

ANNUAL REPORT

20 // 21



CHAMPLAIN
REGIONAL COLLEGE



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Message from the Chairperson and the Director General

The 2020-2021 academic year marked the second year of deployment of our new structure under Chapter II of the Colleges Act. Therefore, our primary areas of focus were to continue to ensure the transition and implementation of instances and operations related to the new governance structure and academic model within the context of the College's new Letters Patent. With the COVID-19 world pandemic at our doorstep, we adjusted to the intrinsic challenges that were brought to the college network and to each location of Champlain Regional College (CRC). Furthermore, as negotiations of the new collective agreements at the provincial level affected all our employee groups, we continually adapted to the dynamic nature of CRC, the college network, as well as the continually changing government and ministerial directives.

The three constituent colleges developed and deployed online and in-person orientations for first-year students; provided alternate modes of teaching; deployed technological supports to support modes of distance and hybrid learning; provided the necessary services to students; and complied with public health prevention and mitigation directives. A series of conferences, online workshops and individualized training programs were deployed, and an Emergency Response Plan was completed and submitted to the Ministry in case of possible virus outbreaks. Communications related to COVID-19 were systematically shared with all locations, including members of the Board of Governors and Governing Boards.

In regard to the new governance structure, we continued the implementation of the Board of Governors, the Executive Committee, the three Governing Boards and the three Commissions of Studies. Twelve governance training sessions were deployed to members of the Board of Governors and of the Governing Boards. Coaching services for Hors Cadres and the annual evaluation structure for Hors Cadres were coordinated, developed and implemented, and training was deployed for all Champlain cadres in support of the structural changes to the college.

Moreover, the college-wide Quality Assurance Audit (QAA) was completed and delivered to the Commission d'évaluation de l'enseignement supérieur (CEEC); the Strategic Plan Development Process was Board approved; local task forces were created; and the strengths, weaknesses, opportunities and threats (SWOTs) were developed for all college locations. While the Student Success Plan and IPESA were completed for Lennoxville, Saint-Lambert's and St. Lawrence's were 80% complete. Sixteen members of personnel were hired, welcomed and integrated at the different CRC locations in response to the needs of the new college structure. Faculty was hired as required, and the four Hors Cadres were supported on a continual basis in the realization of their mandates. In accordance with ministerial accountability requirements, a real estate audit of all Champlain buildings was completed and resulted in a 2020-2025 Real Estate Master Plan.

In that respect, the college-wide contract management system and the college-wide intranet were also completed with regard to finance, material services and information technology. Tools were also created and provided to the Senior Management Committee (SMC) to help monitor Vacation Reduction Plans.

With the highest enrolment rates ever at Saint-Lambert for the Fall 2020 semester, Lennoxville and St. Lawrence were at full capacity; additional human resources were hired in support to students and faculty. Saint-Lambert's new program request in Computer Engineering Technology received support from the Regroupement des collèges de la région de la Montérégie (RCRM) and Lennoxville launched a successful second cohort of the AEC in Early Childhood Education entirely online. At St. Lawrence, a new AEC in business and a first cohort for Leaders in Digital Transformation were launched.

Partnerships were plenty, resulting in a Board-approved project for Développement économique de l'agglomération de Longueuil (DEL), which was submitted to the Ministre de l'économie et de l'innovation (MEI), Pierre Fitzgibbon; a revised Business - Industry - International Services; and, six new Emploi-Québec-sponsored course offerings at Saint-Lambert. Lennoxville consolidated its partnerships with Alexander Galt Regional High School, Literacy in Action, Lennoxville & District Women's Centre, as well as the Indigenous Advisory Circle, and the Constituent College Director became a board member of the SRAM. St. Lawrence consolidated partnerships with the Local Christmas Hampers, and the Constituent College Director became a committee member of the Commission de l'enseignement secondaire.

In sum, workloads, teaching and learning were all challenged and brought about new ways of thinking and doing. Every day was a struggle for the college network, the province and the world. Though nothing was perfect, it is important to underline the tremendous efforts of our college community. We must celebrate the bravery of each individual who had to navigate through a series of unknowns. Our communities have never stopped caring and it is thanks to them that our students have continued to be supported. Many thanks to our personnel in auxiliary services, support personnel, professionals, faculty, cadres, and governors. We couldn't have survived all of this without you. While we were implementing our new college structure, you were patient and have helped us define and refine, what still remains unclear. Your resilience and patience have helped us survive this incredibly challenging journey. We thank everyone for their understanding and for those pats on the back which were sometimes needed to get us through the day. As difficult roads often lead to beautiful destinations, let's continue to work together, as:

Together we transform lives and open opportunities for brighter futures!



François Paradis
Chairperson
Board of Governors



Odette Côté
Director General

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

2020-2021 ANNUAL REPORT – HIGHLIGHTS

Following is a summary of initiatives and results derived from the 2020-2021 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 implementation of the new governance structure continued successfully, albeit functioning 100% in a remote fashion. All Governing Board and Commission of Studies meetings were held according to schedule by Zoom.
- Following extensive community consultation, the revision of the Institutional Policy on the Evaluation of Student Learning (IPESA) was completed and adopted by the Governing Board in Winter 2021.
- Following the requirements of the CEEC, all elements of the Quality Assurance Audit were completed and the CEEC visited the constituent college virtually in April 2021.
- A local Task Force on the Development of the Strategic Plan was established, and the SWOT analysis process was undertaken through a community survey (March-April) and a townhall of employees (June).
- The Student Success Plan Development process was completed thanks to the hard work of many individuals and the Student Success Development Committee. The Student Success Plan for Champlain-Lennoxville was finalized and adopted by the Governing Board in May.

