





TABLE OF CONTENTS

Message from the Chair and the Director General	2
Mission Statement	3
College Governance	4
Code of Ethics	6
Highlights of 2014-2015	8
Student Success.....	8
Director General.....	10
Academic Dean.....	12
Student Services.....	14
Continuing Education.....	15
Human Resources.....	17
Report on the Application of Bill 100.....	18
Report on the Application of Law 15.....	18
Information Technology Services.....	19
Facilities Management Services.....	20
About our Students	22
Enrolment in the Day Division.....	22
DECs Granted.....	23
Enrolment in Continuing Education.....	25
AECs Granted.....	25
Student Success Trends	26
First Semester Overall Pass Rates.....	26
Third Semester Retention Rates.....	27
Graduation Rates.....	28
La Relance—Placement Statistics.....	30
Celebrating Achievements	32
Financial Reporting	36
Operational Budget.....	36
Capital Assets.....	36
Operating Expenses.....	36
Continuing Education.....	37
Ancillary Operations.....	37
Report on the Application of Law 15.....	37
Organizational Chart	38

MESSAGE FROM THE CHAIR AND THE DIRECTOR GENERAL

Minister François Blais
Minister of Education,
Higher Education and Research
Government of Québec

Minister Blais,

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 2014-2015 academic year.

This year our College was again able to achieve some very important milestones:

- The quality of our academic programs and student services remain very strong. This is evidenced by stable student applications and enrollment, excellent student success results, as well as by graduate surveys showing that 90% of our pre-university graduates are getting into their first choice of university and 77% of our professional graduates are finding work in their first choice of job role.
- After broad consultation across the entire college community, a new and exciting strategic plan for 2015-2020 was developed and approved.
- Although burdened with multiple budgetary cutbacks, our sound financial management and effective ancillary services allowed us to deliver once again a financial surplus and avoid the unpleasantness of manpower layoffs.
- Multiple infrastructure improvements and building renovations were also completed. We also realigned our future renovation plan to be more focused on the improvement of classrooms and bathrooms.

At the governance level, the Board also made significant progress in improving its own operating procedures.

- An evolution to completely electronic documentation and paperless meetings.
- The use of a Board Effectiveness survey to define improvement opportunities.
- The implementation of various procedural changes (as a result of the survey) to enhance board discussions and exchanges towards better governance.
- A significantly improved consultation process for the evaluation of the Director General and Academic Dean.

None of the successes listed above, and the many more described in this document, would have been possible without the continued dedication of the entire faculty, staff and college community. The whole John Abbott College family continues to remain focused on contributing to student success. We have and will continue to do great things at John Abbott College. However, after multiple waves of imposed budgetary reductions, we truly hope that the priorities of the Ministry of Education, Higher Education and Research will itself begin to refocus on the success of our students rather than on financial austerity.

Respectfully,



Guylaine Audet
Chair of the Board of Governors



John Halpin
Director General





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.

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.

COLLEGE GOVERNANCE

BOARD OF GOVERNORS

Socio-Economic: Andre Mumme, Cynthia Némorin–*Vice Chair*

University-level Teaching Institution: Jeffrey Derevensky

School Board: Steven Colpitts

Manpower: Line Roussin

Business Community: Louise Arsenault, Guylaine Audet–*Chair*

Parents: Suzana Ribeiro, Eyal Baruch

Alumni: *Pre-University Studies*–Andrew Biteen, *Technical Studies*–Monique Lessard

Students: *Pre-University Studies*–Hanna Oosterveen, *Technical Studies*–Antonio Pampena

Faculty: Doug Brown, William Russell

Non-Teaching Professional: Bill Mahon

Support Personnel: Ray Fourneaux

Ex Officio Members: John Halpin–*Director General*, Erich Schmedt–*Academic Dean*

Secretary General: Stavroula Makris

Recording Secretary: Rosanna Fortunato

ACADEMIC COUNCIL

Ex Officio Member: Erich Schmedt–*Academic Dean*

Academic Administrators: Roger Haughey, Margaret Leech, Ronnie Dorsnie

Eleven Employees Representing the Teachers: Violaine Arès, Ute Beffert, Jeffery Brown, Stephen Bryce, Alexandre Limoges, Alex Panassenko, Marie-Claire Rioux, Sharon Rozen-Aspler, Abe Sosnowicz, Lawrence Szigeti, James Vanstone

One Employee Representing the Non-teaching Professionals: Lou Chapman

One Employee Representing the Support Personnel: Joanne Ross

Three Students: Nikolas Dolmat, Natalia Lima, Catherine Polis

Recording Secretary: Mary Milburn



The Board of Governors of John Abbott College held seven regular meetings during the 2014-2015 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

