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Mr. Yves Bolduc  
Minister of Higher Education,  
Research and Science  
Government of Quebec

Minister Bolduc,

On behalf of the Board of Governors and the entire John Abbott College community, we are pleased to provide you with the Annual Report for the 2013-2014 academic year.

In addition to governing the normal operations of the College, the Board put significant effort on appointing three key leadership roles. In December, the Board re-appointed our Academic Dean, Erich Schmedt, to allow him to continue his outstanding work for another 5-year term. Erich has spent over 25 successful years as a teacher, chairperson, and dean at John Abbott College. In February, Guylaine Audet, one of our business community representatives was appointed as the new Chair of the Board of Governors. Guylaine has many years of experience as a leader in the Montreal aerospace industry, and she is presently Vice President, Global Hardware Engineering, Manufacturing and Real Estate Services at CAE. Guylaine replaced Joanne Simoneau-Polenz who we kindly thank for her six years of devoted service as a member and then Chair of the Board.

Following a thorough research and recruitment process, we appointed John Halpin as the new Director General of the College for a 5-year term. In addition to his ten years as a teacher and Academic Dean at Champlain-St. Lawrence College in Quebec City, John also has over 20 years of engineering and management experience in the gas turbine industry. He replaces Ginette Sheehy who has taken a well-deserved retirement. We thank Ginette for her seven-year contribution to the College, and in particular for her tireless efforts to deliver the Anne-Marie Edward Science building, the pride of John Abbott College and the envy of the entire CEGEP network.

As our strategic plan enters its final year, we can see that our focus on student success has truly paid dividends. Our learning centre concept continues to propagate around the College as we see the benefits of having study areas surrounded by faculty offices. Our increased focus on providing improved orientation and services for first-year students has also been very successful. In a spirit of continuous improvement, much of the coming year will focus on cross-college consultations to help us gain increased ownership and engagement of the next strategic plan from all members of the faculty and staff, and to seamlessly deliver a culture of quality. In addition, we continue to implement our renovation plan for the College focusing our resolve on providing quality learning spaces for our students and faculty.

Finally, we would like to highlight the continued dedication of the entire faculty, staff and the members of the Board of Governors of John Abbott College. Despite the continued financial cutbacks experienced by the educational network throughout the province, our entire College family continues to remain focused on contributing to student success.

Respectfully,

Guylaine Audet  
Chair of the Board of Governors

John Halpin  
Director General
WE ARE COMMITTED TO:

**LEARNING**
- Foster in our students the ability to make and articulate informed, intellectual, aesthetic and ethical decisions, while demonstrating skills needed for success in modern society.
- Cultivate a love of learning, autonomy and responsible citizenship in our students, both in the classroom and through socio-cultural, leadership, recreational and sports activities.
- Respect and learn from diverse world views and international perspectives, as reflected in our programs, our approach and our community.

**QUALITY**
- Provide well-rounded and balanced pre-university and career programs that meet high standards of quality and ethical consciousness, and respond to the requirements of universities, employers and society.
- Value excellence in teaching and learning as dynamic and interactive processes.
- Promote lifelong learning and continuous improvement in the College community, with a commitment to innovative pedagogy, effective administration and quality support services.
- Deliver leading-edge training, tailored to the needs of business, industry and other sectors, through our continuing education services and specialized programs.

**STUDENTS**
- Cultivate a safe, caring and challenging learning environment that bolsters self-esteem and promotes a sense of belonging and purpose, mutual respect and healthy lifestyles, leading students to attain academic, professional and personal success.
- Ensure governance that reflects the active engagement of students, staff and faculty, and places students learning at the centre of our decisions and actions.
- Establish effective partnerships with academic, professional and social communities, to maximize our students’ success and continued growth.

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**MISSION STATEMENT**

Founded in 1971, John Abbott College is the only English language CEGEP in the West Island of Montreal. The College offers pre-university and career programs, as well as a wide range of continuing education programs to over 6200 full-time and 2000 part-time students. Our campus is one of the finest in Québec.

The mission of John Abbott College is to provide an excellent education for our students within a stimulating learning environment that will enhance their development and potential for success in society.
The Board of Governors of John Abbott College held six regular meetings during the 2013-2014 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

- Authorized the appropriation from the College’s unappropriated accumulated surplus account for:
  - Heating plant project (Phase II);
  - Renovation projects.
- Renewed the mandate of Academic Dean Erich Schmedt for a period of five years.
- Appointed Mr. John Halpin as Director General for a five-year mandate.
- Approved the Arts, Literature and Communication program (500.A1) to replace the Creative Arts, Literature and Languages program in accordance with MESRS (Ministère de l’Enseignement supérieur, de la Recherche et de la Science) requirements.
- Approved amendments to the following program planners:
  - Computer Science (420.A0);
  - Liberal Arts (700.B0);
  - Theatre, Design option (561.AA);
  - Theatre, Technical option (561.AB).
- Approved the following program assessments:
  - Youth and Adult Correctional Intervention (310.B0);
  - Liberal Arts (700.B0).
- Authorized the College to submit an application for a College Centre for the Transfer of Technology in biopharmaceutical.
- Approved amendments to:
  - By-law 2 “Concerning the Appointment, the Renewal of Mandate and the Evaluation of the Director General and the Academic Dean”;
  - By-law 9 “Concerning procurement, Service and Construction Work Contracts”.
- Elected Guylaine Audet as Chair and re-elected Cynthia Némorin as Vice-Chair of the Board of Governors for 2014-2015.
ARTICLE 1 — GENERAL PROVISIONS

1.1 Preamble
The rules of ethics and professional conduct stated in this document 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. These provisions complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Quebec Civil Code (Appendix 2) and Articles 12 and 20.1 of the Colleges’ Act. Public order legislative provisions, notably Articles 12 and 20.1 of the Colleges’ Act, take precedence, in the case of conflict, over the provisions of this Policy.

1.2 Definitions
In the present Policy, the following expressions mean:
1.2.1 BOARD MEMBER: A member of the Board of Governors.
1.2.2 STAFF BOARD MEMBER: The Director General, the Director of Studies as well as two faculty, one professional and one support staff members of the Board of Governors.
1.2.3 CODE: The Code of Ethics and Professional Conduct for the Members of the Board of Governors.
1.2.4 INTEREST: Something which matters, is useful or advantageous.

