Care	37	25	32	94
Pharmacy Technology	22			22
Police Technology	65	90	83	238
Professional Theatre – Acting	23	24	9	56
Youth and Adult Correctional Intervention Technology	39*	31	33	103
Sub-total	581	506	436	1523

*First-year students are enrolled in the revised program: Criminology Intervention.

GRAND TOTAL	2937	3067	452	6456
--------------------	-------------	-------------	------------	-------------

DECs Granted

(Diplômes d'études collégiales)

Pre-university programs	Total
Arts & Sciences	35
Arts, Literature & Communication	122
Liberal Arts	16
Science	506
Social Science	724
Visual Arts	19
Total (Pre-U)	1422

Career programs	Total
Biopharmaceutical Production Technology	13
Business Management	40
Computer Science Technology	37
Dental Hygiene	17
Engineering Technologies	16
Graphic & Web Design	24
Information and Library Technologies	15
Nursing (Day and Continuing Education)	70
Paramedic Care	25
Police Technology	73
Professional Theatre	16
Youth and Adult Correctional Intervention	31
Total (Career)	377

DEC Sans Mention (Day and Continuing Education)	79
--	-----------

GRAND TOTAL	1878
--------------------	-------------



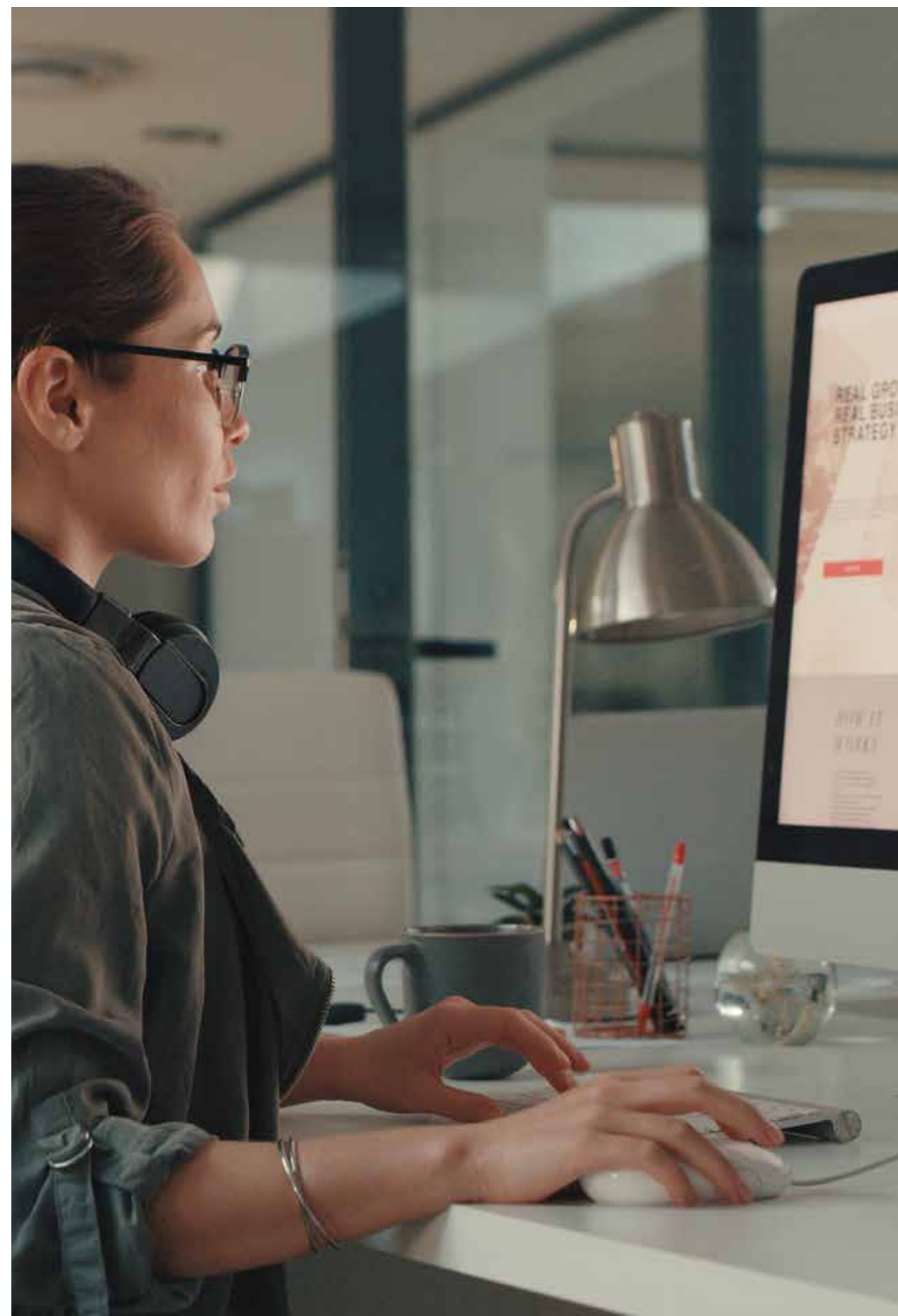
Enrolment in Continuing Education

	Winter 2023	Fall 2022	Summer 2022
College Integration program		50	
Nunavut Sivuniksavut program	11	22	
IYESKUWIIU - To Get Ready	12	17	
Full-time DEC	22	35	
