



ANNUAL REPORT

18 | 19



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Message from the Chair and the Director General



James Shufelt
Chair
Board of Governors



Odette Côté
Director General

Champlain Regional College is a diverse expression and collaboration between three of Québec's English language communities who work together to achieve shared goals and objectives. The Board of Governors is proud of the role it has played in moving Champlain Regional College into a new era of Chapter II of the General and Vocational Colleges Act (Colleges Act) during the 2018-2019 academic year. All College stakeholders worked relentlessly and patiently in the finest spirit of collaboration to build an exciting future for the College as a whole. The three constituent colleges have acquired pedagogical autonomy, supported by sound administration and united by good governance. Thus, they are well positioned to grow and flourish in providing stimulating educational opportunities to students in the administrative regions of the *Capitale-Nationale*, the *Estrie* and the *Montérégie*.

Proposed modifications to the Letters Patent were adopted unanimously by the Board of Governors in September 2018. It is within this context that priorities for 2018-2019 focused on defining and implementing the new governance structure.

Regarding academic operations, several projects were accomplished: the Report on the Evaluation of the Implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA); an Action Plan following the IPESA evaluation report; revisions to the IPESA; an Attestation of College Studies (AEC) in Business Administration at St. Lawrence; the revision of the Computer Science Technology and the Nursing programs at Lennoxville; and at St. Lambert, the revision of the Computer Science Technology and the Entrepreneurship programs along with the development of four new programs: Industrial Internet of Things, Autism Spectrum Disorder, Liberal Arts: non-Mathematics stream, and Computer Science in Network and Security Administration.

Efforts continued to ensure a healthy workplace environment. Training on leadership and change management took place for all management personnel and the following policies and procedures were developed or revised: Policy against Sexual Violence; Information Security Policy; Procedure to Facilitate the Disclosure of Wrongdoings; Harassment Policy; and Crisis and Emergency Plan.

Other endeavours included the upgrading of the college-wide videoconference system, the launch of a Material Services Intranet, the deployment of a Contractual Risk Plan, a plan to evaluate the 2015-2020 Strategic Plan. In addition, the Board of Governors along with the College Directors held a one-day governance training and working session on the last Saturday in January.

To strengthen the College's financial situation, funds were generated through the lease of the former continuing education building in Sherbrooke and multiple efforts resulted in additional annual ministerial funding of approximately \$5M, which now takes into account Champlain's multiregional context and lays the foundation for its sustainable and long-term financial well-being.

Champlain Regional College is committed to its pursuit of academic excellence for the purpose of students' self-realization. We continue efforts to reinforce our commitment to student success, to provide compelling and relevant programs, to provide supportive services, to create an engaging environment and to encourage innovation.

Together we transform lives and open opportunities for brighter futures!

A New Chapter

Champlain Regional College was founded under Chapter I of the Colleges Act in 1971. During the 2017-2018 academic year, work began towards moving Champlain under Chapter II. The College's first official move towards restructuring was made on February 23, 2018 when the Board of Governors adopted a resolution requesting the Ministry move Champlain Regional College to Chapter II of the Colleges Act.

Work continued this 2018-2019 academic year with the Letters Patent being officially adopted at the September 28, 2018 Board of Governors meeting. This marked a significant historical milestone in the existence of Champlain Regional College.

The Letters Patent affirm that Champlain Regional College will be situated under Chapter II of the Colleges Act. This means that Champlain will be legally recognized as a regional college with three constituent colleges. This better reflects the reality of Champlain as a multiregional institution with the three constituent colleges. Under Chapter II of the Colleges Act, each constituent college will be fully responsible for their respective pedagogical activities. Significantly, it will allow for an expanded governance role in the communities served by each of Champlain Regional College's constituent colleges.

Our success in moving towards the new chapter was made possible through the dedicated efforts and contributions for which the College would like to express many thanks and sincere gratitude to the Ministry, the government-named facilitators – Mr. Jean Beauchesne and Mr. Serge Brassat, the Board of Governors and the Subcommittee members, the College directors, the employees, and most importantly, the students.



Mission, Values and Vision Statement

MISSION

Champlain Regional College is a public, English-language, post-secondary institution that provides pre-university and technical college-level education and training, primarily in English, to learners in both Regular Day and Continuing Education programs. The College, through its unique multiregional structure, responds to the needs of diverse linguistic and cultural communities and contributes to the educational and socio-economic development of the regions of Québec served by Champlain Lennoxville, Champlain St. Lambert and Champlain St. Lawrence.

The College is dedicated to fostering the individual success of its students and their development as well-rounded, responsible and informed citizens of the world.

VISION

Passionate in its commitment to students, and inspired by its mission and values, Champlain Regional College aspires to:

- offer unique and innovative high-quality programs and services;
- graduate students who are recognized for the excellence of the knowledge and skills they have acquired;
- attract and retain outstanding faculty and staff; and
- be a learning-centered college.

COLLEGE PROFILE

Champlain Regional College is the only English-language college in the province of Québec with multiple campuses, serving three administrative regions: the *Capitale-Nationale* (03), the *Estrie* (05) and the *Montérégie* (16).

Each campus offers a distinct and individual experience to students based on its own history, culture and traditions, where teachers take time to get to know their students and give them the personal attention and feedback they need to succeed.

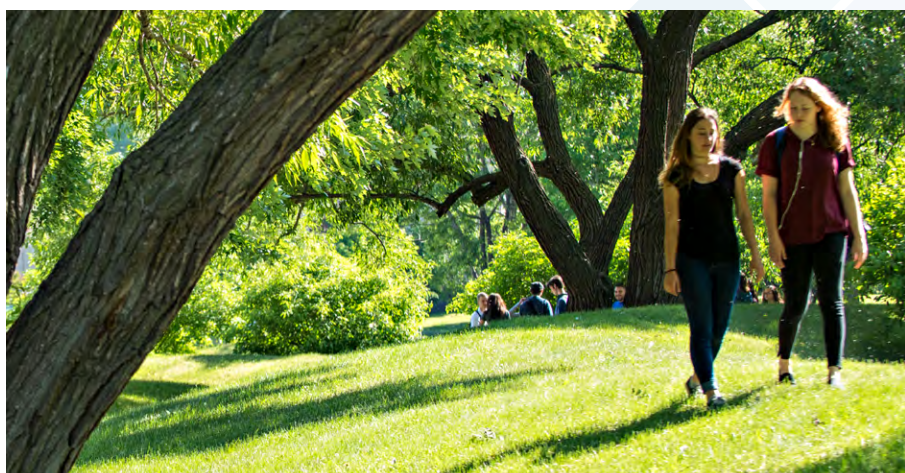
Champlain Regional College is a learning destination offering an exceptional experience, attracting local, national and international students.

