



CHAMPLAIN  
REGIONAL COLLEGE



ANNUAL REPORT  
**24 • 25**

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# Message from the Chair and the Director General



The 2024–2025 academic year marked a pivotal period of strategic alignment and institutional development for Champlain Regional College. Building on its commitment to academic excellence and student success, the College took significant steps toward strengthening its organizational foundations while enhancing its capacity to respond to the evolving needs of its communities. A key highlight of the year was the update to the College's Strategic Plan through the development of a Steering Room and an improved management framework that better reflects the diversity of the College's constituent colleges and helps to align their unique objectives into a cohesive set of goals and institutional orientations. This alignment also ensures a more unified and purpose-driven approach to educational delivery across campuses.

In direct response to specific recommendations from the Ministry of Higher Education, Champlain Regional College has also developed a comprehensive Master Implementation Plan that comes as a complement to its ongoing efforts to crystalize its continuous improvement philosophy, and the development of a more integrated quality assurance regime. This blueprint towards the pursuit of excellence provides a clear roadmap for the College's ongoing transition and strategic execution. Organizationally, Champlain made notable progress in formalizing and strengthening all administrative support functions, including a very robust management approach to investment funding and project delivery. This includes initiatives in human resources, finance, information technology, and other essential services, contributing to improved efficiency, transparency, and accountability.

To drive strategic execution, the College also focused on the quality of its governance mechanisms, ensuring improved communication and coordination, and more defined information flows between the various decision bodies. These efforts, along with the use of a Steering Room will enable the continuous monitoring of progress, foster cross-functional collaboration, and ensure that strategic priorities are being translated into measurable outcomes. The past year also witnessed strengthened partnerships and enhanced community engagement, reflecting the College's enduring commitment to collaboration and mutual support. At the same time, recent efforts to converge student success plans will lead to more coordinated and equitable support for teachers and learners.

Looking ahead, Champlain Regional College is poised to deepen its impact. In the coming year, the institution will focus on gaining a clearer understanding of the relevance and responsiveness of its academic programs to better serve its communities. It will also prioritize investments in the development and professionalization of its teachers, staff, and employees—recognizing that people are at the heart of its educational mission. In a world of increasing complexity and uncertainty, the College is also committed to improving its preparedness and resilience. Efforts will therefore be directed toward enhancing the institution's ability to respond to and recover from emergencies and disruptions, ensuring continuity in its operations. As the College moves forward, it does so with clarity of purpose, a strong strategic foundation, and an unwavering commitment to the success of its students, staff, and the communities it serves.

*Together we transform lives and open opportunities for brighter futures!*



*Jacob Burns*

**Jacob Burns**  
Chairperson  
Board of Governors



*JPCaron*

**Jean - Philippe Caron**  
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 College Lennoxville, Champlain College Saint-Lambert and Champlain College 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 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.

## 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.



# Constituent College Profile

## CHAMPLAIN COLLEGE LENNOXVILLE

Champlain College Lennoxville 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 – residences, a library, classrooms, laboratories, athletic complex, and dining services shared by college and university students.



## CHAMPLAIN COLLEGE SAINT-LAMBERT

Champlain College Saint-Lambert 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 Montérégie, which also includes five public francophone CEGEPs.

Champlain College Saint-Lambert offers a wide variety of both pre-university and technical programs through the regular division, and has a Continuing Education division.

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 ST. LAWRENCE

Champlain College St. Lawrence 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 pre-university programs, but it is also home to the P.W. Sims Business Program, with 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, community 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

## 2024-2025 ANNUAL REPORT – HIGHLIGHTS

Following is a summary of initiatives and results derived from the 2024-2025 Annual Operations Plan (AOP), which refers to the tenth year of the implementation of the 2015-2020 Strategic Plan.

### ORIENTATION 1: REINFORCE OUR COMMITMENT TO OUR STUDENTS' SUCCESS

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

#### Champlain College Saint-Lambert

- Sivero dashboard acquired for tracking of student progress in their programs. This tool will assist in decision making for program modification and in the adaptation of support services to meet the needs of the students.
- In light of hiring freezes and budget restrictions, support and professional staffing levels maintained to ensure continuous support of students.
- The addition of a laboratory technician (Physics) to better support the needs of the new Science program.
- Increased peer to peer and faculty led tutoring support for students who are required to write the Épreuve uniforme de français (EUF) resulting in a success rate 83.5%.
- Release time was allocated to faculty to work as Academic Coaches in the areas of French and English for Indigenous Students, Students with Special Needs and first year students with low incoming grades.
- Release time was also allocated to faculty to work as Academic Coaches with Student-Athletes who had been unsuccessful in a previous semester.

#### Champlain College St. Lawrence

- We pursued the deployment of our 2022-2027 Student Success Plan by implementing or maintaining:
  - Improving our tracking tool for individual education goals and professional interests
  - Document admission of first-choice program and university admission
  - Second iteration of our Student Success Day
  - Close monitoring of the impact of the newly added “*date d'abandon sans échec*”
  - Maintaining our local success dashboard
  - Testing an AI-based Success predicting tool
  - Maintaining the position of Academic Advisor dedicated to Student Success
  - Maintaining the Student Success Workshops
  - Adding French to the Student Success Workshops in light of the deployment of Law 14
  - Documenting the profile of students participating in the Student Success workshops
  - Improving the at-risk students identification tool
  - Continuation of systematic and individualized support for students who are struggling or at-risk
  - Use of as tool to follow up student engagement for classes taken at *Cégep à distance*
  - Creation of opportunities for faculty to share good practices and co-construct innovative and efficient pedagogical strategies
  - Maintain an offer of pedagogical workshops for teachers based on the characteristics of their courses and their program.
  - Support for faculty and departments in the development and implementation of pedagogical strategies tailored to students registered in a course with a success rate lower than the usual rate



#### Champlain College Lennoxville

Student Services remain committed to delivering high-quality assistance. The Counselling and Adapted Services teams have introduced new tools and workshops to better meet student needs. Improvements in communication and team structure have streamlined referrals and strengthened service delivery.

We continue to provide robust support for peer and faculty-led tutoring across disciplines such as Mathematics, Nursing, and English, as well as the Champlain Brains and Sentinels programs. French-language support is offered through the *Centre d'Aide en Français* (CAF) and *Le Centre de Langue Écrite et Orale* (CLÉO), coordinated by the French Department. A standardized training framework for peer tutors has been implemented, and centralized tutoring services have enhanced the overall quality of academic support.

# Strategic Plan and Student Success Plan

## ORIENTATION 2: CONTINUE TO ENHANCE AND DEVELOP RELEVANT PROGRAMS & SERVICES IN THE SPIRIT OF CONTINUOUS IMPROVEMENT

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

### Champlain College Saint-Lambert

Substantial work was completed on the revision of the 410.GO Business Administration program. The program was intentionally revised based on feedback from students, faculty, and industry, resulting in updated program profiles that directly respond to this input. A new third profile was also added, designed to give the College a competitive advantage in attracting and retaining students.

The first year of implementation for the revised Science Program was completed in 2024–2025, and data was collected on both student and faculty perceptions of the implementation. This data will be studied in Fall 2025 to inform ongoing improvements.

Program committees participated in four workshops led by the Institutional Policy on the Evaluation of Academic Programs (IPEAP) Committee to prepare for the full implementation of the policy in 2025–2026. Implementation of a new (IPEAP) allowed for better communication between stakeholders in all programs and putting in place guidelines for continuous improvement of programs.

All program grids previously revised to comply with the requirements of Law 14 were carefully reviewed to ensure that they were both practical and sustainable in implementation, with adjustments made where necessary to support long-term viability and student success.

Together, these interventions ensure that Champlain continues to offer day division programs that are relevant, responsive to stakeholder needs, and compliant with ministerial and legislative requirements, while also laying the groundwork for successful policy implementation and program development in 2025–2026 and beyond.

Revision and implementation of Continuing Education Early Childhood Education and Residential Real Estate Brokerage programs took place. Technology workshops were organized for all new cohorts of Continuing Education AEC programs.

Continued support for student activities and clubs by staff and faculty.