Part-time DEC (1-3 courses)	111	167	
Full-time AEC	450	529	248
Part-time AEC	48	38	12
Intensive Nursing	50	42	45
Accueil and Transition (<i>Mise à Niveau</i>) PT			20
Tremplin DEC - Academic Standing - PT	37	36	1
University prerequisites	2	2	8
<i>Hors-programme</i>	4	8	
RAC activities	33	20	3
Career development		1	
Certificate program (CRB)		8	
Basic Life Support CPR & First Aid	11	48	121
Specialized IT courses <i>Emploi-Québec</i>	120	166	
International programs (Switzerland, Mexico & Belize, Kobe & Agency)	42	34	30
Summer school			783

AECs Granted

(*Attestations d'études collégiales*)

Program	AECs Granted
CWA.0D Refresher Registered Nursing	4
CWA.0K Professional Integration Program for Internationally Educated Nurses	105
EEC.1Y Residential Real Estate Brokerage	33
080.MS Microsoft Server/Client Support	1
LCA.AB Applied Accounting and Administration	13
LCE.0Z Publication and Web Design	109
LEA.80 Network Administration	46
LEA.BN Full-Stack Developer	102
LEA.CB Mobile Applications Development	18
Total	431



FIRST-SEMESTER OVERALL PASS RATES

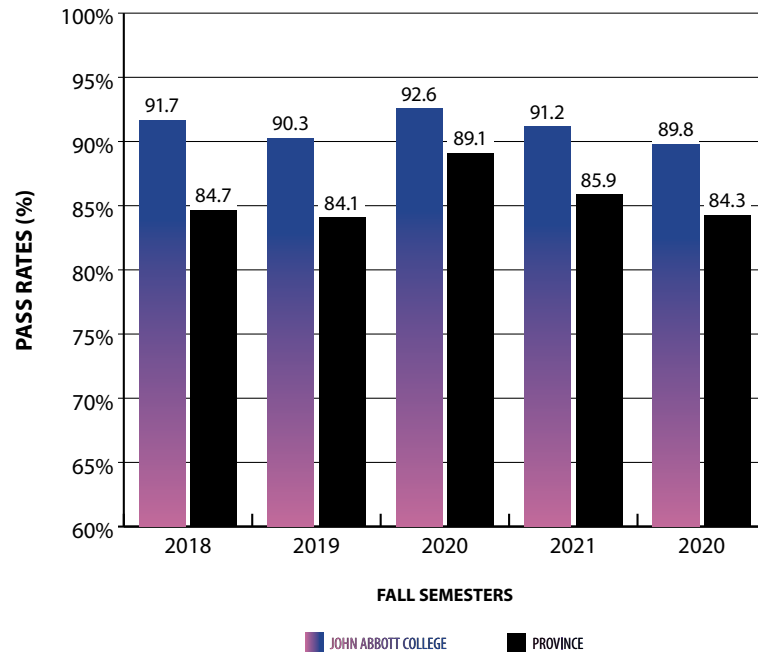
These graphs show the overall pass rates in the first semester for new John Abbott College students (Population A) compared with those of all other CEGEPs in the province. Pass rates are calculated by dividing the number of courses passed (grade ≥ 60) by the number of courses taken.

