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Message from the Chairperson and the Director General



François Paradis
Chairperson
Board of Governors



Odette Côté
Director General

After amendments to the Letters Patent were adopted unanimously by the Board of Governors in September 2018, Champlain Regional College entered into Chapter II of the Colleges Act on October 25, 2019. This marked the beginning of a new college, whereby priorities for 2019-2020 were focused on the smooth implementation of a new governance structure composed of a board of governors, three governing boards, three commissions of studies and three constituent colleges having acquired pedagogical autonomy and guided by principles of reciprocity, accountability and transparency, while ensuring that the decision-making process is closer to students and local communities served by each college.

This change in governance called for the revision of Bylaw 1 – General Administration of Champlain Regional College, Bylaw 3 – Appointment, Renewal of Appointment, and Evaluation of the Director General and Directors of Constituent Colleges, Bylaw 5 - Financial Management of the Regional College, Bylaw 6 – Student Fees, Management Personnel Policy and Policy managing the risks of collusion and corruption in public contracts. Also, to ensure equal faculty representation at the Board of Governors, the request for a private bill was made to the Ministry of Higher Education.

Regarding academic operations, a 2019-2020 Academic Work Plan was created ensuring the completion of certain academic dossiers and/or the transferring of others to the Constituent Colleges. The Golden Book of Endeavours was also created to capture and highlight the extraordinary efforts, achievements and talents of our students, employees and communities, while celebrating what we do on a regular basis. And, the Report on the Evaluation of the 2015-2020 Strategic Plan was also approved by the Board of Governors on June 12, 2020, in preparation for a new strategic plan under the new governance structure.

Furthermore, after four years of continual efforts to strengthen the College's financial situation, Champlain Regional College is financially stable at each of its locations. The revision of the ministerial FABRES funding model, the recognition of adequate ministerial funding for Champlain Regional College, as well as careful planning and spending are just a few examples of what has contributed to ensuring this financial stability.

These substantial changes to the College have brought the community together and prepared us for the unprecedented COVID-19 world pandemic. The rapid conversion to alternate modes of teaching and working testifies to the high quality of our environment as efforts were invested in the pursuit of our educational mission. Arrangements were made for students to retrieve their material, technological tools were lent out, students were offered remote psychosocial support allowing them to finish their session, and communications were intensified to keep in touch with our internal and external stakeholders. The innovative and creative ways put forward to ensure the success of our students have enriched the way we do things and sets the milestones for the future.

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.

As of Fall 2019, the Letters Patent affirm that Champlain Regional College will be situated under Chapter II of the Colleges Act. This means that Champlain is now 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 is fully responsible for their respective pedagogical activities. As well, they each have their own Commission of Studies and Governing Board which allows them to offer services to their student community that are well adapted to their needs and that meets the overall orientations of higher education in terms of supporting students for success.

Now that the year 2020 is drawing to a close, the three Governing Boards as well as the three Commission of Studies of the constituent colleges are operational and are gradually adapting to applying good governance in each of the field of responsibilities that are conferred on them by the new structure of Chapter 2.

The constituent colleges can thus count on a governance which focuses on orienting operations in accordance with the objectives of the ministry and which contributes to the development of the large citizen community.

Our relationship, representation, and communication with the *Ministère de l'enseignement supérieur, recherche et science* (MESRS), the *Commission d'évaluation de l'enseignement collégial du Québec* (CEEC), and the *Fédération des cégeps* is positive and respectful. Members of the faculty and management staff actively participate in these organizations' committees and other initiatives to the benefit of Champlain and the college system as a whole. As one of the five English public colleges in Quebec, our personnel also actively participate in a number of committees specifically dedicated to the provision of educational services to the English-speaking population.



Mission, Values and Vision Statement

OUR 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 Quebec served by Champlain Lennoxville, Champlain Saint-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.

OUR 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.

THE COLLEGE PROFILE

Champlain Regional College is the only English language college with multiple Constituent Colleges serving three administrative regions: the Montérégie (16), the Estrie (05), and the Capitale-Nationale (03).

Each Constituent College offers a distinct and individual experience to students based on its 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 destination for studies offering an exceptional experience that attracts local, national and international students.

OUR 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



Constituent College Profile

CHAMPLAIN COLLEGE LENNOXVILLE

Champlain College Lennoxville of Champlain Regional College is located in the borough of Lennoxville, within the city of Sherbrooke, where it shares the Constituent College of Bishop's University. With approximately 1,200 students, it is the only English-language college Constituent College based in the Eastern Townships, a region which also includes one public francophone CEGEP and one private francophone college. Champlain College 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.

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 College 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 Constituent College includes a 317-room, apartment-style residence complex, where the comforts and privacy of residence life can be enjoyed.

CHAMPLAIN COLLEGE SAINT-LAMBERT

Champlain College Saint-Lambert 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 Constituent College based in the *Montérégie*, which also includes six public francophone CEGEPs.

Champlain College Saint-Lambert 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 Constituent College with a friendly, enriching and multicultural environment where students meet new people and live new experiences.

Champlain College Saint-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.

CHAMPLAIN COLLEGE ST. LAWRENCE

Champlain College St. Lawrence of Champlain Regional College is located in Québec City (borough of *Sainte-Foy*). With approximately 900 students, it is the only English-language college Constituent College 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. Champlain College St. Lawrence also offers bilingual programs in partnership with *Cégep Limoilou* and *Cégep Beauce-Appalaches*.

This small, intimate Constituent College, 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 College St. Lawrence is a key institution of the local English community.



Strategic Plan and Student Success Plan

2019-2020 ANNUAL REPORT – HIGHLIGHTS

Following is a summary of initiatives and results derived from the 2019-2020 Annual Operations Plan (AOP), which refers to the fifth 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 College Lennoxville

- The Champlain Lennoxville website was modified to include a section dedicated to governance;
- The Governing Board was implemented and exercised its responsibilities;
- The Commission of Studies was implemented and exercised its responsibilities;
- The Residence Manager, Continuing Education Manager and the Buildings Manager positions were abolished and responsibilities re-organized between the Dean of Student Services, the new Auxiliary Services Manager and the Academic Dean. Responsibilities for Buildings was merged into a new Administrative Services Coordinator position;
- There was a revision and re-deployment of pedagogical support to academic programs;
- The Auxiliary Services department was highly successful. The estimated revenues generated by the bookstore operation are 60,000\$.