VALUES

The College values:

- **Lifelong learning** for students, faculty and staff through personal growth and professional development;
- **Excellence** through striving for continuous improvement;
- **Respect** for all individuals, manifested through open communications and a commitment to fairness, justice and honesty;
- **Caring** through compassion, courtesy and friendliness, and a commitment to the wellness of students, faculty and staff;
- **Collaboration** in the achievement of shared goals and objectives;
- **Stewardship** through the responsible and effective use of human, physical, environmental and financial resources; and
- **A sense of community and tradition** within and among all locations of the College.

Board of Governors Meeting
October 21, 2005



College Profile

OUR CAMPUSES

LENNOXVILLE CAMPUS

The Lennoxville Campus of Champlain Regional College is located in the borough of Lennoxville, within the city of Sherbrooke, where it shares the campus of Bishop's University. With approximately 1,200 students, it is the only English-language college campus based in the Eastern Townships, a region which also includes one public francophone CEGEP and one private francophone college. Champlain Lennoxville offers pre-university and technical programs, as well as tailored Continuing Education services to serve the needs of local businesses and a growing adult clientele.

ST. LAMBERT CAMPUS

The St. Lambert Campus of Champlain Regional College is located on the border between the municipalities of Saint-Lambert and Longueuil, on the South Shore of the Island of Montréal. With approximately 3,000 students, it is the only English-language college campus based in the *Montérégie*, which also includes six public francophone CEGEPs.

Champlain St. Lambert offers a wide variety of both pre-university and technical programs through the regular division, as well as AEC programs, Recognition of Acquired Competencies (RAC), and non-credit courses and activities through the Continuing Education division.

ST. LAWRENCE CAMPUS

The St. Lawrence Campus of Champlain Regional College is located in Québec City (borough of *Sainte-Foy*). With approximately 900 students, it is the only English-language college campus based in the *Capitale-Nationale*, which also includes three public francophone CEGEPs. It offers primarily pre-university programs, but it is also home to the P.W. Sims Business Program, a thriving technical program providing the possibility of advanced standing at several universities. St. Lawrence also offers bilingual programs in partnership with *Cégep Limoilou* and *Cégep Beauce-Appalaches*.

The scenic Eastern Townships rural setting has proven to be very attractive to increasing numbers of students who seek an alternative to continuing their post-secondary education in an urban environment. Champlain Lennoxville offers its students high-calibre facilities - library, classrooms, laboratories, athletic complex, and dining services shared by college and university students. Given the significant number of students from outside the Sherbrooke-Lennoxville area, the campus includes a 317-room, apartment-style residence complex, where the comforts and privacy of residence life can be enjoyed.

The Champlain St. Lambert Campus is within a short 10-minute walk from the *Longueuil-Université de Sherbrooke* metro station, just a single metro stop from Québec's metropolis, Montréal. Students come from diverse cultural backgrounds and speak a variety of languages, which provides the campus with a friendly, enriching and multicultural environment where students meet new people and live new experiences.

This small, intimate campus, in the heart of the Québec City area, offers students the opportunity to enrich their language skills through outstanding academic and cultural experiences, as well as some unique sporting activities that include a nationally recognized golf team. With over 60 years of history in the Québec City region, Champlain St. Lawrence is a key institution of the local English community.



Strategic Plan and Student Success Plan

2018-2019 ANNUAL REPORT

Following is a summary of initiatives and results derived from the 2018-2019 Annual Operational Plan (AOP), which refers to our fourth year of the implementation of the 2015-2020 strategic plan.

ORIENTATION 1: REINFORCE OUR COMMITMENT TO THE SUCCESS OF OUR STUDENTS

GENERAL OUTCOME 1.1 Champlain students are provided with support and services they need to succeed

Champlain Lennoxville

- Revisions were made to the Computer Science Technology (420) program;
- Institutional Policy on the Management of Academic Programs (IPMAP) guidelines for the criteria of program effectiveness were completed;
- A draft Student Success Plan was started.

Champlain St. Lambert

- Participated in the conclusion of the work of the college-wide task force;
- Represented the needs of the campus and its students;
- Agreement with the Teachers' union was made to establish a composition for the Academic Council which will parallel the upcoming Commission of Studies;
- Academic Council established subcommittees for the IPESA and IPMAP.

Champlain St. Lawrence

- New Governing Board was completed by 80%;
- New Commission of Studies was completed by 80%.



Other

- A tender process decision chart was created and was posted on the new Material Services intranet in June;
- The 2018-2019 New Governance Work Plan was developed and presented to the Board of Governors in September 2018;
- Regular communication was sent to Board members, Campus task force and local management teams to inform them of the progress being made regarding the new governance structure;
- Bylaws Number 1, 2, 3, 4, 5, 6 and 7 were revised;
- The report on the Evaluation of the Implementation of the IPESA was Board approved on December 19, 2018;
- New Letters Patent were Board approved in September 2018;
- A complete analysis of the foundation fundraising mechanism of the College network was presented with recommendations on tools to be used;
- The St. Lawrence Foundation collected \$129,540 in donations from students for the Student Center expenses.

Strategic Plan and Student Success Plan

GENERAL OUTCOME 1.2 Faculty and staff are supported in their efforts to enhance our students' success

Champlain St. Lawrence

- An administrative framework for international mobility was completed;
- Two international mobility projects were developed;
- Phase II of the Scholarship of Teaching and Learning (SoTL) project was completed and was presented at the June 2019 *Association québécoise de pédagogie collégiale (AQPC)* conference.

Other

- A new Information Security Policy was developed;
- The Information Resources Governance Committee was created.

GENERAL OUTCOME 1.3 Champlain establishes partnerships that contribute to our students' success

Champlain St. Lawrence

- Solicitations were done to complete the fundraising campaign.