HIGHLIGHTS

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

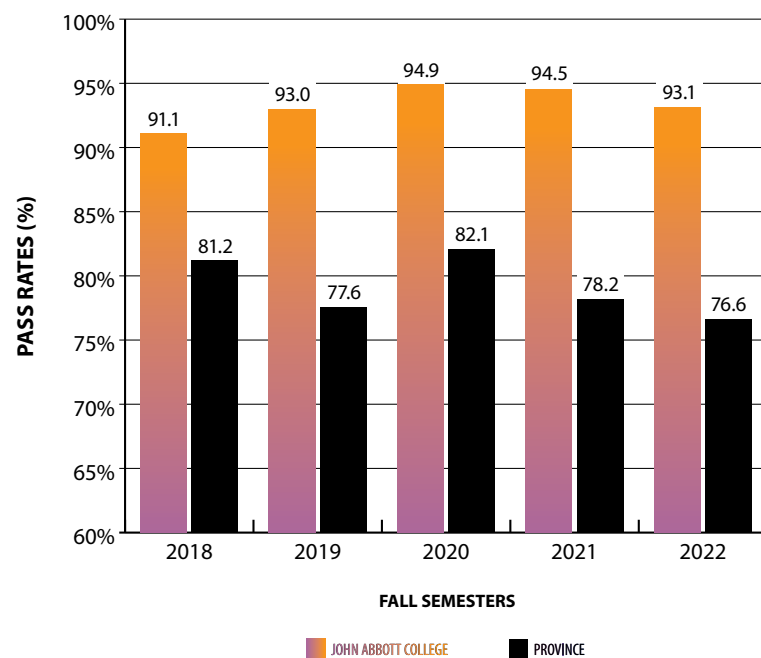
1ST SEMESTER OVERALL PASS RATES (Pop A)
SRAM-PSEP2, 3 October 2023

PRE-UNIVERSITY PROGRAMS



1ST SEMESTER OVERALL PASS RATES (Pop A)
SRAM-PSEP2, 3 October 2023

CAREER PROGRAMS



THIRD-SEMESTER RETENTION RATES

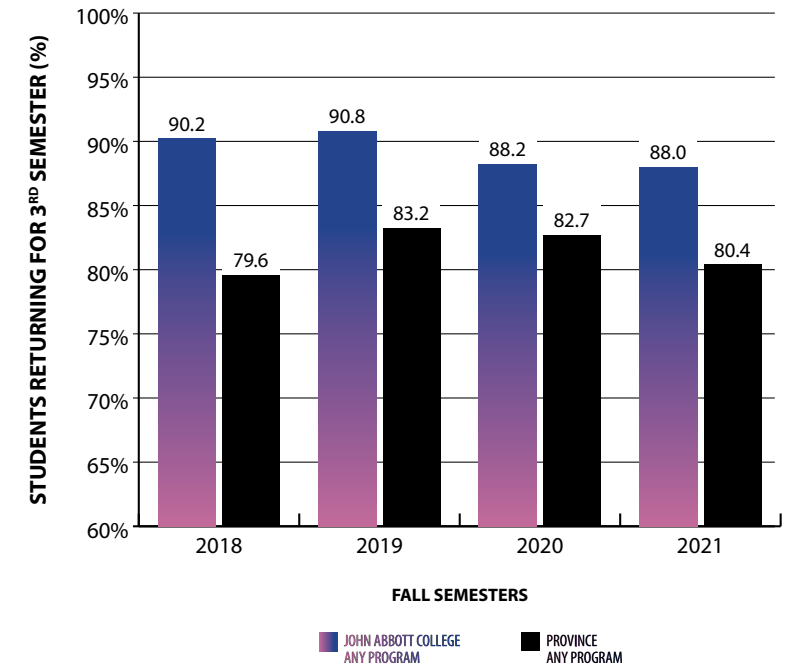
These graphs show the proportion of students returning for their third semester of studies.

HIGHLIGHTS

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

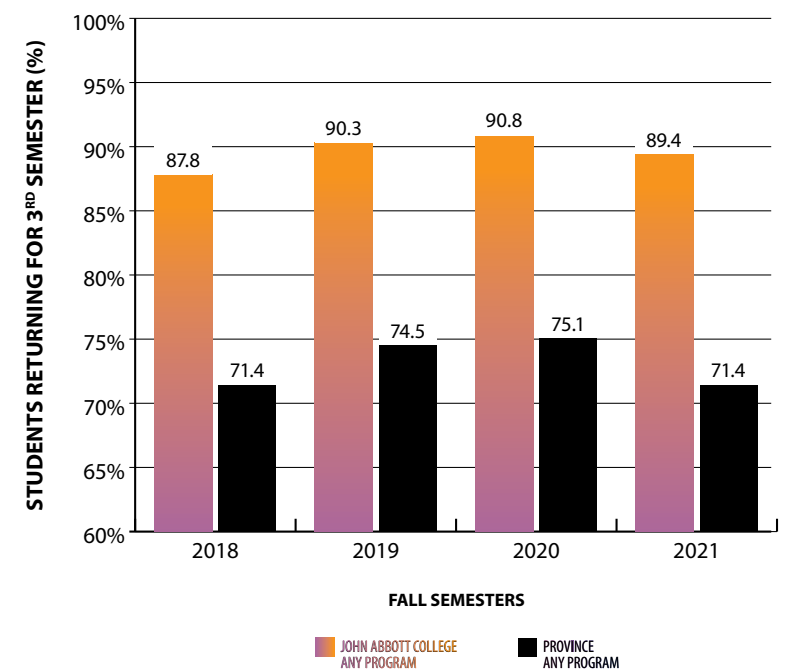
3RD SEMESTER RETENTION RATES (Pop A)
SRAM-PSEP2, 3 October 2023