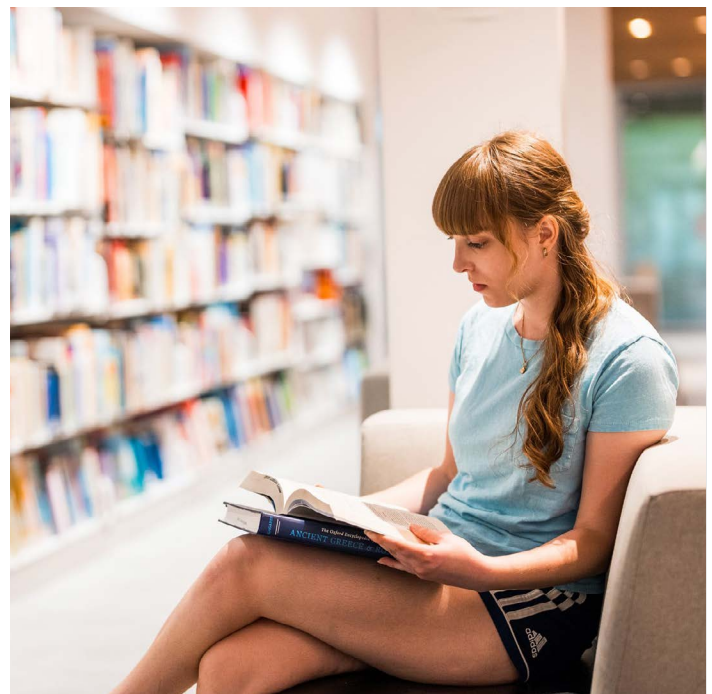
Administrative support was hired to support the staff in Student Life and Recreation and Athletics permitting more time on programming.

### Champlain College St. Lawrence

- The new Science program was implemented
- The implementation of the new Social Science program was completed
- The local revision of the Arts, Literature, and Communication program was completed
- Forty-eight students participated in international mobility projects
- Five students participated in a provincial colloquium for college students doing research

### Champlain College Lennoxville

Strong application rates and full enrolment reflect the continued relevance of our program offerings. We are actively monitoring recent revisions in Social Science, Science, Special Education Techniques (SET), Liberal Arts, Arts, Literature and Communication, and Nursing. Revision of the Accounting and Management Technology (AMT) program remains underway, with implementation planned for Fall 2026. The Computer Science Technology (CST) program completed a voluntary evaluation and will undergo a minor revision in 2025–2026, utilizing newly developed tools to support program review processes. Additionally, we continue to assess the impact of Law 14 and monitor student performance on the *épreuve uniforme de français* (EUF).



# Strategic Plan and Student Success Plan

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

## Champlain College Saint-Lambert

Continued release time provided to faculty in the French department and in other departments to assist in the preparation of subject and complementary courses in French.

Additional faculty release-time resources continued to be allocated to the Centre de Ressources en Français (CRF) to support students and, in turn, faculty in their French courses.

Fifty-two workshops organized by the Center for Teaching and Learning (CTL) were open to the entire College Community. These covered the area of program evaluation, technology training, pedagogical onboarding, and AI in Education.

These ongoing supports, combined with the breadth of professional development opportunities and the continuity of student support services during a period of transition, ensure that faculty and staff are well equipped to respond to evolving pedagogical, linguistic, and technological challenges, while laying a strong foundation for continued growth in 2025–2026 and beyond.

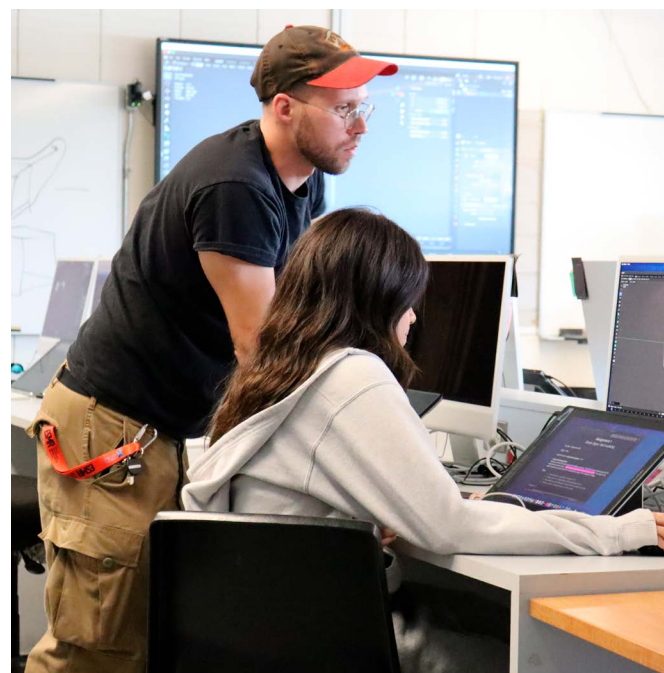
Technology workshops designed for Continuing Education staff covering the areas of SharePoint best practices, use of AI tools for administrative success as well as the use of Power Automate for Waiting list/Information management.

## Champlain College St. Lawrence

- Three hundred and five individual participations in pedagogical activities
- Forty-two employees participated in non-pedagogical trainings and continuous development
- AI Think tank to determine guidelines on the use of artificial intelligence in pedagogical context

## Champlain College Lennoxville

We hosted pedagogical development days in August and January for faculty. These included keynote speakers and workshops and to help faculty develop their knowledge and skills and fostered greater collaboration. Approximately 90 faculty participated in each of the events. We contributed to the planning of the Intercollegiate Pedagogical Day with 36 faculty and staff members attending. Twelve faculty and staff members also participated in the *Association québécoise de pédagogie collégiale (AQPC)* annual conference.



## 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

- Maintained our leadership role in the Intercollegiate Pedagogy days. Activities were open to the entire college community.
- Student Leadership iLead and FLIP (First-Year Leadership and Integration Program) programs provide unique student supporting student activities that assist in creating positive learning environment and experiences. The Champlain iLead program was expanded into Athletics.
- Activities and workshops offered to faculty, staff and students in areas of mental health and stress management offered as part of the *Plan d'action sur la santé mentale étudiante* (PASME), increasing awareness and providing support to students.
- A “stand-alone” gala evening took place for students and family of the local Forces Avenir nominees.

#### Champlain College St. Lawrence

##### Infrastructure projects

- Infirmary room renovation
- Modification of the configuration of the parking lot to improve security
- Preparation for the replacement of HVAC unit.

##### Other initiatives:

- Implementation of the first job satisfaction survey. The results shows that the employees are engaged and satisfied. The Employee Net Promoter Score put the college in a level of Excellence and the relation between colleges was a factor that scored particularly high. To continue improving the engagement, an employee work group will be created to analyse the results and suggest actions for the future.
- Implementation of the 2nd Wellness week and continues wellness initiatives. Three hundred and seventy-two employees participated in 15 activities organized by the employee wellness group, HR and other engaged employees.
- Social activities: The participation in the social activities organized by the social committee and HR has broken previous year records. Four hundred and fifty-one employees participated in the 11 different social activities including our Centraide campaign.
- College committees: The Champlain College St. Lawrence has 19 committees, 41% of St. Lawrence employees are participating in at least one committee.

#### Champlain College Lennoxville

In addition to workshops and pedagogical development days, several key events enriched the academic year. Activities marking the Week of Truth and Reconciliation were once again held in collaboration with local partners, including PRESE, Bishop's University, Cégep de Sherbrooke, Université de Sherbrooke, and Séminaire de Sherbrooke. Journalist Aphrodite Salas was invited to deliver the Tait Chattopadhyay Lecture.

Faculty organized pedagogical field trips across various disciplines, notably a cultural excursion to Montreal led by the Visual Arts and Arts, Literature and Communication (ALC) programs. The German Exchange program provided students with valuable international experience, including a visit to Quebec City for the German delegation, which was open to interested Champlain students.

To enhance student life, seating in the front and rear lobbies of the Champlain building was reorganized and expanded, creating more space for study and social interaction. Our inaugural Parents Night offered incoming students and their families an opportunity to engage with the college community and begin the academic year with greater confidence.



# Strategic Plan and Student Success Plan

## GENERAL OUTCOME 3.2 Champlain develops mutually beneficial partnerships

### Champlain College St. Lawrence

Partnerships with:

- Formation aux entreprises Capitale-Nationale
- Goupe Intercégep pour l'intégration des étudiants des Premiers Peuples
- Jeffrey Hale Community Partners Group
- ORES
- Association des guides touristiques
- Ville de Québec
- Voice of English-Speaking Quebec (VEQ)
- Beneva (scholarship program)
- Morrin Center
- AQPC
- RSEQ
- College Mérici
- Youth for youth
- Force Avenir
- Pôle de l'enseignement supérieur de la Capitale-Nationale

### Champlain College Lennoxville

We renewed our commitment to key local and regional partners, including Bishop's University, English College Steering Committee (ECSC), Consortium of English-Language CEGEPS, Colleges and Universities of Quebec, the Pôle Régional en Enseignement Supérieur - Estrie (PRESE), and the Regroupement des cégeps Montérégie-Estrie (RCME). Efforts were made to foster greater collaboration between faculty and staff across our sister colleges. We also partnered with other institutions of higher education to develop several innovative pedagogical research initiatives.