ORIENTATION 2: PROVIDE RELEVANT PROGRAMS AND SERVICES

GENERAL OUTCOME 2.1 Champlain students are offered relevant programs through regular day and/or continuing education

Champlain St. Lambert

- Revised the Computer Science DEC, which will help the campus to grow their 2019-2020 class from 2 to 3 cohorts;
- Virtual and Augmented Reality AEC program's first cohort was launched in January 2019.

Champlain St. Lawrence

- A training template was developed for the *virage numérique*;
- Joint programs with *Cégep Beauce-Appalaches* and *Cégep Limoilou* were successfully implemented in Fall 2018.

Other

- In collaboration with Campus Directors, the 2018-2019 Academic Work Plan was developed and presented to the Board of Governors in September 2018;
- Active contribution to the drafts and consultation regarding bylaws and policies.



Strategic Plan and Student Success Plan

GENERAL OUTCOME 2.2 Faculty and staff are supported in their ability to continuously improve the programs and services they offer

Champlain St. Lambert

- Student services designed a new module for student orientation to inform students about College policies, procedures and their rights and obligation, including the IPESA.

Champlain St. Lawrence

- The "E" Budget process was totally reviewed with a timeline to ensure better control of the budget;
- The budget process was improved with the establishment of a calendar.

Other

- The Board of Governors approved the Action Plan to address the recommendations in the Report on the Evaluation of the Implementation of the IPESA on April 12, 2019;
- The Board of Governors approved the accounting process and documents related to the laws and regulations compliance;
- The Employment of Personnel module was updated and was moved to Web Services;
- The videoconference systems were upgraded to a new multi-site architecture;
- Health and Safety (SST) Committee meetings took place on campuses;
- A Material Services intranet was launched;
- The College posted at each location a new SST statement that will improve the college and campus compliance rate for future inspections performed by la Mutuelle;
- A guideline document on contract management was created, tested and posted on the New Material Services intranet;
- The Board of Governors approved the *Plan des risques contractuels* as per Ministry requirement;
- The revision of the emergency plan was completed.

GENERAL OUTCOME 2.3 Champlain provides relevant programs and services to meet the needs of our external partners

Champlain St. Lambert

- A joint project, *Formation/Main d'oeuvre*, was developed in partnership with the *Pôle d'excellence en Transport terrestre*;
- The campus participated in the "guichet unique" project for immigrants in the agglomeration of Longueuil as a founding partner.

Champlain St. Lawrence

- The campus increased enrollment in the business English Second Language (ESL) by 47%.

ORIENTATION 3: CREATE AN ENGAGING ENVIRONMENT

GENERAL OUTCOME 3.1 Champlain creates an environment that encourages a culture of engagement in the college life

Other

- Regular meetings were held to ensure effective communication regarding the work of the Board of Governors and the Subcommittee, the bylaw revisions and work of the Ministry;
- Workshops/meetings were held to engage and motivate staff through the college's structural transition;
- Support was provided to campuses during the implementation of the new Clara finance system;
- A three-year preventive maintenance program was completed and shared with campus Building & Equipment department.

Strategic Plan and Student Success Plan

GENERAL OUTCOME 3.2 Champlain develops mutually beneficial partnerships

Other

- Meetings were held with local Human Resources (HR) management to work on streamlining the payroll hiring process and procedures;
- An online collaborative tool, Microsoft Teams, was set up for board related activities;
- Harassment Policy was updated to meet legal requirements and was approved by the Board of Governors;
- A procedure on the disclosure of wrongdoings was developed and a designated officer responsible for receiving complaints was named;
- Training on leadership and change management was held during the All-Management meeting on December 4, 2018.

ORIENTATION 4: ENCOURAGE INNOVATION

GENERAL OUTCOME 4.1 Champlain creates opportunities for innovation

Champlain Lennoxville

- Performed a market study for Continuing Education;
- The budgets were monitored regularly to ensure spending was within limits.

Champlain St. Lambert

- An ESports group was developed;
- A consultant was hired to explore the introduction of Virtual Reality into various courses and programs on campus.

Champlain St. Lawrence

- In Continuing Education, the English as a Second Language course met expectations;
- Faculty and Staff centered initiatives were developed and launched, including the second year of the SoTL project and the Bloom Agency project along with a new project with First Nation students.

Other

- Risk areas were identified regarding finances and information was provided to the Audit Committee;
- Maintenance agreements were renegotiated to a third party to reduce cost by 40%;
- A six-month extension for the lease of the Ontario Street building generated a profit of \$20,000;
- The Fall 2018 public tender process generated savings of \$50,000 for the next 3 years (Lennoxville \$15,000 and St. Lawrence \$35,000);
- A plan to reduce financial risks related to accumulated vacation and overtime was developed and implemented.

GENERAL OUTCOME 4.2 Champlain is recognized as an innovator by its external partners

Champlain St. Lambert

- Active partnerships were developed with the development firm, OVA;
- Discussions took place with Groupe Robert and Fuji/SEMEC for joint development projects.

Champlain St. Lawrence

- An active role was played in the creation of the *Pôle régional en enseignement supérieur*, headed by *Université Laval*.



Strategic Plan and Student Success Plan

Professional Development for Teachers (E-004)

Below is a partial list of initiatives and activities offered to teachers for purposes of professional development:

- Books, periodicals and other professional development material;
- Credited courses;
- Conferences;
- External workshops;
- Internal lunch hour workshops;
- Professional Association membership and training;
- Techno-pedagogy workshops.

Soutien à la réussite (S-051)

To support academic success for students with special needs and students with disabilities, as well as to counter school drop-out, the following initiatives have been extended due to their success or have been recently implemented:

- Access to specialized software and technology;
- Counselling, mentoring and tutoring;
- Exam invigilation in a quiet space and with extended time;
- Note takers;
- Workshops on inclusive pedagogy to faculty by their peers and the pedagogical counsellor;
- Special projects were undertaken by teachers to experiment with teaching strategies. Some of these projects involved literacy; improving class discussions and oral presentation skills, self-evaluation tools for students; personalized toolkit for students with learning disabilities transitioning from internship to the workplace; academic mentoring of second year students with disabilities and special needs; Reading to Learn – A universal need for all students; *Projet de français adapté*.