PRE-UNIVERSITY PROGRAMS



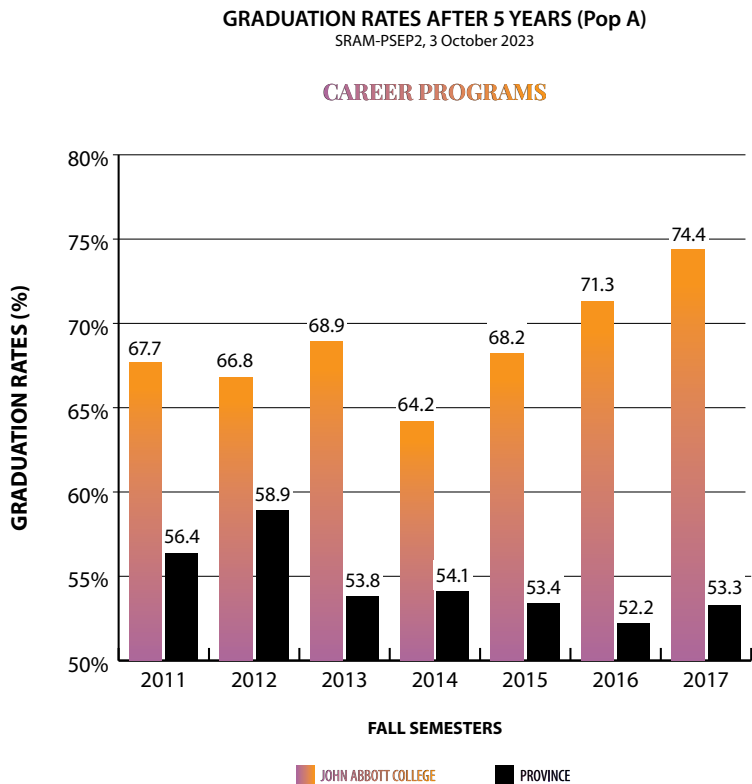
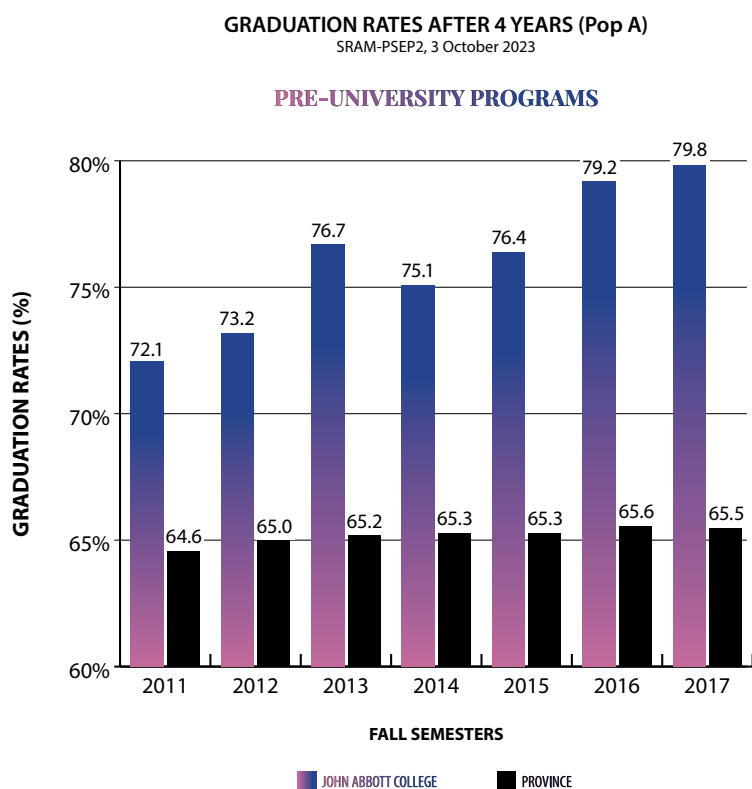
3RD SEMESTER RETENTION RATES (Pop A)
SRAM-PSEP2, 3 October 2023

CAREER PROGRAMS



GRADUATION RATES

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



Annual Report of Activities

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

Service Contracts: Service contracts involving an expenditure of \$25,000 or more and signed between April 1, 2022 and March 31, 2023

	Quantity	Value
Service contracts with a natural person	2	\$84,647.58
Service contracts with a contractor other than a natural person	6	\$1,384,166.87
Total Service Contracts	1	\$1,468,814.45

Employee breakdown

Category	Number of employees (FTE)	Hours paid
Management	42.29	77 091.50
Professionals	45.31	82 596.54
Faculty	520.77	802 276.41
Administrative support	132.03	240 723.20
Service and maintenance staff	12.85	25 924.74
Total	753.25	1 228 612.39

Source: Geremi, 2023-10-10

Intervention Strategy for Preventing and Controlling Sexual Violence in Higher Education

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

Disclosure of wrongdoing

The designated officer has not received any disclosures of wrongdoing during the 2022-2023 fiscal year.