1.3 Intent
The intent of the Policy is to establish rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:
a) ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
b) allow Board members to exercise their mandate and carry out their duties and obligations with confidence, independence and objectivity for the better realization of the College mission.

1.4 Scope
This Policy applies to Board members and, in the case of Article 2.3, to former members of the Board of Governors of the College.

ARTICLE 2 — DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.1 General
Board members carry out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

2.2 Duties and Obligations While in Office
In the fulfilment of their obligations, Board members shall:
a) respect the obligations laid down in the Colleges’ Act and the College’s constituent charter and by-laws and act within the limits of the College’s powers;
b) avoid placing themselves in situations that constitute a conflict between their personal interest, or that of the group or person who elected or nominated them and their duties and obligations as Board members;
c) be guarded in their comments, avoid attacks on other people’s reputations and treat other Board members with respect;
d) not use College goods for their benefit nor for the benefit of others;
e) not divulge nor use privileged or confidential information obtained in the fulfilment of their duties as Board members for their benefit nor for the benefit of others;
f) not abuse their powers or use unduly their position to gain a personal benefit;
g) not directly or indirectly grant, solicit or accept undue favours or advantages for themselves or other persons;
h) not accept a gift, a mark of appreciation or other advantages other than those customarily granted and of nominal value.

2.3 Duties and Obligations after Leaving Office
In the year following the termination of their mandate, former Board members shall:
a) act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;
b) not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other operation to which the College may be a party to. This rule does not apply to staff Board members with regard to their employment contract;
c) not use confidential or privileged information about the College for personal gain nor give advice based on information not available to the general public.

ARTICLE 3 — REMUNERATION

Board members are not entitled to any remuneration for the carrying out of their duties as Board members. Also, they shall not receive any remuneration from the College other than the reimbursement of expenses authorized by the Board of Governors.

The above stipulation shall not prevent staff Board members from receiving their salary and other advantages foreseen in their employment contract.

ARTICLE 4 — CONFLICTS OF INTEREST

4.1 Intent

The following rules are meant to assist Board members in their understanding of conflict of interest situations and establish administrative procedures for members in a conflict of interest situation with the view of best serving the interest of the College.

4.2 Conflict of Interest Situations

a) A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member’s independence and impartiality, attributes necessary to the role of governor, or in a situation where a Board member uses, or seeks to use, the position of governor to receive an undue advantage for him/herself or seeks to acquire such an advantage for a third party.

b) Without restricting the meaning of Article 4.2 a), the following examples are or can be viewed as conflict of interest situations:

• a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
• a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College;
• a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;
• a situation where a Board member accepts a gift or benefit from a business enterprise which deals, or is likely to deal, with the College, with the exception of customary gifts of nominal value.

4.3 Situations Constituting a Conflict of Interest for Staff Board Members

Other than the rules outlined in Article 4.2, a staff Board member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges’ Act.

4.4 Disclosure of Interests

Within thirty (30) days following the coming into effect of the Policy, or within the thirty (30) days following nomination, Board members shall submit to the Chairman of the Board a declaration of their interests in organizations which, to the best of their knowledge, have done or are doing business with the College and disclose, if applicable, any inherent conflict of interest, whether real, potential or perceived. This declaration shall be revised and updated annually by the Board members.

Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges’ Act.

4.5 Restrictions

Besides the conflict of interest provisions foreseen in Articles 12 and 20.1 of the Colleges’ Act, Board members in conflict of interest with regard to an agenda item under discussion shall withdraw from the room and allow deliberation and voting to take place in their absence and in complete confidentiality.

4.6 The Role of the Chairman

The Chairman is responsible for the smooth running of Board meetings. He shall decide on any question concerning the right to vote at a Board meeting. In the case of a challenge on the right to vote on a resolution, the Chairman shall hear the representations from Board members on this issue and make a decision on the right to vote. The Chairman has the power to intervene and order a Board member to refrain from voting and to withdraw from the room during the deliberation and vote. The decision of the Chairman is final.

ARTICLE 5 — ADMINISTRATION OF THE POLICY

5.1 The Role of Professional Conduct Counsellor

Director of Administrative Services/Secretary General or any other person designated by the Board shall act as Professional Conduct Counsellor. This person is responsible for:

a) informing Board members of the provisions of the Policy and on its application;

b) advising Board members on matters concerning ethics and professional conduct;

c) investigating allegations of irregularity with respect to the Policy and reporting findings to the Board of Governors;

d) publishing the Policy in the College’s annual report and the other information prescribed by law.

5.2 Disciplinary Committee and Sanctions

a) The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in the Policy and report the results of the investigation into the matter.

b) The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee and decide on the validity of the infraction and, if warranted, determine the sanction to be imposed.

c) The disciplinary committee shall notify the Board member, in writing, of the alleged infraction(s). Also, the Board member shall be informed of a 30-day delay to submit, in writing to the committee, personal comments on the alleged infraction(s) and sanction and of the possibility of meeting the members of the committee, if requested.

d) In the case of an urgent situation requiring immediate action, or in the case of a serious offence, the Chairman may relieve provisionally a person from office.

e) If the disciplinary committee concludes that a Board member has contravened the law or Policy, it shall impose the appropriate sanction. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.
STUDENT SUCCESS

At the heart of our Strategic Plan is the College’s primary goal of student success and its emphasis on encouraging student engagement in both academic and student life pursuits. While student success is the responsibility of the entire College community, accountability for the goals that were set rests jointly with the Academic sector, Student Services and the Centre for Continuing Education.

ORIENTATION 1: Promote a college-wide commitment to student success

Provide diverse and enhanced learning opportunities, styles and environments in support of literacy and numeracy

• Created and delivered in-class workshops on report writing and note taking.
• Increased the number of Study Skills workshops by 20%.
• Initiated English Second Language Writing tutorial, skill-based reading workshops for Western Civilization classes, writing tutorial for Nursing students, and Ministerial Exam for Police Technology students.
• Created new additional handouts/tip sheets for students related to concept mapping, assistance with letters of intent, scholarship applications.
• Initiated and delivered peer tutor training to peer tutors from new programs (Computer Science, Chemistry, Physics, HEPS).
• Renovated two study rooms in the Stewart Residence to facilitate group and individual work. Students have access to these rooms 24/7.