Student Success (S-028)

Throughout our 3 campuses many activities were carried out to support student success, including but not limited to:

- Academic coaching;
- Additional academic advising;
- English Writing Center;
- Entrepreneurship project;
- Intercultural club, workshops, and activities related to First Nations;
- Student peer tutoring;
- Targeted workshop on lunch time in Mathematics, Methodology, Science and English;
- Trip to Europe.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education (S-052)

The College is committed to creating a healthy and respectful study and work environment for all students, faculty, staff and management. The Policy against Sexual Violence was first adopted by the Board of Governors in December 2018 with a revision in April 2019. Each location was responsible for developing the local procedures for implementation in the fall 2019 semester.

In 2018-2019, the College spend \$57,903 to create prevention and awareness campaigns along with outreach activities, to deliver training to employees and students, and to hire additional resources to meet the obligations of the College and to support various activities in the implementation of the Policy and local procedures. In total, the College allocated three internal resources and hired one external part-time resource.



Student Population

REGULAR DAY

ENROLLMENT* BY PROGRAM

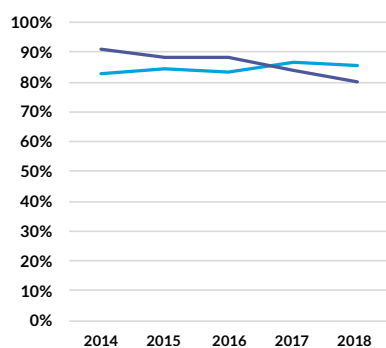
PROGRAMS	LENNOXVILLE		ST. LAMBERT		ST. LAWRENCE	
	Fall 2018	Winter 2019	Fall 2018	Winter 2019	Fall 2018	Winter 2019
Orientation and Integration	61	64	2	1	18	11
PRE-UNIVERSITY						
200.12 - Science + Social Science (Double DEC)	-	-	-	-	7	5
200.16 - Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	6	4
200.B0 - Science	246	209	589	521	320	264
200.C0 - Computer Science and Math	-	-	74	66	-	-
300.16 - Social Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	6	5
300.A0 - Social Science	539	489	1,475	1,340	378	318
500.A1 - Arts, Literature and Communication	82	67	230	183	66	62
510.A0 - Visual Arts	24	24	-	-	-	-
700.B0 - Liberal Arts	30	22	111	89	-	-
Subtotal	921	811	2,479	2,199	783	658
TECHNICAL						
180.A0 - Nursing	101	88	95	91	-	-
351.A0 - Special Care Counselling	86	79	-	-	-	-
410.B0 - Accounting and Management Technology	70	56	-	-	154	138
410.D0 - Business Management	-	-	258	207	-	-
414.A0 - Tourism	-	-	70	65	-	-
420.A0 - Computer Science	-	-	92	83	-	-
Subtotal	257	223	515	446	154	138
TOTAL	1,239	1,098	2,996	2,646	955	807

Total Students Fall 2018: 5,190

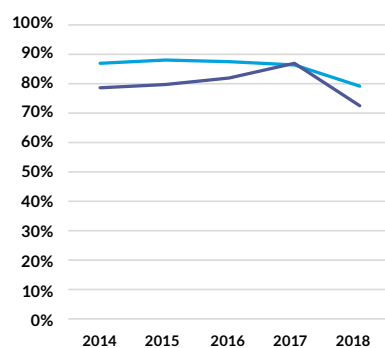
Total Students Winter 2019: 4,551

* Includes only students taking at least one credit course.

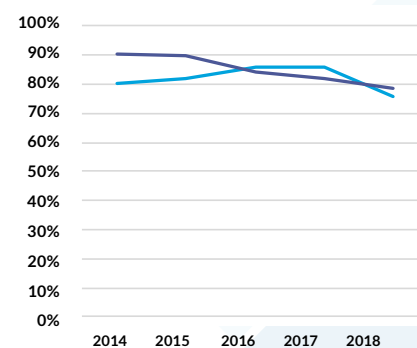
PERCENTAGE OF STUDENTS IN RECENT FALL COHORTS PASSING 80% OR MORE OF THEIR FIRST-SEMESTER COURSES



Lennoxville



St. Lambert



St. Lawrence

— Pre-University
— Technical

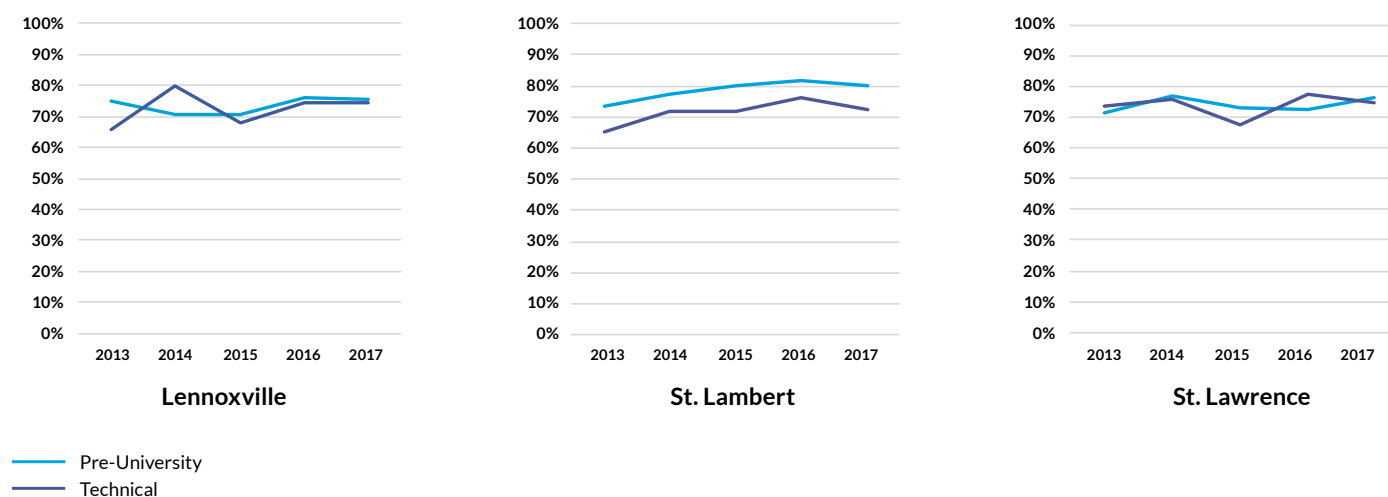
(1) Data source is CLARA.