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

Activity	Overall Management of international office
Type	Management
Expense amount	\$115,814.60
Type of expense	Salaries
Results	<ul style="list-style-type: none"> • Successfully relaunched the Academic Immersion Program after a hiatus of 2.5 years, welcoming students from Mexico, Germany, and Italy for both semester and summer sessions at JAC. • Introduced accredited academic travel abroad opportunities for 24 JAC students in Roatan, Honduras. • Proactively recruited new host families for our international student homestay program, implementing comprehensive training and emergency preparedness measures for existing host families.
Activity	Data Management System
Type	Installation
Expense amount	\$2,935.15
Type of expense	Software
Results	Installed, tested, and data uploaded successfully. This enhances the data collection process for engaging with international students, their families, education agents, and partner institutions. It streamlines administrative tasks for IPO staff, ensuring secure storage of pertinent data.

Activity	Recruit international non-credit students and establish educational partnerships abroad.
Type	Travel and participation in recruitment fairs
Expense amount	\$42 929.20
Type of expense	Travel
Results	<p>Summer 2023: 29 students from Mexico</p> <p>Fall 2023: 30 students from Mexico; 11 Students from Italy; 4 Students from Germany; 1 student from Austria.</p> <p>Winter 2024: 40 students from Mexico; 5 students from Italy; 5 students from Germany. *No international non-credit students attended JAC from Summer 2020 to Winter 2022</p> <p>Travel to Mexico: JAC engaged in biannual student fairs across multiple campuses in Guadalajara, Mexico City, and Monterrey. All campuses are Tecnológico de Monterrey preparatory schools. Additionally, John Abbott is gearing up for the 15th-year anniversary celebrations of the first student who came to JAC from TEC.</p> <p>Travel to Germany: JAC has established a partnership with the Québec delegation in Munich, connecting with a school that offers education in both French and English. This collaboration seeks to facilitate student and teacher mobility. As a direct outcome, we are excited to welcome our first student from this institution in the winter of 2024. Moreover, JAC actively participated in an agent fair in Frankfurt, engaging with more than 30 agents over two days. Québec delegate offices in Munich and Rome, new agreement signed with Italian Biopharmaceutical training institute.</p> <p>Travel to Italy: JAC was invited by the Québec delegation in Rome to take part in "Il Salone dello studente", a major event aimed at promoting Québec education. We were joined by prestigious institutions such as Université de Montréal and HEC Montréal. John Abbott College participated in the 3rd edition of "Il Salone delle Lingue", in Rome, where we conducted one-on-one B2B meetings with Italian international education agencies. Additionally, we directly engaged with students and parents who expressed interest in studying in Canada.</p> <p>A memorandum of understanding was signed with the <i>Fondazione Istituto Tecnico Superiore per le Nuove Tecnologie della Vita</i> for collaboration in the biopharmaceutical production industry.</p>

A balance of \$24,434.53 is carried over to 2023-2024.

Annex E-104 Amounts granted for teachers' professional development

Activity	Total cost	Number of participants
2023 Outdoor Learning Conference	\$1,717.66	1
20th Genetic Programming Theory and Practice Workshop	\$1,000.00	1
24th International conference on artificial intelligence in education	\$3,496.28	1
<i>32ième Journée de Pharmacothérapie du CHU Sainte-Justine</i>	\$440.00	2
34th Annual Palm Springs International Film Festival	\$2,000.00	1
45th annual conference of the <i>Société Québécoise pour la Recherche en Psychologie (SQRP)</i>	\$800.00	1
45th Annual National Institute on the Teaching of Psychology	\$9,000.00	3
ABQLA Annual Conference	\$107.83	1
Advanced Wilderness First Aid recertification	\$560.00	2
ALA Annual Conference	\$1,674.57	1
ALC Ped Day	\$1,322.99	30
Angoulême International Comics Festival & Paris Conference	\$2,000.00	1
Annual Meeting of Canadian Economics Association (CEA)	\$859.00	1
Asian Forum 2023: Death and Dying in East Asia Symposium	\$1,000.00	1
Basic Life Support Provider + AP	\$60.00	1
Blended learning CPR for Health Care Providers Course	\$2,729.03	29
Business Fundamentals: Ready, Set, Launch	\$208.95	1
C3 Chemistry Conference 2023	\$1,000.00	1
Canadian Association of Geographers Conference	\$366.18	1
CICan Indigenous Education Protocol Symposium	\$1,423.07	2
<i>Colloque APEFC</i>	\$847.40	1
<i>Colloque Collégial de l'AESTQ</i>	\$2,983.54	15
<i>Colloque de l'A3ECQ - 12e édition</i>	\$776.29	1
Conference presentation at The Beat Studies Association Conference: The Jack Kerouac Centenary	\$1,000.00	1
<i>Conférence: colloque Les corps de Guillaume Dustan</i>	\$1,000.00	1
<i>Congrès OHQ</i>	\$1,084.93	2
CRRF Conference	\$1,586.72	1
Essentials of CBT with Children & Youth	\$1,000.00	1