Champlain College Saint-Lambert

- Thanks to the efforts of all stakeholders, despite the pandemic, the results in all key student success indicators were maintained or exceeded.
- A blended online and in-person orientation was developed and deployed for all first-year students (100%).
- All students were directly contacted to check in with them and offer additional support.
- A three-year action plan was developed in response to the CEEC Quality Assurance Audit.

Champlain College St. Lawrence

- Self-Evaluation of the Quality Assurance Audit (QAA) was recommended by all Commissions of Studies and Governing Boards.
- Four QAA Action Plans were approved by Governing bodies.



Strategic Plan and Student Success Plan

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

Champlain College Lennoxville

- In response to the pandemic, alternate modes of teaching were offered throughout the 2020-21 academic year. A minimal amount of in-presence delivery continued for hands-on competencies and for the evaluation of student learning.

Champlain College Saint-Lambert

- A new Technoped Counselor position was created to support faculty use of technology in their teaching.
- A consultant was hired to accelerate the process of reporting on the IPESA evaluation and its action plan. As a result, 80% of all generic course plans have been reviewed and corrected, as necessary.
- A dedicated space for the future delivery of blended learning courses was created.

Champlain College St. Lawrence

- Champlain St. Lawrence has provided alternate modes of teaching and provided the necessary services to students.
- The required support continued for the Winter 2021 semester.

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 joint faculty administration working group developed guidelines for offering blended learning.
- The Nursing program was revised to include an Indigenous element throughout the curriculum, to create a greater balance in the students' workload across the semesters, and to increase student retention in the first two semesters of the program.
- In order to respond to changes from CISCO, the Cisco Certified Network Professional (CCNP) and Cisco Certified Network (CCNA) AEC programs were revised.
- Faced with the limitations of COVID-19, the College shifted its approach to an online tour. The virtual tour of the College that was created was very well received and will be useful long after the pandemic is over.

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

Champlain College St. Lawrence

- A major change is being made in the admission process. Budget supervision was tightened. The management team received training on the e-budget.



Strategic Plan and Student Success Plan

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

- Student orientation was conducted in person (under all COVID-19 mitigation measures) to ensure students had an opportunity to develop key contacts and understand the resources available to them.
- Multiple communications, protocols and related materials were developed and distributed to employees and students alike. The College website was a focal point for key information.

Champlain College Saint-Lambert

- A robotics team was launched and was placed among the top ten in its first competition.
- An ESport team was created with 20 student members.

Champlain College St. Lawrence

- All required public health measures were deployed to maximize mitigation efforts.
- Training was offered, an online hub of resources was established, and cameras were installed in classrooms where necessary to further facilitate hybrid modes of delivery.
- Online and in-person orientation was developed and deployed for all first-year students.
- An Emergency Response Plan in the event of an outbreak or forced closure due to second wave of COVID-19, was completed, submitted to the Ministry and deployed.
- Several meetings of the COVID Emergency Response Teams were held through the Fall semester.
- Multiple documents and protocols were developed and distributed to employees and students.

GENERAL OUTCOME 3.2 Champlain develops mutually beneficial partnerships

Champlain College Lennoxville

- Foundational work continued towards actions recommended under the Truth and Reconciliation Commission including the consolidation of the Indigenous Advisory Circle and the hiring of a permanent Indigenous student life counsellor.
- Additionally, support for local community organizations and collaboration with external partners was ongoing, notably the signing of the Montreal Declaration for the Responsible Development of Artificial Intelligence along with all other local post-secondary educational institutions.

Champlain College Saint-Lambert

- Despite a setback in the initial project request for a Zone d'innovation on the Champlain Saint-Lambert campus, the College and DEL (Développement économique de l'agglomération de Longueuil) continued their efforts to obtain other support and funding to realize the project.
- In order to better respond to economic development needs in our region, the College appointed a full-time coordinator of business and industry and international services.



CHAMPLAIN COLLEGE LENNOXVILLE

MELS-MSSS Agreement (A-106)

Thanks to this entente, 68 internships in Nursing and 55 in Special Care Counselling were made possible.

FEC Improving Academic Success (A-105)

Even in the context of the pandemic, students were offered additional support for French-language acquisition. Peer tutoring and support totalling 58 hours was given both in person and remotely.

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

Three nursing faculty were released for a combined 30% of their load (roughly 10% each) for support to Nursing students with various learning challenges. This pilot project was so successful it was revised and renewed for the 2021-2022 academic year.

Given the context of the pandemic, the remainder of the A-112 funds were deferred to the 2021-2022 academic year.

In addition to support provided by faculty, 100 students were registered for accommodations in the Fall 2020 semester and 93 in Winter 2021. The Student Access Centre continued to provide services for teachers who requested in-person exams. The Centre was re-configured to comply with all COVID-19 mitigation measures.