## ORIENTATION 4: ENCOURAGE INNOVATION: GENERAL OUTCOME 4.1 Create opportunities for innovation

### Champlain College Saint-Lambert

- Following the 2023-2024 successful launch of AR/VR integration as a teaching/learning tool in Nursing, an AR/VR teaching/learning tool was created for the first level History course to help students experience ancient history in a new way.

### Champlain College St. Lawrence

Six different projects aiming at pedagogical and institutional development were supported with release time during the year. Three of those projects were conducted within the Scholarship of Teaching and Learning Perspective (SoTL)

Resource was hired to provide faculty support for research projects. Three faculty members received research grants.

### Champlain College Lennoxville

We funded several faculty-led pedagogical initiatives and launched the first phase of our Plurilingual Pedagogy Project, supported by an Entente Canada-Québec (ECQ) grant. These projects provided release time for faculty to conduct pedagogical research, implement innovative teaching practices, and enhance student support. The success of the ECQ-funded initiative has led to the development of several new projects for the 2025-2026 academic year.



## GENERAL OUTCOME 4.2 External partners recognize Champlain as an innovator

### Champlain College Saint-Lambert

Champlain College Saint-Lambert students were recognized at the Provincial Forces Avenir awards with six semi-finalist nominations progressing to the interview rounds and two finalists who will attend the awards gala in Québec City. On October 15, members of Champlain's Chemistry Club took home a trophy in the category of Science and Technology. By pioneering hands-on experiments outside the pressures of the classroom, the Chemistry Club provides students with an engaging way to explore chemistry's wonders. Beyond the lab experiments, members of the Chemistry Club do outreach projects with students from local elementary schools in an effort to encourage and inspire the next generation of scientists.

The other finalist from Champlain in the category of Society, Communication and Education was the Black Lives Allyship Mission group which was nominated for their impactful "Let's Get Real" discussion on healthcare inequities. The session focused on shedding light on racial disparities in healthcare such as the misdiagnosis of racialized patients and the underrepresentation of people of colour in medical research and education. The event was well-received, particularly among the College's nursing students, who expressed a desire for continued dialogue and curriculum integration.

### Champlain College Lennoxville

We are seeing a growing number of successful grant applications in collaboration with external partners, supporting research and pedagogical development both locally and across the college network.

## CHAMPLAIN COLLEGE ST. LAWRENCE

### Strategy for Preventing and Countering Sexual Violence in Higher Education

- 1. Prevention and awareness measures put in place, including training activities offered to students;**
  - Online training for all students
  - Consent awareness campaign
  - SLCSA events – awareness about potential drink spiking and prevention measures
- 2. Training activities attended by managers, staff members, and student association representatives;**
  - Online training for all staff
  - Consent awareness campaign
- 3. Security measures implemented;**
  - Improved lighting in the parking lot
  - Some doors have restricted entry
  - Day-time security guard on duty
- 4. Number of complaints and reports received and the time taken to process them;**
  - 0 complaints were received in 2024-2025
- 5. Interventions carried out and the nature of the sanctions applied;**
  - 0 intervention were needed in 2024-2025
- 6. Consultation process used in developing or amending the policy;**
  - The consultation process done in 2024 included unions, students association and the local board.

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

Number of HAN students

Semester	HAN	non-HAN
F24	125	16
W25	107	13

- There were 125 in Fall and 107 in Winter HAN students registered with our Adaptive Services Centre, and additional services who were supported by our adapted services.
- Three ESSH projects (Inclusive Pedagogy Community of Practice) were supported for a total of .575 ETC (.2383 from volet 1).



## CHAMPLAIN COLLEGE LENNOXVILLE

### *MELS-MSSS Agreement (A-106)*

Approximately \$7 000 was distributed to the internship locations to support Nursing and Special Education Techniques students.

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

This funding continues to partially support (0.2 ETC) a full-time Adapted Services Counsellor. It also funded faculty release projects that provide additional support to students with disabilities and other needs in conjunction with our Adapted Services Office. Projects included: English Peer Tutoring, Calculus Faculty Support, IT Peer Support (Champlain Brains), Inclusivity Forum (faculty directed EDI initiative), Nursing Clinical Support, and Sex.ED. There were up to 128 students registered with our Adaptive Services Centre (125 in Fall, 128 in Winter), and up to 80 additional services who received accommodations as they await official diagnoses (80 in Fall, 57 in Winter).

### *Strategy for Preventing and Countering Sexual Violence in Higher Education*

A full-time social worker serves as the coordinator for the prevention of sexual violence and as the primary contact for students and is supported by the Counseling team within Student Services. Champlain Regional College hired ALIAS, an external firm to receive anonymous complaints and to assist with investigations when necessary. Over the course of the year, 15 disclosures were received, two complaints were submitted, and three interventions were carried out.

The Policy against Sexual and Gender-based Violence was reviewed by a committee of representatives from Champlain Lennoxville, Champlain St. Lambert and Champlain St. Lawrence. The major revision to the policy was its expansion to include gender-based violence. Following a consultation with all three constituent colleges and recommendation by their respective Governing Boards, the revised policy was adopted by the Board of Governors.

In addition to the monthly campaigns conducted by SEXed, our peer-educator program which is overseen by faculty who are attributed release time to this end, all new students were required to participate in Active Bystander Awareness training and employees were required to participate in an online training activity. Finally, in November we held events in association with 16 Days of Activism Against Gender-Based Violence, a Drink Safety campaign, and safe partying tents in association with Bishop's University.

### *Professional Development of Teachers (E104)*

We funded two pedagogical training days for all faculty: In August the theme was Technology and Teaching, and in January the Transition from Adolescence into Early Adulthood. Approximate 90 faculty participated in each of the events and the total cost of both events was of \$1442.67.

### *Attraction of International Students (R105)*

This envelope was used to partially support (0.10 ETC) an academic advisor who provided support to our 88 international students. This has included efforts to welcome and financially support three refugee students.

### *FEC Improving Academic Success (A-105)*

Approximately \$18 000 was distributed to support pedagogical trips. These funds covered transportation and admission for activities ranging from visits to local museums and galleries, participation in cultural events, and educational excursions to Quebec City and New England.

### *Community Services (R106v1)*

This envelope was used to partially support the salary of a pedagogical counsellor and technician to work on the development and deployment of non-credit activities and the development of tools for business services.



# Strategic Plan and Student Success Plan

## *Partenariat pour la formation en entreprise (R106v2)*

This envelope is used to partially release a faculty member who is spearheading the student entrepreneurship project. We also rent office space in the **Quartier général de l'entrepreneuriat (QG)** to facilitate collaboration with similar projects at *Cégep de Sherbrooke* and the *Séminaire de Sherbrooke*. This also provides opportunities for networking with local entrepreneurs and businesses.

## *Regional Collaboration (R107)*

Champlain Lennoxville remains actively engaged with the *Pôle Régional en Enseignement Supérieur - Estrie*, participating in both the *Comité de pilotage* and the *Comité exécutif*. The College continues to leverage regional partnerships and networking opportunities with other post-secondary institutions to secure funding for Indigenous Reconciliation initiatives. These include activities for the Week of Truth and Reconciliation and the development of an Abenaki Language project.

## *Science and Engineering Students (A113)*

A full-time information technician provides the additional support necessary to adequately respond to the needs of students and faculty in Computer Science Technology (CST).

## *College Research (R103)*

The College continues to benefit from its membership in the *Association pour la Recherche au Collégial (ARC)*, supporting ongoing engagement in pedagogical research and innovation. This envelope is also used to partially support (0.1 ETC) a pedagogical counsellor who provides support for research initiatives at the college.

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

This funding continues to support student success by employing a full-time Guidance Counsellor. Additionally, it has been used to support tutoring for Nursing students, a resiliency project in Nursing, the Sentinels program (supporting students in developing their social emotional aptitudes, wellbeing and resilience), Inclusivity in Pedagogy, and Faculty Mentoring.

## CHAMPLAIN COLLEGE SAINT-LAMBERT

### *Professional Development of Teachers (E104)*

During the 2024–2025 academic year, Champlain College Saint-Lambert offered a wide range of professional development activities to its faculty. These included intercollegiate pedagogical days, workshops on educational technologies, training on institutional platforms (Omnivox/Léa, Moodle, Teams, OneDrive), sessions on AI in teaching, onboarding sessions for new faculty, and thematic training aligned with program evaluation and pedagogical renewal.

