

ANNUAL REPORT

21-22

CHAMPLAIN



Table of Contents

| | |
|--|-------|
| Message from the Chair and the Director General | 3 |
| Mission, Values and Vision Statement | 4 |
| College Profile | 5 |
| Strategic Plan and Student Success Plan | 6-12 |
| Student Population | 13-16 |
| REGULAR DAY | 13 |
| Enrollment by Program | 13 |
| Percentage of Students in Recent Fall Cohorts Passing 80% or More of Their First-Semester Courses | 13 |
| Third-Semester Retention Rates (Same Program, Same College) for Recent Fall Cohorts | 14 |
| Graduation Rates (Same Program, Same College) Within the Prescribed Period of Time Plus Two Years for Recent Fall Cohorts | 14 |
| CONTINUING EDUCATION | 15 |
| Enrolments and Graduations by Program | 15 |
| Recognition of Acquired Competencies (RAC) – Enrolments and Graduations by Program | 16 |
| Financial Statements | 17 |
| Statement of Results for the Year Ending June 30, 2022 | 17 |
| Information Relating to Service Contracts Involving Expenditures of \$25,000 or More as Determined by the Treasury Board | 17 |
| Human Resources | 18 |
| Personnel by Category | 18 |
| Organizational Chart | 18 |
| Board of Governors | 19-22 |
| Governing Boards | 19-22 |
| Commission of Studies | 19-22 |
| Code of Ethics and Professional Conduct for Members of the Board of Governors | 23-25 |
| Addresses | 26 |

Message from the Chairperson and the Director General

The 2021-2022 academic year marked the third year of deployment of our new college structure under Chapter II of the Colleges Act – a year during which we continued 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 COVID-19 still at our doorstep, negotiations of the new collective agreements still ongoing at the provincial level, and the uncertainties facing the anglophone colleges due to the impacts of Bill 96 on their institutions, challenges were plenty and continued to affect all employee groups of Champlain Regional College (CRC). Amidst these tumultuous challenges, we remained focused on student success as we continually adapted to the dynamic nature of the college network as well as the continually changing government and ministerial directives.

Communications relating to COVID-19 and to Bill 96 were systematically shared with all locations, including members of the Board of Governors and the Governing Boards. Returning to in-person teaching and activities, while closely monitoring COVID-related issues and providing support to all College locations, the vaccination rate for CRC exceeded government requirements with over 90% of students and employees vaccinated. As for Bill 96, CRC submitted briefs to the Parliamentary Commission at the beginning of the academic year and took part in several meetings with government officials while simultaneously participating in substantial media coverage to express concerns regarding the impact of Bill 96 on our institution.

On the academic side, the constituent colleges worked on their IPESA or IPESL, IPMAPs, and/or IPRAC and Student Success Plans. Development objectives for the new strategic plan were approved by governing boards at two CRC locations, the blended learning program at Saint-Lambert was successfully completed, and all locations participated in the province-wide revisions of the Science, Social Science, and Information Technology programs. The Office of Institutional Effectiveness at CRC's Administrative Office laid the groundwork for CRC's Quality Assurance Information System and outlined the College's research obligations, as they continued to support the constituent colleges with their pedagogical tools such as the development goals for the Strategic Plan, the Student Success Plans, and IPMAPs. Personnel was hired at all locations and integrated into their roles in response to the needs of our new College, and management at all CRC locations received two training sessions: one on managerial courage and the other on our obligations as a college concerning sexual violence.

Although we did hit a road bump in determining the distribution of roles and responsibilities between the different governance bodies (the Board of Governors vs. the Governing Boards), policies were completed and a consultation planned for Fall 2022 as regards two articles of the Management Personnel Policy, the Donation Management Policy, the Auxiliary Services Policy, the Sustainable Development Policy, and the Contract Management Risk Policy. Phase 2 of 3 of the Risk Management Plan was completed. Building management software and the 2020-2025 Real Estate Master Plan were implemented. An IT disaster recovery plan and security audits were completed, and the progressive implementation of security measures in compliance with government information technology requirements will extend to the 2022-2023 academic year. Furthermore, websites at the remaining two College locations have been modified to be in conformity with ministerial accessibility standards.

At Lennoxville, the IT structure was modified to better meet the information security needs identified and the change was implemented in Winter 2022. The Special Care Counselling program is almost ready, and the Education for Reconciliation Plan has been developed. At St. Lawrence, a master grid was implemented, improving data analysis and e-budget

planning. Dashboards for Quality Assurance and Student Success were created and were shared with Lennoxville and Saint-Lambert. The following student-centred initiatives were also completed: Autonomy for Students in French Second Language; French Self-Correction and Mindset; Addressing Performance Anxiety in Oral Presentations; Teamwork in Communication for Business; and, Social and Emotional Learning in Health and Social Sciences. At Saint-Lambert, management personnel also took part in EDI (Equity, Diversity, Inclusion) training. Furthermore, each constituent college worked on CEEC recommendations involving either local policies or requirements for the Strategic Plan.

With respect to Infrastructure, there was a roof replacement at St. Lawrence, and the student services sector and second floor sanitary block were completed. The Student Fitness Centre opened at Saint-Lambert in Winter 2022, and the Hydro land acquisition project is still in negotiations and will continue in 2022-2023. The Lennoxville student residences were being renovated and these renovations will also continue in 2022-2023.

In summary, the anglophone colleges were again challenged throughout the 2021-2022 academic year, leading to increased meetings with government officials, politicians, and co-workers from across the anglophone college network. As we enter the next academic year, we must continue to do everything that we can to diminish the impacts of Bill 96 on our students, on our personnel, and on our College. Together, we must think about new ways of thinking and doing to ensure that our English-speaking communities continue to thrive in Quebec society while engaging in ways our students can succeed in mastering the langue officielle du Québec.

Faced with many challenges throughout the year, we wish to thank our students, personnel, governors, and communities for their unconditional support. Your understanding and patience have helped us navigate through this challenging time. Though there still remains a lot to do to build our new College, we must never lose hope. "The difference between stumbling blocks and stepping stones is how you use them." So, let's continue to work together so that:

Together we transform lives and open opportunities for brighter futures!



François Paradis

François Paradis
Chairperson
Board of Governors



Odette Côté

Odette Côté
Director General

Mission, Values and Vision Statement

OUR MISSION

Champlain Regional College is a public, English-language, postsecondary 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.