Increase the persistence and success of male students

• Examined the factors that affect the success of male students and shared findings with the College community during a pedagogical day.
• Continued to promote the Athlete Academic Student Involvement Program (AASIP) to male student-athletes and noticed an increased success rate among males participating in the program.
• Monitored closely the academic progress of first-year male student-athletes in the intercollegiate program with the help of the athletic and academic coaches.

Improve the transition of students into college life

• Created a section on counselling services and resources for first-semester students on the intranet.
• Increased the number of outreach events in the fall semester for a total of 10.
• Trained and supported academic coaches and mentors involved in the Islander Academic Program.
• Developed a monitoring system for students involved in socio-cultural events.
• Identified at-risk students and gave them extra assistance.
• Investigated different software to assist in the delivery of services to students requiring accommodations.
• Implemented the Aboriginal Studies Certificate.
• Improved programming for students in the Pathways programs and the Aboriginal Resource Centre. Recommended having both career explorations and a study skills course offered to the aboriginal group during the fall and winter semesters.

**Help students manage their competing priorities and remain motivated**
• Offered sessions on time management skills for student-athletes through the Academic Success Centre.
• Implemented a weekly common meeting time within some technology programs after analyzing the feasibility of such a practice.

**Promote student engagement throughout the College**
• Promoted and highlighted student volunteering opportunities for various on-campus events.
• Offered a full intramural sports program with a very good participation.
• Organized the RSEQ Provincial Swim Championship.
• Maximized opportunities for student involvement outside the classroom with the organization of on-campus events and the promotion of socio-cultural activities off-campus.
• Promoted Student Activities on social media.
• Held a very successful Hydro-Québec Montreal Regional Science and Technology Fair.
• Created and facilitated many initiatives: Academic Success Centre logo contest, tutoring volunteer tea, volunteer appreciation week, essay writing contest and many more.
• Organized a pedagogical day that focused on awareness and skills in dealing with student engagement.

**Guide students through career exploration and decision making regarding their future**
• Restructured the University and Career Information Centre.

**Recognize the enriching value of diversity on campus**
• Formed a student committee from the different religious clubs who organized 10 educational activities in order to bring awareness to the John Abbott community.
• Posted psycho-educational materials for staff and students on diversity, respect and inclusiveness.
• Encouraged faculty and staff participation in the Multicultural Week event.
• Created a brochure to heighten awareness and to promote the services offered by the Aboriginal Student Resource Centre.
• Reviewed peer tutoring budgets on a college-wide basis.

**Develop collaborative initiatives that support students faced with disabilities**
• Held meetings with representatives from other English CEGEPs to discuss Universal Design. This could be endorsed by John Abbott College but would require additional human resources.

**Promote the importance of leading a balanced and healthy lifestyle throughout life**
• Offered two workshops on health and nutrition for Native students.
DIRECTOR GENERAL

ORIENTATION 2: Build and sustain the relationships and infrastructures necessary to support the development of a stimulating learning environment

Manage the College governance in compliance with the law and in the most transparent mode possible
  • Ensured the selection of the Secretary General and that the transition period ran smoothly.
  • Reviewed By-law 2 “Concerning the Appointment, the Renewal of Mandate and the Evaluation of the Director General and the Academic Dean” and By-law 9 “Concerning Procurement, Service and Construction Work Contracts”.

Develop an organizational structure in accordance with student success and institutional values
  • Implemented strategic decisions to ensure compliance with budgetary compressions.

Represent the College at all necessary forums while maintaining awareness of new funding opportunities
  • Represented the College at local, provincial and national associations and committees on education, development and economy.
  • Pursued the development of a CCTT (College Centre for the Transfer of Technology) in biopharmaceutical technologies.

Monitor the work of the Foundation in its regular duties
  • Held many successful fundraising events.
  • Investigated additional fundraising activities.
  • Recruited an Executive Director.

Integrate new government reforms while maintaining sound financial management
  • Successfully migrated all accounting processing to Clara Finance.
  • Continued to administer budget cuts as prescribed by the Ministry.
THE COLLEGE AND THE FOUNDATION GRATEFULLY ACKNOWLEDGE the various associations and individuals who have made generous contributions. Bursaries are offered every fall and winter semester to Canadian citizens and permanent residents who study full-time at John Abbott College; scholarships are offered in the spring to graduating students who will be attending university the following fall.

SCHOLARSHIPS
• Alumnae Association of the Royal Victoria Hospital Training School for Nurses Scholarship
• Amy Williams Scholarship
• Andrew Stachrowski Scholarship
• Anne-Marie Edward Scholarship
• CAE Inc. Scholarship
• Canadian Institute of Plumbing & Heating Scholarship
• David Burt Memorial Scholarship
• Desjardins Scholarships
• Doug Anakin Scholarship
• Gary W. Sims Québec Association of Applied Educational Technology Scholarship
• Jason Panich Memorial Scholarship
• John Abbott College Scholarship
• John Abbott College Faculty Association Scholarship
• Karla Napier Scholarship
• Liberal Arts Scholarship
• Luann Bisaillon Scholarship
• McGown-Christoff Scholarship
• Nicholas Sidorenko Memorial Scholarship
• Nick Arganski Memorial Scholarship
• RFCM Scholarship
• Selma Greenblat Memorial Scholarship

BURSARIES
• Admissions Bursaries
• Alumnae Association of the Montreal General Hospital School of Nursing Bursary
• Angela Wilson Memorial Bursary
• Anna Whitton Memorial Bursary
• Bert Young Memorial Bursary
• Isobel Lumsden Bursaries
• Jason Panich Memorial Bursary
• John Abbott College Bursaries
• John Abbott College Faculty Association Bursaries
• John Abbott College Professional Association Bursary
• Kirk MacGeachy Memorial Bursary
• Lakeshore Association of Artists Mentorship Program
• Management Association Mentorship Program
• Ruth & Cy Harris Memorial Bursary

AWARDS
• Antony Grimaudo Award
• Pamela Montgomery Award
ORIENTATION 3: Develop and nurture a collaborative and integrative approach between programs and the learning environment

Promote and instil institutional effectiveness in support of Student Success
- Revised the procedures regarding cheating and plagiarism.
- Revised academic student dismissal and appeal procedures for the Nursing program.
- Reviewed academic procedures referred to in the Institutional Policy on the Evaluation of Student Achievement (IPESA).
- Reviewed the Comprehensive Assessments for the following programs: Arts and Sciences, Engineering Technologies, and Publication Design and Hypermedia Technology.
- Reviewed and implemented the Learning Communities pilot project in Social Science and Science.
- Streamlined the registration procedures for students requiring accommodations.
- Evaluated scheduling patterns in technology programs.
- Implemented common meeting time in Computer Science, Information and Library Technologies and Publication Design and Hypermedia Technology.
- Reviewed and modified departmental peer tutoring.

