

BRIEF BY ANGLOPHONE COLLEGES
ON BILL 44
MODIFYING THE LAW ON GOVERNANCE
OF THE
COLLÈGES D'ENSEIGNEMENT GÉNÉRAL ET PROFESSIONNEL (CÉGEPs)
PRESENTED
TO THE COMMISSION ON EDUCATION
24 AUGUST 2009

**Comments Regarding the Impact on Champlain Regional College and
Colleges with Multiple Campuses:**

**Delivered by:
M. François Paradis, Chairman of the Board of Governors**

Preamble:

Champlain Regional College is composed of three campuses, each with distinctive cultures and traditions in three very different regions with varied needs and expectations. Yet more than ten years ago, the government removed its regional status, choosing to recognize the College as a single institution.

Because of the government's decision to change our status, Champlain has worked diligently to capitalize on its diversity and to create a synergy that spans our physical boundaries. The governance changes proposed in Law 44 will undoubtedly have an enormous impact on the institutional culture of Champlain by isolating our campuses and disturbing the institutional harmony the College has worked hard to create. Further, it will create additional costs that will reduce the funds available to respond to our central mission, the education of our students.

Let me illustrate...

Law 44	Comments to the Commission
<p>COMITÉ CONSULTATIF « 16.9. Le plan stratégique et les orientations financières du collège font l’objet d’une consultation préalable d’un comité consultatif représentatif de la communauté collégiale ... On entend par « communauté collégiale » les membres du personnel de direction, les membres du personnel enseignant, les membres du personnel professionnel, les membres du personnel de soutien et les étudiants.</p> <p>COMITÉS DU LE CONSEIL D’ADMINISTRATION «16.22. Le conseil d’administration doit constituer les comités suivants : a) un comité de gouvernance et d’éthique; b) un comité de vérification ; c) un comité des ressources humaines. Le conseil peut également former un comité exécutif ...</p> <p>COMITÉ DE VÉRIFICATION ET LE VÉRIFICATEUR INTERNE «16.27. Le comité de vérification a notamment pour fonctions : a) d’approuver le plan annuel de vérification interne ; f) de réviser toute activité susceptible de nuire à la bonne situation financière du collège et qui est portée à son attention par le vérificateur interne ou une autre personne ; «16.29. Les activités de la direction de la vérification interne s’exercent sous l’autorité du comité de vérification.</p> <p>CONSULTATION PUBLIQUE «16.35. Le conseil d’administration s’assure que le collège tient, au moins une fois par année, une séance d’information et de consultation publique auprès de la collectivité desservie par le collège, afin de rendre compte de l’ensemble de ses activités, des services fournis, des résultats atteints, de ses priorités, des orientations adoptées, de sa situation financière et de sa gestion, ainsi qu’afin de répondre aux questions.</p>	<p>At least four key elements in the proposed law will produce additional costs and increase competition for resources between campuses: « le comite consultatif », « les comités du le conseil d’administration », « le vérificateur interne », and « la consultation publique ».</p> <p>Given our “regional/non-regional” structure, in each instance the College will either have to pay for the transportation to a central location or it will have to hold three different meetings to ensure each of our campuses has a voice; a function that now occurs through the existing structures of campus committees and consultation, the Commission of Studies, the Executive Committee, and the Board of Governors. We ask you to consider the fact that the government is requiring the replacement of the Executive Committee that generally functions exceptionally well with three committees at three times the cost. For Champlain, which already has exceptionally high costs based on our structure, this will increase the financial burden considerably. As well, we are being asked to incur considerable additional costs for travel in the context of the College’s territory for a « vérificateur interne » whose functions are already being provided by our central administrative team.</p> <p>But our truly important concern is that the balance and harmony that we have worked so hard to attain by ensuring that as a single institution we respond to the needs of each campus will be disturbed. Like a family, we exchange continuously to ensure that the resources of the College are distributed equitably, recognizing that from time to time the needs of a particular member of the family may have to take precedence. However, the proposed model will increase competition between campuses and have the serious potential of placing the focus on the “equal” distribution of funds, which as we all know may not always be “equitable”.</p>

«COLLÈGE À VOCATION RÉGIONALE

«31. Le ministre peut désigner comme collège à vocation régionale un collège qui offre des programmes et des cours sur plusieurs sites éloignés les uns des autres. Le ministre peut alors instituer des collèges constituants du collège à vocation régionale, selon les différentes caractéristiques du collège. Un collège à vocation régionale a pour mission d'organiser l'enseignement général et professionnel de niveau collégial dispensé par ses collèges constituants en favorisant, entre eux, la collaboration ainsi que la complémentarité de leurs activités.

CONSEIL D'ÉTABLISSEMENT

«32. Le conseil d'administration d'un collège à vocation régionale crée un conseil d'établissement pour chacun de ses collèges constituants. La composition du conseil d'établissement, le mode de nomination des membres et ses règles de fonctionnement sont prévus par le règlement intérieur du collège à vocation régionale.

FONCTIONS DU CONSEIL 'ÉTABLISSEMENT

«33. Le conseil d'établissement exerce les fonctions suivantes :

- a) proposer au conseil d'administration du collège à vocation régionale :
 - i. les prévisions budgétaires annuelles du collège constituant ;
 - ii. le plan de réussite du collège constituant en vue de son intégration au plan stratégique du collège à vocation régionale ;
- b) soumettre pour avis à la Commission des études :
 - i. les modalités d'application du régime des études collégiales établi par le gouvernement en vertu de l'article 18 et les politiques prescrites par ce régime ;
 - ii. dans la mesure prévue au régime des études collégiales, les objectifs, les standards et les activités d'apprentissage des programmes d'études collégiales confiés au collège constituant par le collège à vocation régionale, ainsi que les modalités de mise en œuvre de ces programmes ;
- c) veiller à l'organisation et à l'administration de la vie étudiante.

If the increased competition for resources that we believe the law will create is a concern, the possibility that the decision of a decade ago to recognize the College as a single institution will be reversed by the impositions of articles 31 to 39 is an even greater concern. While for the legislators who wrote the law there may be very little semantic difference between a « campus » and a « collèges constituants », for Champlain and the thirteen other colleges that will be impacted by these articles there is an infinite difference.

The notion of a campus is consistent with the metaphor of a family that we have already invoked. However, the notion of a « collèges constituants » creates the image of a group of colleges loosely coupled for administrative purposes. This is far from the supportive culture that we and our colleagues with similar campus structures have worked tirelessly to create.

Further, we are disturbed greatly by the juxtaposition of the concept of a « conseil d'établissement » from the school board setting into the college milieu. The « conseil d'établissement » was introduced into the school system to provide parents with a greater voice in terms of the mission, education project, and general orientations of their particular school in the context of a school board with numerous sites. This is not at all the same situation for a college with a limited number of campuses and students that are generally of major age.

It is important to recognize that function and mission of a primary or secondary school and the role of a Principal are significantly different from that of a college campus and Campus Director given the diversity of programs at the college level: pre-university, technical, and continuing education.

Colleges such as Champlain have worked hard to develop unique functional models that respect the needs and hopes of our campuses, and the imposition of a single operational model is counterintuitive and lacks respect for all that we have worked so hard to attain.

Conclusion:

It is for these reasons, and all of the reasons cited in our brief, that we support our colleagues and add our voice to the request that the proposed law 44 be withdrawn. We do not believe that the tinkering with articles proposed by others will create the coherence, continuity, and trust the college system deserves based on its rich history of successes.