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.

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.



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 a campus with Bishop's University. With approximately 1,200 students, it is the only English-language 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 - a 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 based in the Montréal region, which also includes six public francophone CEGEPs.

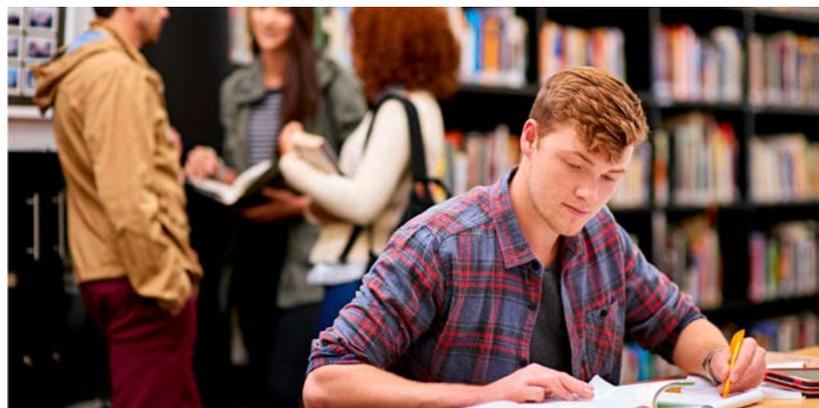
Champlain College Saint-Lambert is within a short 10-minute walk from the Longueuil-Université de Sherbrooke metro station, just a single metro stop from Québec's metropolis, Montréal. Students come from diverse cultural backgrounds and speak a variety of languages, which provides the Constituent College 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 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

2021-2022 ANNUAL REPORT – HIGHLIGHTS

Following is a summary of initiatives and results derived from the 2021-2022 Annual Operations Plan (AOP)

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 Saint-Lambert

- Both the Student Success Plan and the Development Objectives for the upcoming strategic plan were completed and unanimously approved by the relevant bodies.

Champlain College St. Lawrence

- The revision of St. Lawrence's Institutional Policy on the Evaluation of Student Achievement (IPESA) has been completed, pending adoption by the Governing Board.
- St. Lawrence conducted its College-wide consultation on the draft of the Student Success Plan.
- St. Lawrence's Commission of Studies received training on its roles and responsibilities developed by the Institut sur la Gouvernance des Organismes Privés et Publics (IGOPP).

Champlain College Lennoxville

- The implementation of the new governance structure continued successfully with a return to in-person meetings with COVID-19 mitigation measures fully deployed and a dedicated resource person in place to support the community and assist with managing COVID-19 cases and related absences.
- The Institutional Policy on the Evaluation of Student Learning (IPESA), which was adopted in the prior academic year, received an "entirely satisfactory" designation from the CEEC in October 2021.
- The development of a new Institutional Program Management Policy (IPMAP) was a significant focus for the academic team and will be finalized in the 2022-23 academic year.
- A local Standing Committee on Student Success was established and met six times. Accomplishments included the hiring of a guidance counsellor, the development of a student-friendly version of the Success Plan, and a revision of the Student Success Plan.
- Following the work conducted by the the local Strategic Planning Task Force, the Governing Board adopted the strategic orientations for Champlain Lennoxville, which were submitted to the Regional College as the development goals to be integrated into the College's Strategic Plan.

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

- The Blended Learning framework and faculty development plan were fully completed.

Champlain College St. Lawrence

- During the year, St. Lawrence completed the planned steps for the revision of the Social Science program.
- St. Lawrence successfully launched a new cohort of its AEC Business program. It also continued to expand its corporate and customized trainings in English as Second Language.
- St. Lawrence hired an analyst and developed dynamic student success dashboards using the Power BI platform.
- St. Lawrence acquired the equipment to provide co-modal teaching and provided the necessary training to faculty.
- St. Lawrence implemented a new scheduling master grid to improve the teaching and student experience.
- St. Lawrence has begun work on employer branding to improve its capacity to attract talent in the very competitive regional job market.

Champlain College Lennoxville

- Significant energy was devoted to responding to the proposed Bill 96 to amend the Charter of the French Language in an effort to support long-term student success and ensure the health of the programs and services offered as an anglophone institution.
- The new Student Success Plan and development of the pending IPMAP respond to the elements identified within the Quality Assurance Audit Action Plan.
- The Social Science and Special Care Counselling Program revisions are nearing completion.

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

Champlain College Lennoxville

- A strategic review and assessment of Lennoxville's IT services and structure was conducted by an external firm and subsequent recommendations for the modification of the structure and services were implemented in Winter 2022.

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 Saint-Lambert

- The first year of the EDI training was successfully run with the Administration and three academic departments attending workshops.
- The new Student Fitness Centre, a joint venture between the Champlain Student Association and the College was opened in January 2022.

Champlain College St. Lawrence

- St. Lawrence diversified and added new modes of communication with its major stakeholders.
- St. Lawrence deployed "bring your own device" (BYOD) technology enabling students to access the College using software they already have on their personal devices.

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.

GENERAL OUTCOME 3.2 Champlain develops mutually beneficial partnerships

Champlain College Saint-Lambert

- Champlain Business and Industry was invited to participate in the consortium of Cegeps that ran a professional development training program for the hotel industry.
- In June 2022, Champlain Saint-Lambert officialized a partnership that brought together strategic partners in the region that wanted to improve the integration of newcomers into Quebec society. After years of meetings and brainstorming, the committee felt ready to approach the Ministry for funding. The project was accepted and funding granted to begin the work in 2022-2023.

Champlain College Lennoxville

- A plan entitled Education for Reconciliation was developed. It corresponds to the strategic orientations identified by Champlain Lennoxville within the broader strategic planning process. The Education for Reconciliation document was adopted by the Governing Board in June 2022.

ORIENTATION 4: ENCOURAGE INNOVATION:

GENERAL OUTCOME 4.1: Create opportunities for innovation

Champlain College St. Lawrence

- St. Lawrence supported five pedagogical innovation projects during the academic year.

GENERAL OUTCOME 4.2: External partners recognize Champlain as an innovator

Champlain College St. Lawrence

- St. Lawrence continued to contribute to Cégeps et cie de la Capitale-Nationale to provide training on digital transformation.