Activity	Total cost	Number of participants
Fall 2022 Faculty Retreat	\$9,554.52	27
Fleming College - Essentials of Writing Fiction (COMM158)	\$388.15	1
Fleming College - LANG028: Grammar for Writing Professionals	\$366.94	1
Floatfit HIIT Online Training	\$326.03	1
Foraging Wild Mushrooms	\$490.00	1
Greek and World History Research Trip	\$2,000.00	1
<i>Journée annuelle de pharmacothérapie</i>	\$225.00	1
<i>Journées Dentaires Internationales du Québec 2023 (JDIQ)</i>	\$1,121.00	6
<i>Le debriefing: initiation aux stratégies d'apprentissages/enseignement lors d'activités en simulation clinique haute-fidélité</i>	\$1,103.76	5
<i>Le style par le pastiche</i>	\$275.94	1
Math Trip	\$1,000.00	1
Membership to the National Theatre School library	\$70.00	1
Nature Mentor Training	\$868.06	1
Nature-Based Pedagogy Retreat	\$6,793.89	21
Origins 2023 conference	\$2,000.00	1
Oxford Food Symposium	\$3,183.86	1
Pharmapack Innovation Networking & Education conference & Expo	\$1,000.00	1
Presenter and Participant: A Tribute: The Pots and Passion of Walter Ostrom	\$1,600.00	1
PyCon US 2023	\$2,500.00	1
<i>Radioprotection- Code de sécurité 30 (2022) : For educators</i>	\$1,496.98	7
Round Table Presenter/Participant at CATR	\$850.28	1
Science Program Sharing Day - Winter 2023	\$1,944.11	64
Self Defense - Private Seminars	\$690.00	1
Shakespeare Association of America Annual Conference	\$1,000.00	1
Social Science Methods - Winter Event	\$618.36	25
Spanish & World History Research Trip	\$2,000.00	1
STARMUS VI Festival - Astronomy Outreach Educator	\$2,000.00	1
The Moth Teacher Institute	\$677.96	1

Activity	Total cost	Number of participants
Université de Montréal - CRI1730: Victimologie	\$390.94	1
Université de Sherbrooke, Fall 2022 - COL-803: Integration Seminar	\$1,377.29	6
Université de Sherbrooke, Fall 2022 - PED-601: College Teaching and Course Design	\$1,814.88	6
Université de Sherbrooke, Fall 2022 - PED617: Group Work to Team-Based Learning	\$460.47	4
Université de Sherbrooke, Fall 2022 - PED-619: Reading and Thinking in your Discipline	\$45.70	1
Université de Sherbrooke, Fall 2022 - PED-624: Pedagogy of Digital Learning	\$795.81	4
Université de Sherbrooke, Summer 2023 - PED-601: College Teaching and Course Design	\$707.81	3
Université de Sherbrooke, Summer 2023 - PED-604: Instructional Strategies for Active Learning	\$902.28	5
Université de Sherbrooke, Summer 2023 - PED-627: Beyond the Digital Classroom	\$475.82	3
Université de Sherbrooke, Winter 2023 - PED-601: College Teaching and Course Design	\$371.47	2
Université de Sherbrooke, Winter 2023 - PED-603: How Students Learn	\$1,506.44	9
Université de Sherbrooke, Winter 2023 - PED-604: Instructional Strategies for Active Learning	\$189.55	1
Université de Sherbrooke, Winter 2023 - PED-630: Equity, Diversity & Inclusion in Teaching & Learning	\$600.03	5
University of Ottawa - EDU 5299: Program Evaluation, Methods & Practice Faculty of Education	\$893.82	1
University of Ottawa - EDU5127: Mentoring and Coaching in Professional Contexts	\$500.00	1
University of Ottawa - EDU5232: Human Relations in Educational Administration	\$500.00	1
University of Sherbrooke, Summer 2023 - PED-630: Equity, Diversity & Inclusion in Teaching & Learning	\$429.36	2
Urban Humanities Global Conference	\$1,000.00	1
Visible Evidence XXIX conference	\$1,000.00	1
Webinar: How to Avoid it, How to Remove it & 2022 Update on Advanced Instrumentation	\$189.25	1
Writing Historical Fiction 6-Week Online Workshop	\$555.13	1