Champlain College Saint-Lambert

- The Governing Board was implemented and exercised its responsibilities;
- The Commission of Studies was implemented and exercised its responsibilities;
- The review of the academic structure has been completed;
- The Dean of Academic Resources & Managers positions have been filled;
- The Human Resources Support Specialist Attestation d'études collégiales (AEC) was launched via Recognition of Acquired Competencies (RAC) in early June;
- The 420 DEC program element offered by Continuing Education through RAC was revised to correspond with new provincial competencies;
- The Special Care Counselling AEC was revised;
- The CCNA AEC was revised to correspond to new CISCO requirements;
- The new Cybersecurity AEC was approved by the Board of Governors on June 12, 2020;
- The first year Student Mentorship Program was successfully completed with increased involvement of the student government in academic matters and stronger partnerships with the college in student-centered projects;
- The Learning Cooperative increased from 12 to 30 self-reliant students.

Champlain College St. Lawrence

- The Governing Board was implemented and exercised its responsibilities;
- The Commission of Studies was implemented and exercised its responsibilities;
- Responsibilities were redistributed and the organizational chart was modified.

Other

- The report on the Evaluation of the 2015-2020 Strategic Plan was adopted by the Board of Governors on June 12, 2020.



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

Champlain College Lennoxville

- Mandatory training offered by CALACS was provided for all employees in August 2019 and documentation was distributed to all employees;
- A faculty member was hired to help launch the Indigenous Advisory Circle and a meeting was held on February 27 with excellent initial representation;
- Three Zoom pedagogical sessions were organized for faculty to share best practices from their experience in transition to distance delivery as a mid-March and a pedagogical counsellor was added to the academic team.

Champlain College Saint-Lambert

- A Robotics Program was launched and was placed among the Top Ten in its first competition at Vanier College. Twenty-two Champlain Saint-Lambert students participated;
- An ESport team was created with 20 student members;
- A Student Sexual Violence Team was created;
- A space for the future delivery of blended learning courses was created. A Blended Learning Committee was created. 177 faculty members were trained through Performa and eight faculty members offered a blended learning course in Winter 2020. Twenty faculty members registered for June 2020.

Champlain College St. Lawrence

- Two Entente Canada Québec (ECQ) projects were completed and two others will be continued in Fall 2020;
- A Winter 2020 trip to London was canceled due to COVID;
- The induction process was revamped for new faculty members.

Other

- Four IT “champions” (one from each location in a different IT field of expertise) have taken part in training sessions. The platform is now available and active;
- A three-year agreement was signed with TerraNova, in collaboration with the other cégeps member of the Regroupement des Collèges de la Région de la Montérégie (RCRM). The awareness program is now in function and the first campaign started on the first week of February 2020.

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

Champlain College St. Lawrence

- A donation of 60,000\$ was received from Desjardins to complete the layout of the Atrium as well as a 10,000\$ donation from La Capitale for scholarships.

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 College Saint-Lambert

- A consultant was hired to review all of the generic course plans and course outlines
- A revised Computer Science Technology program started in Fall 2019 with an increase from one to two cohorts. This new program introduces such varied elements as virtual reality and the internet of things (IOT) into the curriculum..

Other

- New Institutional Policies on the Evaluation of Student Achievement (IPESAs) for each Constituent College was started and will continue in Fall 2020;
- Due to the COVID, the Quality Assurance Audit (QAA) report was postponed to Fall 2020.

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 College Lennoxville

- The Dean of Student Services position was filled.

Champlain College Saint-Lambert

- All athletic teams and student groups were given training regarding sexual violence. The training video was placed on the College Omnivox system and students have been informed of their obligation to follow this training;
- Two Management positions and a Coordinator HR position were filled in Academic Organization.

Champlain College St. Lawrence

- The implementation of the new admissions process was started, but did not reach total digitalization;
- Revision of the Budget process was improved. Care was given to the preparation of the budget presentation to the Governing Board and was closely coordinated with the Director of Administrative Services;
- Significant progress was made achieving a better understanding of the E budget process;
- A Training session on Clara Finance was offered during the Fall 2019 semester to all St. Lawrence employees;
- Two Management positions were filled.

Other

- Budget templates were prepared and approved by Directors of Constituent Colleges (DCCs) in January 2020;
- An administrative mechanism was installed in collaboration with DCCs to ensure the on-time delivery of budgets;
- Detailed timelines, tasks and responsibilities were shared between Administrative Services and Constituent Colleges and regular follow ups were made to ensure ongoing bilateral communication;
- Regular monitoring processes were performed through the quarterly financial statements and results were made available to DCCs;
- Dashboards regarding the evolution of financial annexes under the new FABRES cégeps finance model were developed and shared with the finance departments of each Constituent College;
- The accountability process is in place through the *Rapport Financier Annuel* (RFA). The analysis of annexes was performed and results were shared with DCCs and Constituent College Finance persons. A monthly review with the IT Coordinator at Administrative Services ensures accountability and the efficient use of college funds;
- The college-wide Contract Management process was consolidated. Policy and Annual Risk Management Plans were approved at the November Board of Governors meeting and were delivered as per the Treasury Board requirements;
- Building audits were completed and sent to the Fédération des Cégeps and Collecto. Drawing validations and updates were partially completed;
- Accounting processes and documents related to the College compliance toward the laws and regulations were completed and transmitted to the Ministère de l'éducation et de l'enseignement Supérieur (MEES);
- The Information Resources Strategic Plan (IRSP) was designed and approved by the Board of Governors;
- The migration of College applications was continued by the launch of the Parking Management application;
- The Director of Administrative Services, Director of Human Resources/Corporate Affairs and Finance assistant positions were filled;
- Bylaws 1, 3, 5 and 6 were adopted by the Board of Governors in conformity with the new Letters Patent;
- Revisions to Article 10-4 Vacation of the Management Personnel Policy were adopted by the Board of Governors on June 12, 2020.



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

Champlain College St. Lawrence

- In collaboration with other Cégeps in the region, training was developed for businesses that wished to engage in the digital shift (*virage numérique*);
- We participated in the consortium created by Université Laval to provide training for the *virage numérique* (*Académie de la transformation numérique*);
- The second year of the new bilingual DEC's were deployed with Cégep Limoilou and Cégep Beauce Appalaches.