CHAMPLAIN COLLEGE LENNOXVILLE

MELS-MSSS Agreement (A-106)

The Special Care Counselling (SCC) and Nursing programs benefited from these payments, which helps compensate the institutions and organizations that receive our intern students.

SCC partners include the Résidence Wales Home, L'Escale, La Chaudronnée, the Résidence Fleuri-Bois, and Grace Village. For Nursing, the primary location for internships is the CIUSSS de l'Estrie – CHUS, which received Champlain Lennoxville students for approximately 4,500 hours of internships.

FEC Improving Academic Success (A-105)

(The schedule indicated there was no accountability report, so no specific tracking was done: \$29,700)

The sums were used to support various activities within Student Services and internal communications.

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

EESH Teachers and Professionals

\$101,046.42 (teacher release) – 103.5 units were shared among 10 teachers for numerous special projects including math support, mentoring and tutoring for Nursing students, assistance for students learning languages, and support for student-athletes.

As regards direct services to students designated as HAN, 92 students were registered for services in Fall 2021 and 78 in Winter 2022.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

A full-time professional (social worker) was designated as the Prevention of Sexual Violence Coordinator. In addition to co-chairing the Standing Committee on the Prevention of Sexual Violence, the professional oversees various training and prevention initiatives and partnerships internally as well as with external stakeholders.

Multiple training and sensitization activities were offered over the course of the year including Train the Trainer for faculty and employees, sensitization and bystander training for all athletic teams, training of

the Cougar Ambassador student leaders, designated awareness days in cooperation with multiple local community partners, a SEXed peer educator program, initiatives for the 16 Days of Activism Against Gender-Based Violence, the installation of the Healing Box, online training of all employees as developed by Concordia University, the design and production of a pamphlet about campus services and prevention measures, awareness and fundraising support for TransEstrie, and the creation of an online educational quiz to encourage students to consult the College's web page for more information.

The College worked with numerous local partners and contributed to community initiatives including security for women and the mitigation of harassment on the streets of Sherbrooke, participation in research on sexual violence in collaboration with SHASE, CALACS, and Université de Sherbrooke, funded by the Estrie Higher Education Hub (PRESE), as well as many other local and province-wide initiatives.

Incidents at Champlain Lennoxville :

Five incidents were reported and of these, three proceeded as formal complaints. Various measures and accommodations were deployed in response to all incidents reported.

Attraction of International Students (R105)

Recruitment materials, most notably online materials and videos about the College's technical programs, were developed to facilitate the recruitment of international students. A professional was also allocated a 20% workload to support international students and their integration into the College.

Professional Development of Teachers (E104)

Participation in the intercollegiate pedagogical training week in January by all faculty members.

Guest speakers (Indigenous elder, keynote speaker on teaching and learning practices) for the pedagogical days held in August and in January.

18 individual teachers benefited from the professional development funds to attend conferences, take pedagogical courses (e.g., Performa), and curriculum-related courses and to acquire professional development materials.

Strategic Plan and Student Success Plan

CHAMPLAIN COLLEGE LENNOXVILLE

Accessibility to Mental Health Services (8350-04)

An additional social work technician was hired to provide added support to students. A social work technician was also dedicated to students living in Residence.

Science and Engineering Students (A113)

Nine students from the Computer Science Technical program met the criteria for receiving bursaries and support for perseverance in these fields.

College Research (R103)

Membership in ARC (the Association pour la recherche au collégial), which provides support to teachers conducting research.

Regional Collaboration (R107)

While Lennoxville has not been asked to report, Champlain Lennoxville plays an active role in the Estrie Higher Education Hub (PRESE). <https://prese.ca/en/about-us/>

Action Plan for Success in Higher Education (8350-21)

The Student Success Plan was modified and adopted by the Governing Board, establishing four priority areas, namely: first semester success, student retention, graduation rates, and improvement in data and information systems.

For the first time in many years, the College has been able to offer guidance counselling services and a full-time professional was hired during the Winter 2022 semester. The need for guidance services was heavily emphasized in the consultation with students on the development of the Student Success Plan.

Since the arrival of the new career counsellor at Champlain, students have had increased access to several services, tools, and information. This includes a new career counselling service, drop-in sessions, multiple workshops, the creation of a career services webpage, active participation in the external work-study balance committee with Entreprenre Sherbrooke, a revamped documentation centre, and participation in many conferences for the benefit of students.



CHAMPLAIN COLLEGE SAINT-LAMBERT

Professional Development of Teachers (E104)

In addition to the common activities supported by the faculty professional development budget, a significant number of teachers took part in courses, workshops, and seminars to increase their capacity in the area of blended learning. This is consistent with the College's focus on increasing capacity in this area.

The Centre for Teaching and Learning (CTL) was created as a part of Academic Services. The CTL team (of which 80% are pedagogical counsellors) collaborates with and supports Champlain Saint-Lambert's faculty in creating high-quality, student-centred learning experiences through orientation, training, mentorship, research, and innovation opportunities.

During Fall 2021, the CTL team had two main pedagogical focuses: COVID-19 emergency teaching and equity, diversity, and inclusion (EDI) in education.

To support faculty during the uncertainty of teaching within the restrictions of the COVID-19 pandemic, the CTL developed a pedagogical toolbox providing strategies and tools that enable class-wide learning adjustments (e.g., a short-term switch to online delivery). The team also issued Teaching Guidelines for Teachers in COVID-19 Isolation for those teachers who were forced to self-isolate during the Fall 2021 term and who were consequently unable to teach their class in person.

In line with Champlain Saint-Lambert's commitment to EDI, the CTL collaborated with faculty in the Media Arts Department to conceptualize a year-long EDI training program to support the transformation of teaching in their program. The training focuses on curriculum re-design, pedagogical praxis revision, and reflection to bring lasting changes to individual teaching approaches and the Media Department's culture. CTL also supported several college-based communities of practice in their EDI endeavours (e.g., the Global Centre for Pluralism (GCP) project and the Brave Space Project).

Attraction of International Students (R-105)

Coming out of COVID-19, there were few opportunities for establishing relationships and networking with seasoned colleges on how to best structure Saint-Lambert to be successful in developing and running international activities. Fortunately, we were able to attend an in-person conference offered by CIGan. The week-long conference enabled us to interact with other Canadian colleges and universities that have successfully launched international activities. This enabled us to identify the partnerships and accompaniment we would need to help us identify what shape our international activities would take. Following the conference, we identified individuals we will be working

with in 2022-2023 to help us further foster strategic relationships leading to the development of international activities in years to come.