Forty-eight teachers received a total of \$31,165 during the 2024–2025 academic year.

All activities were financed in whole or in part by funds allocated under Annexe E104. For each session, the College tracked the training title, the cost to the institution, and the number of teachers who participated. Examples include:

- Intercollegiate Ped Days (Jan. 13–14, 2025): 30+ faculty participants across multiple disciplines
- IPEAP Program Evaluation Workshops (Jan.–Apr. 2025): Multiple sessions engaging 20–30 faculty members in curriculum quality assurance and program evaluation
- Technology Training (Jan.–Feb. 2025): Workshops on Moodle, Omnivox/Léa, Smart TV, and Teams/OneDrive, each with 5–15 faculty participants
- Pedagogical Onboarding (Feb. 5, 2024): 20+ new faculty members trained in college pedagogy, led by the CTL
- AI in Education Workshops (Jan. 29, 2025): Faculty sessions on output generation vs. input seeking in teaching w AI
- These activities, funded through E104, supported faculty in developing digital competencies, strengthening pedagogical practices, integrating AI & new technologies into teaching, & engaging in institutional program evaluation



## *Attraction of International Students (R-105)*

In October 2023, Champlain College Saint-Lambert signed an MOU (memorandum of understanding) with Hudson Valley Community College (HVCC) located in Troy, New York. We visited the HVCC campus and had several online meetings in 2023-2024 which led to the two-day visit of Jay Deitchman, Director Global Initiatives on September 17 and 18, 2024. Over the course of the two days, Jay and HVCC mascot Victor (pictured above) met with students in Day and Continuing Education, interacted with Day and Continuing Education faculty and professionals and exchanged with various services and management staff.

While no concrete international project was created, mainly influenced by the current political climate, HVCC did extend a learning opportunity to our students. An online course entitled Native American Cultures New York and New England will be available to our students starting in the Fall 2025 semester. Eligible students who wish to take this course would have the course recognized by our college as fulfilling a DEC requirement.

After several meetings with colleagues at College Sir Gar in Wales, we were unable to find a viable project and as a result, no MOU was signed.

The current changes in foreign student admission have meant that most international projects are neither possible nor viable. In 2025-2026, we will continue to monitor this situation to determine whether any international initiatives are worth pursuing.

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

F2024 - 508 Registered Students. 348 with a HAN designation

W2025 -502 Registered Students. 342 with a HAN designation

## *Strategy for Preventing and Countering Sexual Violence in Higher Education*

Eleven members of Champlain College Saint-Lambert made up the Committee for the Prevention of Sexual Violence. Every category of the College was represented including staff, faculty and students. The committee reviewed the existing policy and made recommendations for changes.

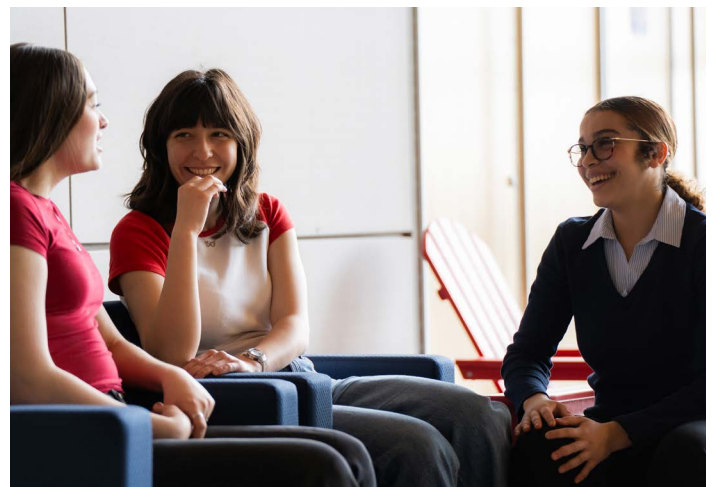
Programs and activities included workshops for student-athletes, the student association and student clubs as well as the ILead community. There was also training on the Self Determination Theory of motivation for coaches that dealt with the prevention of harassment in sport.

## *MELS-MSSS Agreement (A106)*

The agreement with the MSSS Montréal Centre led to a partnership with Aire Ouverte Montréal Centre and sharing of resources and expertise.

## *Accessibility to Mental Health Services (8350-04)*

The work of the 3 psychologists, 2 social workers and 1 psychotherapist and the collaboration built between the Mental Health Team and the other services and faculty at the College is strategic in permitting quick access to Mental Health Services and assist in early intervention with many students.



# Student Population

## REGULAR DAY

### ENROLLMENT\* BY PROGRAM

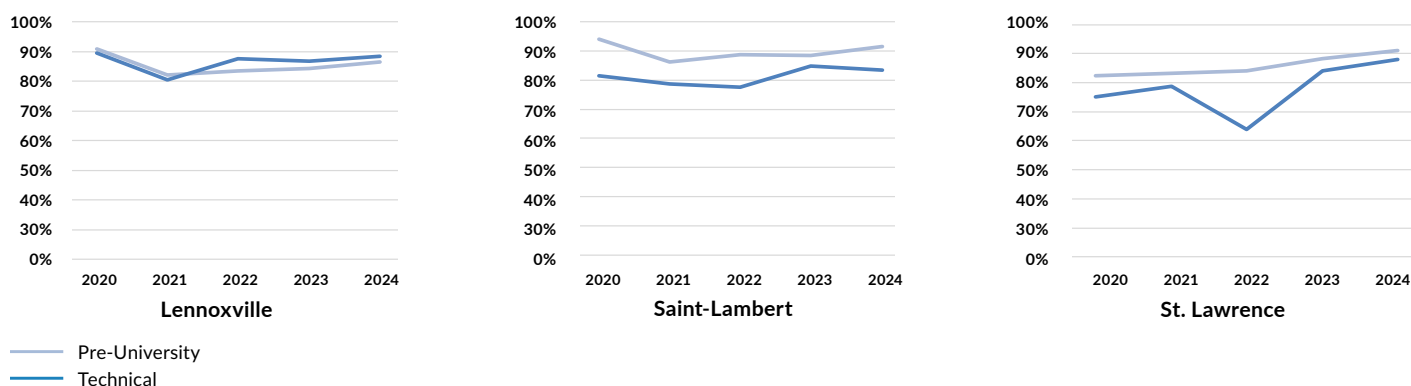
PROGRAMS	LENOXVILLE		SAINT- LAMBERT		ST. LAWRENCE	
	Fall 2024	Winter 2025	Fall 2024	Winter 2025	Fall 2024	Winter 2025
<b>Orientation and Integration</b>						
081.06 - Springboard to a DEC	31	39	-	-	5	5
<b>PRE-UNIVERSITY</b>						
200.12 - Science + Social Science (Double DEC)	-	-	-	-	6	5
200.16 - Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	8	5
200.B0 - Science	123	94	352	286	190	149
200.B1 - Science	108	110	302	290	188	175
200.C0 - Computer Science and Math	-	-	81	70	-	-
300.16 - Social Science + Arts, Literature and Communication (Double DEC)	-	-	-	-	17	13
300.A0 - Social Science	71	29	212	106	77	26
300.A1 - Social Science	413	416	1,031	1,070	313	320
500.A1 - Arts, Literature and Communication	94	83	219	185	42	41
510.A0 - Visual Arts	36	32	-	-	-	-
700.B0 - Liberal Arts	40	33	129	110	-	-
<b>Subtotal</b>	<b>885</b>	<b>797</b>	<b>2,326</b>	<b>2,117</b>	<b>841</b>	<b>734</b>
<b>TECHNICAL</b>						
180.A0 - Nursing	86	85	109	107	-	-
351.A0 - Special Care Counselling	23	22	-	-	-	-
351.A1 - Special Education Techniques	67	65	-	-	-	-
410.B0 - Accounting and Management Technology	101	91	-	-	130	129
410.D0 - Business Management	-	-	315	273	-	-
414.A0 - Tourism	-	-	2	1	-	-
420.B0 - Computer Science	74	65	192	174	-	-
<b>Subtotal</b>	<b>351</b>	<b>328</b>	<b>618</b>	<b>555</b>	<b>130</b>	<b>129</b>
<b>TOTAL</b>	<b>1,267</b>	<b>1,164</b>	<b>2,944</b>	<b>2,672</b>	<b>976</b>	<b>868</b>