- Approved the renewal of an agreement with Copibec, concerning the reproduction of copyrighted material in educational institutions.
- Authorized the appropriation from the College's unappropriated accumulated surplus account for renovation projects.
- Approved the program name change from Creative Arts, Literature and Languages program to Arts, Literature & Communication and the implementation of the program for students starting fall 2015.
- Approved the program changes to Publication Design and Hypermedia Technology which include the program name change from Publication Design and Hypermedia Technology to Graphic & Web Design, a new program planner, a new Exit Profile and Comprehensive Assessment and the implementation of the program for students starting fall 2015.
- Denounced the additional recurrent budget cut imposed by the Québec government and mandated the Chair of the Board to inform the Minister of Higher Education, Research and Science accordingly.
- Approved the revision to the attestation program Internet Programming and Development AEC LEA.BN.
- Approved three reports on information technology development as required by the Act respecting the governance and management of the information resources of public bodies and government enterprises.
- Delegated to the Director General the powers and responsibilities assigned to him by Law 15 – An Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises, CQLR, c. G-1.011.
- Approved the following Comprehensive Assessments and Exit Profiles:
 - Visual Arts;
 - Biopharmaceutical Production Technology.
- Approved amendments to:
 - By-Law 1 "Concerning the General Administration of the College";
 - By-law 2 "Concerning the Appointment, the Renewal of Mandate and the Evaluation of the Director General and the Academic Dean";
 - By-law 3 "Concerning the Financial Management of the College";
 - Policy no.1 "The Assessment Policy: Quality of Education at John Abbott College".
- Approved Policy No. 18, Safe Disclosure (Whistleblower) Policy
- Authorized the College to enter into a three-year Cleaning Services Contract with GDI Services (Québec)
- Approved the 2015-2020 College Strategic Plan
- Re-elected Guylaine Audet as Chair and Cynthia Némorin as Vice-Chair of the Board of Governors for 2015-2016.

CODE OF ETHICS

The Board of Governors of John Abbott College functions under a Code of Ethics (Policy 5). During the fiscal year 2014-2015, no violations were investigated.

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 Québec 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:

- informing Board members of the provisions of the Policy and on its application;
- advising Board members on matters concerning ethics and professional conduct;
- investigating allegations of irregularity with respect to the Policy and reporting findings to the Board of Governors;
- publishing the Policy in the College's annual report and the other information prescribed by law.

5.2 Disciplinary Committee and Sanctions

- 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.
- 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.
- 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.
- 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.
- 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.

HIGHLIGHTS OF 2014-2015

Each year, the College identifies a number of key areas of development within the Strategic Plan objectives. The following sections list some of the major accomplishments from the 2014-2015 academic year.



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

- Completed the Information Literacy Policy and presented it to the Directors' Group. Recommendations were to rewrite the document so that it reads more like a policy than a mission statement.
- Renovated study rooms to facilitate group and individual work in the Residence.

Improve the transition of students into college life

- Promoted career exploration workshop series by targeting Pathways classes and reached 100% of the targeted students. Despite all efforts, only 20% attended the workshops.
- Evaluated the Athletic academic monitoring program with the goal of unifying the system.
- Recruited new academic coaches for student athletes.
- Developed an alternate assessment methodology for mid-semester assessments that provides formative action-based feedback to at-risk students.

Guide students through career exploration and decision making regarding their future

- Provided extended hours and university application workshops. Ensured that information was readily available to students at the University and Career Information Centre.
- Offered decision-making career workshops for graduating Pathways students: 1 workshop was offered in the fall, with 6 attendees; 3 were offered in the winter with a total of 8 attendees.
- Improved career resources section of Counselling intranet communities.

Recognize the enriching value of diversity on campus

- Planned and implemented a variety of events in celebration of the 25th anniversary of the Aboriginal Students Resource Centre with outstanding results.
- Explored the collaboration with First Nations communities for joint programs and initiatives. As a result, a new Pathways for aboriginal students will be developed.

- Increased student participation in Multicultural Week with students actively participating on the committee and highlighting different cultures.
- Signed CIGan Indigenous Education Protocol for Colleges and Institutes.

Promote the importance of leading a balanced and healthy lifestyle throughout life

- Enhanced services related to recreational drug use by posting frequent messages on the intranet and forming a partnership with *Action jeunesse de l'Ouest-de-l'Île* (AJOI) and their outreach services; AJOI participated in two health fair events.
- Offered workshops to all staff on how to deal with emotionally distraught students, early detection and referral strategies: 1 workshop was organized by the Health and Wellness Centre and run by Suicide-Action Montreal for 12 “gate-keeper” staff members in February; 3 workshops on dealing with emotionally distraught students were run for staff with a total of 30 attendees.





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

- Established a clear and collegial consultation process for the elaboration of the 2015-2020 Strategic Plan. The Plan was approved at the June 2015 Board of Governors meeting.
- Improved the engagement of the Board of Governors on strategy and governance. Many changes were implemented: electronic meeting documents, academic presentations, on-boarding process for new members, context given verbally to members prior to Board discussions, brainstorming session with Academic Council. Following a survey in November, an engagement action plan was developed with the Chairperson. Board members' engagement in meetings is clearly improving.