Support services were accessible daily through open-Zoom sessions where a professional continued to provide a replication of the usual "open-door" policy in support of students.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

In addition to the formation of the Standing Committee on Sexual Violence consisting of representatives of all members of the Champlain Lennoxville community (which replaced the previous working group at the College), a full-time Sexual Violence Prevention Coordinator provided resources and counselling, and oversaw various educational campaigns primarily through a remote service offer. Three training sessions were organized specifically for the members of the Standing Committee pertaining to sexual violence towards men, towards women and about the PIECES Report regarding sexual violence in collegial institutions in Quebec.

All students who were new to the College were required to take an online version of the Bystander Awareness Program against Sexual Violence within their first weeks at the College. The resources provided on the College website were significantly expanded and a chat feature was launched to ensure those seeking further information or to make disclosures would have access even during the pandemic. <https://www.crc-lennox.qc.ca/sexual-violence-prevention/> The College also deployed four confidential disclosure mailboxes throughout the facilities.

The SEXed Peer Educators also received specialized training to support them in their role as educators and as peer resources within the student community.

Additionally, work to broaden partnerships with external community organizations continued.



CHAMPLAIN COLLEGE LENNOXVILLE

Attraction of International Students (R105)

Given the context of COVID-19, initiatives were suspended.

Professional Development of Teachers (E104)

- Pedagogical Resources were gathered and made available to all faculty through a SharePoint. This included a range of documentation, articles, and tutorials on a range of subjects pertaining to teaching remotely and in an online context.
- A pedagogical support group met regularly online during the fall of 2020 and in the early winter of 2021, Champlain-Lennoxville joined forces with several other Quebec English-language colleges to offer a series of pedagogical-development workshops for professors. The series was titled "All in This Together: Making the Most of a Remote Situation" and featured several workshops focused primarily on higher education in the context of distance learning.
- A number of teachers registered in courses offered through Performa, and some individuals attended seminars and conferences offered online.

Accessibility to Mental Health Services (8350-04)

A significant number of support activities and initiatives were undertaken, including the hiring of an additional part-time social work technician during the Winter 2021 semester. Individual counselling remained available to students by appointment in both remote (Zoom) and in-person formats.

In both the Fall and Winter semester, the Student Services team undertook a call campaign to speak to all regular and continuing education students by phone.

Activities included:

- Art therapy workshops (in person) - held by Natasha
- Outdoor group using Adventure therapy approach for students living in residence
- Three graduating Special Care Counselling students partnered with the Counselling team for integrative projects pertaining to mental health and were respectively on student stress and procrastination, a DIY proposal for the creation of a Zen space, and research and articles regarding about the links between video games and mental health
- Philosophy Circle (met online almost weekly on the question of happiness)
- Conference presentation on anxiety
- Discord platform for students launched to create a space for community interaction
- Three employees undertook the Zen-IT "train the trainer" workshop to deploy new workshops about wellness and mental health.
- Two initiatives were presented by students at the Congrès de l'Acfas to present our initiatives (outdoor activities and art therapy) with the support of the Counselling team.



CHAMPLAIN COLLEGE SAINT-LAMBERT

Professional Development of Teachers (E104)

- A “PEDX” day was organized and hosted by faculty on November 19, 2020. The report *Teachers Supporting Teachers: Creating Community through Collaboration* was presented by Dianne Bateman, a group of faculty formed the Blended Learning Transformational Lead Team, and Thomas Lornsen provided Moodle support to faculty. In addition, guest speakers Martha Gomez and Dana Carsley presented on wellness and resilience.
- Over the course of the year, 60 faculty members participated in various professional development activities. By far the most popular was the Blended Learning course, part of the Performa (Master Teacher) program offered through the University of Sherbrooke and taught by our own Dianne Bateman and followed by 28 of our faculty members. Another 14 faculty members participated in other Performa courses. Other development activities were provided by the Barreau du Québec, APHCQ, RAIQ, RAAV, and other organizations.

Attraction of international Students (R-105)

With the monies provided (\$25,000) for attraction of international students (annexe R105), the College became an active participant on the Fédération des cégeps’ international committee and began the process of developing relationships with organizations that could assist us in making linkages with a select number of countries. It should be noted that the College made a conscious decision not to actively recruit international students during the height of the pandemic.

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

EESH

\$106,500 teaching salaries

6 sections

6 teachers

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

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

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

- Three teachers received the equivalent of four sections of release each to support students in French (second- language acquisition) and English, for a total of \$42,600.
- Software and hardware updates and purchases for students needing accommodations totalled \$20,000.
- Individual support services and exam accommodations were provided to over 300 students by dedicated professionals and 2 support staff as well as invigilators, tutors, and the academic coaches.
- Services offered by the Student Access Centre (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 75 students from the SAC and was vital in a virtual setting. This informal student group comes together to support and encourage each other, share thoughts, provide focus and task orientation, as well as to advocate for each other. The group is supported by the SAC staff but is driven by two SAC alumni.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

The year 2020-21 was the first year of the online educational module which had 75% of student competing the module along with 100% staff and 60% of the faculty. There were also workshops on bystander training and cyber harassment for student-athletes, student club executives, the student association, and all FLIP student leaders.