ORIENTATION 3: CREATE AN ENGAGING ENVIRONMENT

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

Champlain College Lennoxville

- Employees and students participated in the Global Climate march on September 27, 2019;
- Authorization and equipment were obtained to become the point of sale for Société de Transport de Sherbrooke (STS) city bus passes and tokens on the Champlain/Bishops Constituent College;
- The Constituent College went from issuing plastic student ID cards to electronic ID cards in Fall 2019;
- Champlain Lennoxville was granted membership to cégep vert;
- A bottle-filling water fountain was installed on the first floor of the Lennoxville building;
- In January 2020, an all-employee "Community Conversation" about Student Success was held providing significant input for the development of the Student Success Plan;
- A work plan for the development of the Student Success Plan was adopted by the Governing Board to guide work in 2020-2021;
- With guidance from Student Services, the "Mind Your Health" student club members developed plans to have "zen" spaces on each floor of the Lennoxville building;
- Renovation plans were finalized and approved for the renovations of residence bathrooms.

Champlain College St. Lawrence

- An annual action plan was presented to all employees as a Chat & Coffee with the Constituent College Director;
- A flexible computer lab was implemented. The main focus was the renewal of computers, where each teacher received a laptop;
- Phase 1 of the expansion and modernization of the library was launched. Plans were received from the architect.



Strategic Plan and Student Success Plan

Champlain College Saint-Lambert

The MEES provided the College with \$17,500 in grant funding in the area on Interculturalism. These funds permitted the College to continue working to ensure that the mission of the College – “responds to the needs of diverse linguistic and cultural communities” as well as the values – “Respect for all individuals, manifested through open communications and a commitment to fairness, justice and honesty” are lived daily. During this past year where the Black Lives Matter movement came to the front the College was able to work alongside students on the following projects:

- La Semaine Interculturelle
- Black History Month
- Town Hall Discussions – Champlain Let’s get Real
- Walk around the World
- Student Multicultural Leadership Team
- Radicalization workshop

The College was fortunate again to receive grant funding from the MEES for \$53,500 to support the Indigenous Students at Champlain as well as to assist the College to continue its work in educating the college community in Indigenous matters and working towards creating a more understanding environment. Projects included the hiring of a First Nations Resource person from Kahnawake as well as the following projects:

- 2nd language support (release time for faculty)
- Curriculum evaluation (release time for faculty)
- Student Ambassador Program
- Orientation activities for First Nations students
- La semaine Autochtone

Launching a robotics team community, a group of 20 students that the College has never been able to engage in to Student Life participated in the provincial robotics tournament. An established community driven to continue its legacy through recruitment and ongoing participation in subsequent years was created.

Students competing in both Provincial and North American (East) leagues against institutions such as Brown & Harvard University participated in a series of E-sports competitions was created. Once again this is a portion of the student population that has not generally been engaged in college life.

Other

- Work was done to optimize the “*Devis scolaires*” of the 3 Constituent Colleges;
- Planning and concept phases regarding renovation projects were completed;
- The project management system tracking was integrated in Clara finance;
- The Senior Management Committee (SMC) built further synergy and collaboration during the 2019-2020 academic year, thus embracing the new college structure which is built on the foundations of transparency and collaboration.

GENERAL OUTCOME 3.2 Champlain develops mutually beneficial partnerships

- A Finance Committee and a Material Services Committee were formed and met to establish the terms of communication, control measures and timeline for implementation of the annual financial statements and annual budgets.



ORIENTATION 4: ENCOURAGE INNOVATION

GENERAL OUTCOME 4.1 Champlain creates opportunities for innovation

Champlain College St. Lawrence

- In Fall 2019, monitoring of the efficiency of student success initiatives was launched;
- The development of infrastructures for the move toward *Bring Your Own Device* (BYOD) were continued.

Champlain College Saint-Lambert

- Creation of Blended Learning Committee (Fall 2019)
- Launching of 10 Blended Learning format courses (Winter 2020)
- Study: DEC/BAC in Computer Science with Université de Sherbrooke (Winter 2020)
- Encouragement of departments to switch to free, open-source textbooks, and digital textbook rentals to reduce costs to students
- Use of simulation software in Nursing (Laerdal vSim product) as a virtual reality approach to some clinical exercises when access to hospital settings have been either limited or shut down due to the pandemic. This is presented as a mixed reality format that utilise the vSim immersive systems for Nursing education and training incorporated with the real experience students have completed in on-site clinicals. (Winter 2020)

Other

- A generic *Plan d'Action numérique* (PAN) was developed according to ministerial guidelines. It was presented and shared with the All Management Committee in Fall 2019.

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

Champlain College Saint-Lambert

- Among other educational institutions in Longueuil, Champlain Saint-Lambert was an active partner of the *Accueil des immigrants* project;
- Champlain Saint-Lambert was also an active member of *Excellence Montérégie* and the *Regional Consortium on Sexual Violence*.

Champlain College St. Lawrence

- Champlain St. Lawrence played an active role in the *Pôle régional en enseignement supérieur*, headed by University Laval.



CHAMPLAIN COLLEGE LENNOXVILLE

(A-112): Students with Special Needs / Accommodations / HAN Values

A112 - EESH

\$136,388 in teaching salaries

Teachers received release time and conducted a number of special projects to support pedagogy and students with specific needs. These projects include:

- providing pedagogical support to teachers with equity-seeking (HAN) students in their courses,
- the development of documentation about accommodations for particular diagnosis, support for students with language-learning needs, training and support for implementation of Inclusive Pedagogy and Universal Design Learning (UDL), mentoring for student-athletes, remedial activities to support science students, support for at-risk students and a first-semester transition and experience project.

Soutien direct aux étudiants HAN (Equity-seeking students) through Student Services

\$79,115

Individual support and a range of accommodations offered to students with particular needs (diagnosed learning disabilities, physical limitations, and mental illness). Accommodations include physical equipment, technological supports, psycho-social services, note-taking, and exam invigilation. More than 100 students were provided with these supports and accommodations each semester by a dedicated professional and support staff.

Prevention of Sexual Violence

\$19,284

- 2 teachers received partial release time.
- A professional was also hired for a part of the year.

A trained group of students known as “SEXed” were supported by dedicated faculty ran a number of awareness and sensitization campaigns for the student population including consent training

Pole Regional

Champlain Lennoxville has been an active participant at the steering and executive committees of the Pole Regional d'enseignement superieur de l'estrie (PRESE) <https://www.prese.ca/en/> which is a tremendously successful collaboration between the post-secondary institutions in the Estrie. Amongst the projects which the College has been engaged in or benefited from are the Regional Entrepreneurship Pole, entrepreneurship conferences and competitions for students, the Community Engaged Learning initiative (Apprendre avec vous), along with increased cooperation and exchanges amongst the five post-secondary institutions in the Estrie Region. Specific funds were received for projects as follows:

Student Mental Health & Wellness Initiatives \$10,000

Active Bystander Training Project (Prevention of Sexual Violence) \$3,475

Regional Attraction: R104 & R105

\$16,000 was budgeted given a number of mitigating factors, including the pandemic resulted in a deferral of the funds and planned activities.