Consolidate and optimize all directors' contributions around the institutional mission while promoting teamwork and respect

- Established, with Financial Services, a more transparent budgeting process while leveraging the new finance software capabilities. Budget planning allowed contingency to be used to minimize the negative impact of multiple budget cuts, and improved electronic visibility and zero-based budgeting was used to establish the 2015-2016 budget.
- Developed a new performance evaluation form (now called a "Performance Appraisal") and procedure for non-teaching employees; all evaluations were completed at year-end.
- Proactively informed the College community on the "Act respecting Access to documents held by public bodies and the Protection of personal information".
- Centralized the information on copyright and made it easily accessible to all employees.
- Developed an internal policy concerning liability insurance for third parties.

Integrate new government reforms while maintaining sound financial management

- Successfully finalized the migration of all accounting processing to Clara Finance.
- Established a direct deposit system for employees' expenses.

Consolidate the Governance Structure

- Established a succession plan for Financial Services.

Manage the new building and other major construction and renovation projects

- Ensured a review and "re-baselining" of the renovation plan while driving an accelerated focus on renovating classrooms and bathrooms.
- Equipped all required classrooms with computer projectors.
- Updated many classrooms with active learning furniture and IT capability.

Monitor the work of the Foundation in its regular duties

- Redefined the role and function of the Foundation to be more aligned with the College strategy and mission. With a new Foundation Director in office, the focus on alumni and retirees has increased. A new fundraising event was launched and yearly events were revamped.

THE COLLEGE AND THE FOUNDATION GRATEFULLY ACKNOWLEDGE the various associations and individuals who have made generous contributions in the form of bursaries, scholarships and awards for our students.

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
- 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 Faculty Association Scholarship
- Liberal Arts Scholarship
- Luann Bisailon Scholarship
- McGown-Christoff Scholarship
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Memorial Scholarship
- Québec Chartered Professional Accountants (CPA) scholarships
- RFCM Scholarships
- Selma Greenblatt 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
- Casey Bursary
- Isobel Lumsden Bursaries
- Jason Panich Memorial Bursary
- John Abbott College Management Association Mentorship Bursary
- John Abbott College Professional Association Bursary
- Kirk MacGeachy Memorial Bursary
- Lakeshore Association of Artists Mentorship Program
- Ruth & Cy Harris Memorial Bursary

AWARDS

- Antony Grimaudo Award
- Henry Schein Award
- Hu-Friedy Award
- Pamela Montgomery Award
- Sunstar Award



ACADEMIC DEAN

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

- Initiated a process to improve alignment of commonalities between the Arts, Literature & Communication and the Visual Arts programs.
- Reviewed the implementation of Learning Communities in Social Science and extended the experience to Science.
- Proceeded to fully integrate Academic Advising in Academic Systems resulting in a seamless process from admission file evaluation to graduation.
- Revamped the program and registration information sessions.
- Created the general learning outcomes and specific learning outcomes for the elaboration of the advising syllabus.
- Completed a policy on quality assurance to be approved in 2015-2016.
- Reviewed the academic systems in place to meet the *Commission de l'évaluation de l'enseignement collégial* (CEEC) assessment strategy.
- Increased tutor training to encompass Computer Science, Philosophy, Anthropology, Physics and Business.
- Implemented a new academic procedure for Credited International Student Mobility Projects.
- Revised the procedure for Academic Integrity - Cheating and Plagiarism.
- Approved the Students Requiring Accommodation academic procedure.

Develop and support faculty and staff in their quest for academic excellence

- Revised the mandate of the Innovation, Research and Development Committee.
- Supported and obtained several research initiatives undertaken by members of the John Abbott College community in 2014-2015; i.e. Entente Canada-Québec, PAREA, as well as NSERC grants (see Celebrating Achievements section for complete details).

Adapt program development and curriculum to the changing needs of students and society

- Completed a revision of the new Arts, Literature & Communication program to be implemented in 2015-2016.
- Completed the revision of the former PDHT program which will be known as the Graphic and Web Design program.
- Investigated the possibility of offering additional Social Science certificates.
- Approved new layout for profiles in Liberal Arts.
- Established prerequisites for Integrating Activity in the Arts and Sciences program.

- Approved new comprehensive assessment and exit profile for Biopharmaceutical Production Technology.
- Approved revised comprehensive assessments and exit profiles for Nursing, Visual Arts and Graphic & Web Design programs.
- Revised the AEC program Internet Programming and Development LEA.BN

Develop the use of information technology in teaching and learning

- Held one year pilot project of full implementation of the use of Gradebook for recording student grades; 100% faculty participation.
- Created a Community of Practice for Blended Learning in the classroom.





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

- Shifted career exploration services to workshop format to increase accessibility of this service: 5 workshops were offered in the fall for 41 students (8+ students per group); 8 were offered in the winter for 35 students (4+ students per group).
- Offered new classroom workshops more in sync with current student needs: 3 grief in-class workshops were offered to 111 students; 2 group dynamics and suicide prevention were offered to 20 residence assistants; 4 in-class group dynamics workshops were offered to 121 Nursing (pre-trip) and Continuing Education students, 1 stress management workshop was offered to 15 Aboriginal Pathways students.
- Modernized the probation process to increase efficiency and reduce wait: new procedures were successfully rolled out in the fall and additional changes were made for the winter semester. Wait times and late signings were significantly reduced and communication with the Registrar's office improved.
- Reviewed the 2013-2014 residence evaluation surveys and made recommendations that have been implemented to modify the renovation plans and services offered by housing staff such as office hours.
- Enhanced programming and direct services related to mental health and emotional wellbeing: created a new display for men's mental health associated with the Movember campaign; promoted the Bell Let's Talk event to destigmatize mental illness; organized eating disorder presentation and information campaign.
- Developed a comprehensive leadership program for students.
- Established a baseline of academic success for students involved in co-curricular activities.