Accessibility to Mental Health Services (8350-04)

A new psychologist joined the team bringing the total to 3.0 positions along with a FT social worker in the area of triage. All sessions took place virtually using an OPQ accredited video meeting platform. In all, 283 students were seen for counseling and intake with 46 students being referred outside the College. The average wait time for an appointment with a psychologist was two weeks and the average number of sessions was three. In 2019-20, 44 students received support.. Reasons for consulting the team included but were not limited to sexual orientation, suicidal thoughts, anxiety and depression, substance abuse and interpersonal relationships.



CHAMPLAIN COLLEGE ST. LAWRENCE

Students with Special Needs – Accommodations – Han Values (A112)

EESH projects

- An inclusive pedagogy community of practice was established composed of teachers and a pedagogical counsellor.
- Two specific projects were conducted:
 - Project 1: Development and use of a blog platform in order to create a more inclusive in-class environment.
 - Project 2: Increasing student engagement by the gamification of learning activities.

HAN

- There were 90 students registered in adapted services.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

- Due to the COVID-19 pandemic, the deployment of the actions in this area was slowed down. The mandatory training will be implemented in 2021-2022.

Pôle Régional (R107)

The *Pôle régional* continued its activities mainly focused on recruitment of international students. The partners of the Capitale-Nationale Pôle have agreed that Université Laval will submit the report on its activities to the Ministry of Higher Education.

Professional Development of Teachers (E104)

Numerous professional development activities were provided to our faculty members; some in collaboration with the other English-language colleges. The main focus of the training sessions was the transition to online teaching and learning.

In addition to these activities, 13 faculty members engaged in individual professional development projects.

Accessibility to Mental Health Services

An additional resource was hired in the adapted services sector, enabling our social worker to enhance the level of psychosocial services for our students. Numerous student-support initiatives were launched during the pandemic, including an anxiety support group and activities aimed at improving the overall well-being of our students.



Student Population

REGULAR DAY

ENROLLMENT* BY PROGRAM

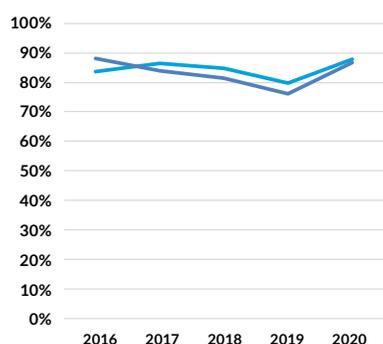
PROGRAMS	LENNOXVILLE		SAINT- LAMBERT		ST. LAWRENCE	
	Fall 2020	Winter 2021	Fall 2020	Winter 2021	Fall 2020	Winter 2021
Orientation and Integration	42	36	-	-	30	21
PRE-UNIVERSITY						
200.12 - Science + Social Science (Double DEC)	-	-	-	-	9	9
200.16 - Science + ALC (Double DEC)	-	-	-	-	2	2
200.B0 - Science	237	205	630	554	350	308
200.C0 - Computer Science and Math	-	-	62	58	-	-
300.16 - Social Science + ALC (Double DEC)	-	-	-	-	12	9
300.A0 - Social Science	537	492	1,381	1,269	426	362
500.A1 - Arts, Literature and Communication	90	73	253	204	63	50
510.A0 - Visual Arts	36	27	-	-	-	-
700.B0 - Liberal Arts	29	23	124	111	-	-
Subtotal	929	820	2,450	2,196	862	740
TECHNICAL						
180.A0 - Nursing	89	81	115	113	-	-
351.A0 - Special Care Counselling	71	59	-	-	-	-
410.B0 - Accounting and Management Technology	67	54	-	-	152	144
410.D0 - Business Management	-	-	266	234	-	-
414.A0 - Tourism	-	-	57	49	-	-
420.A0 - Computer Science	-	-	21	21	-	-
420.B0 - Computer Science	28	25	154	141	-	-
Subtotal	255	219	613	558	152	144
TOTAL	1,226	1,075	3,063	2,754	1,044	905

Total Students Fall 2020: 5,333

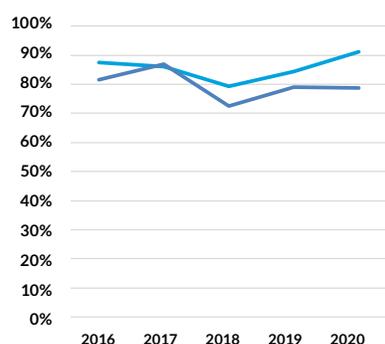
Total Students Winter 2021: 4,734

* Includes only students taking at least one credit course.