Develop and support faculty and staff in their quest for academic excellence
- Defined communications strategies to promote the College Learning and Teaching Resource Centre.
- Applied for research infrastructure in granting of a College Centre for the Transfer of Technology in biopharmaceutical technology.
- Hired Research Officer for the College Learning and Teaching Resource Centre.

Adapt program development and curriculum to the changing needs of students and society
- Completed the following program assessments:
  - Youth and Adult Correctional Intervention;
  - Liberal Arts.
- Implemented the first year of the Visual Arts program and the Business Administration, Marketing profile.
- Promoted French Second Language initiatives in the College. As a result, three sections of bilingual courses will be given in the fall of 2014.
- Implemented a committee and mandate for international initiatives at the College.

Develop the use of information technology in teaching and learning
- Developed a three-year plan to increase blended learning opportunities.
- Completed and approved a protocol for blended learning at the College.
STUDENT SERVICES

ORIENTATION 4: Offer high quality services focusing on the enhancement of student learning and personal development and fostering student engagement

Customize services to meet the changing needs of students
• Advertised socio-cultural and sports and recreation activities for students via social media with increasing number of followers.
• Surveyed students living in residence and compared results with those of a survey done the previous year. Issues highlighted were dealt with.
• Finished phase 1 and 2 of the residence renovation project.
• Developed more formal procedures for dealing with students in crisis while ensuring staff safety and wellbeing.
• Created two intranet communities (one for staff, the other for students) to better disseminate information about resources.
• Attended professional development sessions related to mental illness which contributed to greater skill when dealing with students suffering from mental illness.
• Developed an electronic accounting system to assist student athletes for registration and payment procedures.
• Hosted the provincial swim championships at Pointe Claire pool.

Provide quality student and community support services
• Submitted messages and articles related to student work/life balance and labour market resources to Student Health 101, an eMagazine for students.
ORIENTATION 5: Implement the College’s commitments to lifelong learning and to a global vision

Promote the Centre for Continuing Education as a distinct but integral part of the College
- Upgraded publicity materials promoting the Centre for Continuing Education.
- Hosted a Chamber of Commerce event to highlight the Centre and the facilities.

Improve methods of identifying the training and educational needs of the adult population
- Investigated the possibilities of offering additional programs. Given the state of Ministry and Emploi-Québec budgets, it was decided to only go forward with additional AECs that are auto-financed.
- Increased networks and partnerships: new membership on committee investigating post-diploma programs for international students; involved in RCMM (Regroupement des collèges du Montréal Métropolitain) Business Training Services committee and activities for Montreal Island; partnerships with Urgences Santé and the Cree Health Board; new grant with other Montreal colleges for integration of immigrants.

Offer courses and programs that reflect the learning needs of adults
- Implemented three new programs:
  - Perioperative Nursing
  - Damage Insurance
  - Mobile Applications Development
- Revised the Network Administration and Cisco Networking programs.

Expand capacity to offer prior learning assessment and recognition (RAC)
- Offered information sessions on RAC opportunities for Computerized Financial Management and in the context of the Interlevel Table for the English Sector project.

Build consensus on the educational importance of international understanding and cooperation
- Sat on the newly formed Academic Advisory Committee for International Projects.

Pursue opportunities for international and intercultural learning through international development and cooperation projects
- Completed the Indonesian teacher training project. The Chair of the French department conducted a two-week teacher training session at the Bandung Tourism Institute.
- Participated in the first consortium visit to Shandong, China, to explore partnerships in the Vocational Education Leadership Training (VELT) sector.
- Participated in a mission in India with the Association of Canadian Community Colleges. New pan-Canadian and College initiatives were discussed with several partners. Following this
mission two members of the Nursing faculty visited Indian health care institutions in June 2014 to discuss potential collaborations in value added programs. A Memorandum of Understanding was signed.

- Continued discussion with Tamil Nadu, one of the 29 states of India, for the development of further projects.
- Recruited students from Mexico and Brazil.
- Graduated 29 Brazilian scholarship students from the College’s ESL (English Second Language) program.
- Successfully carried out a pilot teacher training project for three professors from Brazil.
- Signed an agreement with Saudi Arabia for Certification and Training Services in Critical Care Nursing.

Create opportunities for student and faculty international mobility

- Developed an Outdoor Education course to be given in Peru for our students.
- Oversaw the stage of Business Administration students enrolled in the Alternance travail-étude program in France.
- Developed a credited stage project where our regular Nursing students will go to Jamaica.

Position the College for the recruitment of additional international DEC students as space allows

- Consistent high enrollment numbers in the College did not allow for organized recruitment of international students into DEC programs due to space limitations.
ORIENTATION 6: Foster and recognize the excellence of the College’s human resources while working in a collaborative environment

Develop a human resources management approach focusing on communications and professional development respectful of individuals and collective agreements