Provide quality student and community support services

- Continued the restructuring of the Sports & Recreation department and the Casgrain Sports Centre.
- Implemented changes for the student registration system.
- Improved communication and collaboration between Health and Wellness Services and Counselling Services: two joint meetings per semester were held resulting in five health awareness projects.



CENTRE FOR CONTINUING EDUCATION

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

- Streamlined the application processes: online application for Emploi-Québec IT courses and AEC programs.
- Explored the possibility of creating a language school. Launched a successful pilot project in the summer. As a result, a sequence of ESL courses will be available to local and international students.
- Diversified advertising tools and media presence to promote various programs.

Improve methods of identifying the training and educational needs of the adult population

- Acquired Continuing Education Units (CEU) certification through SOFEDUC (*Société de formation et d'éducation continue*).
- Explored educational offerings in online/blended learning formats. Extensive research was done with different stakeholders but an official study could not be produced due to time constraints.
- Set up a preliminary quality assurance process system to reflect the processes applied for different programs.

Offer courses and programs that reflect the learning needs of adults

- Launched a series of healthcare licensing workshops.
- Joined a new AEC consortium on information technology infrastructure and management.
- Joined a group responsible for developing a specialized AEC in commercial real estate.
- Offered new workshops in business training and event management.
- Analysed the market value of three existing programs; those will undergo revision.

Expand capacity to offer prior learning assessment and recognition (RAC)

- Held information sessions with decision makers in the Day division.

Build consensus on the educational importance of international understanding and cooperation

- In association with a College multidisciplinary committee, produced a protocol that clarifies the process of creating outbound international opportunities for students.
- Developed, in collaboration with a College multidisciplinary committee, a faculty survey that will produce statistics on the level of internationalization that is incorporated into course content.

Pursue opportunities for international and intercultural learning through international development and cooperation projects

- Recruited the largest number of Mexican students ever for the fall 2015 semester (47).
- Continued our collaboration with CIGan and Science without Borders program.

Create opportunities for student and faculty international mobility

- Modified the content of the International Office website to clearly reflect the services offered.





HUMAN RESOURCES

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

- Held a pre-retirement session to inform employees nearing retirement about CARRA pension, QPP pension and benefits.
- Organized an awareness campaign against harassment and bullying for students and employees #BullyFree.
- Revised the harassment information brochure.
- Invited a keynote speaker to discuss conflict resolution at a PED day held in January.
- Developed new language tests (French), comprehensive assessment grid, correction guidelines and competency tables in order to ensure clarity, transparency, consistency and fairness in the administration of the tests.
- Provided operational funds of approximately \$50,000 for employee professional development in addition to the regular training allocation already provided for in the various collective agreements.
- Granted professional development funding to the following groups for both individual and group activities including courses, theses, conferences, workshops and other activities in which an individual participated with regard to work-related goals:
 - Faculty: 172 funding applications valued at approximately \$93,326.
 - Professionals: 29 funding applications valued at approximately \$17,108.
 - Administrative Support Personnel: 17 funding applications valued at approximately \$16,675.
- Offered the following Professional Development opportunities to College employees:

Language Development

- Beginner and Intermediate French courses (Fall 2014/Winter 2015)
- Beginner Spanish course (Fall 2014)

Information Technology

- Four (4) Microsoft Excel 2010 training workshops for the Intermediate level in collaboration with Continuing Education (Fall 2014)
- One (1) Atomic Learning training workshop
- Thirteen (13) workshops were offered throughout Educational Technology Week: UDL – Myths and Misconceptions about Technology, I'm Told I Flipped the Classroom – Who Knew?, To Click or Not to Click? That is the Question, Designing with Seaweed in Mind, Improve PowerPoint Design by Trashing the Bullet Points. Our IT staff and partners also hosted workshops. APOP broadcasted the event. (Winter 2015)
- Four (4) Wordpress workshops

Workplace Health and Safety

- Fire Marshall and Heroes in 30 CPR training (Fall 2014/Winter 2015)
- Emergency First Aid (Winter 2015)

Brown Bag Lunches

- Six (6) brown bag lunches

Active Learning Community of Practice

- Monthly meeting throughout the academic year to support active learning initiatives

January Professional Development Day

- The event entitled Creating Collaborative Communities included a keynote address, Discovering Your Collaborative Style and four (4) concurrent afternoon workshops: Putting Your Collaborative Style into Action, Facilitating Student Learning through Groups and Classroom Discussion, Active Learning Practices, and Challenging Three Deeply-Rooted Assumptions about Teaching

Retreat

- One (1) Retreat - Embodied Learning Practices - offered six (6) workshops: Virtual Child Project, Selection in Action, An Interactive Game Activity, Your Brain on Nature, emBODY'ed – Arts-Based Learning and the Creative Self, Universal Design for Learning (UDL)

Master Teacher Program (MTP)

- Approximately 59 MTP courses were taken by 27 JAC employees in the 2014-2015 academic year
- Three (3) Master Teacher Program/Performa courses hosted at John Abbott College: Group Work to Team-Based Learning (Fall 2014) and How Student Learn and Reading and Thinking in your Discipline (Summer 2015)
- A Master Teacher Information and Appreciation session (Winter 2015)

Team-Building Activities

- Two (2) team-building lunchtime events: Fall Nature Walk and Spanish Fiesta

Assist staff and faculty in carrying out their duties

- Began work on decentralizing temporary employees timesheets management.