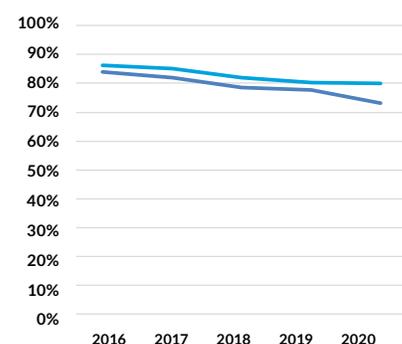
PERCENTAGE OF STUDENTS IN RECENT FALL COHORTS PASSING 80% OR MORE OF THEIR FIRST-SEMESTER COURSES



Lennoxville



Saint-Lambert



St. Lawrence

— Pre-University
— Technical

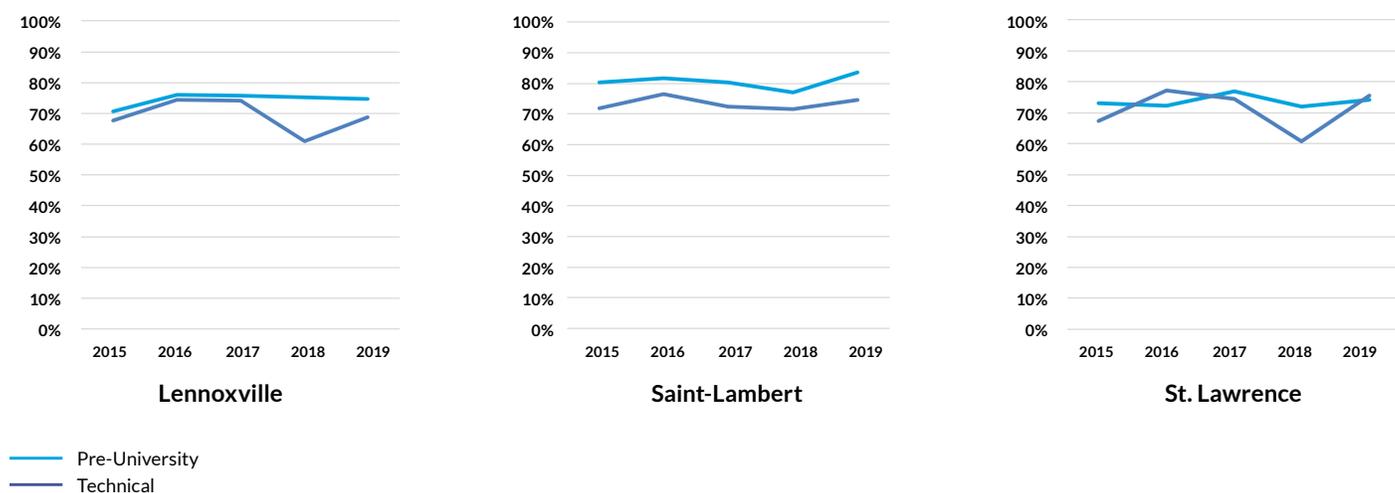
(1) Data source is CLARA.