Total Students Fall 2024: 5,187

Total Students Winter 2025: 4,704

\* 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



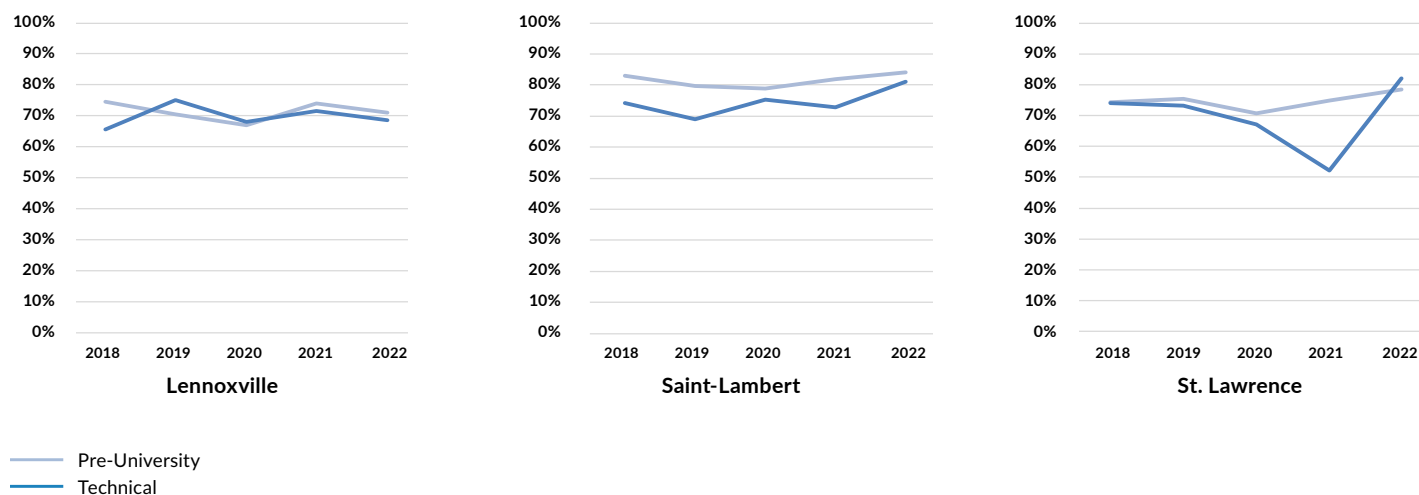
(1) Data source is CLARA.

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

# Student Population

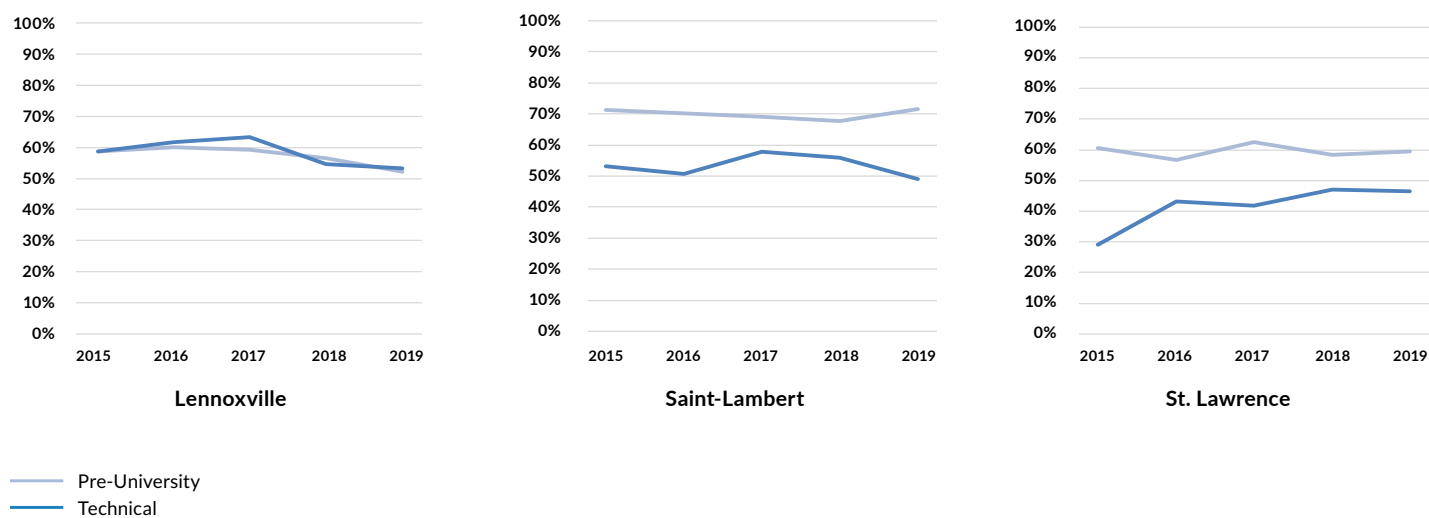
## REGULAR DAY

### 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

#### LENNOXVILLE

NOTE: Champlain College Lennoxville did not have any students registered in or graduating from AEC programs during the 2024-2025 academic year.

#### SAINT-LAMBERT

PROGRAMS	Enrollments*			Graduates	
	Fall 2024	Winter 2025	Summer 2025	Fall 2024	Winter 2025
<b>AECs</b>					
EEC.1Y - Residential Real Estate Brokerage	64	63	33	11	5
JEE.0K - Early Childhood Education	17	27	10	-	-
JNC.1G - JNC.1G - Special Care Counselling (2010)	17	10	8	8	-
JNC.1G - JNC.1G - Special Education Techniques (2024)	-	13	14	-	-
JNC.1H - Autism Spectrum Disorder	38	16	-	11	
LCA.DS - Specialist in Transportation and Logistics	37	39	27	1	1
LCA.DT - Human Resources Support Specialist	7	6	6	-	-
LEA.D2 - Industrial Internet of Things	10	18	11	-	4
LEA.D8 - Cybersecurity: Prevention and Intervention	28	14	14	7	-
LEA.EC - IT Cloud Administration	19	17	11	-	-
NTL.1K - Virtual & Augmented Reality Specialist	8	-	-	3	-
<b>TOTAL</b>	<b>245</b>	<b>223</b>	<b>134</b>	<b>41</b>	<b>10</b>

#### ST. LAWRENCE

PROGRAMS	Enrollments*			Graduates	
	Fall 2024	Winter 2025	Summer 2025	Fall 2024	Winter 2025
<b>AECs</b>					
LCA.C5 - Administration des affaires	7	20	-	-	6
<b>TOTAL</b>	<b>7</b>	<b>20</b>	<b>-</b>	<b>-</b>	<b>6</b>

\* 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 2024	Winter 2025	Summer 2025	Fall 2024	Winter 2025	Summer 2025
<b>AECs</b>						
JEE.0K - Early Childhood Education	88	106	59	13	13	-
JNC.1G - Special Care Counselling	124	197	21	7	24	2
LCA.DS - Specialist in Transportation and Logistics	10	17	5	-	4	-
LCA.DT - Human Resources Support Specialist	8	9	2	1	1	-
LCE.53 - Office Administration	19	36	4	4	5	-
LEA.1Q - Information Technology Client Support	1	1	-	-	1	-
LEA.54 - Network Management and Architecture	-	4	-	-	1	-
<b>Subtotal</b>	<b>250</b>	<b>370</b>	<b>91</b>	<b>25</b>	<b>49</b>	<b>2</b>
<b>DECs</b>						
412.A0 - Office System Technology (Office Management)	33	40	8	4	5	-
420.B0 - Computer Science Technology (Network & Security Administration)	15	18	5	1	3	-
<b>Subtotal</b>	<b>48</b>	<b>58</b>	<b>13</b>	<b>5</b>	<b>8</b>	
<b>TOTAL</b>	<b>298</b>	<b>428</b>	<b>104</b>	<b>30</b>	<b>57</b>	<b>2</b>



# Financial Statements

## OPERATING FUND

### STATEMENT RESULTS FOR THE YEAR ENDING JUNE 30, 2024

	2025	2024
	\$	\$
<b>Revenues</b>		
Government Grants	77,250,790	68,241,831
Tuition Fees	2,835,245	2,658,345
Sale of Goods and Services	2,485,443	2,510,147
Other Revenues	1,655,327	1,783,711
Rentals	1,352,506	1,344,190
<b>Total</b>	<b>85,579,311</b>	<b>76,538,224</b>
<b>Expenses</b>		
Salaries and Fringe Benefits - Teaching <sup>1</sup>	45,421,635	41,741,988
Salaries and Fringe Benefits - Non-Teaching <sup>1</sup>	21,252,607	19,658,846
Materials and Supplies	3,846,511	3,839,599
Services, Honoraria, Contracts and Rentals	8,740,532	8,609,485
Other Expenses	281,808	253,415
<b>Total</b>	<b>79,543,093</b>	<b>74,103,333</b>
<b>Excess (deficit) of Revenues Over Expenses</b>	<b>6,036,218</b>	<b>2,434,891</b>

### EVOLUTION OF FUND BALANCE

Balance of Funds (deficit) at the Start of the Year <sup>2</sup>	11,870,665	14,267,853
Surplus (deficit) of Revenues Over Expenses <sup>3</sup>	6,036,218	2,434,891
Transfer to Capital Funds	-270,913	-4,832,079
<b>Balance of Funds (deficit) at the End of the Year</b>	<b>17,635,970</b>	<b>11,870,665</b>
<i>Balance of appropriated funds</i>	<b>4,724,781</b>	4,764,664
<i>Balance of unappropriated funds</i>	<b>12,911,189</b>	7,106,001

The information is derived from the 2022-2023 annual financial report, sections "Résultats" and "État de l'évolution des soldes de fonds".