Formalize consistent hiring practices and formulate a succession planning strategy

- Completed the procedures to pre-screen occasional employees in order to ensure that they possess minimum competencies in French prior to hiring.
- Identified priority areas for the Human Resources Office succession planning; training of backups is on-going.

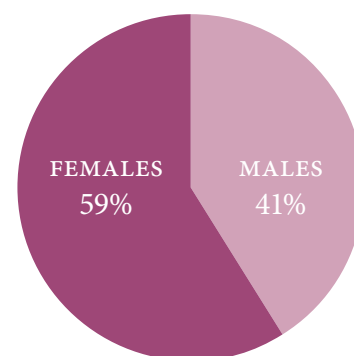
REPORT ON THE APPLICATION OF THE ACT TO IMPLEMENT CERTAIN PROVISIONS OF THE BUDGET SPEECH OF 30 MARCH 2010, REDUCE THE DEBT AND RETURN TO A BALANCED BUDGET IN 2013-2014

The salary rates and scales for senior executives and management personnel was augmented by the rate prescribed by the Law for the period from April 1, 2014 to March 31, 2015.

REPORT ON THE APPLICATION OF THE ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL WITHIN GOVERNMENT DEPARTMENTS, PUBLIC SECTOR BODIES AND NETWORKS AND STATE-OWNED ENTERPRISES

Category	Permanent	Non permanent	TOTAL
Director General	1		1
Academic Dean	1		1
Directors	4	1	5
Cadres	26	8	34
Faculty – Day Division	369	160	529
Faculty – Continuing Education (Credit)		72	72
Professionals	33	12	45
Support	115	46	161
Total	549	299	848

MALE/FEMALE RATIO



The staffing level established for the period from January 1 to March 31, 2015 does not exceed that of the corresponding period of 2014. (The summary regarding service contracts is found with the Financial Reporting section of this report).



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

- Planned and initiated the deployment of Office 365 for students and staff.
- Maximized availability of AV in the classroom.
- Completed several AV installations in new classrooms to support the College renovation plan.
- Implemented a three year College-wide IT lab renewal plan.

Deliver and support a robust, flexible, secure and efficient technology infrastructure

- Recruited an information technologies operations and security manager.
- Developed a secure process for access to decentralized systems.
- Improved WiFi coverage across College:
 - Plans to further improve the WiFi coverage and reliability.
- Optimized the bandwidth accessibility:
 - Wired network study;
 - Ultimate Threat Management (UTM) device fine tuning;
 - Replacement of RISQ router;
 - LANs project currently in progress.



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

- Completed a study of Print Services. Orientation to be defined.
- Awarded the new College cleaning contract.
- Started discussions for a multi-year infrastructure improvement plan in partnership with McGill University – Macdonald Campus.
- Updated the JAC asset management database.

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

- Hired a Project Management Coordinator and Project Manager on 2-year contracts to help establish renovation procedures and support our renovation efforts.
- Developed an accelerated renovation schedule.
- Completed the following renovations:
 - Security office;
 - Geography, Anthropology and Sociology areas;
 - Residence Phase II;
 - Residence Phase III;
 - Agora;
 - Psychology offices;
 - Registrar's office;
 - Engineering Technology offices;
 - Satellite cafeteria;
 - Water sprinklers in the Hochelaga Annex;
 - Media Arts;
 - Student Access;
 - Academic Success;
 - Addition and Renovations of various classrooms;
 - Gymnasium climbing wall;
 - Brittain Hall 2nd floor;
 - Saunas;
 - Casgrain exit 3;
 - Mobility challenged access to Human Resources.
- Initiated the following renovations:
 - History, Economics and Political Science offices;
 - Addition of permanent and temporary classrooms;
 - Exterior lighting on campus;
 - Exterior signage on campus;
 - Washroom renovations;
 - Residence Phase IV;
 - Memorial Field infrastructure additions;
 - Casgrain roof.

Administer and coordinate the new Anne-Marie Edward Science building

- Attained gold certification for Leadership in Energy and Environmental Design (LEED) for the Anne-Marie Edward Science building.
- Initiated an interactive Kiosk project.

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

- Initiated an emergency measures plan process.
- Initiated measures for a campus flood plan.