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

Student Population

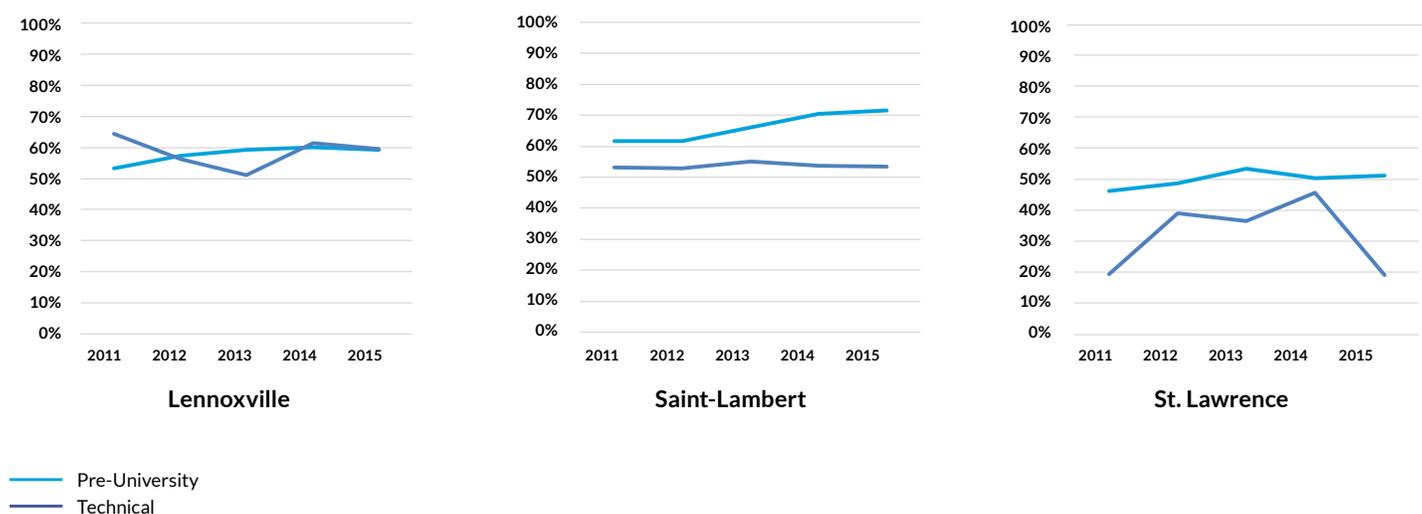
REGULAR DAY

THIRD-SEMESTER RETENTION RATES (SAME PROGRAM, SAME 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 2020	Winter 2021	Summer 2021	Fall 2020	Winter 2021
AECs					
EEC.1Y - Residential Real Estate Brokerage	27	93	31	1	25
JEE.OK - Early Childhood Education	-	11	-	-	-
JNC.1G - Special Care Counselling	20	37	16	-	18
JNC.1H - Autism Spectrum Disorder	25	19	17	-	-
LCA.DS - Specialist in Transportation and Logistics	34	35	32	11	-
LEA.21 - Cisco Certified Network Associate (CCNA)	19	17	-	-	16
LEA.CS - Cisco Certified Network Professional - Routing and Switching	-	16	12	-	-
LEA.D2 - Industrial Internet of Things	15	12	-	-	9
LEA.D8 - Cybersecurity: Prevention and Intervention	-	16	-	-	-
NTL.1K - Virtual & Augmented Reality Specialist	20	19	13	-	2
TOTAL	160	275	121	12	70

LENOXVILLE					
PROGRAMS	Enrollments			Graduates	
	Fall 2020	Winter 2021	Summer 2021	Fall 2020	Winter 2021
AECs					
JEE.OK - Early Childhood Education	23	23	-	-	-
DECs					
351.A0 - Special Care Counselling	-	-	-	-	1
TOTAL	23	23	-	-	1

ST. LAWRENCE					
PROGRAMS	Enrollments			Graduates	
	Fall 2020	Winter 2021	Summer 2021	Fall 2020	Winter 2021
AECs					
LCA.C5 - Administration des affaires	-	10	-	-	-
TOTAL	-	10	-	-	-

* 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 - JEE.0K - Early Childhood Education	63
JNC.1G - JNC.1G - Special Care Counselling	113
LCA.CB - LCA.CB - Specialist in Transportation and Logistics *	21
LCA.DS - Specialist in Transportation and Logistics *	16
LCA.DT - Human Resources Support Specialist	6
LCE.53 - Office Administration	10
LEA.1Q - Information Technology Client Support	16
LEA.21 - Cisco Certified Network Associate (CCNA)	16
Subtotal	261
DECs	
412.A0 - Office System Technology (Office Management)	44
420.B0 - Computer Science Technology (Network & Security Administration)	15
Subtotal	59
TOTAL	320

* The LCA.DS program replaced LCA.CB in Winter 2021.



Financial Statements

OPERATING FUND

STATEMENT OF RESULTS FOR THE YEAR ENDING JUNE 30, 2021

	2021	2020
	\$	\$
Revenues		
Government Grants	60,082,333	57,200,300
Tuition Fees	2,684,983	2,653,546
Sale of Goods and Services	1,082,002	2,861,295
Rentals	855,434	817,537
Other Revenues	911,379	122,932
Total	65,616,131	63,655,610
Expenses		
Salaries and Fringe Benefits - Teaching ¹	38,498,099	36,063,270
Salaries and Fringe Benefits - Non-Teaching ¹	14,318,839	13,714,924
Materials and Supplies	2,157,984	2,676,633
Services, Honoraria, Contracts and Rentals	5,354,568	5,543,792
Other Expenses	1,004,507	1,028,078
Total	61,333,997	59,026,697
Excess (deficit) of Revenues Over Expenses	4,282,134	4,628,913

EVOLUTION OF FUND BALANCE

Balance of Funds (deficit) at the Start of the Year ²	8,652,134	4,189,698
Surplus (deficit) of Revenues Over Expenses ³	4,282,134	4,628,913
Transfer to Capital Funds	-26,490	-166,474
Balance of Funds (deficit) at the End of the Year	12,907,778	8,652,137
<i>Balance of appropriated funds</i>	<i>4,172,036</i>	<i>123,526</i>
<i>Balance of unappropriated funds</i>	<i>8,735,742</i>	<i>8,528,611</i>

The information is derived from the 2020-2021 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 2020-2021 financial year, the College awarded a total of 22 service contracts with a value of 25,000\$ or more, for a total of \$1,214,024.37. Only two (2) of these 22 service contracts were awarded to individuals for a value of \$85,112.50.

Human Resources

PERSONNEL BY CATEGORY

	COLLEGE ADMINISTRATION	LENOXVILLE	SAINT-LAMBERT	ST. LAWRENCE	TOTAL
CATEGORY OF PERSONNEL					
Management	6	8	16	5	35
Faculty	0	152	286	92	530
Professional	4	9	29	10	52
Support	12	20	59	26	117
TOTAL	22	189	390	133	734