(2) Results are presented for students entering their programs with no prior college experience (Population A).

Student Population

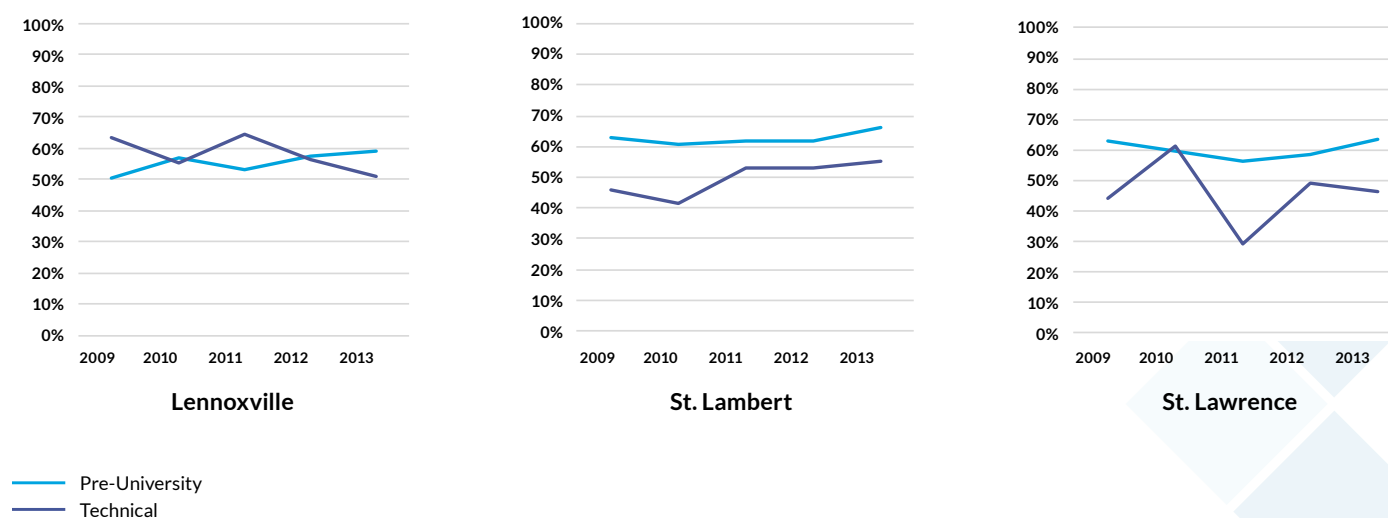
REGULAR DAY

THIRD-SEMESTER RETENTION RATES (SAME PROGRAM, SAME CAMPUS) FOR RECENT FALL COHORTS



- (1) Data source is the PSEP (*Profil scolaire des étudiants par programme*) database maintained by SRAM (*Service régional d'admission du Montréal métropolitain*).
- (2) Results are presented for students entering their programs with no prior college experience (Population A).

GRADUATION RATES (SAME PROGRAM, SAME CAMPUS) WITHIN THE PRESCRIBED PERIOD OF TIME PLUS TWO YEARS FOR RECENT FALL COHORTS



- (1) Data source is the PSEP (*Profil scolaire des étudiants par programme*) database maintained by SRAM (*Service régional d'admission du Montréal métropolitain*).
- (2) Results are presented for students entering their programs with no prior college experience (Population A) combined with students entering their programs after one or more semesters in another college program (Population B).

Student Population

CONTINUING EDUCATION

ENROLLMENTS* AND GRADUATES BY PROGRAM

PROGRAMS	LENNOXVILLE				
	Enrollments			Graduates	
	Fall 2018	Winter 2019	Summer 2019	Fall 2018	Winter 2019
AECs					
JEE.0K - Early Childhood Education	6	11	-	-	-
NTA.1E - <i>Conseiller en décoration résidentielle</i>	7	8	-	-	8
TOTAL	13	19	-	-	8

PROGRAMS	ST. LAMBERT				
	Enrollments			Graduates	
	Fall 2018	Winter 2019	Summer 2019	Fall 2018	Winter 2019
AECs					
EEC.1Y - Residential Real Estate Brokerage	19	19	16	15	-
JEE.03 - Educators in Native Childcare Services	12	-	-	10	-
JEE.0K - Early Childhood Education	-	14	14	-	-
JNC.1G - Special Care Counselling	22	23	-	-	-
JNC.1H - Autism Spectrum Disorder	-	23	-	-	-
LCA.CB - Specialist in Transportation and Logistics	44	49	46	16	-
LCE.4L - <i>Bureautique et immersion anglaise</i>	-	16	15	-	-
LEA.21 - Cisco Certified Network Associate (CCNA)	42	22	-	14	19
LEA.CS - Cisco Certified Network Professional - Routing and Switching	7	21	-	6	-
NTL.1K - Virtual & Augmented Reality Specialist	13	13	12	-	-
TOTAL	159	200	103	61	19

ST. LAWRENCE CAMPUS

During 2018-2019, there were no students registered in credit courses for AEC programs in Continuing Education. All registrations were for non-credit courses.

* Includes only students taking at least one credit course.

Student Population

CONTINUING EDUCATION

RECOGNITION OF ACQUIRED COMPETENCIES (RAC) - ST. LAMBERT

PROGRAMS	VALIDATION INTERVIEWS
AECs	
JEE.0K - Early Childhood Education	64
JNC.1G - Special Care Counselling	73
LCA.CB - Specialist in Transportation and Logistics	35
LCE.53 - Office Administration	4
LEA.1Q - Information Technology Client Support	31
LEA.21 - Cisco Certified Network Associate (CCNA)	35
LEA.CS - Cisco Certified Network Professional (CCNP)	4
Subtotal	246
DECs	
412.A0 - Office System Technology (Office Management)	34
420.A0 - Computer Science Technology (IT Network Management)	14
Subtotal	48
TOTAL	294