- Redesigned retirement preparation session for employees. A condensed workshop of 3 modules over 2 half days that was attended by 17 employees and their spouses.
- Expanded Wellness Week initiatives resulting in increased participation of all employee groups.
- Produced a harassment awareness video in collaboration with staff, students and the College’s Harassment Awareness Committee.
- Forged solid working relationships with the College’s three unions.
- Concluded a local agreement with the faculty association regarding the composition of the Continuing Education selection committee as well as an agreement on program committees.
- Provided operational funds of approximately $21,000 for staff and faculty professional development in addition to the regular training allocation already provided for in the various collective agreements.
- Granted professional development funding to individuals and groups for activities such as courses, theses, conferences, and workshops:
  - Faculty: 199 funding applications ($91,476);
  - Professionals: 14 funding applications ($10,978);
- Offered the following professional development opportunities to all College employees:
  - Beginner and Intermediate French Courses with revised learning outcomes were implemented and offered at the College Learning and Teaching Resource Centre
  - Microsoft Office 2010 training workshops for multiple levels of expertise: Basic Excel, Beginner Access and Outlook in collaboration with Continuing Education
  - John Abbott College Pedagogical Day which included a keynote address on Universal Design for Learning, 11 Cracker Barrel sessions and four concurrent workshops: Yoga off the Mat; Cite It! Teach Students about how to properly reference their work; Introduction to Spanglish; and Teaching Squares.
  - JAC’s 3rd Annual Educational Technology Week in collaboration with APOP: workshops included: Re-envisioning Modern Pedagogy: Why I do What I do; Connecting the Dots...with Online Learning Activities; Getting Out of the Way: Using New Ideas and New Technology to Encourage Learning; Infographics in education: Let’s explore why infographics and data visualization works!; How did I miss THAT? Challenging basic assumptions about learning; Promoting Parenthood...one virtual child at a time. Four (4) mini-workshops were also hosted by our IT partners: Vitrine technologie-éducation (VTÉ), Collegial Centre for Educational Materials Development (CCDMD), ProfWeb and DEClic Corporation.
- One (1) La Sapinière Retreat- Fall 2013: Think Tank on Teaching and Research: Promoting a culture of inquiry at JAC
- Official launch of the College Learning and Teaching Resource Centre (October 2013)
- Faculty Active Learning Community of Practice (Winter 2014)
- Fire Marshall and Hero’s in 30 - CPR training (Fall 2013/Winter 2014)
- Hosted two (2) Master Teacher Program/Performa courses: Assessment as Learning (Fall 2013) and Reading and Thinking in your Discipline (Summer 2014).
- Social Media workshops on iPads and Apps and LinkedIn in collaboration with Continuing Education

Assist staff and faculty in carrying out their duties
• Provided organizational development support and coaching to front-line management staff.
• Due Diligence –C-21 presentation for Directors, Managers and Chairs/Program Coordinators in collaboration with the JAC Health and Safety Committee.

Formalize consistent hiring practices and formulate a succession planning strategy
• Held meetings to discuss the interpretation of the “Outaouais” grievance and finalizing details pertaining to the application of this section of the collective agreement and the process for priority selection of Continuing Education faculty.
• Held meetings with the academic administration regarding the process of faculty postings and hiring.
• Assisted with College re-organization after the retirement of the Director of Finance and Administrative Services.
• Hired a part-time Secretary General reporting to the Director General.
• Assisted with the search and hiring of the new Director General and the Director of the John Abbott College Foundation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Permanent</th>
<th>Non permanent</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Director General</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Directors</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Cadres</td>
<td>23</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>Faculty – Day Division</td>
<td>356</td>
<td>160</td>
<td>516</td>
</tr>
<tr>
<td>Faculty – Continuing Education (Credit)</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Professionals</td>
<td>32</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Support</td>
<td>113</td>
<td>28</td>
<td>141</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>530</td>
<td>266</td>
<td>796</td>
</tr>
</tbody>
</table>

**Male/Female Ratio**

- Females: 59%
- Males: 41%

INFORMATION TECHNOLOGY SERVICES

ORIENTATION 7: Offer high quality services focusing on the enhancement of student learning and personal development and fostering student engagement

Provide information technology (IT) solutions that support the College’s mission and statement of purpose
- Improved the reliability of the College’s N-Computing system. Monitoring continues.
- Initiated a new computer lab renewal plan.

Improve the quality and efficiency of Information Technology Services
- Developed an administrative procedure to improve the granting or removing of information technology accesses to/from employees.

Deliver and support a robust, flexible, secure and efficient technology infrastructure
- Developed a 3-year plan for IT infrastructure in accordance to Québec law 133 (Governance and management of information resources for public enterprises and government agencies).
- Implemented a new Unified Threat Management appliance for the College which allows greater protection for the College and allows internet traffic from inside the College to be monitored.
- Installed and upgraded Wi-Fi access points throughout the College.
- Updated the monitoring and diagnostic tools for servers, switches and access points.
- Upgraded the network to 1GB for all known connections.

Provide and support up-to-date communication and media systems to all new and renovated facilities
- Coordinated the purchase and installation of IT equipment for renovated labs and classrooms.
- Evaluated a new alternative to the SMART Board projector (Light Rise Projector) that proved to work sufficiently well for college use.
Facilities Management Services

Orientation 8: Provide and maintain high quality sustainable facilities that respond to the needs of our College community

Maintain all campus facilities to provide a good learning and working environment for students, faculty and staff

- Evaluated the College's food services; selected and signed a contract with a new provider.
- Undertook building envelope repairs as per PGMAI (Programme de gestion du maintien des actifs institutionnels).

Administer and coordinate all construction and renovation projects to support the changing needs of the institution

- Completed the following renovation projects:
  - Oval Coffee House
  - UCIC, (University and Career Information Centre)
  - Stewart Apartments Phase 1
  - Cafeteria freezer
  - Pool lights
  - Main entrance floor
  - Several classrooms

- Established new renovation reporting structure

Administer and coordinate the new Anne-Marie Edward Science building

- Submitted a LEED application for accreditation to the Canadian Green Building Council.

Coordinate the move towards self-sufficiency in providing heat, steam and water to the College facilities

- Completed phase 2 of the heating plant project, below budget.

Integrate and support sustainable and energy efficient measures throughout the projects

- Championed various sustainability-related events:
  - Great Canadian Shoreline Cleanup event
  - Garbage Reduction Week
  - Bottled Water Free Day
  - World Wildlife Federation Sweater Day
  - Earth Hour
  - Earth Day

- Signed new service contracts for waste management and recycling.

- Studied the possibility of adding electric charging stations for vehicles on campus. Project is scheduled for Fall 2014.