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

Once again, faculty received release time to work on projects that supported students with disabilities including: identifying strategies for supporting reading and the revision of texts both in French and in English and in Mathematics, the development of diagnostic test questions in WeBWorK for students entering Differential Calculus (Calculus 1), and the development of online resources for adapted learning in Cegep remedial Mathematics courses.

Despite the increased challenges of COVID-19, the Student Access Centre supported more than 300 students who needed accommodations and invigilated over 2,000 exams over the year.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

Online training was launched for all students and staff. This included in-person training for all academic and administrative departments. Bystander training was provided for over 200 student leaders and 250 student-athletes.

Accessibility to Mental Health Services (8350-04)

The addition of a second social worker on a special project brought the mental health team to a total of five. A project for an additional psychologist to focus on students in Continuing Education was also created.

Over 2,000 students participated in outreach programming offered by our mental health professionals.

Every first-year student, through visits to their English classes, was made aware of the College's mental health services.

A workshop was developed and launched for faculty to assist them in identifying, referring, and dealing with students in their classes with mental health issues.

The College created a committee to start developing the PASME (action plan for student mental health).

Strategic Plan and Student Success Plan

CHAMPLAIN COLLEGE SAINT-LAMBERT

Thanks to funding, 236 students at the College were seen throughout the year. Of these, 114 were referred for psychotherapy.

Over 1,523 counselling sessions were conducted with the three highest areas of needs for consulting stated as anxiety, family issues and interpersonal relationships, and depression.

Action Plan for Success in Higher Education (8350-21)

Among the many activities offered to support student success were workshops to assist students with hybrid learning, faculty projects to support student success, assistance to students to identify future careers, and activities to promote the French language and culture. Although not specifically targeted as part of improving student success, the College's efforts in support of Indigenous students and cultures, Equity, Diversity and Inclusion, and LGBTQ2S+ students all contributed to the success of our students.

Furthermore, a part-time professional was added to Student Services to support success activities.

Community Services (R106)

In Fall 2021, Champlain Saint-Lambert's Business and Industry Services joined a consortium of seven colleges to offer the first-ever college certificate for the hotel sector. The curriculum for the certificate was created following a series of meetings with the Tourism sectorial table (CQRHT). The purpose of the training program, aimed at hotel leadership teams, was to better equip them to address labour market shortages and to enhance their training and supervision of staff as well as to make them current in key areas such as diversity and sustainability.



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.

A resource teacher supported both EESH students and teachers working with them.

Five projects were carried out:

- Autonomy for Students in French Second Language
- French Self-Correction and Mindset
- Addressing Performance Anxiety in Oral Presentations
- Teamwork and Communication for Business
- Social and Emotional Learning in Health and Social Sciences

HAN

There were 100 students registered in Adapted Services.

Intervention Strategy for Preventing and Countering Sexual Violence in Higher Education

Awareness and help services were promoted during the August Welcome Days. A Healthy Body Day was held in January. Consultation services were available all year.

Regional Collaboration (R107)

The regional collaboration hub continued its activities and realigned its priorities with those of the Ministry of Higher Education. The partners of the Capitale-Nationale hub agreed that Université Laval would submit the report on its activities to the Ministry.

Professional Development of Teachers (E104)

Numerous professional development activities were provided to our faculty members throughout the academic year. Our 79 faculty members took part in over 300 group professional development activities, and 10 faculty members carried out personal professional development projects.

Accessibility to Mental Health Services (8350-04)

Our Social Worker provided one-on-one support to over 100 students. Numerous group initiatives also received support during the year, including mindfulness meditation, suicide prevention, zotherapy, art therapy, and a hiking group.



Student Population

REGULAR DAY

ENROLLMENT* BY PROGRAM

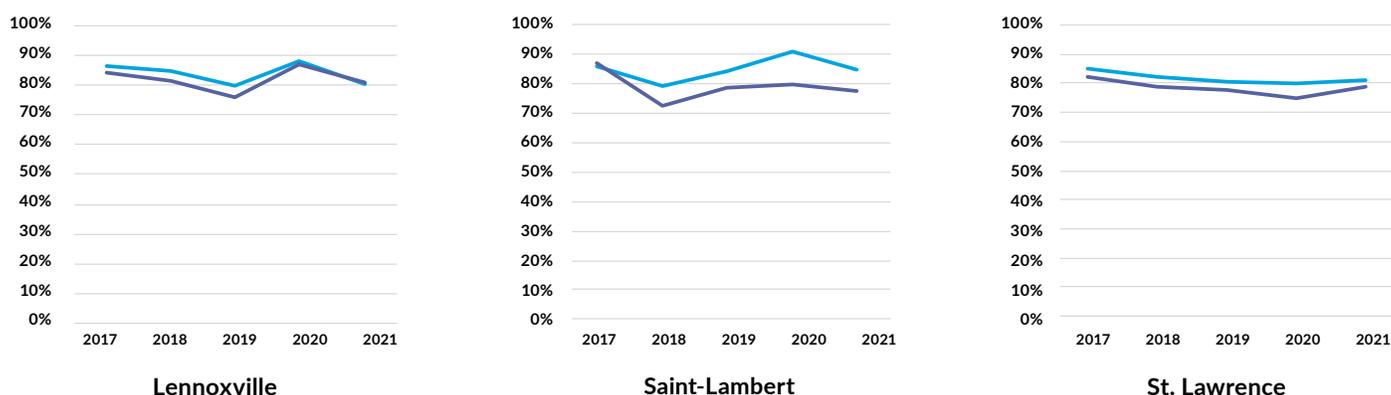
| PROGRAMS | LENNOXVILLE | | SAINT- LAMBERT | | ST. LAWRENCE | |
|---|--------------|--------------|----------------|--------------|--------------|-------------|
| | Fall 2021 | Winter 2022 | Fall 2021 | Winter 2022 | Fall 2021 | Winter 2022 |
| ORIENTATION AND INTEGRATION | | | | | | |
| 081.06 - Springboard to a DEC | 38 | 38 | - | - | 26 | 21 |
| PRE-UNIVERSITY | | | | | | |
| 200.12 - Science + Social Science (Double DEC) | - | - | - | - | 14 | 11 |
| 200.16 - Science + Arts, Literature and Communication (Double DEC) | - | - | - | - | 4 | 3 |
| 200.B0 - Science | 211 | 189 | 667 | 572 | 347 | 295 |
| 200.C0 - Computer Science and Math | - | - | 53 | 50 | - | - |
| 300.16 - Social Science + Arts, Literature and Communication (Double DEC) | - | - | - | - | 16 | 9 |
| 300.A0 - Social Science | 535 | 460 | 1,389 | 1,283 | 454 | 398 |
| 500.A1 - Arts, Literature and Communication | 72 | 56 | 244 | 211 | 47 | 43 |
| 510.A0 - Visual Arts | 42 | 30 | - | - | - | - |
| 700.B0 - Liberal Arts | 29 | 24 | 144 | 119 | - | - |
| Subtotal | 889 | 759 | 2,497 | 2,235 | 882 | 759 |
| TECHNICAL | | | | | | |
| 180.A0 - Nursing | 78 | 72 | 107 | 104 | - | - |
| 351.A0 - Special Care Counselling | 67 | 54 | - | - | - | - |
| 410.B0 - Accounting and Management Technology | 77 | 67 | - | - | 155 | 128 |
| 410.D0 - Business Management | - | - | 282 | 241 | - | - |
| 414.A0 - Tourism | - | - | 49 | 42 | - | - |
| 420.B0 - Computer Science | 42 | 39 | 199 | 175 | - | - |
| Subtotal | 264 | 232 | 637 | 562 | 155 | 128 |
| TOTAL | 1,191 | 1,029 | 3,134 | 2,797 | 1,063 | 908 |