Manage the development of plans to address sustainability and crisis management in order to protect the College and to raise awareness in the community

- Installed, in collaboration with the City of Sainte-Anne-de-Bellevue, a bike repair station that is easily accessible to students, employees or anyone biking through Sainte-Anne.
- Initiated a campus lighting upgrade project including LED light standards and electric car charging stations.



ABOUT OUR STUDENTS

ENROLMENT IN THE DAY DIVISION

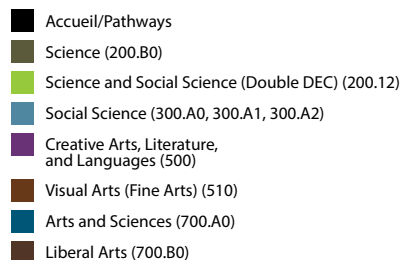
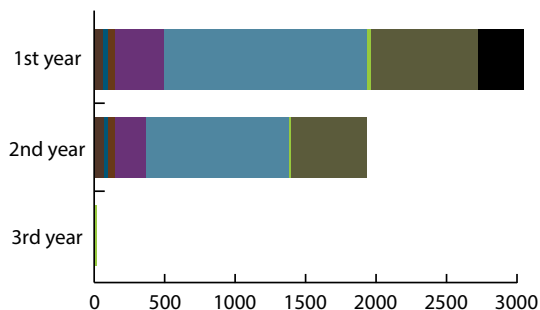
Student Population Analysis – Fall 2014

Pre-University Program	1 st year	2 nd year	3 rd year	Total
Accueil/Pathways	314			314
Science	740	519		1259
Science and Social Science (Double Dec)	24	20	11	55
Social Science	1402	983		2385
Creative Arts, Literature, and Languages	336	211		547
Visual Arts	52	53		105
Arts and Sciences	29	30		59
Liberal Arts	55	56		111
Subtotal	2952	1872	11	4835

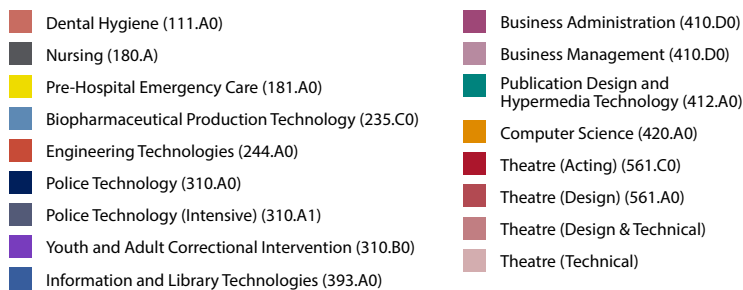
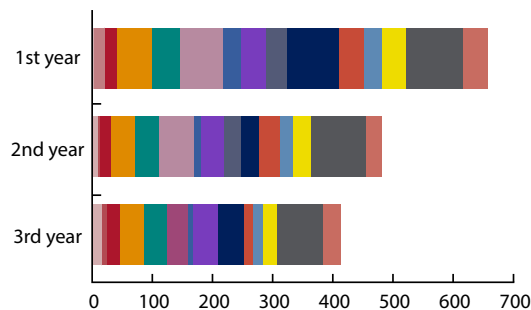
Career Program	1 st year	2 nd year	3 rd year	Total
Dental Hygiene	40	27	31	98
Nursing	94	90	75	259
Pre-Hospital Emergency Care	41	31	23	95
Biopharmaceutical Production Technology	29	22	17	68
Engineering Technologies	42	34	14	90
Police Technology	86	29	44	159
Police Technology (Intensive)	34	29		63
Youth and Adult Correctional Intervention	41	37	41	119
Information and Library Technologies	31	13	9	53
Business Administration	70	57	34	161
Publication Design and Hypermedia Technology	47	40	38	125
Computer Science	57	40	40	137
Theater (Acting)	21	18	21	60
Theater (Design)		4	9	13
Theater (Design & Technical)	18			18
Theater (Technical)	1	7	14	22
Subtotal	652	478	410	1540

Grand Total	3604	2350	421	6375
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PRE-UNIVERSITY PROGRAMS



CAREER PROGRAMS



DECs (DIPLÔMES D'ÉTUDES COLLÉGIALES) GRANTED

Pre-University Program	Total
Science	439
Social Science	700
Creative Arts, Literature & Languages	163
Visual Arts	30
Arts & Sciences	23
Liberal Arts	42
Total (Pre-U)	1397

Career Program	Total
Biopharmaceutical Production	6
Business Administration	25
Computer Science	38
Dental Hygiene	29
Engineering Technologies	10
Information & Library Technologies	15
Nursing	91
Nursing – LPN to RN	19
Police Technology	61
Pre-Hospital Emergency Care	17
Publication Design & Hypermedia Technology	23
Theatre	33
Youth & Adult Correctional Intervention	30
Total (Career)	397
DEC Sans Mention	27

Grand Total

1821



ABOUT OUR CONTINUING EDUCATION STUDENTS

ENROLMENT IN CONTINUING EDUCATION

	Fall 2014	Winter 2015
College Integration Program	53	28
Full-time DEC	22	15
Part-time DEC (1-3 courses)	256	202
Full-time AEC	310	336
Part-time AEC	95	78
Intensive Nursing	77	70
Non-Credit	208	289
Part-time Emploi-Québec	95	94
University pre-requisites	22	12
<i>Hors-programme</i>	8	5
Career Development (<i>Cégep à la carte</i>)	53	39