<sup>1</sup> Salaries and fringe benefits include union costs (coûts de convention).

<sup>2</sup> After adjustments made by the Ministry.

<sup>3</sup> 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 2024-2025 financial year, the College awarded a total of 23 service contracts with a value of \$25,000 or more, or a total of \$3,961,357.48.

None of these service contracts were awarded to individuals.

# Human Resources

## PERSONNEL BY CATEGORY

	COLLEGE ADMINISTRATION	LENOXVILLE	SAINT-LAMBERT	ST. LAWRENCE	TOTAL
<b>CATEGORY OF PERSONNEL</b>					
Management	15	8	17	7	47
Faculty	0	115	242	83	440
Professional	5	15	27	17	64
Support	12	25	58	19	114
<b>TOTAL</b>	<b>32</b>	<b>163</b>	<b>344</b>	<b>126</b>	<b>663</b>

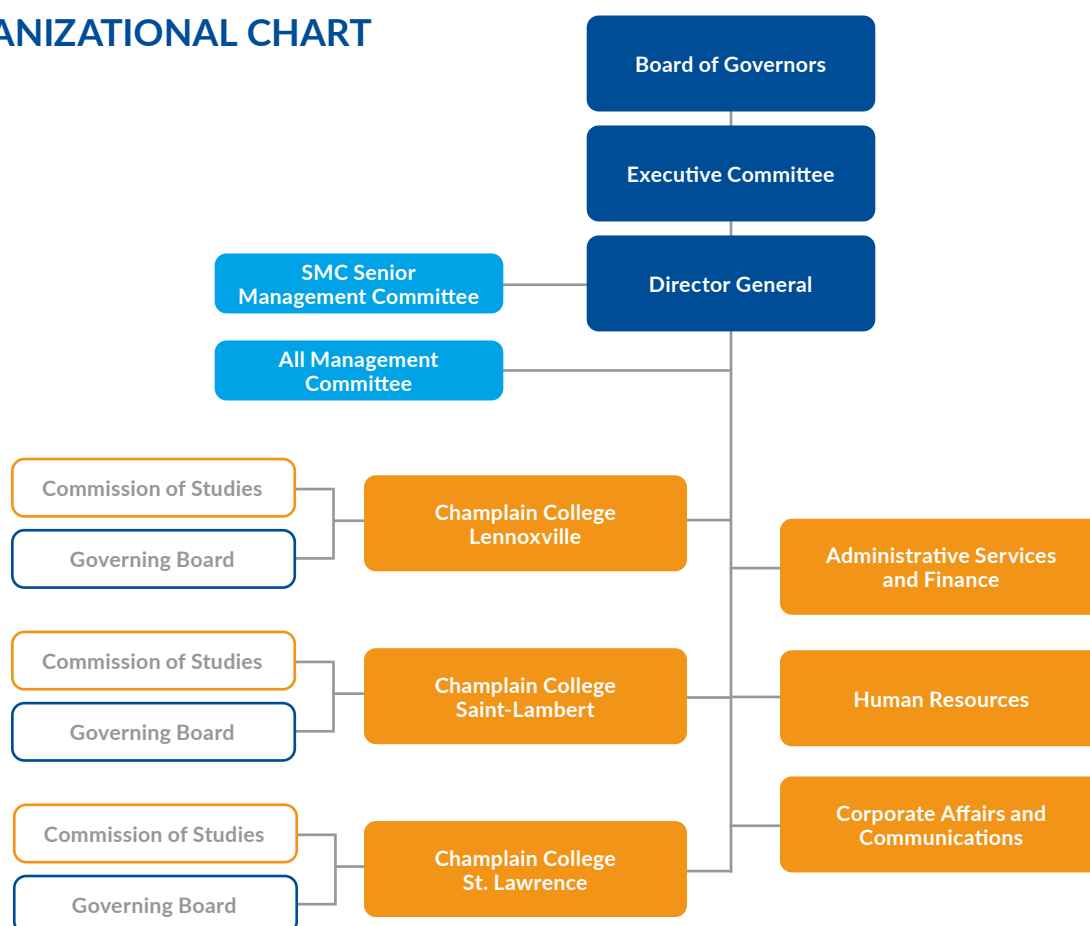
### Act to facilitate the disclosure of wrongdoings relating to public bodies

In 2023-2024, 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, 2023 to March 31, 2024 does not exceed that of the reference period ending March 31, 2023, as established by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

## ORGANIZATIONAL CHART



# Board of Governors

As of June 2025

## College Administration

**Jean-Philippe Caron** Director General  
**Brian Denison** Non-teaching Professional Representative

## Lennoxville Constituent College

**Philip Cooper** (Ex Officio) Director of Constituent College  
**Jacob Burns** Pre-University Graduate Representative (Chair)  
**Alain Lessard** Faculty Representative (Observer)  
**Simon Lefebvre** Support Staff Representative  
**Antoine Laplante** Pre-university Student Representative  
**Camelia Van Doorn-Brodeur** Technical Student Representative  
**Kevin Deveau** Technical Graduate Representative

## Saint-Lambert Constituent College

**Donald Shewan** (Ex Officio) Director of Constituent College  
**Denise Albert** Faculty Representative  
**Frishta Hussainyar** Pre-university Student Representative  
**Vacant** Parent Representative

## St. Lawrence Constituent College

**Edward Berryman** (Ex Officio) Director of Constituent College  
**Martin Plante** Faculty Representative  
**William Witteman** Parent Representative  
**Pre-University** Student Representative (observer)



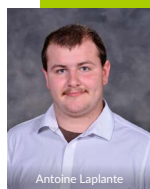
Brian Denison



Edward Berryman



Jean-Philippe Caron



Antoine Laplante



Mathieu Vigneault



Martin Plante



Alain Lessard



Denise Albert



Simon Lefebvre



Kevin Deveau



Donald Shewan



Geneviève Bourgoing



Chantal Michel



Lisa Anderson



William Witteman



Jacob Burns



Julianne Varin



Alexandre Moïse



Philip Cooper



Frishta Hussainyar



Éric Richard

## GOVERNMENT APPOINTEES REPRESENTATIVES

### Socio-Economic

**Eric Richard**  
**Geneviève Bourgoing**  
**Mathieu Vigneault**

### Enterprise

**Chantal Michel**  
**Lisa Anderson**

### Regional Council of Labour Market Partners

**Vacant**

### School Board

**Annie Thériault**

### University

**Alexandre Moïse**

## Governing Board Lennoxville

As of June 2025

<b>Philip Cooper</b>	Interim Director of Constituent College and Director of Studies
<b>Jennifer Palik</b>	Parent Representative
<b>Akesh Gill-Coleman</b>	Parent Representative
<b>Ela Piñero-Tabah</b>	Student Representative – Pre-University
<b>Garnett Smith</b>	Student Representative – Pre-University
<b>Camelia van Doorn-Brodeur</b>	Student Representative – Pre-University
<b>Alain Lessard Faculty</b>	Representative
<b>Myriam Pruneau</b>	Faculty Representative
<b>Lois Dana</b>	Non-Teaching Professional Representative
<b>Jennifer McLeod</b>	Support Staff Representative

### GOVERNMENT APPOINTEES REPRESENTATIVES

#### Socio-Economic

Eric Richard

#### University

Isabelle Goyette

#### School Board

Kandy Mackey

#### Regional Council of Labour Market

Vacant

#### Enterprise

Sébastien Houle (Chair)