Professional Development of Teachers (E104)

\$12,507

Group

In-House Pedagogical Development Day in August 2019 fall with a wide range of workshops and invited guest speakers. Workshops included What Matters in Indigenous Education, Cultural Diversity in Action, Privacy, Social Media Image and the Law, and How to De-escalate and put a stop to Intimidation Tactics. 94% of participants agreed that the variety of workshops were adequate and 99% were satisfied with the overall format day.

A further pedagogical conference was organized with renowned speaker and author Dr. Karen Gazith on Effective Classroom Management offered in January 2019. 100% of the workshop participants identified that the workshop content would be useful to their teaching practice.

Individual development

Many individual teachers undertook individual professional development included course through Performa (Master Teacher Program), attended conferences, undertook specific technical training related to competencies being taught at the College and obtained specific reference materials.

A total of 36 individual training or professional development activities were supported.

CHAMPLAIN COLLEGE SAINT-LAMBERT

(A-112): Students with Special Needs / Accommodations / HAN Values

A112 - EESH

\$129,622 teaching salaries

11 sections

8 teachers

Teachers received release time to work on projects dealing with projects in 4 areas:

- Research and innovation activity
- Development of adapted pedagogical activities
- Project that impacts student success
- Activities or materials that align with the concept of Universal Design

Soutien direct aux étudiants HAN (Equity-seeking students) through Student Service

\$79,115

2 teachers received the equivalent of 2 sections of release each to support students in French (2nd language acquisition) and English for a total of \$33,000.

Software and hardware updates and purchases for students needing accommodations totaled \$20,000.

Individual support services and exam accommodations were provided to over 300 students by dedicated profession and 2 support staff as well as invigilators, tutors and the faculty mentioned above. Services offered by the Student Access center (SAC) for students with documented diagnosis include physical equipment, technological supports, psycho-social services, note-taking, learning strategies, and exam invigilation.

The Learning Co-Op, formed in 2018-2019 grew to include over 50 students from the SAC. This informal student group comes together to support and encourage each other, share thoughts, provide focus and task orientation as well as advocate for each other. The group is supported by the SAC staff but is very student driven.

Prevention of Sexual Violence

\$19,284

- 2 teachers received partial release time.
- A professional was also hired for a part of the year.
- Additionally, an investigator was retained.

A trained group of students known as "SEXed" were supported by dedicated faculty ran a number of awareness and sensitization campaigns for the student population including consent training

The remainder of the summary has been submitted by Catherine Gingras.

Pole Regional

Champlain Saint-Lambert was an active participant in the Regroupement des collèges de la région de la Montérégie (RCRM). Among the major elements were the work on the future devis for the RCMM region, a review of possible programs to be sought for the region, and collaboration with the CCRFPT in identifying regional manpower development needs.

Professional Development of Teachers (E104)

\$12,507

Group

The College hosted a Pedagogical Day in January 2020. The keynote speaker discussed education and the environments and was followed by a wide range of workshops including New Tools for ISSS Teachers and Students, Our Students & Mental Health and Ten Big Questions facing higher education.

24 faculty members participated in a development course on Blended Learning and presented by Champlain Saint-Lambert's own Diane Bateman.

A total of \$32,860.93 was expended on various Faculty professional development activities over the course of the 2019-2020 year. A total of 55 faculty members participated in one or more professional development activities.

A total of 23 faculty members undertook courses in the Performa (Master Teacher) Program offered by the University of Sherbrooke.

Individual Activities

On an individual basis, faculty members undertook seminars and course work offered by Concordia University, The University of Santiago, Vanier College, Dawson College, McGill University and the University of Sherbrooke.

Seminars and conferences included those offered by the Association mathématique du Québec, the Ordre des Infirmières et Infirmiers du Québec, the Online Learning Centre, the Argyle Institute, AAA-CASCA (astronomy) and the Quebec Order of Chartered Professional Accountants.

Training sessions were offered May 26 through June 11 on:

- Teams (in English and in French):
- "How to Use Turnitin.com from a Teacher's Perspective" offered by Dr. Stephanie D. Stocks
- "Zoom Live Training" offered by Zoom.us:
- "Delivering Digital Competencies" from University of Sherbrooke (SPOC training)
- "Online Teaching Strategies" presented by Drs. Dr. Angela van Barneveld and Patrick Devey
- One-on-one training provided to faculty to get them prepared to teach online (7 faculty, between 6 and 27 hours per faculty member).

CHAMPLAIN COLLEGE ST. LAWRENCE

(A-112): Students with Special Needs / Accommodations / HAN Values

A112 - Allowance for teachers only - Distribution project (8050-03 & 3034-00) EESH

\$67,850 in teaching salaries

Teachers received release time and conducted a number of special projects to support pedagogy and students with specific needs. These projects include:

- providing pedagogical support to teachers with students registered in adapted services (HAN students) in their courses,
- the dissemination of information about teaching strategies for particular diagnosis (volet 3 students), development of teaching tools related to metacognition and effective learning strategies, research and development inclusive teaching strategies to enhance achieving the grammar competencies for writing skills, , training and support for implementation of Inclusive Pedagogy and Universal Design Learning (UDL).

A112 – Allocation for professionals only (8350-05-02 & 3033-00) HAN

\$42,700 in professional salaries, \$103,000 in Support salaries and \$4,171 in equipment.

Individual support and a range of accommodations offered to students with particular needs (diagnosed learning disabilities, physical limitations, volet 3 students and mental illness, including temporary accommodations). Accommodations include physical equipment, technological support and software, psycho-social services, note-taking, and exam invigilation.

Prevention of Sexual Violence (8350-26 & 3035-00)

\$28,800 in Professional salaries

A professional prepared awareness campaigns and helped in the organisation of any training required by employees or students. She was also a member of the health and wellness committee of the College, where awareness and information were shared. She maintained a log of incidents which were shared with the Human Resources manager of the College. She also played a role in finalizing the policy on sexual violence and its dissemination.