Total Students Fall 2021: 5,388

Total Students Winter 2022: 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



— Pre-University
— Technical

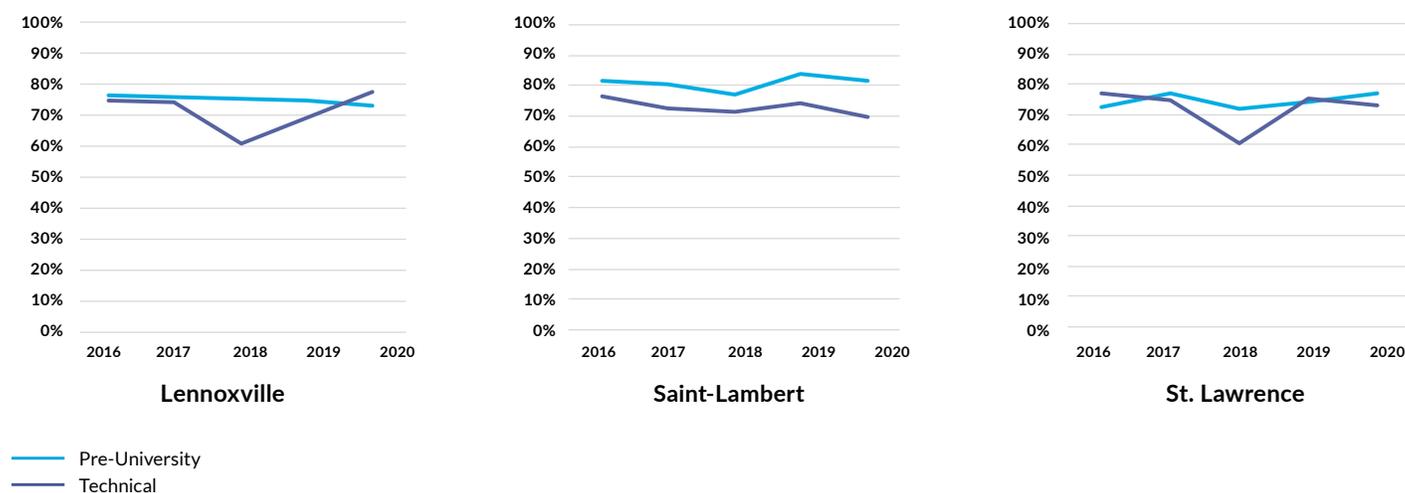
(1) Data source is CLARA.