Financial Statements

OPERATING FUND

STATEMENT OF RESULTS FOR THE YEAR ENDING JUNE 30, 2019

	2019	2018
	\$	\$
Revenues		
Government Grants	52,411,528	48,385,714
Tuition Fees	2,099,485	2,251,911
Sale of Goods and Services	1,968,284	2,011,070
Rentals	994,172	944,596
Other Revenues	117,338	71,505
Total	57,590,807	53,664,796
Expenses		
Salaries and Fringe Benefits - Teaching ¹	34,031,473	32,293,276
Salaries and Fringe Benefits - Non-Teaching ¹	13,243,051	12,578,999
Materials and Supplies	2,057,611	1,875,272
Services, Honoraria, Contracts and Rentals	5,461,862	5,486,554
Other Expenses	1,184,460	1,101,571
Total	55,978,457	53,335,672
Excess (deficit) of Revenues Over Expenses	1,612,350	329,124

EVOLUTION OF FUND BALANCE

Balance of Funds (deficit) at the Start of the Year ²	2,308,228	1,637,883
Surplus (deficit) of Revenues Over Expenses ³	1,612,350	329,124
Transfer to Capital Funds	269,120	341,221
Balance of Funds (deficit) at the End of the Year	4,189,698	2,308,228
<i>Balance of appropriated funds</i>	-	1,430,000
<i>Balance of unappropriated funds</i>	4,189,698	878,228

The information is derived from the 2018-2019 annual financial report, sections "Résultats" and "État de l'évolution des soldes de fonds".

¹ Salaries and fringe benefits include union costs (coûts de convention).

² After adjustments made by the Ministry.

³ Before adjustments made by the Ministry.

Information relating to service contracts involving expenditures of \$25,000 or more as determined by the Treasury Board.

In the 2018-2019 financial year, the College awarded a total of 22 service contracts with a value of \$25,000 or more, for a total of \$1,667,165. There were no service contracts awarded to individuals.

Human Resources

PERSONNEL BY CATEGORY

	COLLEGE ADMINISTRATION	LENOXVILLE	ST. LAMBERT	ST. LAWRENCE
CATEGORY OF PERSONNEL				
Management	9	8	15	7
Faculty	0	146	271	93
Professional	4	9	26	11
Support	14	28	86	26
TOTAL	27	191	398	137

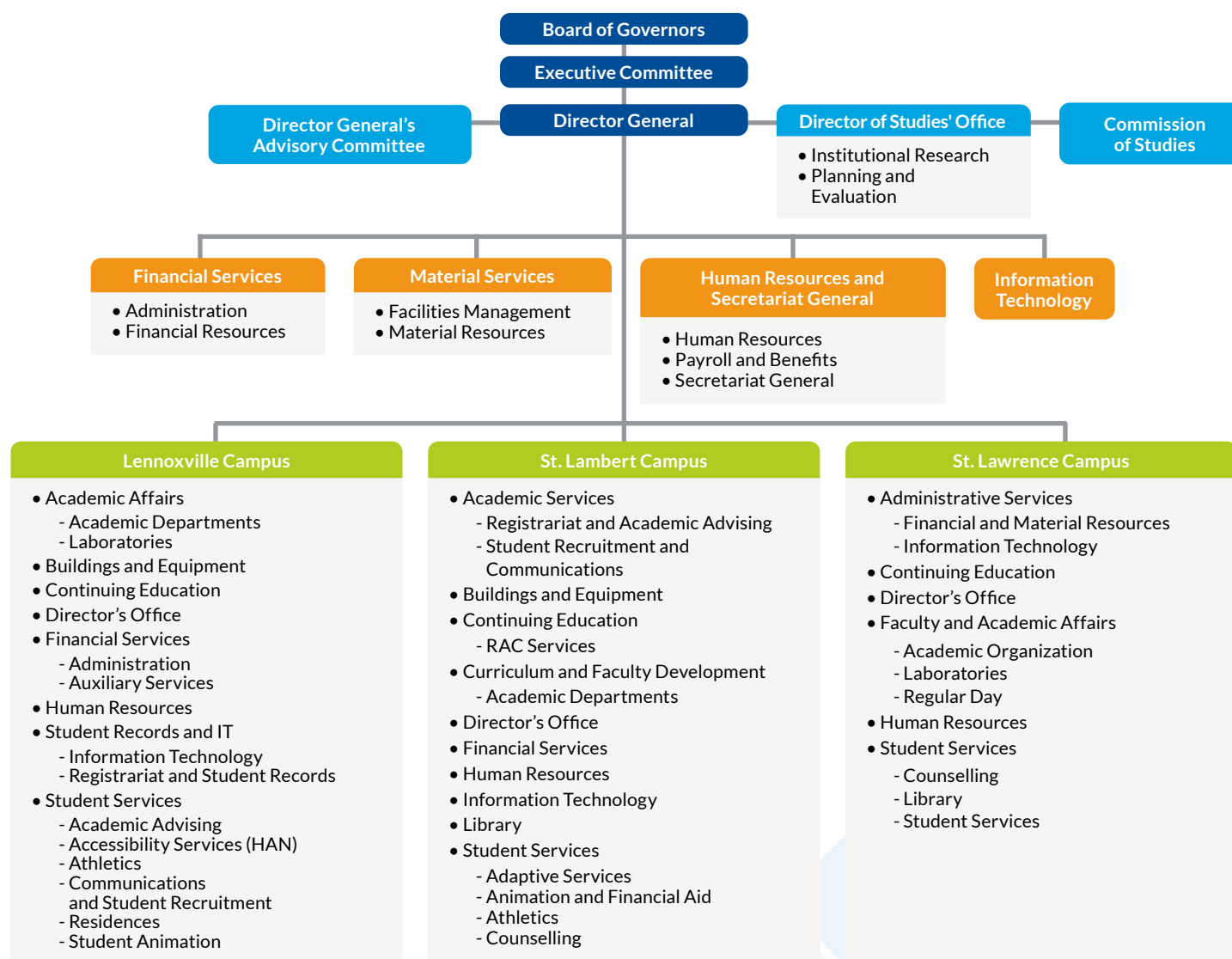
Act to facilitate the disclosure of wrongdoings relating to public bodies

In 2018-2019, no disclosures of wrongdoings were received by the College under the Procedure to facilitate the disclosure of wrongdoings.