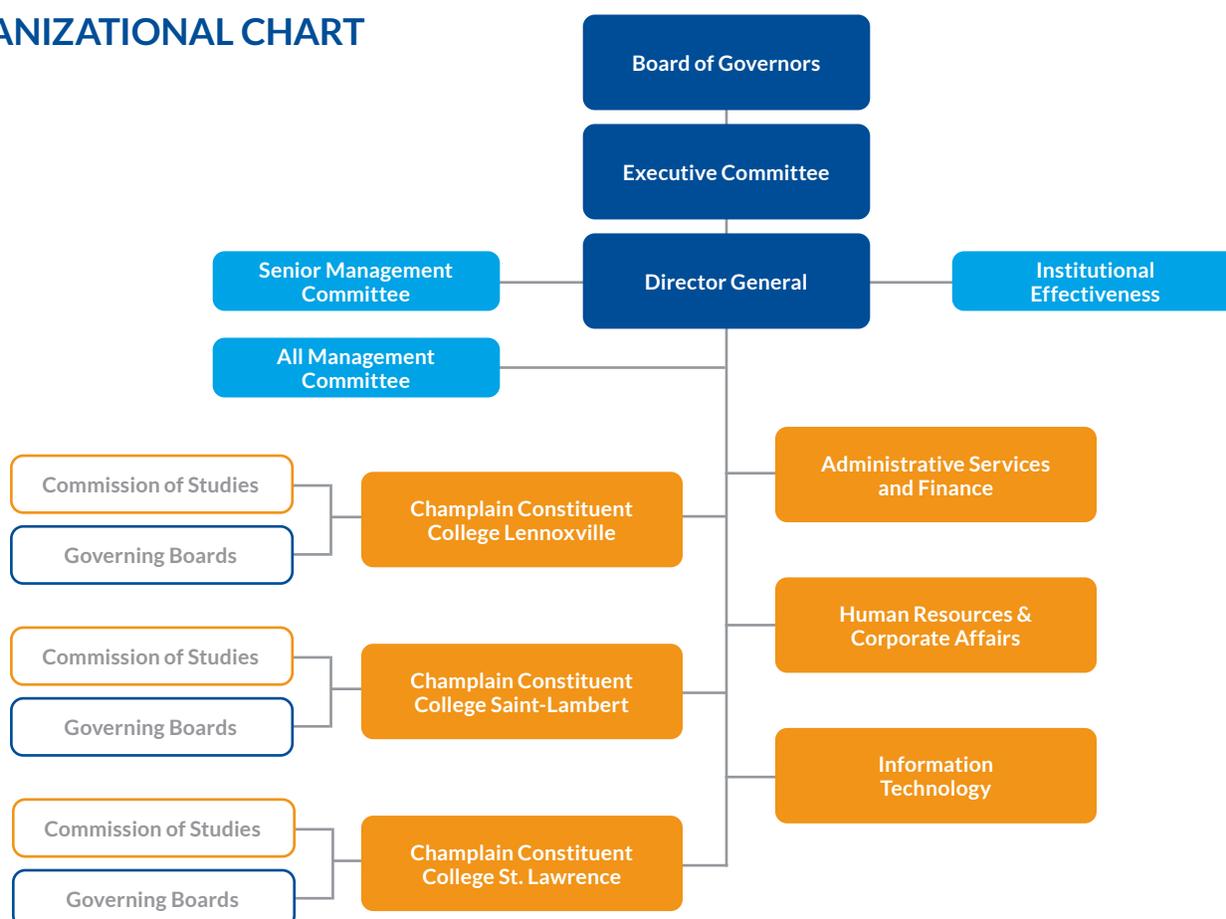
Act to facilitate the disclosure of wrongdoings relating to public bodies

In 2020-2021, two 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, 2020 to March 31, 2021 does not exceed that of the reference period ending March 31, 2020, as established by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

ORGANIZATIONAL CHART



Board of Governors

As of June 2021

College Administration

Odette Côté (Ex officio) Director General

Lennoxville Constituent College

Nancy Beattie (Ex Officio) Director Of Constituent College

Julien Lacombe Faculty Representative

Tanya Marisa Rodrigues Pre-University Student

Saint-Lambert Constituent College

Donald Shewan (Ex Officio) Director Of Constituent College

Bruce Toombs Faculty Representative (Observer)

Eric Thananayagam Technical Graduate

Florent Hogue Technical Student (Observer)

Kevin Thornhill Professional Representative

Michel Léger (Vice-Chair) Parent Representative

St. Lawrence Constituent College

Edward Berryman (Ex Officio) Director Of Constituent College

Diane Denault Support Staff Representative

Emile Pinel Technical Student

Maxime Chabot Pre-University Graduate

Paul Bleau Faculty Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Socio-Economic

François Paradis (Chair)

Danny Galarneau

Geneviève Bourgoing

Enterprise

Chantal Michel

James Shufelt

Regional Council of Labour Market Partners

Claude R. Charest

School Board

Matthew Mazur

University

Carole Beaulieu



Donald Shewan



Geneviève Bourgoing



Kevin Thornhill



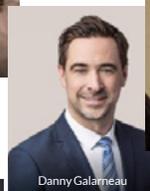
Edward Berryman



Eric Thananayagam



Diane Denault



Danny Galarneau



Michel Léger



François Paradis



Nancy Beattie



Julien Lacombe



James Shufelt



Emile Pinel



Claude R. Charest



Carole Beaulieu



Maxime Chabot



Chantal Michel



Paul Bleau



Bruce Toombs

Governing Board Lennoxville

As of June 2021

Nancy Beattie	Director of Constituent College & Director of Studies
Jennifer Garfat	Parent Representative
Jérémy Girard	Student Representative- Pre-University
Lucinda Doheny	Non-teaching Professional
Malayha Vaillancourt	Student Representative- Technical
Myriam Pruneau	Faculty Representative
Nancy Ticehurst	Support Staff Representative
Nicolas Lecomte	Faculty Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Socio-Economic