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

Student Population

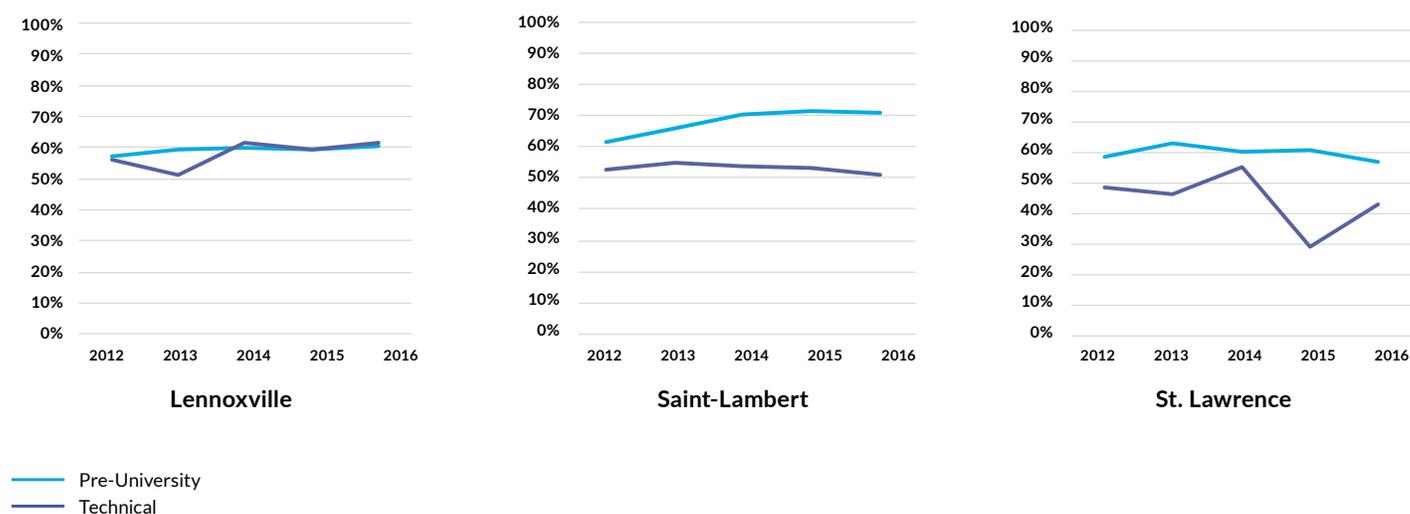
REGULAR DAY

THIRD-SEMESTER RETENTION RATES (SAME PROGRAM, SAME 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 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 2021 | Winter 2022 | Summer 2022 | Fall 2021 | Winter 2022 |
| AECs | | | | | |
| EEC.1Y - Residential Real Estate Brokerage | 61 | 85 | 27 | 25 | 27 |
| JEE.0K - Early Childhood Education | 12 | 10 | - | - | 11 |
| JNC.1G - Special Care Counselling | 17 | 28 | 25 | - | - |
| JNC.1H - Autism Spectrum Disorder | 46 | 28 | 27 | 17 | - |
| LCA.DS - Specialist in Transportation and Logistics | 32 | 30 | 30 | 12 | - |
| LCA.DT - Human Resources Support Specialist | - | 12 | 10 | - | - |
| LEA.21 - Cisco Certified Network Associate (CCNA) | - | 15 | - | - | - |
| LEA.CS - Cisco Certified Network Professional (CCNP) Enterprise - Advanced Routing and Switching | 11 | - | - | 10 | - |
| LEA.D2 - Industrial Internet of Things | 19 | 12 | - | 1 | - |
| LEA.D8 - Cybersecurity: Prevention and Intervention | - | 11 | - | - | - |
| NTL.1K - Virtual & Augmented Reality Specialist | 24 | 20 | - | 2 | - |
| TOTAL | 222 | 251 | 119 | 67 | 27 |

| LENOXVILLE | | | | | |
|------------------------------------|--------------|-------------|-------------|-----------|-------------|
| PROGRAMS | Enrollments* | | | Graduates | |
| | Fall 2021 | Winter 2022 | Summer 2022 | Fall 2021 | Winter 2022 |
| AECs | | | | | |
| JEE.0K - Early Childhood Education | 23 | 20 | - | - | 6 |
| TOTAL | 23 | 20 | - | - | 6 |

| ST. LAWRENCE | | | | | |
|----------------------------------|--------------|-------------|-------------|-----------|-------------|
| PROGRAMS | Enrollments* | | | Graduates | |
| | Fall 2021 | Winter 2022 | Summer 2022 | Fall 2021 | Winter 2022 |
| AECs | | | | | |
| LCA.C5 - Business Administration | 25 | 20 | - | - | 6 |
| TOTAL | 25 | 20 | - | - | 6 |

* Includes only students taking at least one credit course.

Student Population

CONTINUING EDUCATION

RECOGNITION OF ACQUIRED COMPETENCIES (RAC) - SAINT-LAMBERT

| PROGRAMS | SAINT-LAMBERT | | | | | |
|---|---------------|-------------|-------------|-----------|-------------|-------------|
| | Enrollments | | | Graduates | | |
| | Fall 2021 | Winter 2022 | Summer 2022 | Fall 2021 | Winter 2022 | Summer 2022 |
| AECs | | | | | | |
| JEE.0K - Early Childhood Education | 89 | 111 | 41 | 21 | 21 | 2 |
| JNC.1G - Special Care Counselling | 111 | 146 | 1 | 3 | 18 | 1 |
| LCA.DS - Specialist in Transportation and Logistics | 35 | 41 | 18 | 2 | 7 | |
| LCA.DT - Human Resources Support Specialist | 9 | 8 | 2 | 3 | 1 | |
| LCE.53 - Office Administration | 12 | 26 | 6 | 4 | 9 | 2 |
| LEA.1Q - Information Technology Client Support | 14 | 14 | 5 | 2 | 5 | |
| LEA.21 - Cisco Certified Network Associate | 6 | 4 | | 1 | 1 | |
| Subtotal | 276 | 350 | 73 | 36 | 62 | 5 |
| DECs | | | | | | |
| 412.A0 - Office System Technology (Office Management) | 70 | 82 | 28 | 8 | 8 | 1 |
| 420.B0 - Computer Science Technology (Network & Security)Administration) | 20 | 16 | 1 | 1 | | |
| Subtotal | 90 | 98 | 29 | 9 | 8 | 1 |
| TOTAL | 366 | 448 | 102 | 45 | 70 | 6 |



Financial Statements

OPERATING FUND

STATEMENT OF RESULTS FOR THE YEAR ENDING JUNE 30, 2022

| | 2022 | 2021 |
|--|-------------------|-------------------|
| | \$ | \$ |
| Revenues | | |
| Government Grants | 64,431,002 | 60,082,333 |
| Tuition Fees | 2,795,925 | 2,684,983 |
| Sale of Goods and Services | 1,867,128 | 1,082,002 |
| Rentals | 965,155 | 855,434 |
| Other Revenues | 644,005 | 911,379 |
| Total | 70,703,215 | 65,616,131 |
| Expenses | | |
| Salaries and Fringe Benefits - Teaching ¹ | 41,630,975 | 38,498,099 |
| Salaries and Fringe Benefits - Non-Teaching ¹ | 16,873,129 | 14,318,839 |
| Materials and Supplies | 3,202,483 | 2,157,984 |
| Services, Honoraria, Contracts and Rentals | 6,970,769 | 5,354,568 |
| Other Expenses | 585,591 | 1,004,507 |
| Total | 69,262,947 | 61,333,997 |
| Excess (deficit) of Revenues Over Expenses | 1,440,268 | 4,282,134 |

EVOLUTION OF FUND BALANCE

| | | |
|--|-------------------|-------------------|
| Balance of Funds (deficit) at the Start of the Year ² | 12,907,778 | 8,652,134 |
| Surplus (deficit) of Revenues Over Expenses ³ | 1,440,268 | 4,282,134 |
| Transfer to Capital Funds | -318,832 | -26,490 |
| Balance of Funds (deficit) at the End of the Year | 14,029,214 | 12,907,778 |
| <i>Balance of appropriated funds</i> | 6,799,204 | 4,172,036 |
| <i>Balance of unappropriated funds</i> | 7,230,010 | 8,735,742 |

The information is derived from the 2021-2022 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 2021-2022 financial year, the College awarded a total of 19 service contracts with a value of 25,000\$ or more, for a total of \$4,069,188.35. Only one (1) of these 19 service contracts was awarded to an individual for an amount of \$34,900.