Pole Regional (400-8350-31 S107)

The Pole régional de la Capitale Nationale launched international recruitment initiatives and supported the partnering organizations in their own recruitment efforts.

College Research (2030-01) and Attraction of International Students (2030-02)

Recherche au collégiale: No specific activity was planned regarding « la recherche au collégiale » which resulted in a deferral of the funds.

International Student: A professional was planned in the budget (\$30,000) to work on multiple projects to attract international students but due to multiple mitigating factors, including the pandemic resulted in a deferral of part of the funds and planned activities.

Professional Development of Teachers (E104) (8350-08 & 5010-03)

Group

A variety of pedagogical workshops are offered to all faculty throughout the year, including a year-end pedagogical day. Faculty must attend three during the year from the approximately 15 offered (12 given due to the pandemic). Topics this year included: Exploring technology through hands-on practice; Respecting Identities: Creating a Classroom of Inclusion for Trans, Non-binary, & Gender Non-conforming Students; Teamwork; Zotero; Blended Learning I and II; Youth of Today; Office 365 One Note; APA referencing; Classroom Management; SoTL Projects; Lea Forums. The year-end pedagogical day was composed of many different training seminars available to teachers related to distance teaching.

Individual development

Many individual teachers undertook individual professional development including courses through Performa (Master Teacher Program), and from University Laval, attending conferences, undertook specific technical training related to competencies being taught at the College and obtained specific reference materials.

(There are a total of 14 individual training or professional development expenses related to this budget code. Many plans for spring 2020 conferences were cancelled due to the pandemic.)

Student Population

REGULAR DAY

ENROLLMENT* BY PROGRAM

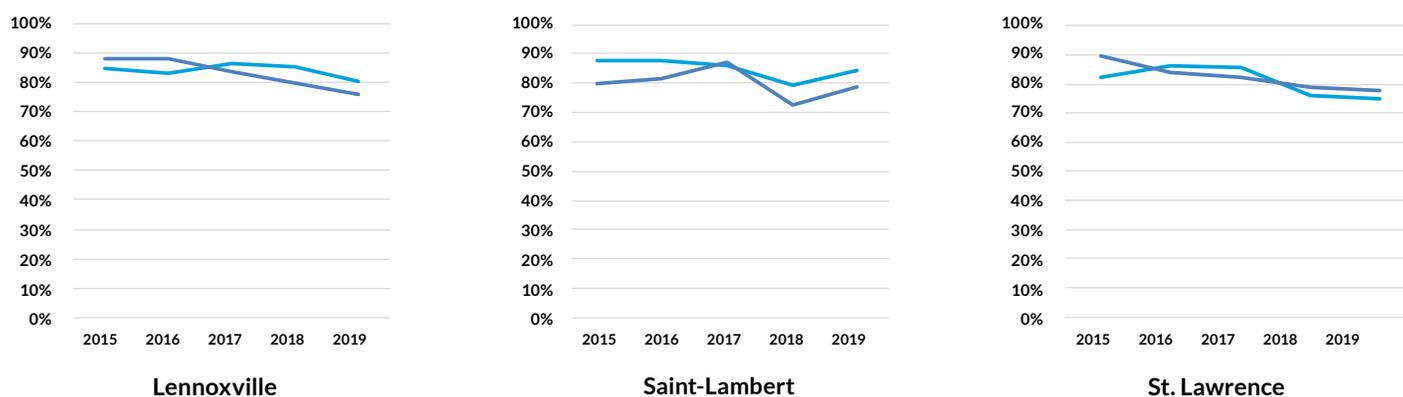
PROGRAMS	LENNOXVILLE		SAINT- LAMBERT		ST. LAWRENCE	
	Fall 2019	Winter 2020	Fall 2019	Winter 2020	Fall 2019	Winter 2020
Orientation and Integration	41	44	-	-	32	30
PRE-UNIVERSITY						
200.12 - Science + Social Science (Double DEC)	-	-	-	-	12	10
200.16 - Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	3	3
200.B0 - Science	241	203	607	536	314	264
200.C0 - Computer Science and Math	-	-	77	70	-	-
300.16 - Social Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	13	6
300.A0 - Social Science	571	504	1,402	1,246	389	343
500.A1 - Arts, Literature and Communication	81	73	237	211	60	56
510.A0 - Visual Arts	29	27	-	-	-	-
700.B0 - Liberal Arts	27	25	112	99	-	-
Subtotal	949	832	2,435	2,162	791	682
TECHNICAL						
180.A0 - Nursing	86	78	112	101	-	-
351.A0 - Special Care Counselling	73	66	-	-	-	-
410.B0 - Accounting and Management Technology	62	57	-	-	142	137
410.D0 - Business Management	-	-	245	204	-	-
414.A0 - Tourism	-	-	59	54	-	-
420.A0 - Computer Science	-	-	-	-	-	-
420.B0 - Computer Science	22	20	94	85	-	-
Subtotal	242	221	557	488	142	137
TOTAL	1,233	1,097	2,992	2,650	965	849

Total Students Fall 2019: 5,190

Total Students Winter 2020: 4,596

* 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



— Pre-University
— Technical

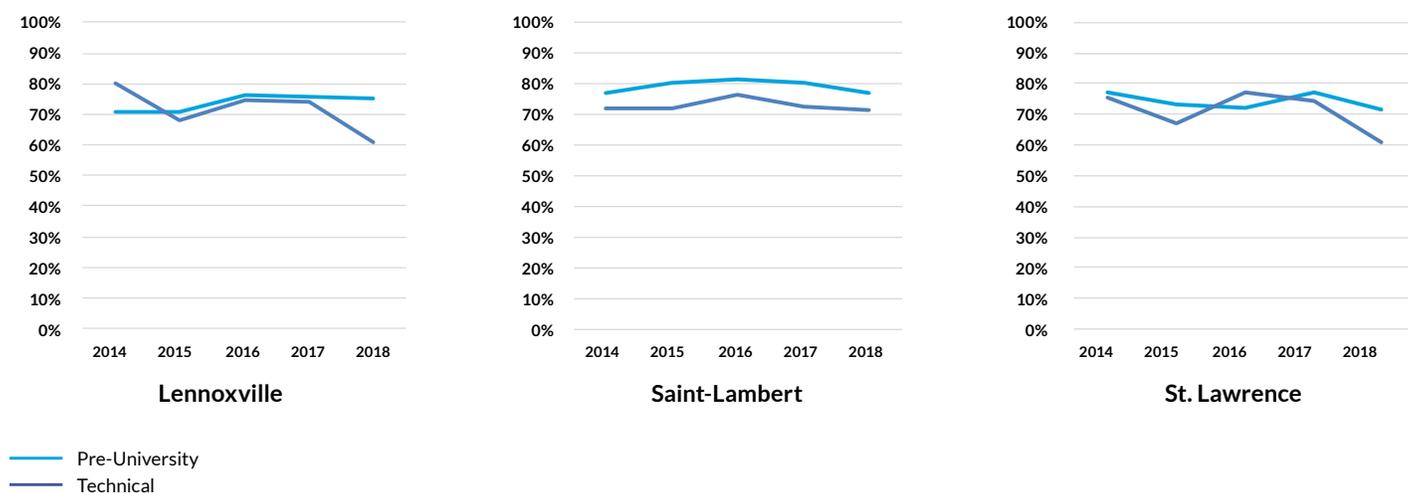
(1) Data source is CLARA.