Act respecting workforce management and control

The staffing level established in accordance with Article 38 of the Act for the period covering April 1, 2018 to March 31, 2019 does not exceed that of the reference period ending March 31, 2018, as established by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

ORGANIZATIONAL CHART



Board of Governors

At June 30, 2019

College Administration

Odette Côté (Ex officio) Director General
and Interim Director of Studies

Brian Denison Professional Representative

Lennoxville Campus

Randi Heatherington Faculty Representative

Andrea Miller-Ffrench Parent Representative

Julia Rochford Technology Student

Pierre Roy Support Staff Representative

Mark Warnholtz Pre-University Graduate

St. Lambert Campus

Méganne Bériault Pre-University Student

Michel Léger Parent Representative

Eric Thananayagam Technology Graduate

Bruce Toombs Faculty Representative

St. Lawrence Campus

Daniel Perreault Faculty Representative

GOVERNMENT APPOINTEES REPRESENTATIVE OF

Enterprise

James Shufelt (Chair)

Vacant

Regional Council of Labour Market Relations

Hélène Bélanger

School Board

Pamela Booth Morrison (Vice-Chair)

Socio-Economic Group

Cathleen Scott

Helen Walling

University

Fatiha Chandad

Commission of Studies

At June 30, 2019

College Administration

Odette Côté (Chair, Ex officio) Interim Director of Studies

Lennoxville Campus

Judith Beaudoin Professional Representative

Catherine Filteau Academic Dean

Miguel Laroche-Marcotte Student Representative

Louise Pépin Academic Advisory Council Representative

Daron Westman Faculty Representative

St. Lambert Campus

Greg De Luca Professional Representative

Henriette Dumont Support Staff Representative

Elham Ghobadi Academic Council Representative

Rosalie Lanteigne Student Representative

Anthony Singelis Dean, Curriculum & Faculty Development

Bruce Toombs Faculty Representative

St. Lawrence Campus

Claudine Gélinas-Faucher Professional Representative

Joanne McCalla Faculty Representative

Angela Stevens Dean, Faculty & Academic Affairs

Vacant Pedagogical Committee Representative

Vacant Student Representative

Code of Ethics and Professional Conduct for Members of the Board of Governors

PREAMBLE

These rules of ethics and professional conduct are in conformity with the Act to amend the Act respecting the Ministère du Conseil exécutif and other legislative provisions as regards standards of ethics and professional conduct (1997 Statutes of Québec, Ch. 6). These measures complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Québec Civil Code and Articles 12 and 20.1 of the Colleges Act (RSQ, Ch. C-29). In the case of conflict with the rules outlined in this Code, legislative measures of public order, notably Articles 12 and 20.1 of the Colleges Act, take precedence.

ARTICLE 1 GENERAL PROVISIONS

1.1 Definitions

The definitions set forth in Article 1.01 of By-Law Number 1 of the College, as well as those appearing in the other by-laws of the College, apply to the present Code. However, in the present Code, the following expressions mean:

EMPLOYEE MEMBER: The Director General, the Director of Studies as well as the three faculty, one professional and one support staff members of the Board of Governors;

INTEREST: Something which matters, is useful or advantageous;

CODE: Code of Ethics and Professional Conduct for Members of the Board of Governors;

MVV: the College's mission, vision and values as approved by the Board of Governors.

1.2 Objectives

The objective of this Code is to outline the rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:

- maintain and build public confidence in the integrity, objectivity and transparency of the College's administration;
- allow members to exercise their mandate and carry out their duties with confidence, independence and objectivity for the better fulfilment of the College's mission; and
- reflect the MVV of the College.

1.3 Application

This Code applies to all members and, in the case of Article 2.03, to former members of the Board of Governors of the College at all times.

ARTICLE 2 DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.1 General

Each member carries out his/her duties with independence, integrity and good faith in the best interests of the College for the fulfilment of its mission. The member acts with prudence, diligence, honesty, loyalty and regularity as would any reasonable and responsible person in similar circumstances.

2.2 Duties and Obligations While in Office

While fulfilling his/her duties, the member must:

- a. Act Personally:

The mandate is personal in nature, and may not be sub-delegated.
- b. Act Diligently:

The obligation to perform the functions of a Board member necessarily carries with it the obligation for members to be present at meetings of the Board of Governors unless they have good cause to be absent.
- c. Act Collegially:

Members do not act individually, but rather collegially with the other members of the Board of Governors or the Executive Committee.
- d. Act Independently in the Interest of the College:

The Board of Governors is composed of people from various contexts and settings who each bring their expertise, their experience, and their knowledge to the College's Board of Governors.

Board members are not to act in their personal interest or in the interest of people from the same communities, and therefore must always act in the interest of the College. This means that members of the Board understand that they must always act in the best interest of the College as a whole.
- e. Act in Compliance with the Law:

In performing their functions, Board members must comply with the obligations that are imposed on them by legislation and regulations and by the letters patent of the College, and act within the limits of the powers conferred on them.
- f. Act with Prudence and Diligence:

Board members will therefore ensure that they thoroughly understand the issues that come before them and remain current with regards to the College's situation so that they are able to act appropriately. The Board may seek the advice of experts on matters that may fall outside the knowledge and skills ordinarily required in order to be able to make the decision that is in the best interest of the College.

Within the limit of their abilities, they must act as a reasonable and responsible person would do in the circumstances.
- g. Act with Honesty and Loyalty:

Board members must act with honesty and loyalty in the interest of the College.

Refrain from participating in a discussion or voting on an issue for which he or she has a vested interest. Avoid placing him/herself in situations that constitute a conflict, either real, potential or perceived, between a personal interest, or that of the person or persons who elected or nominated him/her, and the obligations of his/her office.

 - In addition, Board members must not denigrate the College publically and must abide by certain rules, such as:
 - not use for their own profit or interest, or that of a third party, any property of the College, unless authorized to do so;
 - not disclose, for their own profit or interest, or that of a third party, any privileged or confidential information that they obtain by reason of their duties;

Code of Ethics and Professional Conduct for Members of the Board of Governors

- not abuse their powers or use their position unduly to gain a personal benefit;
- directly or indirectly, grant, solicit or accept a favour or an undue advantage for himself or for a third party, and not accept any gift, hospitality or other advantage, except what is customary and is of modest value.

h. Act with Civility and Respect:

Their behaviour must be dignified and respectful of the other members. They must speak with moderation and avoid damaging anyone's reputation.