Caroline Morrisette (Vice-Chair)

Vacant



## Commission of Studies Lennoxville

As of June 2025

<b>Philip Cooper</b>	Interim Director of Constituent College and Director of Studies
<b>Nicolas Lecomte</b>	Assoc. Dean of Faculty and Academic Affairs
<b>Yotam Baum</b>	Assoc. Dean of Faculty and Academic Affairs
<b>Antoine Fortin-Veilleux</b>	Assoc. Dean, Academic Organization & Registrar
<b>Suzanne Meesen</b>	Coord. Of Ped & Inst. Development
<b>Brandon Moores</b>	Faculty Representative–General Education
<b>Anabel Piñero</b>	Faculty Representative – General Education
<b>Pierre-Anne Bélanger</b>	Faculty Representative – Science
<b>Diana Bellows</b>	Faculty Representative – Science
<b>David Sangster</b>	Faculty Representative – Social Science
<b>Matthias Harte</b>	Faculty Representative – Technical Program
<b>Isabelle Ménard</b>	Faculty Representative – Technical Program
<b>Myriam Pruneau</b>	Faculty Representative – ALC
<b>Murray Johnston</b>	Faculty Representative – ALC
<b>Daniela Fernandes</b>	Professional Representative
<b>Jordan Glass</b>	Professional Representative
<b>Marie-Félix d'Amours</b>	Support Staff Representative
<b>Faith Haskell</b>	Student Representative (VP Academic)
<b>Lydia Breton Student</b>	Representative (VP Internal)
<b>Mara Turcotte</b>	Student Representative
<b>Vacant</b>	Student Representative



## Governing Board Saint-Lambert

As of June 2025

<b>Donald Shewan</b>	Director of Constituent College and Director of Studies
<b>Denise Albert</b>	Faculty Representative
<b>Justine Bell</b>	Faculty Representative
<b>Vince Amato</b>	Non-teaching Professional Representative
<b>Henriette Dumont</b>	Support Representative
<b>Stefan Iordan</b>	Parent Representative
<b>Robert Soroka (Chair)</b>	Parent Representative
<b>Frishta Hussain</b>	Student Representative
<b>Hiba Belgada</b>	Student Representative

### GOVERNMENT APPOINTEES REPRESENTATIVES

#### School Board

Caroline Comeau

#### University

Richard Fontaine

#### Socio-Economic

Geneviève Bourgoing

#### Regional Council of Labour Market

Vacant

#### Enterprise

Miriam Morissette

Michael Newton

Vacant

## Commission of Studies Saint-Lambert

As of June 2025

<b>Donald Shewan</b>	Director of Constituent College and Director of Studies
<b>Bessie Assimakopoulos</b>	Faculty Representative
<b>Alison Clark</b>	Faculty Representative
<b>Vanna Fonsato</b>	Faculty Representative
<b>Valerie D'auteuil-Gauthier</b>	Faculty Representative
<b>Pierre-Paul Gros</b>	Faculty Representative
<b>Valerie Hadd</b>	Faculty Representative
<b>Haikel Hichri</b>	Faculty Representative
<b>Susan Martin-Kaller</b>	Faculty Representative
<b>Catherine Nygren</b>	Faculty Representative
<b>Marlon Sanches</b>	Faculty Representative
<b>Nancy Tateb</b>	Faculty Representative
<b>Chi Zhang</b>	Student Representative CSA
<b>Brooke Alyea</b>	Professional Continuing Education
<b>Kevin Thornhill</b>	Professional Academic Advisor (Day)
<b>Geneviève Bourassa</b>	Support Staff Representative
<b>Alex Borja</b>	Dean of Academic Organization
<b>Anthony Singelis</b>	Dean of Curriculum and Faculty Development
<b>Mark Wallace</b>	Dean of Continuing Education



## Governing Board St. Lawrence

As of June 2025

<b>Edward Berryman</b>	Director of the Constituent College and Director of Studies
<b>France Séguin</b>	Faculty Representative
<b>Lisa Birch</b>	Faculty Representative
<b>Dante Fava</b>	Parent Representative
<b>Lisa Shortt</b>	Parent Representative
<b>Nathalie Gagné</b>	Non-teaching Professional Representative
<b>Charles Nadeau</b>	Support Staff Representative
<b>Julien Babineau</b>	Student Representative
<b>Hassan Adra</b>	Student Representative

### GOVERNMENT APPOINTEES REPRESENTATIVES

#### Regional Council of Labour Market

Jean-François Champoux

#### Socio-Economic

Maurice Dussault

Mathieu Vigneault (Chair)

#### Enterprise

Vacant

Vacant

Vacant

#### School Board

Marie-Pierre Lamarche

#### University sector

Sehl Mellouli

## Commission of Studies St. Lawrence

As of June 2025

<b>Edward Berryman</b>	Director of Constituent College and Director of Studies
<b>Angela Stevens</b>	Dean of Faculty, Professional Services and Continuing Education
<b>Catherine Talbot</b>	Coordinator, Pedagogical and Institutional Development
<b>Stefanie Oakes</b>	Non-teaching Professional Representative
<b>Alexandre Roussel</b>	Non-teaching Professional Representative
<b>Marina Aaron</b>	Non-teaching Professional Representative
<b>Sean Otto</b>	Faculty Representative – Social Science
<b>France Seguin</b>	Faculty Representative – General Education
<b>Patrick Savard</b>	Faculty Representative – General Education
<b>Gisela Drögue-Grondin</b>	Faculty Representative – General
<b>Christopher St-Laurent Pedneault</b>	Faculty Representative – Science
<b>Geneviève Jacques</b>	Faculty Representative – ALC
<b>Marc-André Frenette</b>	Faculty Representative – Business
<b>Martin Huard</b>	Faculty Representative – Mathematics
<b>Martin Thériault</b>	Faculty Representative – Tourism
<b>Celeste Brochero Lopez</b>	Student Representative
<b>Michel Laurence</b>	Student Representative



# Code of ethics and professional conduct for governors and for members of the governing boards

## PREAMBLE

These rules of ethics and professional conduct are in conformity with article 3.0.4 of the Act respecting the *Ministère du Conseil exécutif* (CQLR, c. M-30). These measures complement the rules of ethics and professional conduct already outlined in articles 321 to 330 of the [Civil Code of Quebec](#) (CQLR) and articles 12, 20.1, 41, 51 and 68 of the [Act](#). (In the case of conflict with the rules outlined in this Code, legislative measures of public order, notably articles 12, 20.1, 41, 51 and 68 of the 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

In the present Code, the following expressions mean:

- a) "Act" refers to the General and Vocational Colleges Act (CQLR, c. C-29);
- b) "Board" refers to the Board of Governors of Champlain Regional College;
- c) "Board Member" refers to a member of one of the three Governing Boards;
- d) "Bylaw 1" refers to Champlain Regional College's last adopted version of its bylaw 1 on its general administration;
- e) "Chair" refers, depending on the context, either to the Governor elected, for the Fiscal Year, by the Board to fulfill the role and responsibilities included in, but not limited to, article 4.3 of Bylaw 1 or the Board Member elected by the Governing Board to fulfill similar role and responsibilities with necessary adaptations;
- f) "Code": refers to the last adopted version of this Code of Ethics and Professional Conduct for Governors and for Members of the Governing Boards;
- g) "Champlain Regional College" refers to the administrative services of Champlain regional College and its constituent colleges
- h) "College" when used with no modifiers refers to Champlain Regional College and its Constituent Colleges, individually or collectively according to the context;
- i) "Constituent Colleges" refers to the constituent colleges of Champlain Regional College, namely Champlain College Lennoxville, Champlain College Saint-Lambert and Champlain -St. Lawrence College, individually or collectively according to the context;
- j) "Employee Member" refers to Champlain Regional College's Director General, Directors of the Constituent Colleges as well as the faculty, professionals, and support staff members of the Board and/or of the Governing Board;
- k) "Fiscal Year" refers to the period from July 1st to June 30th of each year;
- l) "Governance and Ethics Committee" refers to the standing committee of the Board created according to article 5.2 of Bylaw 1;
- m) "Governing Board" refers to the institutional board of each Constituent College as per article 48 and 49 of the Act;
- n) "Governor" refers to a member of the Board;
- o) "Member" when used with no modifier refers to a person who is a member of the Board and/or a member of a Governing Board;
- p) "Secretary General" refers to the person holding the office of Champlain Regional College's secretary general.