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

Student Population

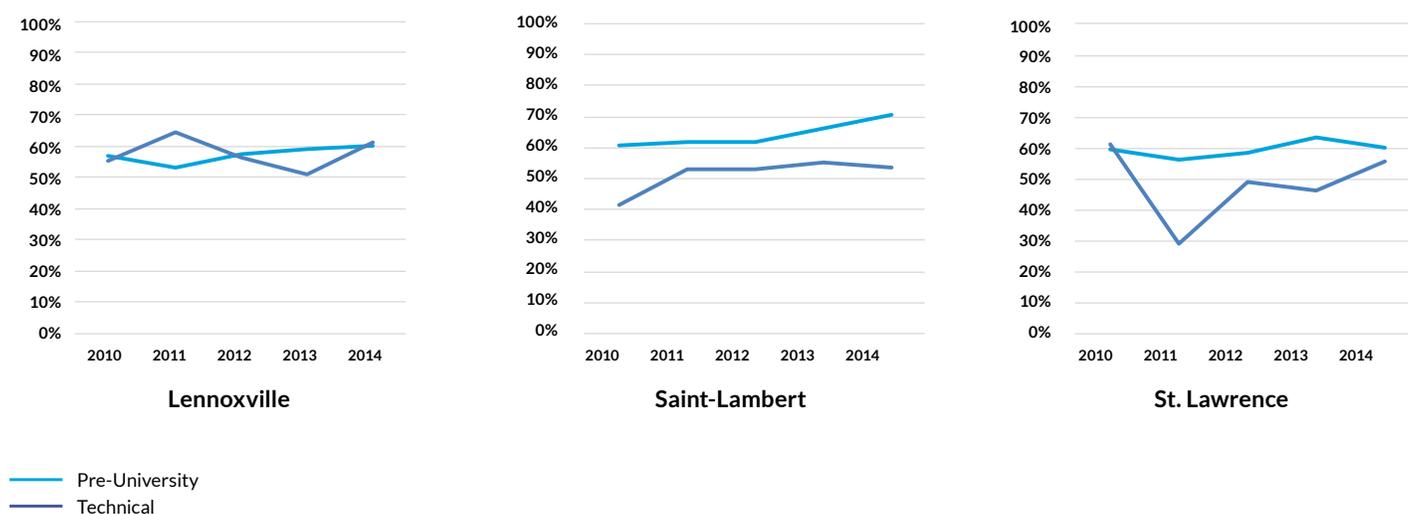
REGULAR DAY

THIRD-SEMESTER RETENTION RATES (SAME PROGRAM, SAME CONSTITUENT COLLEGE) 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 CONSTITUENT COLLEGE) 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

SAINT-LAMBERT					
PROGRAMS	Enrollments			Graduates	
	Fall 2019	Winter 2020	Summer 2020	Fall 2019	Winter 2020
AECs					
EEC.1Y - Residential Real Estate Brokerage	17	31	-	14	-
JEE.0K - Early Childhood Education	14	13	-	-	11
JNC.1G - Special Care Counselling	25	24	24	-	-
JNC.1H - Autism Spectrum Disorder	19	10	-	-	10
LCA.CB - Specialist in Transportation and Logistics	20	-	-	18	-
LCA.DS - Specialist in Transportation and Logistics	20	37	35	-	-
LCE.4L - Bureautique et immersion anglaise	15	15	-	-	15
LEA.1Q - Information Technology (IT) Support Specialist	-	-	-	-	1
LEA.21 - Cisco Certified Network Associate (CCNA)	27	20	-	-	19
LEA.CS - Cisco Certified Network Professional - Routing and Switching	16	-	-	14	-
LEA.D2 - Industrial Internet of Things	25	20	-	-	-
NTL.1K - Virtual & Augmented Reality Specialist	19	15	14	-	-
TOTAL	217	185	73	46	56

LENNOXVILLE					
PROGRAMS	Enrollments			Graduates	
	Fall 2019	Winter 2020	Summer 2020	Fall 2019	Winter 2020
AECs					
JEE.0K - Early Childhood Education	11	9	-	-	-
TOTAL	11	9	-	-	-

CHAMPLAIN COLLEGE ST. LAWRENCE

During 2019-2020, 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) - SAINT-LAMBERT

PROGRAMS	VALIDATION INTERVIEWS
AECs	
JEE.0K - Early Childhood Education	63
JNC.1G - Special Care Counselling	72
LCA.CB - Specialist in Transportation and Logistics	37
LCA.DT - Human Resources Support Specialist	4
LCE.53 - Office Administration	8
LEA.1Q - Information Technology Client Support	31
LEA.21 - Cisco Certified Network Associate (CCNA)	23
LEA.CS - Cisco Certified Network Professional (CCNP)	4
Subtotal	242
DECs	
412.A0 - Office System Technology (Office Management)	33
420.A0 - Computer Science Technology (IT Network Management)	16
Subtotal	49
TOTAL	291