Implement health and safety measures in cooperation with analysis performed and recommendations brought forward by the Health and Safety Committee

- Coordinated the CSST action plan (Prévention jeunesse).
### ENROLMENT IN THE DAY DIVISION

#### Student Population Analysis – Fall 2013

<table>
<thead>
<tr>
<th>Pre-University Program</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accueil/Pathways</td>
<td>274</td>
<td>274</td>
<td></td>
<td>274</td>
</tr>
<tr>
<td>Science</td>
<td>649</td>
<td>428</td>
<td></td>
<td>1077</td>
</tr>
<tr>
<td>Science and Social Science (Double Dec)</td>
<td>21</td>
<td>11</td>
<td>14</td>
<td>46</td>
</tr>
<tr>
<td>Science Honours</td>
<td>39</td>
<td>36</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Social Science</td>
<td>1468</td>
<td>965</td>
<td></td>
<td>2433</td>
</tr>
<tr>
<td>Creative Arts, Literature, and Languages</td>
<td>344</td>
<td>210</td>
<td></td>
<td>554</td>
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<tr>
<td>Visual Arts</td>
<td>46</td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>33</td>
<td>38</td>
<td></td>
<td>71</td>
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<tr>
<td>Liberal Arts</td>
<td>72</td>
<td>56</td>
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<td>128</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>2941</td>
<td>1790</td>
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<td>4745</td>
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<table>
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<tr>
<th>Career Program</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>39</td>
<td>30</td>
<td>28</td>
<td>97</td>
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<tr>
<td>Nursing</td>
<td>101</td>
<td>77</td>
<td>74</td>
<td>252</td>
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<tr>
<td>Pre-Hospital Emergency Care</td>
<td>41</td>
<td>31</td>
<td>30</td>
<td>102</td>
</tr>
<tr>
<td>Biopharmaceutical Production Technology</td>
<td>29</td>
<td>22</td>
<td></td>
<td>51</td>
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<tr>
<td>Engineering Technologies</td>
<td>46</td>
<td>11</td>
<td>19</td>
<td>76</td>
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<tr>
<td>Police Technology</td>
<td>29</td>
<td>46</td>
<td>77</td>
<td>152</td>
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<tr>
<td>Police Technology (Intensive)</td>
<td>26</td>
<td>58</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Youth and Adult Correctional Intervention</td>
<td>45</td>
<td>38</td>
<td>42</td>
<td>125</td>
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<tr>
<td>Information and Library Technologies</td>
<td>33</td>
<td>19</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Business Administration</td>
<td>68</td>
<td>39</td>
<td>26</td>
<td>133</td>
</tr>
<tr>
<td>Publication Design and Hypermedia Technology</td>
<td>46</td>
<td>39</td>
<td>25</td>
<td>110</td>
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<tr>
<td>Computer Science</td>
<td>48</td>
<td>46</td>
<td>39</td>
<td>133</td>
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<tr>
<td>Theater (Acting)</td>
<td>27</td>
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<td>Theater (Design)</td>
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<td>8</td>
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<td>14</td>
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<td>Theater (Design &amp; Technical)</td>
<td>19</td>
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<td></td>
<td>19</td>
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<td>Theater (Technical)</td>
<td>13</td>
<td>8</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>597</td>
<td>497</td>
<td>404</td>
<td>1498</td>
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| **Grand Total**                              | **3538**            | **2287**            | **418**             | **6243** |
**PRE-UNIVERSITY PROGRAMS**

**CAREER PROGRAMS**

**ENROLMENT BY GENDER**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td></td>
<td>F 1867</td>
</tr>
<tr>
<td>2nd year</td>
<td></td>
<td>F 1222</td>
</tr>
<tr>
<td>3rd year</td>
<td></td>
<td>F 244</td>
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<tr>
<td>Total</td>
<td></td>
<td>F 3333</td>
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**DECs (DIPLOMES D’ETUDES COLLEGIALES) GRANTED**

<table>
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<th>Pre-University Program</th>
<th>Total</th>
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<tr>
<td>Science</td>
<td>424</td>
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<tr>
<td>Social Science</td>
<td>700</td>
</tr>
<tr>
<td>Creative Arts, Literature &amp; Languages</td>
<td>162</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>26</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>27</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>47</td>
</tr>
<tr>
<td>Total (Pre-U)</td>
<td>1386</td>
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</table>

<table>
<thead>
<tr>
<th>Career Program</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>24</td>
</tr>
<tr>
<td>Computer Science</td>
<td>24</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>24</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>9</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>18</td>
</tr>
<tr>
<td>Nursing</td>
<td>100</td>
</tr>
<tr>
<td>Police Technology</td>
<td>113</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>31</td>
</tr>
<tr>
<td>Publication Design &amp; Hypermedia Technology</td>
<td>20</td>
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<tr>
<td>Theatre</td>
<td>24</td>
</tr>
<tr>
<td>Youth &amp; Adult Correctional Intervention</td>
<td>39</td>
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<tr>
<td>Total (Career)</td>
<td>426</td>
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<td>DEC Sans Mention</td>
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Grand Total | 1826
## ABOUT OUR CONTINUING EDUCATION STUDENTS

### ENROLMENT IN CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2013</th>
<th>Winter 2014</th>
</tr>
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<tbody>
<tr>
<td>College Integration Program</td>
<td>58</td>
<td>31</td>
</tr>
<tr>
<td>Full-time DEC</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Part-time DEC (1-3 courses)</td>
<td>258</td>
<td>226</td>
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<tr>
<td>Full-time AEC</td>
<td>345</td>
<td>356</td>
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<tr>
<td>Intensive Nursing</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>Part-time AEC</td>
<td>98</td>
<td>79</td>
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<tr>
<td>Non-Credit</td>
<td>164</td>
<td>151</td>
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<tr>
<td>Part-time Emploi-Québec</td>
<td>87</td>
<td>82</td>
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<tr>
<td>University pre-requisites</td>
<td>17</td>
<td>11</td>
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<tr>
<td>Hors-programme</td>
<td>10</td>
<td>13</td>
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<tr>
<td>Career Development (Cégep à la carte)</td>
<td>61</td>
<td>58</td>
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</table>

### AECs (ATTESTATIONS D’ÉTUDES COLLÉGIALES) GRANTED

<table>
<thead>
<tr>
<th>Program</th>
<th>Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWA.0D Refresher Nursing</td>
<td>7</td>
</tr>
<tr>
<td>CWA.0K Nursing for Internationally Trained Nurses</td>
<td>72</td>
</tr>
<tr>
<td>CWA.0N Support and Intervention in Palliative Care</td>
<td>16</td>
</tr>
<tr>
<td>EEC.1Y Real Estate Agent</td>
<td>19</td>
</tr>
<tr>
<td>LCA.84 Finance</td>
<td>3</td>
</tr>
<tr>
<td>LCL.21 Event Planning and Management</td>
<td>14</td>
</tr>
<tr>
<td>LEA.1S PC Technical Support</td>
<td>14</td>
</tr>
<tr>
<td>LEA.80 Network Administration</td>
<td>19</td>
</tr>
<tr>
<td>LEA.BJ Cisco Networking</td>
<td>16</td>
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<tr>
<td>LEA.BN Internet Programming and Development</td>
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</tr>
<tr>
<td>LEA.C4 Mobile Applications Development</td>
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</tr>
<tr>
<td>NWE.1P Web Technology</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
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</table>
FIRST SEMESTER OVERALL PASS RATES

These graphs show the overall pass rates in the first semester for new John Abbott College students (Population A) compared with those of all other CEGEPs in the province. Pass rates are calculated by dividing the number of courses passed (grade ≥ 60) by the number of courses taken.