### 1.2 Objectives

The objective of this Code is to outline the rules of ethics and professional conduct for Members to:

- maintain and build public confidence in the integrity, objectivity, and transparency of the Colleges' governance;
- allow Members to exercise their mandate and carry out their duties with confidence, independence, and objectivity for the better fulfilment of the Colleges' mission; and
- reflect College's mission, vision and values as approved by the Board.

### 1.3 Application

This Code applies to all Members and, in the case of article 2.3, to former members of the Board and the Governing Boards.

## ARTICLE 2. DUTIES AND OBLIGATIONS OF MEMBERS

### 2.1 General

All Members carry out their duties with independence, integrity, and good faith in the best interests of the College for the fulfilment of its mission. Members act 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 their duties, Members must:

#### a. Act Personally:

The mandate is personal in nature and may not be sub-delegated by proxy or otherwise.

#### b. Act Diligently:

The obligation to perform the functions of a Member necessarily carries with it the obligation for Members to be present at meetings of the Board or the Governing Boards 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 or the Governing Board, and the members of the Board committees as the case may be.

# Code of ethics and professional conduct for governors and for members of the governing boards

## d. Act Independently in the Interest of the Colleges

The Board and the Governing Boards are composed of people from various contexts and settings who each bring their expertise, their experience, and their knowledge to the Board and/or the Governing Boards.

Members are not to act in their personal interest nor in the interest of people from the same communities, and therefore Members must always act in the best interest of the College.

## e. Act in Compliance with the Law:

In performing their functions, Members must comply with the obligations 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:

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 or the Governing Board may seek the advice of experts on matters that may fall outside the knowledge and skills ordinarily required to make the decision that is in the best interest of the College.

Within the limit of their abilities, Members must act as a reasonable and responsible person would in the circumstances.

## g. Act with Honesty and Loyalty:

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

Members must refrain from participating in a discussion or voting on an issue for which they have a vested interest. Members must avoid placing themselves in situations that constitute a real, potential, or perceived conflict, between a personal interest or that of the person or persons who elected or nominated them and the obligations of their office.

In addition, Members must not denigrate the College and must abide by certain rules, such as:

- not use for their own profit or interest any property of the College, unless authorized to do so;
- not disclose any privileged or confidential College information that they obtain by reason of their duties;
- not abuse their powers or use their position unduly to gain a personal benefit; and
- not directly or indirectly, grant, solicit or accept a favour or an undue advantage for themselves 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:

Members' 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 their leaving office as a Member, must:

- act in such a manner so as not to take any undue advantage of their former duties as a Member;
- not act on their own behalf or on behalf of another with respect to a process, a negotiation, or any other operation to which the College or a Constituent College may be a party. This rule does not apply to the Employee Member who is carrying out an appeal by virtue of their employment contract.
- After leaving office, Members must continue to refrain from using and/or sharing confidential or privileged College information for as long as that information remains confidential or privileged or until such time as that information becomes publicly available through no action or fault of their own.

## ARTICLE 3. REMUNERATION

### 3.1 Prohibited Remuneration

Members have no right to any remuneration from the College for the carrying out of their duties as Members unless specified otherwise by the Québec government. They can receive no remuneration from the College other than the reimbursement of certain duly authorized expenses 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.

## 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 their office to receive an undue advantage for themselves or for a third party.

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## 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 or of a Governing Board;
- has a direct or indirect interest in a contract or proposed contract with the College;
- has a direct or indirect interest on an issue which requires a Board 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, apart from gifts of appreciation of nominal value; and
- uses their position as a Member to promote or act as a representative of a group.

## 4.4 Situations Constituting a Conflict of Interest for Employee Members

Apart from the rules outlined in 4.3 above, the Employee Member is in a conflict of interest in the cases defined in articles 12, 20.1, 41, 51 and 68 of the Act.

## 4.5 Disclosure of Interests

In the thirty (30) days following their appointment, all Members must complete a Declaration of Interest (see Appendix 1) and submit it to the chair of the Board or the appropriate Governing Board, as appropriate. This declaration sets out, to the best of the Member's knowledge:

- a) their interests in organizations that have done or are doing business with the College and/or a Constituent College; and,
- b) any inherent conflict of interest, either real, potential, or perceived.

This Declaration of Interest must be revised and updated annually by every Member no later than August 1.

In addition, every Member must promptly disclose in writing to the chair of the Board and/or the appropriate Governing Board, as appropriate, any situation arising after the submission of their annual Declaration of Interest that constitutes a conflict of interest as outlined in the first paragraph of article 12 of the Act.

## 4.6 Restrictions

Other than the restrictions provided for in articles 12, 20.1, 41, 51 and 68 of the Act, every Member who is in a conflict of interest must refrain from influencing other Members, from participating in deliberations, and from 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 and confidentiality required of Members. In article 5.2 below, "Board" is understood to mean either the Board of Governors of Champlain Regional College or a Governing Board of a Constituent College, as the case may be.

### 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.

Members must uphold confidentiality regarding information received for the purpose of the governance of the College or the Constituent College, whatever the means of transmission. This includes, but is not limited to, information shared electronically, as well as in the context of video or teleconferences.

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 Act.

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



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## ARTICLE 6. ADMINISTRATION OF THE CODE

### 6.1 Secretary General

The Secretary General 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;
- diligently investigating allegations of irregularity with respect to the Code and reporting findings to the Chair of the Board or to the Chair of the appropriate Governing Board;
- giving an annual report to the Board or the Governing Board, as appropriate, specifically outlining the number of cases treated and their follow-up, the infractions considered by the Governance and Ethics Committee, the decisions of and sanctions imposed by the Governance and Ethics Committee, as well as the name of Members removed from office, suspended, or reprimanded during the Fiscal Year.

### 6.2 Ad hoc Administration of the Code

Questions arising concerning the application of the Code during meetings of the Board and of the Governing Boards are subject to the rules of procedure for meetings as outlined in Bylaw 1. The Chair (or in a situation involving the Chair, the vice-chair acting as Chair) 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. The Chair 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 Chair is final.

### 6.3 General Administration of the Code

6.3.1 When the Secretary General, on investigating, concludes that a Member may have contravened the law, the College's bylaws, the Colleges' policies and/or the Code, they advise the Chair of the Board and/or the Chair of the Governing Board, as appropriate, and refers the case to the Governance and Ethics Committee.

6.3.2 The role of the Governance and Ethics Committee is to decide on the validity of the case and, if warranted, any sanction to be imposed. The only sanctions which may be imposed are a reprimand, a suspension, or dismissal from office. Notwithstanding article 5.2.2 of Bylaw 1, the Chair must not participate in any meetings or deliberations under article 6.3.2.

6.3.3 The Chair, on behalf of the Governance and Ethics Committee, notifies the Member in writing of the alleged infraction(s), with reference to the relevant legislative or College's bylaw provisions or those of the Code. The Governance and Ethics Committee, before deliberating and rendering a decision, must give the Member thirty (30) days to state their case in writing and within that timeframe give them the chance to be heard.

6.3.4 Exceptionally, the Member, who is alleged to have contravened the Code and such alleged contravention constitutes an urgent situation necessitating a speedy intervention in the best interests of the College, may be provisionally relieved of their duties by the Chair of the Board or the Chair of the Governing Board, as appropriate, pending a final decision by the Governance and Ethics Committee. In this case the Governance and Ethics Committee proceeds in accordance with 6.3.2 and 6.3.3 above within the shortest delay possible.

6.3.5 If, after hearing the Member's case, the Governance and Ethics Committee concludes that the Member has contravened the law, the College's bylaws, the Colleges' policies or the Code it must, in writing, so inform the Member, the Chair of the Board and/or the Chair of the Governing Board, as appropriate, of the sanction imposed or, alternatively, the Governance and Ethics Committee informs them in writing that the case has been dismissed.

6.3.6 Within five (5) working days of receiving the Governance and Ethics Committee's decision of a sanction, the Member may appeal the imposed sanction to the Chair of the Board in writing. The Chair, accompanied by the Secretary General, will meet with the Member within ten (10) working days of receiving the appeal to review the decision made in order to confirm or reverse said decision. The decision on the appeal will be delivered in writing to the member within five (5) working days of their meeting to discuss the case. The Chair's decision to sustain or overrule the Governance and Ethics Committee's decision is final.

6.3.7 Notwithstanding the foregoing, an alleged violation of the Code by the Director General or by a Director of Constituent College may only be considered and ruled upon by the Board in accordance with articles 20.1, 20.2, 41, and 68 of the Act.

## ARTICLE 7. REVIEW AND REVISION

7.1 The Code will be reviewed at least every five years. Any revisions to this Code come into effect immediately upon their adoption by the Board.



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