François Paradis

University

Miles Turnbull

School Board

Eva Lettner
Kandy Mackey

Regional Council of Labour Market

Josée Fortin

Enterprise

Timothy Goddard (Chair)
Alan Kezber
Alexandra Lebel

Commission of Studies Lennoxville

As of June 2021

Nancy Beattie	Director of Constituent College & Director of Studies
Diane Wintle	Academic Administrator
Louise Pépin	Professional Representative
Ruth Aluha	Student Representative
Suzanne Meesen	Professional Representative
Yotam Baum	Academic Dean
Vacant	Support Staff Representative

General Education

Brigitte Robert	Faculty Representative
Kathleen Mullin	Faculty Representative

Sciences

Antoine Fortin-Veilleux	Faculty Representative
Michael Durrant	Faculty Representative

Social Sciences

Anna Bernath	Faculty Representative
David Sangster	Faculty Representative

Technical Program

Isabelle Ménard	Faculty Representative
Jacques St. Pierre	Faculty Representative

Lib. Arts, Creative Arts, or ALC

Daron Westman	Faculty Representative
Murray Johnston	Faculty Representative



Governing Board Saint-Lambert

As of June 2021

Donald Shewan	Director of Constituent College & Director of Studies
Andy Brown	Professional representative
Christine Kerr	Faculty representative
Elham Ghobadi	Faculty representative
Jaswinder Sehota	CRPMT (Emploi Quebec)
Jean-Charles Dumont	Parent Representative
Jessie Kurtz	Pre-university student
Louis Zargi	Parent Representative
Meagan Murphy	Technical student
Suzy Cooper	Support representative

GOVERNMENT APPOINTEES REPRESENTATIVES

School Board

Dawn Smith (Chair)

University

Richard Fontaine

Socio-Economic

Geneviève Bourgoing

Enterprise

Jean-Robert Lessard

Michael Newton

Maira Paterson

Commission of Studies Saint-Lambert

As of June 2021

Donald Shewan	Director of Constituent College & Director of Studies
Andy Brown	Rac Advisor, Continuing Education
Anthony Singelis	Dean of Curriculum and Faculty Development
Bessie Assimakopoulos	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
Karen Benner	Faculty Representative
Malcom Harper	Faculty Representative
Mark Wallace	Dean Of Continuing Education
Morris Nassi	Faculty Representative
Susan Martin Kaller	Faculty Representative

Academic

Isabelle Lacombe Academic Advisor and admission Officer

Student Association

Christian Taboada Student Representative

Olga Subotyak Student Representative

Administrative Support

Geneviève Montreuil Support Staff Representative



Governing Board St. Lawrence

As of June 2021

Edward Berryman	Director of the Constituent College & Director of Studies
Carole Blackwell	Parent Representative
Isabelle Zhang	Student Representative
Joanne McCalla	Faculty Representative
Jean-Luc Trahan	Parent Representative
Jeremie Ouellet	Support Staff Representative
Lisa Birch	Faculty Representative
Louis-Etienne Desgagnés	Professional Representative
Thomas Delisle	Student Representative

GOVERNMENT APPOINTEES REPRESENTATIVES

Regional Council of Labour Market

Geneviève Caissy

Enterprise

Helen Walling (Chair)

Socio-Economic

Danny Galarneau

Martin Brassard

Yanick Santoire

School Board

Warren Thomson

University sector

Anessa Kimball*

* Professor Kimball was also a member of the St. Lawrence Governing Board in 2019-2020, this information was missing from the 2019-2020 Annual report.

Commission of Studies St. Lawrence

As of June 2021

Edward Berryman	Director of the Constituent College & Director of Studies
Alexandre Roussel	Professional
Angela Stevens	Dean Of Faculty
Catherine Talbot	Coordinator Of Pedagogical And Institutional Development
Isabelle Zhang	Student Representative
Thomas Delisle	Student Representative

Support Staff

Charles Nadeau Support Staff representative

Arts, Languages and Communications

Andrée-Anne Giguère Faculty Representative

Social Science Program

Carol-Anne Gauthier Faculty Representative

Professional Union Member

Cathy Andrew Professional Union Member representative

Science Program

Christopher St-Laurent-Pedneault Faculty Representative

General Education

France Seguin Faculty Representative

Gisela Droge-Grondin Faculty Representative

Terri Connolly Faculty Representative

Math Department

Martin Huard Faculty Representative

Tourism Program

Martin Theriault Faculty Representative

Business Program

Paul Bleau 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.

The principles articulated hereafter are based upon one's sense of justice, honesty and integrity.

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;

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

- 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;
- 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

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.

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

Board members must uphold confidentiality regarding information received for the purpose of the governance of the College whatever 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 2020-2021, 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 and managed without reprimand.





**Champlain Regional College
College Administration**

1301 Portland Blvd.,
Sherbrooke, QC J1J 1S2
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www.crc-sher.qc.ca



**Champlain Regional College
Lennoxville Constituent College**

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**Champlain Regional College
Saint-Lambert Constituent College**

900 Riverside Drive,
Saint-Lambert, QC J4P 3P2
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St. Lawrence
CEGEP CHAMPLAIN

**Champlain Regional College
St. Lawrence Constituent College**

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