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

- **Coordination of Crossroads Program (Tremplin DEC for Indigenous students) 0.25**
Coordinate the successful functioning of the Crossroads program.
- **Faculty Access Resource Person for the English Department0.125**
 1. Act as liaison between the English department and the Access Centre – fielding any questions or queries.
 2. Provide feedback to the Access Centre to help streamline the Access Centre's request form for accommodations.
 3. Developed pedagogical activities adapted to students' academic challenges or situations.
 4. Adapted pedagogical activities or materials in line with inclusive pedagogy and diverse pedagogical approaches including Universal Design for Learning.
- **Conception d'activités sur Moodle (mini-formation autonome) pour se familiariser avec les outils d'Antidote0.125**
 1. *L'objectif est qu'Antidote devienne un outil courant pour la correction linguistique et la révision stylistique d'un texte.*
 2. *Consolider le travail fait en classe pour améliorer le style des productions écrites*
 3. *Donner aux professeurs de français de nouvelles ressources plus pratiques pour que leurs étudiants puissent évaluer la qualité de leurs textes et les améliorer.*
 4. *Faire découvrir l'étendue des outils offerts par Antidote dans le but de responsabiliser l'étudiant face à son apprentissage.*
 5. *Donner des outils aux étudiants qui devront se préparer à l'EUJ.*
 6. *Une maîtrise d'Antidote sera aussi un atout dans le futur milieu professionnel.*
- **Geography: Increasing accessibility to facilitate spatial literacy.....0.125**
 1. To provide extra support for students learning mapping in introduction to geography (outside of class time).
 2. To create more diverse databases for the mapping software to help improve students interest in mapping.
- **Nursing Tutoring Program0.125**
Support student success and retention in Nursing program by meeting with individual students and tailoring learning to their specific needs.
- **Return to Learn Facilitator0.14**
To support students who have sustained a concussion as they return to their classes.
- **Adapted Physical Education0.14**
To provide equal opportunity to students unable to participate in and benefit from a typical physical education environment by providing personalized, efficient, effective, and customized learning paths. The focus was on their strengths rather than their deficits to help them develop skills to become more autonomous in their physical activity.
- **Accessibility Project for the Physical Education, Health and Nutrition Department0.14**
 1. To improve the success and well-being of students who have identities with less privilege in the physical education discipline
 2. To create a 'parallel' curriculum guideline, by removing as much oppression as possible from our theoretical content in the PE discipline and replacing it with more contemporary research related to radical belonging.

- **Supplemental Physics Lab Access 0.125**
Support students in need of extra time to achieve laboratory competency learning objectives in Physics courses by offering weekly access after-hours to lab equipment in a supervised environment. Students can gain familiarity before their lab period, re-visit the lab to better understand their work, complete their taking of data or re-take data that was rushed through, or re-do a lab with their teacher's permission.
- **Developing classroom wellness strategies that improve learning outcomes..... 0.125**
To develop a resource of best practices that can be done in the classroom to enhance not only the wellness of our students but to also improve learning outcomes.
- **Biology Peer Tutoring Program 0.125**
Tutoring sessions are organized as a weekly meeting between the tutor and the tutees to facilitate student success.
- **Supporting Mental Health Awareness 0.125**
To continue to work with the Psychological and Career Counselling team (Meaghan Blake). Specifically, the past year we have worked on disseminating training on the Living Works program.
- **Individualizing English Skills Support for Crossroads Students 0.125**
To meet the distinctive and individual learning needs of Crossroads students to improve retention and skills acquisition.
- **Indigenous Access to STEM & Support for Prerequisite Courses and Competencies Pilot Project 0.125**
To support students enrolled in math and science pre-requisite courses for STEM DEC programs and identify the challenges they face in these courses.
- **Creation of Final Exam Preparation Resources for Students with COVID-Limited Experience Writing Timed Tests and Final Exams 0.250**
Produce final exam review documents for four courses.