Financial Statements

OPERATING FUND

STATEMENT OF RESULTS FOR THE YEAR ENDING JUNE 30, 2020

	2020	2019
	\$	\$
Revenues		
Government Grants	57,200,300	52,411,528
Tuition Fees	2,653,546	2,099,485
Sale of Goods and Services	2,861,295	1,968,284
Rentals	817,537	994,172
Other Revenues	122,932	117,338
Total	63,655,610	57,590,807
Expenses		
Salaries and Fringe Benefits - Teaching ¹	36,063,270	34,031,473
Salaries and Fringe Benefits - Non-Teaching ¹	13,714,924	13,243,051
Materials and Supplies	2,676,633	2,057,611
Services, Honoraria, Contracts and Rentals	5,543,792	5,461,862
Other Expenses	1,028,078	1,184,460
Total	59,026,697	55,978,457
Excess (deficit) of Revenues Over Expenses	4,628,913	1,612,350
EVOLUTION OF FUND BALANCE		
Balance of Funds (deficit) at the Start of the Year ²	4,189,698	2,308,228
Surplus (deficit) of Revenues Over Expenses ³	4,628,913	1,612,350
Transfer to Capital Funds	-166,474	269,120
Balance of Funds (deficit) at the End of the Year	8,652,137	4,189,698
<i>Balance of appropriated funds</i>	123,526	-
<i>Balance of unappropriated funds</i>	8,528,611	4,189,698

The information is derived from the 2019-2020 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 2019-2020 financial year, the College awarded a total of 20 service contracts with a value of 25,000\$ or more, for a total of 1,211,296\$. In those contracts, two were awarded to individuals not in business.

Human Resources

PERSONNEL BY CATEGORY

	COLLEGE ADMINISTRATION	LENOXVILLE	SAINT-LAMBERT	ST. LAWRENCE	TOTAL
CATEGORY OF PERSONNEL					
Management	6	8	16	6	36
Faculty	0	153	278	89	520
Professional	4	8	27	10	49
Support	11	21	61	27	120
TOTAL	21	190	382	132	725

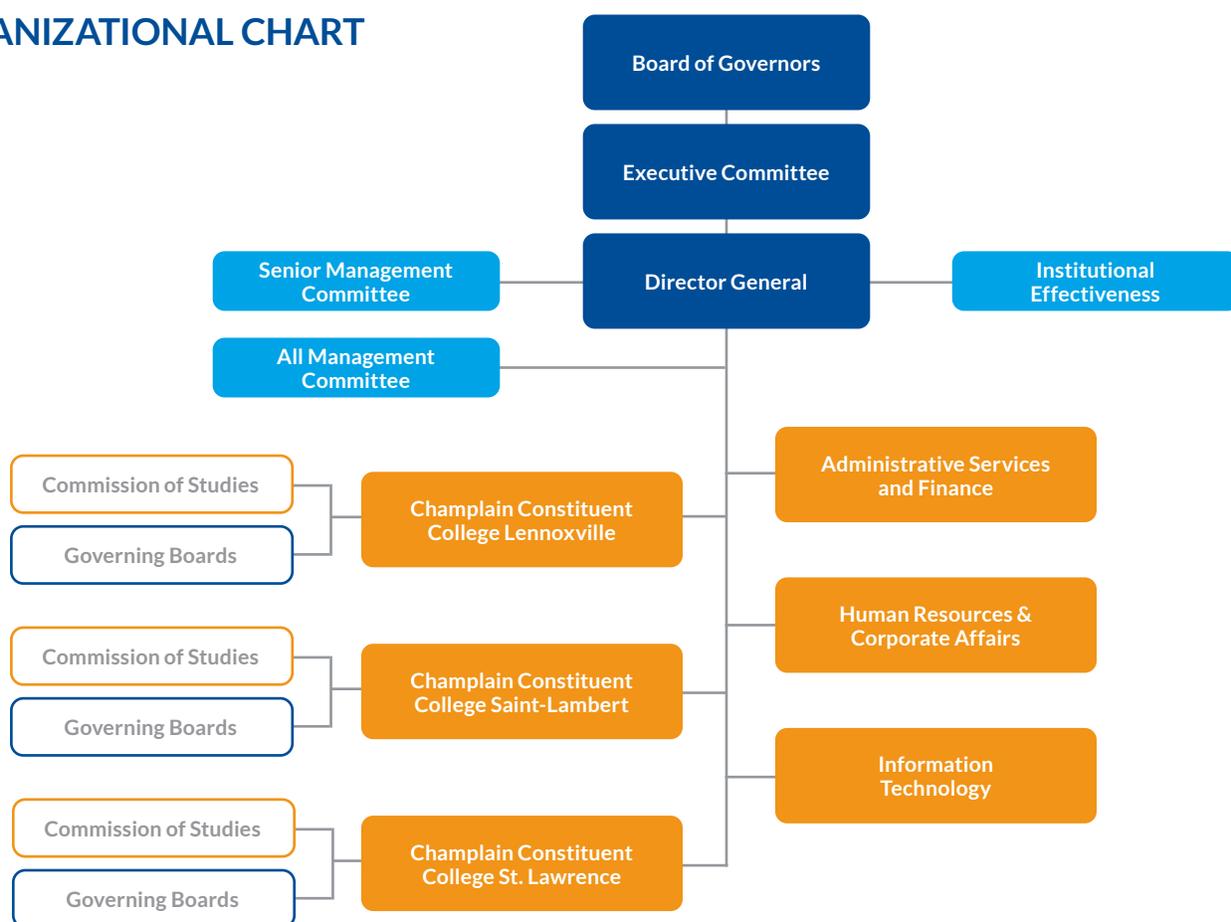
Act to facilitate the disclosure of wrongdoings relating to public bodies

In 2019-2020, 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, 2019 to March 31, 2020 does not exceed that of the reference period ending March 31, 2019, as established by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

ORGANIZATIONAL CHART



Board of Governors

As of June 2020

College Administration

Odette Côté (Ex officio) Director General

Lennoxville Constituent College

Nancy Beattie (Ex officio) Director of Constituent College

Julien Lacombe Faculty Representative

Kerwins Saint-Jean Student (Observer)

Saint-Lambert Constituent College

Donald Shewan (Ex officio) Director of Constituent College

Michel Léger (Vice-Chair) Parent Representative

Meagan Murphy Technology Student

Kevin Thornhill Professional Representative

Bruce Toombs Faculty Representative (Observer)

Eric Thananayagam Technical graduate

St. Lawrence Constituent College

Edward Berryman (Ex officio) Director of Constituent College

Diane Denault Support Staff Representative

Gabrielle Gerbes Pre-university student

Louis Hanrahan Pre-university graduate

Daniel Perreault Faculty Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Socio-Economic

François Paradis (Chair)