AECs (ATTESTATIONS D'ÉTUDES COLLÉGIALES) GRANTED

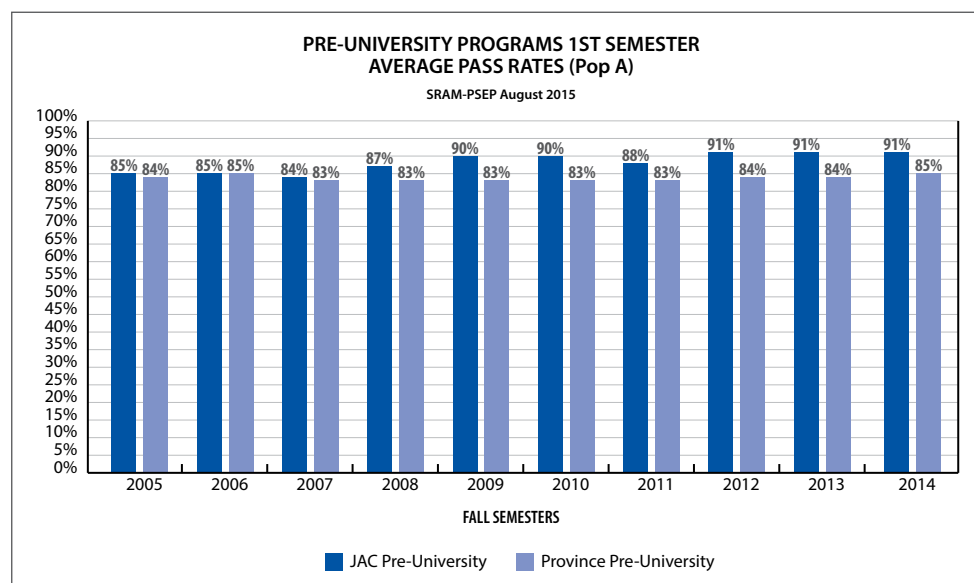
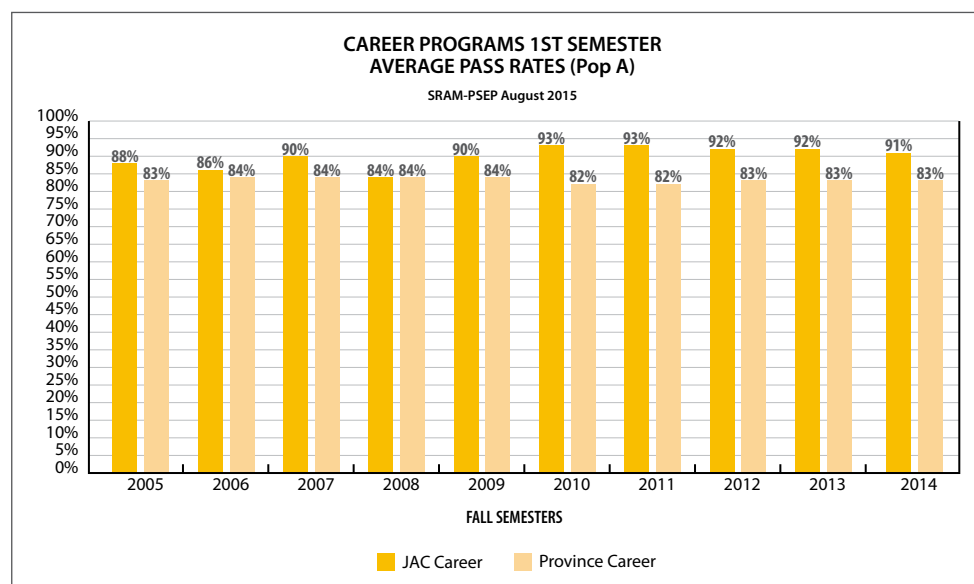
Program	Granted
CWA.0D Refresher Nursing	5
CWA.0K Nursing for Internationally Trained Nurses	81
EEC.1Y Real Estate Agent	20
LCA.6A Damage Insurance	20
LCA.84 Finance	7
LCA.AB Computerized Financial Management	33
LCE.OZ Publication and Web Design	1
LCE.2U Office System Management	1
LCL.21 Event Planning and Management	17
LEA.80 Network Administration	37
LEA.BJ Cisco Networking	9
LEA.BN Internet Programming and Development	13
NWE.1P Web Technology	17
Total	261

STUDENT SUCCESS TRENDS

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.