HIGHLIGHTS: John Abbott students’ first semester pass rates are higher than those of the province as a whole in both the pre-university and career sectors.
THIRD SEMESTER RETENTION RATES

These graphs show the proportion of students returning for their third semester of studies.

HIGHLIGHTS: John Abbott has high retention rates which exceed the provincial averages in all categories: Pre-University or Career programs, same program or in another program of study.
GRADUATION RATES

The charts below show the average graduation rates beginning with the 2004 cohort. The top two charts show the graduation rates for the Pre-University sector, while the bottom two show the rates for the Career sector.
HIGHLIGHTS: John Abbott is stronger, which indicates that a higher percentage of our students are graduating sooner than the rest of the province.
CELEBRATING ACHIEVEMENTS

The following are just a few examples of the achievements of our students and staff, all of whom earned special recognition for their efforts throughout 2013-2014.

STUDENTS

Governor General’s Academic Medal
Awarded to the graduating student with the highest overall academic average: Debbie Cayer (PDHT).

Outstanding Achievement Award
Presented to the graduating student with an academic average in the top one percent combined with significant involvement in student life outside the classroom: Sebastian Molina Calvo (Science).

Service Awards
These awards have been established to recognize students who have made a significant contribution to student life at the College:
Tarek Alaywan, Analisa Astorino, Angela Brett, Domenique Bruno-Santerre, Réal Carreno-Elgueta, Gabriel Casola, Matthew Cross, Emily Deraîche-Grossberg, Caroline Houle, Elaine Huang, Tatiana Joseph, Claire Kapusta, Charles Keita, Orla Mahon, Shayan Mantegh, Nicholas McCullagh, Nadine Mikhail, Sebastian Molina-Calvo, Miranda Neeson, Sadia Qureshi, Michaela Quinn, Robin Richard-Shaw, Dara Sadek, Nabil Shah, Zoe Shaw, Mandeep Singh, Emma Sutherland, and Meghan Wickware.

Athletic Awards
Outstanding performance by a male rookie: David Pelosi – Rugby
Outstanding performance by a female rookie: Isabelle Brathwaite – Track and Field
Outstanding performance by a female athlete: Marie-Pier Corriveau – Hockey
Outstanding performance by a male athlete: Giordano Marinello – Football

Jeff Mills Memorial Cup
Presented to a graduating student-athlete who has shown over his/her career great athletic skills, a solid academic record, solid leadership qualities and the ability to rise above the rest both on and off the playing surface: Claire Kapusta – Volleyball.

Other Awards
Harmeet Singh and Stéphan Monette from the Mobile Application Development class (Continuing Education) each won a prize at the Hacking Health 2014 Hackathon at Sainte Justine Hospital.
Maude Brisson-McKenna (Science) and Gabrielle Rimok (Arts & Sciences) each received a $5000 “Summer Research Bursary” from the Fonds de recherche du Québec – Nature et technologies.

STAFF

The following staff members were recognized for their continued service to the College:
15 years – Daniel Boyer, Ginette Di Francesco, Cathy Dutton, Mark Ewanchyna, Robert Gallison, Juan Gonzalez, Douglas Hurley, Roger MacLean, Sylvie Mariage, Christiane Perrault and Maria Cristina Segura.

25 years – Raymond Filipavicius, Nicole Grenier-Haeck, Cheryl Jenkins, Claude LeBreton, Lynda Rapsomatiotis, Joseph Sledge, and Peter Solonyznyj.

The following staff members were honoured this year as they took their retirement from the College:
DISTINCTIONS, AWARDS, ACCOMPLISHMENTS

Sean Hugues (Chemistry) was awarded the SALTISE Best Practices & Pedagogical Innovators Award for 2014.

Roger MacLean (Sociology) was awarded the Bronze Teaching Excellence Award by Colleges and Institutes Canada, formerly known as the Association of Canadian Community Colleges (ACCC).

Lyne DePalma (Nursing – Continuing Education) was honoured by the Provincial Inter-level Table for the English Sector for her work with immigrant nurses.

Alexandre Limoges (French) conducted a French teacher training program in student-centred teaching methodologies for the French department of the Bandung Tourism Institute in Indonesia.

Gary Kirchner (Physics) received an award from the Association Québécoise de la pédagogie collégiale for the excellence and professionalism he demonstrates in his teaching duties.

Nathaniel Lasry (Physics) was awarded the Prix Raymond Gervais in the college/university category. This major provincial competition is sponsored by the AESTQ (l'Association pour l’enseignement de la science et de la technologie au Québec).

Nathaniel Lasry and Jonathan Guillemette (Physics) published a study along with Harvard Professor Eric Mazur titled “Two steps forward, one step back”. The study looks at the effects of introductory physics courses on the conceptual understanding of 13,000 North American students.
OPERATIONAL BUDGET

Operations for the year 2013-2014 resulted in a deficit of $456,377 which includes a prior year adjustment of $424,000. The College accumulated surplus stands at $10,221,200 of which $8,721,200 has been appropriated, leaving an unappropriated balance of $1,500,000.

CAPITAL ASSETS

Expenditures of a capital nature amounted to $5,576,200.