Geneviève Bourgoing

Enterprise

James Shufelt

Alan Standish

Regional Council of Labour Market Partners

Hélène Bélanger

School Board

Pamela Booth Morrison

University

Carole Beaulieu



Governing Board Lennoxville

As of June 2020

Nancy Beattie	Director of Constituent College & Director of Studies
Aaron Patella	Faculty Representative
Caitlyn Gerrish	Pre-university Student
Jennifer Garfat	Elected Parent Representative
Lucy Doheny	Non-teaching Professional
Milka Mumbesa	Technical Student
Nancy Ticehurst	Support Staff Representative
Nicolas Lecomte	Faculty Representative
Vacant	Elected Parent Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Socio-Economic

François Paradis

University

Miles Turnbull

School Board

Eva Lettner

Regional Council of Labour Market

Josée Fortin

Enterprise

Alexandra Lebel

Alan Kezber

Tim Goddard (Chair)

Commission of Studies Lennoxville

As of June 2020

Nancy Beattie	Director of Constituent College & Director of Studies
Annika Bradley	Student Representative
Catherine Filteau	Academic Dean
Diane Wintle	Academic Administrator
Galen Murphy	Student Representative
Glen Aluha	Student Representative
Jennifer Coley-Gomez	Dean, Student Services
Judith Beaudoin	Professional Representative
Kerwins Saint Jean	Student Representative
Louise Pépin	Professional Representative
Suzanne Meesen	Pedagogical Counsellor
Vacant	Support Staff Representative

General Education

Brigitte Robert	Faculty Representative
Kathleen Mullin	Faculty Representative

Sciences

Juan-Carlos Bustamante	Faculty Representative
Michael Durrant	Faculty Representative

Social Sciences

Anna Bernath	Faculty Representative
David Sangster	Faculty Representative

Technical Program

Jacques St. Pierre	Faculty Representative
Vacant	Faculty Representative

Lib. Arts, Creative Arts, or ALC

Daron Westman	Faculty Representative
Murray Johnston	Faculty Representative



Governing Board Saint-Lambert

As of June 2020

Donald Shewan	Director of Constituent College & Director of Studies
Andy Brown	Professional Representative
Christine Kerr	Faculty Representative
Elham Ghobadi	Faculty Representative
Emily Payne	Pre-university Student Representative
Eugene Sweetoo	Technical Student Representative
Suzy Cooper	Support Representative
TBD	Parent Representative
TBD	Parent Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Regional Council of Labour Market

Dawn Smith (Chair)

School Board - University

Jaswinder Sehota

University

Lucie Durand

Socio-Economic

Geneviève Bourgoing

Enterprise

Jean-Robert Lessard

Micahel Newton

Moira Paterson

Commission of Studies Saint-Lambert

As of June 2020

Donald Shewan	Director of Constituent College & Director of Studies
Andy Brown	RAC Advisor, Continuing Education
Bessie Asimakopoulos	Faculty Representative
Carmela Mancuso	Faculty Representative
Christian Brosseau	Dean of Academic Organization
Dianne Bateman	Faculty Representative
Emily Gervasi	Faculty Representative
Elham Ghobadi	Faculty Representative
Justine Bell	Faculty Representative
Malcolm Harper	Faculty Representative
Susan Martin Kaller	Faculty Representative

Academic

Isabelle Lacombe Academic Advisor and admission Officer

Student Association

Christian Taboada Student Representative

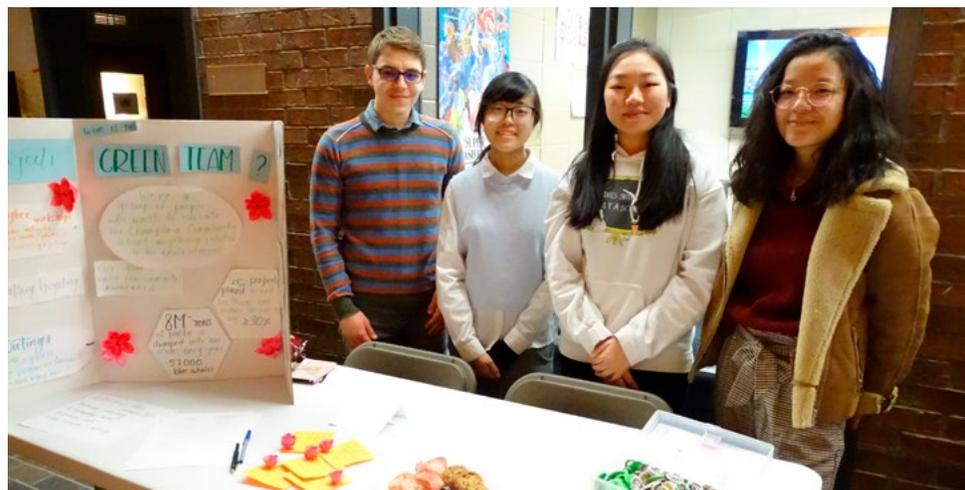
Justin Liao Student Representative

Administrative Support

Gen Montreuil Support Staff Representative

Professional

Irene Scully Professional Representative



Governing Board St. Lawrence

As of June 2020

Edward Berryman	Director of Constituent College & Director of Studies
Carol Blackwell	Parent Representative
Jean-Luc Trahan	Parent Representative
Jérémie Ouellet	Support Staff Representative
Joanne McCalla	Faculty Representative
Julie Gouin	Professional Representative
Lisa Birch	Faculty Representative
Samar Balkiss Benaskeur	Student Representative
Samuelle Galarneau	Student Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Regional Council of Labour Market

Geneviève Caissy

Enterprise

Helen Walling

Socio-Economic

Martin Brassard

Yanick Santoire

School Board

Warren Thomson (Chair)

Commission of Studies St. Lawrence

As of June 2020

Edward Berryman	Director of Constituent College & Director of Studies
Angela Stevens	Academic Administrator Representative
Samuelle Galarneau	Student Representative
Thomas Delisle	Student Representative

Arts, Languages and Communications

Andrée-Anne Giguère Faculty Representative

Business

Marc-André Frenette Faculty Representative

Social Sciences

Carol-Anne Gauthier Faculty Representative

Tourism

Martin Thériault Faculty Representative

General Education

France Séguin Faculty Representative

Gisela Drôge-Grondin Faculty Representative

Terri Connolly Faculty Representative

Mathematics - Sciences

Martin Huard Faculty Representative

Pedagogical Counsellor

Catherine Talbot Academic Advisor Representative

Claudine Gélinas-Faucher Academic Advisor Representative

Sciences

Christopher St-Laurent Pedneault Faculty 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 himself 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 2019-2020, no incident concerning a possible breach of the Policy on Code of Ethics and Professional Conduct for Members of the Board of Governors was reported.



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