2.3 Duties and Obligations After Leaving Office

A person, in the twelve (12) months immediately following his/her leaving office as a member, must:

- act in such a manner so as not to take any undue advantage of his/her former duties as a member of the Board of Governors;
- not act on his/her own behalf or on behalf of another with respect to a process, a negotiation or any other operation to which the College may be a party. This rule does not apply to the employee member of the College who is carrying out an appeal by virtue of his/her employment contract;
- not use confidential or privileged information about the College for personal gain nor give advice to his/her clients based on information not available to the general public.

ARTICLE 3 REMUNERATION

3.1 Prohibited Remuneration

Members have no right to any remuneration for the carrying out of their duties as members of the College's Board of Governors. They can receive no remuneration from the College other than the reimbursement of certain expenses authorized by the Board of Governors and a customary gift on leaving office.

The above stipulation does not apply to the employment contract, salary and other working conditions of employee members of the Board.

ARTICLE 4 CONFLICTS OF INTEREST

4.1 Objective

The following rules have been drafted to assist members in their understanding of conflict of interest situations and to establish administrative procedures for members in a conflict of interest situation to proceed in the best interests of the College.

4.2 General Principles

A conflict of interest exists in any situation, either real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise the independence and impartiality inherent in the duties of a member, or in a situation where a member seeks to use the nature of his office to receive an undue advantage for him/herself or for a third party.

4.3 Situations Constituting a Conflict of Interest

A conflict of interest covered by this Code is defined, but not limited to, situations in which the member:

- has a direct or indirect interest in a deliberation of the Board of Governors;
- has a direct or indirect interest in a contract or proposed contract with the College;
- has a direct or indirect interest on an issue for which the Board is required to make a decision;
- obtains or will obtain a personal benefit that will result from a decision of the College;
- accepts a gift or any benefit whatsoever from a business which deals, or is likely to deal with the College, with the exception of gifts of appreciation of nominal value;
- promotes or acts as a representative of a group.

4.4 Situations Constituting a Conflict of Interest for Employee Members

Apart from the rules outlined in 4.03 above, the employee member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges Act.

4.5 Disclosure of Interests

In the thirty (30) days following his/her nomination, or in the thirty (30) days following the coming into effect of this Code, every member must fill in and submit to the Chairperson of the Board of Governors a declaration, to the best of his/her knowledge, of his/her interests in organizations that have done or are doing business with the College and disclose any inherent conflict of interest, either real, potential or perceived. This declaration must be revised and updated annually by every member. (Appendix 1)

Every member must disclose in writing any situation constituting a conflict of interest as outlined in the first paragraph of Article 12 of the Colleges Act.

4.6 Restrictions

Other than the restrictions provided for in Articles 12 and 20.1 of the Colleges Act, every member who is in a conflict of interest must refrain from influencing other members, from participating in deliberations and voting on the question or resolution, and furthermore, must withdraw from the meeting to allow the deliberations and voting to take place in the absence of the member and in complete confidentiality.

ARTICLE 5 CONFIDENTIALITY

5.1 General

This section deals with the obligation of discretion required of Board members.

5.2 Accessibility and Transmission of Information

Information and documents which are shared or presented for the purpose of Board activities are confidential until they are made public through a decision of the Board.

Board members must uphold confidentiality regarding information received for the purpose of the governance of the College whatever

Code of Ethics and Professional Conduct for Members of the Board of Governors

the means of transmission. This includes, but not limited to, information shared electronically as well as in the context of video or teleconferences.

Board members have an obligation of confidentiality regarding the content of deliberations of the Board and its committees that are “in-camera” or subject to Article 12 of the [Colleges Act](#).

Board members must sign the confidentiality form prior to participating in any Board activities. (Appendix 2)

ARTICLE 6 ADMINISTRATION OF THE CODE

6.1 Professional Conduct Counsellor

The Secretary General, as Professional Conduct Counsellor, is responsible for:

- informing the members with respect to the contents and application of the Code;
- advising the College and/or any member faced with a situation that is considered problematic;
- investigating allegations of irregularity with respect to the Code and reporting findings to the Board of Governors;
- giving an annual report to the Board of Governors specifically outlining the number of cases treated and their follow-up, the infractions considered by the Disciplinary Committee, the decisions of and sanctions imposed by the Disciplinary Committee, as well as the name of members removed from office, suspended or reprimanded during the course of the year.

6.2 Ad hoc Administration of the Code

Questions arising concerning the application of the Code during meetings of the Board of Governors are subject to the rules of procedure for meetings of the Board, as outlined in By-Law Number 1. The Chairperson, or in a situation involving the Chairperson, the Vice-Chairperson acting as Chairperson, shall rule on any ad hoc question or situation pertaining to the Code raised by a member during a meeting, including which members are eligible to debate and to vote on a question or resolution before the Board. The Chairperson has the power to intervene and to order that a member refrain from voting and withdraw from the meeting during the discussion and vote. The decision of the Chairperson is final.

6.3 Disciplinary Committee and Sanctions

6.3.1

When the Professional Conduct Counsellor, on conducting an investigation, concludes that a member may have contravened the law, the by-laws and/or the Code, he/she advises the Board of Governors.

6.3.2

The Board, or the Appeals Committee if the Board so decides, acts as Disciplinary Committee and decides on the validity of the case and any sanction to be imposed as the case may be.

6.3.3

The Disciplinary Committee notifies the member in writing of the alleged infraction(s), with reference to the relevant legislative or by-law provisions or those of the Code. The Disciplinary Committee, before imposing a sanction, must give the member thirty (30) days to state his/her case in writing and give him/her the chance to be heard.

6.3.4

The member, accused of an infraction of the Code constituting an urgent situation necessitating a speedy intervention or accused of a serious offence, may be provisionally relieved of his/her duties by the Chairperson.

6.3.5

If, after hearing the member's case, the Disciplinary Committee concludes that a member has contravened the law, the by-laws or the Code it must so inform the member and the Board of Governors of the sanction imposed in writing. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.

ARTICLE 7 MISCELLANEOUS PROVISIONS

7.1

The present Code comes into effect on the date of its adoption by the Board of Governors.

7.2

The appendices to this Code are for reference only and do not form an integral part of the Code.

Report on the Code of Ethics

In 2018-2019, one incident concerning a possible breach of the Policy on Code of Ethics and Professional Conduct for Members of the Board of Governors was reported. In accordance with the Policy, the Disciplinary Committee reviewed the matter and deemed there was a breach of the Policy. In response to this breach, a letter of reprimand was issued to the member in question.





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