FINANCIAL REPORTING as at June 30, 2023

Operational Fund

John Abbott College

2022/2023	
\$	
REVENUES	
Day Division	75,973,832
Continuing Education ¹	8,184,244
Ancillary Services	5,296,488
Total	89,454,564

EXPENSES	
Salaries and Fringe Benefits – Teachers ²	51,084,677
Salaries and Fringe Benefits – Non-Teaching Personnel ²	20,576,349
Other Expenses	14,636,594
Total	86,297,620
<i>Surplus</i>	3,156,944

ANALYSIS OF SURPLUS	
Opening Surplus	9,101,248
Surplus of the year	3,156,944
Transfer to Fixed Assets	
Reimbursement of Borrowing (Autofinance)	-
Fixed Assets Acquisitions	(2,110,636)
Others	-
Total	1,046,308
<i>Closing Surplus</i>	10,147,556
<i>Appropriated Surplus³</i>	8,647,556
<i>Unappropriated Surplus³</i>	1,500,000

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

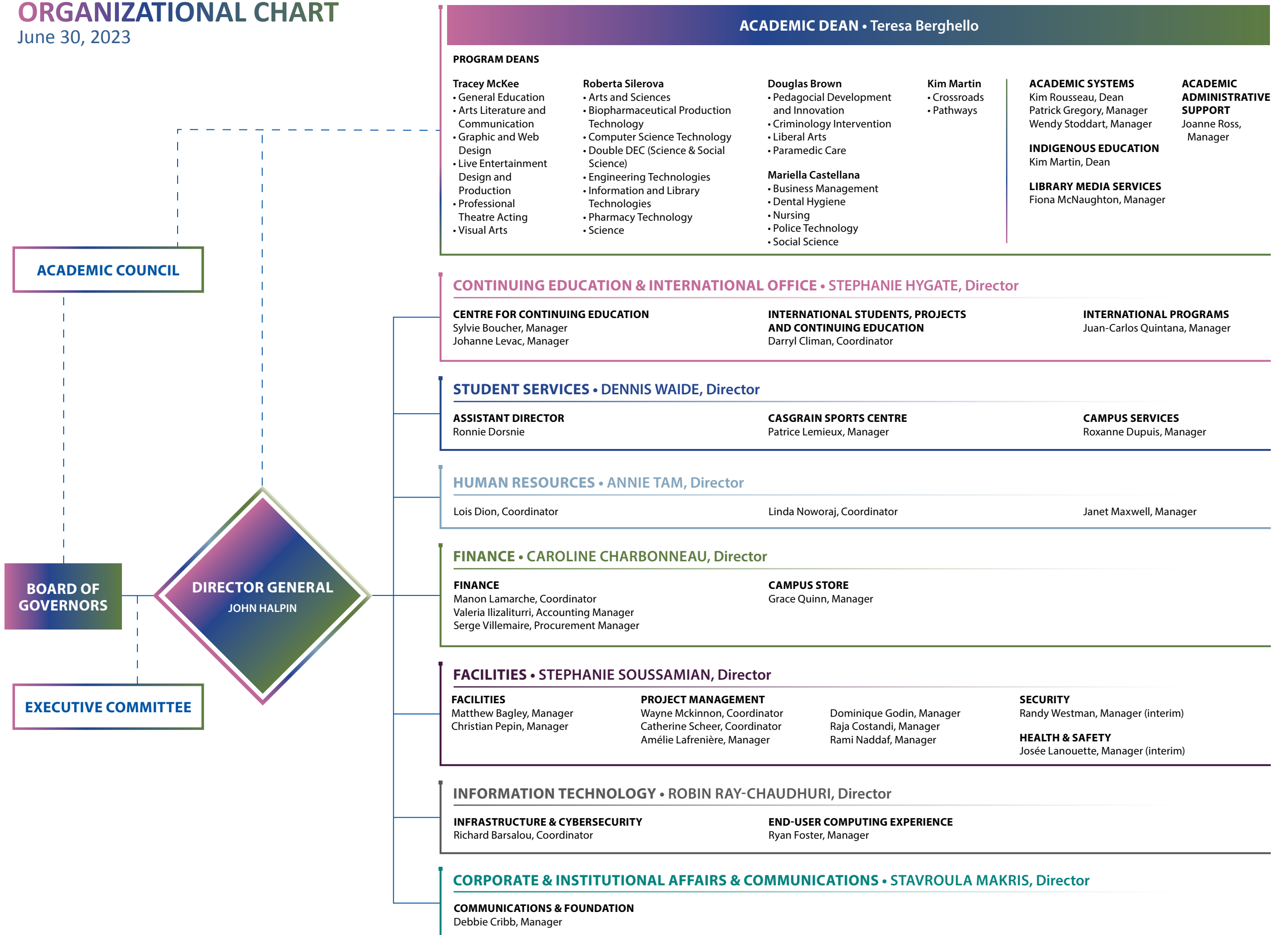
¹ Continuing Education includes summer courses.

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

³ These amounts are presented on lines 37 and 39 of the 2022-2023 Annual Financial Report.

ORGANIZATIONAL CHART

June 30, 2023





Publication: Communications Office
Production: John Abbott College Press, Sainte-Anne-de-Bellevue (Québec)
Dépôt légal: Bibliothèque nationale du Québec
November 2023