Human Resources

PERSONNEL BY CATEGORY

| | COLLEGE ADMINISTRATION | LENOXVILLE | SAINT-LAMBERT | ST. LAWRENCE | TOTAL |
|------------------------------|------------------------|------------|---------------|--------------|------------|
| CATEGORY OF PERSONNEL | | | | | |
| Management | 6 | 8 | 19 | 7 | 40 |
| Faculty | 0 | 151 | 265 | 94 | 510 |
| Professional | 5 | 11 | 31 | 14 | 61 |
| Support | 13 | 29 | 65 | 24 | 131 |
| TOTAL | 24 | 199 | 380 | 139 | 742 |

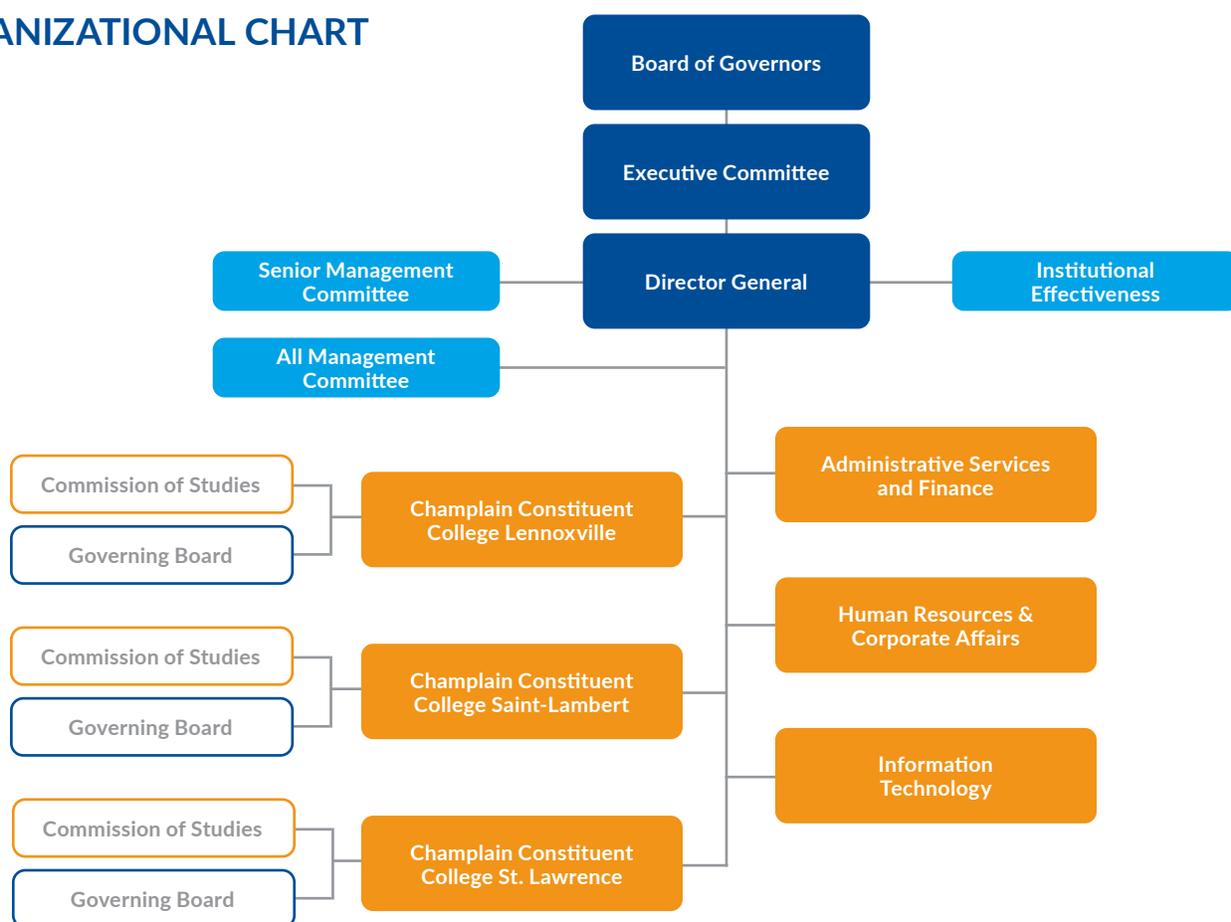
Act to facilitate the disclosure of wrongdoings relating to public bodies

In 2021-2022, 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, 2021 to March 31, 2022 does not exceed that of the reference period ending March 31, 2021, as established by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

ORGANIZATIONAL CHART



Board of Governors

As of June 2022

College Administration

Odette Côté (Ex officio) Director General

Lennoxville Constituent College

Nancy Beattie (Ex officio) Director of Constituent College

Alexandre Mador Pre-University Student

Julien Lacombe Faculty Representative

Saint-Lambert Constituent College

Donald Shewan (Ex officio) Director of Constituent College

Bruce Toombs Faculty Representative (Observer)

Eric Thananayagam Technical graduate

Kevin Thornhill Professional Representative

Simon Boyle Pre-University Student

Vacant Parent Representative

St. Lawrence Constituent College

Edward Berryman (Ex officio) Director of Constituent College

Charles Nadeau Support Staff Representative

Lisa Anderson Parent Representative

Maxime Chabot (Vice-Chair) Pre-University Graduate

Paul Bleau Faculty Representative

Thomas Delisle (Observer) Pre-university Student

GOVERNMENT-APPOINTED REPRESENTATIVES

Socio-Economic

François Paradis (Chair)

Geneviève Bourgoing

Vacant

Enterprise

Chantal Michel

James Shufelt

Regional Council of Labour Market Partners

Vacant

School Board

Matthew Mazur

University

Carole Beaulieu



Kevin Thornhill



Edward Berryman



Matthew Mazur



François Paradis



Nancy Beattie



Julien Lacombe



Eric Thananayagam



Thomas Delisle



Odette Côté



Geneviève Bourgoing



Charles Nadeau



James Shufelt



Maxime Chabot



Donald Shewan



Chantal Michel



Paul Bleau



Alexandre Mador



Carole Beaulieu



Bruce Toombs

Governing Board Lennoxville

As of June 2022

| | |
|-----------------------------|--|
| Nancy Beattie | Director of Constituent College & Director of Studies |
| Alexandre Mador | Student Representative-Pre-University |
| Lucinda Doheny | Non-teaching Professional |
| Malayha Vaillancourt | Student Representative-Technical |
| Monika Mitchell | Parent Representative |
| 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