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
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<td>Buildings</td>
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</tr>
<tr>
<td>Land</td>
<td>565,100</td>
</tr>
<tr>
<td>Land Improvements</td>
<td>2,007,100</td>
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<tr>
<td>Library Books</td>
<td>377,100</td>
</tr>
<tr>
<td>Computer Equipment</td>
<td>409,500</td>
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<tr>
<td>Furniture</td>
<td>330,200</td>
</tr>
<tr>
<td>Other Equipment</td>
<td>5,897,000</td>
</tr>
<tr>
<td>Construction in Progress</td>
<td>964,700</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$76,670,500</strong></td>
</tr>
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</table>

Assets are adjusted annually for depreciation.

OPERATING EXPENSES

<table>
<thead>
<tr>
<th>(S000) EXPENDITURES</th>
<th>13-14</th>
<th>12-13</th>
<th>13-14</th>
<th>12-13</th>
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<tr>
<td>Budget Group</td>
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<tr>
<td>Teaching</td>
<td>37,867</td>
<td>37,087</td>
<td>70.0%</td>
<td>71.5%</td>
</tr>
<tr>
<td>Support to Teaching</td>
<td>815</td>
<td>917</td>
<td>1.5%</td>
<td>2.0%</td>
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<td>Student Services</td>
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<td>2,000</td>
<td>4.0%</td>
<td>4.0%</td>
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<tr>
<td>Academic Administration</td>
<td>1,938</td>
<td>1,869</td>
<td>3.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Personnel Services</td>
<td>1,642</td>
<td>1,423</td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>2,591</td>
<td>1,009</td>
<td>5.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Facilities</td>
<td>5,404</td>
<td>5,373</td>
<td>10.0%</td>
<td>10.0%</td>
</tr>
<tr>
<td>General Administration</td>
<td>1,961</td>
<td>2,052</td>
<td>4.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54,228</strong></td>
<td><strong>51,730</strong></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Expense Type

Salaries & Fringe Benefits

- Teachers                                         | 34,563 | 33,156 | 63.0% | 64.0% |
- Non-Teaching Personnel                          | 11,302 | 11,394 | 21.0% | 22.0% |

Teaching & Administration

- Material                                        | 4,183  | 2,411  | 8.0%  | 5.0%  |
- Service Fees & Contracts                        | 4,180  | 4,769  | 8.0%  | 9.0%  |

**Total**                                         | 54,228 | 51,730 | 100.0% | 100.0% |
CONTINUING EDUCATION
The operations of Continuing Education resulted in a surplus of $1,764,100 for 2013-2014 which includes a prior year adjustment of $44,500. After appropriations, the accumulated surplus stands at $7,520,900.

ANCILLARY OPERATIONS
The Bookstore showed a surplus of $343,200 for 2013-2014 and has an accumulated surplus of $2,394,800. The Stewart Residence had a surplus of $269,300 for an accumulated surplus of $247,200. Food Services showed a surplus of $199,500 and an accumulated surplus of $649,200 at June 30, 2014. The Casgrain Sports Centre had a surplus of $178,200 and has an accumulated surplus of $251,500. Each of the ancillary units contributed a part of their accumulated surplus to the Day Division.

ANNEX S034 – QUÉBEC GOVERNMENT’S REINVESTMENT IN HIGHER EDUCATION

<table>
<thead>
<tr>
<th>Carried forward from 2012-2013</th>
<th>177,575 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation for 2013-2014</td>
<td>563,404 $</td>
</tr>
<tr>
<td>Total available for 2013-2014</td>
<td>740,979 $</td>
</tr>
<tr>
<td>Expenses in 2013-2014</td>
<td>490,165 $</td>
</tr>
<tr>
<td>Will be carried forward to 2014-2015</td>
<td>250,814 $</td>
</tr>
</tbody>
</table>

AXIS 1 – Accessibility, quality of services, student success and skills development

- Provided diverse learning opportunities, styles and environments in support of literacy and numeracy: 70,458 $
- Provided services to specific groups of students through the Learning Centre and Counselling Services:
  - Technical support in several departmental learning centres: 165,614 $
  - Learning disabilities;  Transition into college life;
  - Motivation;  Cultural diversity;  Etc.

AXIS 2 – Support for information technology and updated programs and information resources

- Supported teachers in the use of information technologies in the classrooms: 81,173 $
- Increased technical help in the computer labs: 27,000 $
- Adapted our programs and activities to the changing needs of our student population: 26,590 $

AXIS 3 – Operation and maintenance of buildings and quality of training place

- Maintained quality facilities and sound financial resources: 101,178 $
- Implemented new accounting procedures and integrated new accounting software and provided training to employees: 18,152 $

TOTAL 490,165

ANNEX S035 – MEASURES TO PROMOTE HEALTHY EATING HABITS AND A PHYSICALLY ACTIVE LIFESTYLE

<table>
<thead>
<tr>
<th>Carried forward from 2012-2013</th>
<th>6,462 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation for 2013-2014</td>
<td>6,250 $</td>
</tr>
<tr>
<td>Total available for 2013-2014</td>
<td>12,712 $</td>
</tr>
<tr>
<td>Expenses in 2013-2014</td>
<td>7,342 $</td>
</tr>
<tr>
<td>Will be carried forward to 2014-2015</td>
<td>5,370 $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES $</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Fit Happens” Campus Event</td>
</tr>
<tr>
<td>“JAC on the Move” Activities</td>
</tr>
<tr>
<td>Nutritionist</td>
</tr>
<tr>
<td>Cooking lessons</td>
</tr>
<tr>
<td>Printing (posters and promotion)</td>
</tr>
<tr>
<td>Breakfast for a Buck!</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
REPORT ON THE APPLICATION OF THE ACT TO IMPLEMENT CERTAIN PROVISIONS OF THE BUDGET SPEECH OF 30 MARCH 2010, REDUCE THE DEBT AND RETURN TO A BALANCED BUDGET IN 2013-2014

Compliance with Bill 100 was observed as the receptionist position of Administrative Support Agent, Class I in Human Resources was abolished and a new position of Administrative Support Agent, Class II was created, also in Facilities a Trades Helper was eliminated and a Painter position created. Due to academic operational requirements, two other support staff positions were replaced. i.e. one technician in the Teaching Learning Resource Centre and one Administrative Support Agent, Class I in the deans’ office.

To achieve the targets set by the Act, the College has chosen to apply the cuts to two distinct areas. Reductions in overall administrative expenses were realized in the amount of $214,000.

The objectives set for 2013-2014 were achieved.