Vacant

Enterprise

Alan Kezber (Vice-Chair)
Alexandra Lebel
Timothy Goddard (Chair)

Commission of Studies Lennoxville

As of June 2022

| | |
|-----------------------------|--|
| Nancy Beattie | Director of Constituent College & Director of Studies |
| Alexandra Patella | Student Representative |
| Alexandre Mador | Student Representative |
| Chris Bourne | Professional Representative |
| Cindy Pratte | Support Staff Representative |
| Emma Roberge | Student Representative |
| Hannah St. Onge | Student Representative |
| Jean-François Joncas | Dean Student Services |
| Sarah MacNeil | Academic Administrator |
| Suzanne Meesen | Professional Representative |
| Yotam Baum | Academic Dean |

General Education

Anabel Piñero Faculty Representative
Brigitte Robert Faculty Representative

Sciences

Geneviève Dufresne Martin Faculty Representative
Michael Durrant Faculty Representative

Social Sciences

David Sangster Faculty Representative
Meredith Watkins Faculty Representative

Technical Program

Isabelle Menard Faculty Representative
Jacques St. Pierre Faculty Representative

Lib. Arts, Creative Arts, or ALC

Murray Johnston Faculty Representative
Vera Mainka Faculty Representative



Governing Board Saint-Lambert

As of June 2022

| | |
|----------------------------|--|
| Donald Shewan | Director of Constituent College & Director of Studies |
| Christine Kerr | Faculty representative |
| Elham Ghobadi | Faculty representative |
| Jaswinder Sehota | CRPMT (Emploi Quebec) |
| Jean-Charles Dumont | Parent Representative |
| Louis Zargi | Parent Representative |
| Shania Dalili | Pre-university student |
| Suzy Cooper | Support representative |
| Vince Amato | Professional representative |
| Wadii Karfali | Pre-university student |

GOVERNMENT APPOINTEES REPRESENTATIVES

School Board

Dawn Smith (Chair)

University

Richard Fontaine

Socio-Economic

Geneviève Bourgoing

Enterprise

Jean-Robert Lessard

Michael Newton

Moira Paterson

Commission of Studies Saint-Lambert

As of June 2022

| | |
|------------------------------|--|
| Donald Shewan | Director of Constituent College & Director of Studies |
| Reem Talhamy | Pedagogical Counsellor, Continuing Education |
| Anthony Singelis | Dean of Curriculum and Faculty Development |
| Bessie Assimakopoulos | Faculty Representative |
| Carmela Mancuso | Faculty Representative |
| Christian Brosseau | Dean of Academic Organization |
| Christine Gerard | Faculty Representative |
| Dianne Bateman | Faculty Representative |
| Elham Ghobadi | Faculty Representative |
| Krista Smeltzer | Faculty Representative |
| Malcom Harper | Faculty Representative |
| Mark Wallace | Dean of Continuing Education |
| Susan Martin Kaller | Faculty Representative |
| Vana Fonsato | Faculty Representative |
| Zacy Benner | Faculty Representative |

Academic

Dayle Lesperance Academic Advisor and admission Officer

Student Association

Charlotte Ruffo Student Representative

Maelys Buteau-Leduc Student Representative

Administrative Support

Geneviève Montreuil Support Staff Representative



Governing Board St. Lawrence

As of June 2022

| | |
|------------------------|--|
| Edward Berryman | Director of the Constituent College & Director of Studies |
| Charles Nadeau | Support Staff Representative |
| Dante Fava | Parent Representative |
| Jean-Luc Trahan | Parent Representative |
| Joanne McCalla | Faculty Representative |
| Lisa Birch | Faculty Representative |
| Maude Langlois | Student Representative |
| Nathalie Gagné | Professional Representative |
| Sophia Laroche | Student Representative |

GOVERNMENT APPOINTEES REPRESENTATIVES

Regional Council of Labour Market

Vacant

Enterprise

Helen Walling (Chair)

Socio-Economic

Martin Brassard

Vacant

Vacant

School Board

Warren Thomson

University sector

Anessa Kimball (Vice-Chair)

Commission of Studies St. Lawrence

As of June 2022

| | |
|--------------------------|--|
| 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 |
| Florence Bernier | Student Representative |

Support Staff

| | |
|-----------------------|------------------------------|
| Stefanie Oakes | Support Staff representative |
|-----------------------|------------------------------|

Arts, Languages and Communications

| | |
|----------------------------|------------------------|
| Andrée-Anne Giguère | Faculty Representative |
|----------------------------|------------------------|

Business Program

| | |
|-------------------|------------------------|
| Paul Bleau | Faculty Representative |
|-------------------|------------------------|

Social Science Program

| | |
|--------------------|------------------------|
| Fred Martin | Faculty Representative |
|--------------------|------------------------|

Professional Union Member

| | |
|-----------------------|---|
| Nathalie Gagné | Professional Union Member representative |
|-----------------------|---|

Science Program

| | |
|-------------------------|------------------------|
| Stephanie Plante | Faculty Representative |
|-------------------------|------------------------|

General Education

| | |
|--------------------------|------------------------|
| France Seguin | Faculty Representative |
| Patrick Savard | Faculty Representative |
| Stephane Beaudoin | Faculty Representative |

Math Department

| | |
|---------------------|------------------------|
| Martin Huard | Faculty Representative |
|---------------------|------------------------|

Tourism Program

| | |
|---------------------|------------------------|
| Gina Azzuolo | 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 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 in 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 Director of Corporate Affairs, 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 Bylaw 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 bylaw 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 bylaw 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 2021-2022, 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.



**Champlain Regional College
College Administration**

1301 Portland Blvd.,
Sherbrooke, QC J1J 1S2
Tel: 819-564-3600 • Fax: 819-564-3639
www.crc-sher.qc.ca



**Champlain Regional College
Lennoxville Constituent College**

2580 College Street,
Sherbrooke, QC J1M 2K3
Tel: 819-564-3666 • Fax: 819-564-5171
www.crc-lennox.qc.ca



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

900 Riverside Drive,
Saint-Lambert, QC J4P 3P2
Tel: 450-672-7360 • Fax: 450-672-9299
www.champlainonline.com



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

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