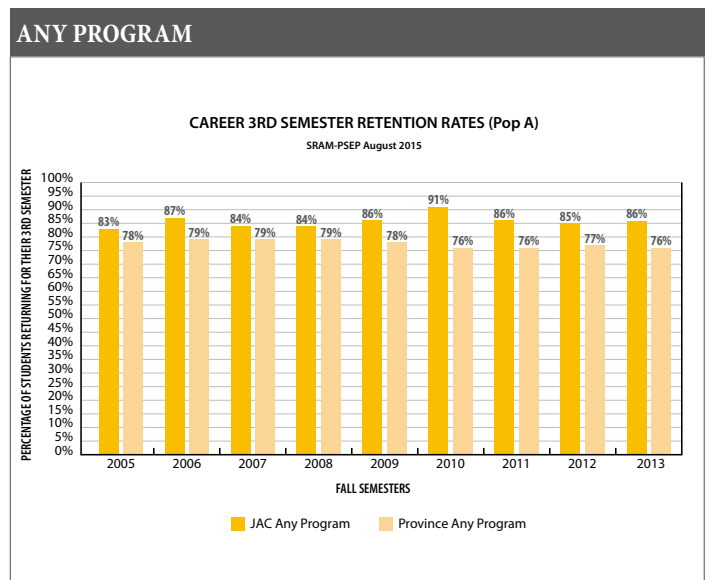
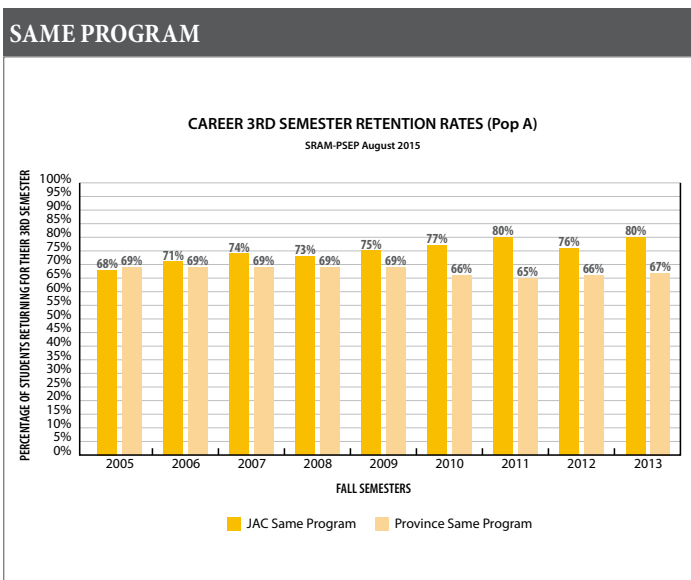
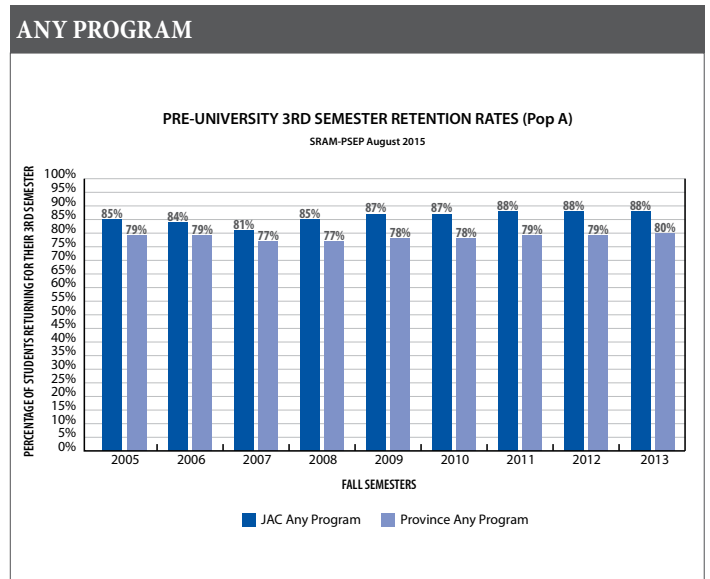
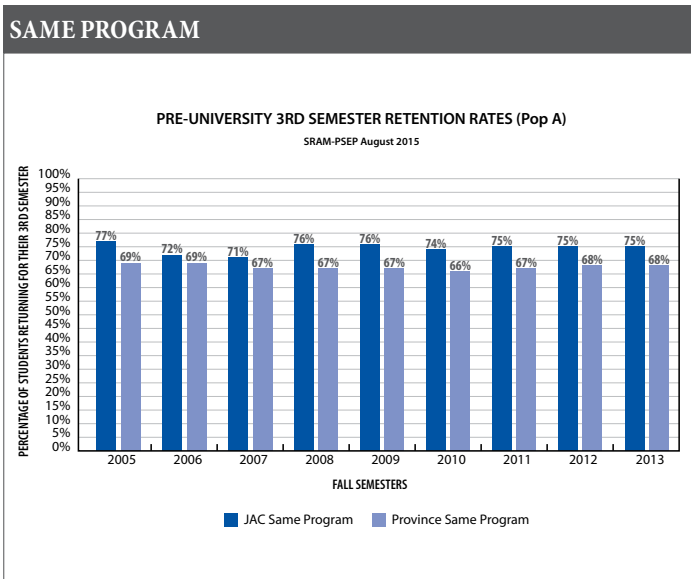
HIGHLIGHTS: John Abbott students' first semester pass rates are higher than those of the province as a whole in both the pre-university and career sectors.



THIRD SEMESTER RETENTION RATES

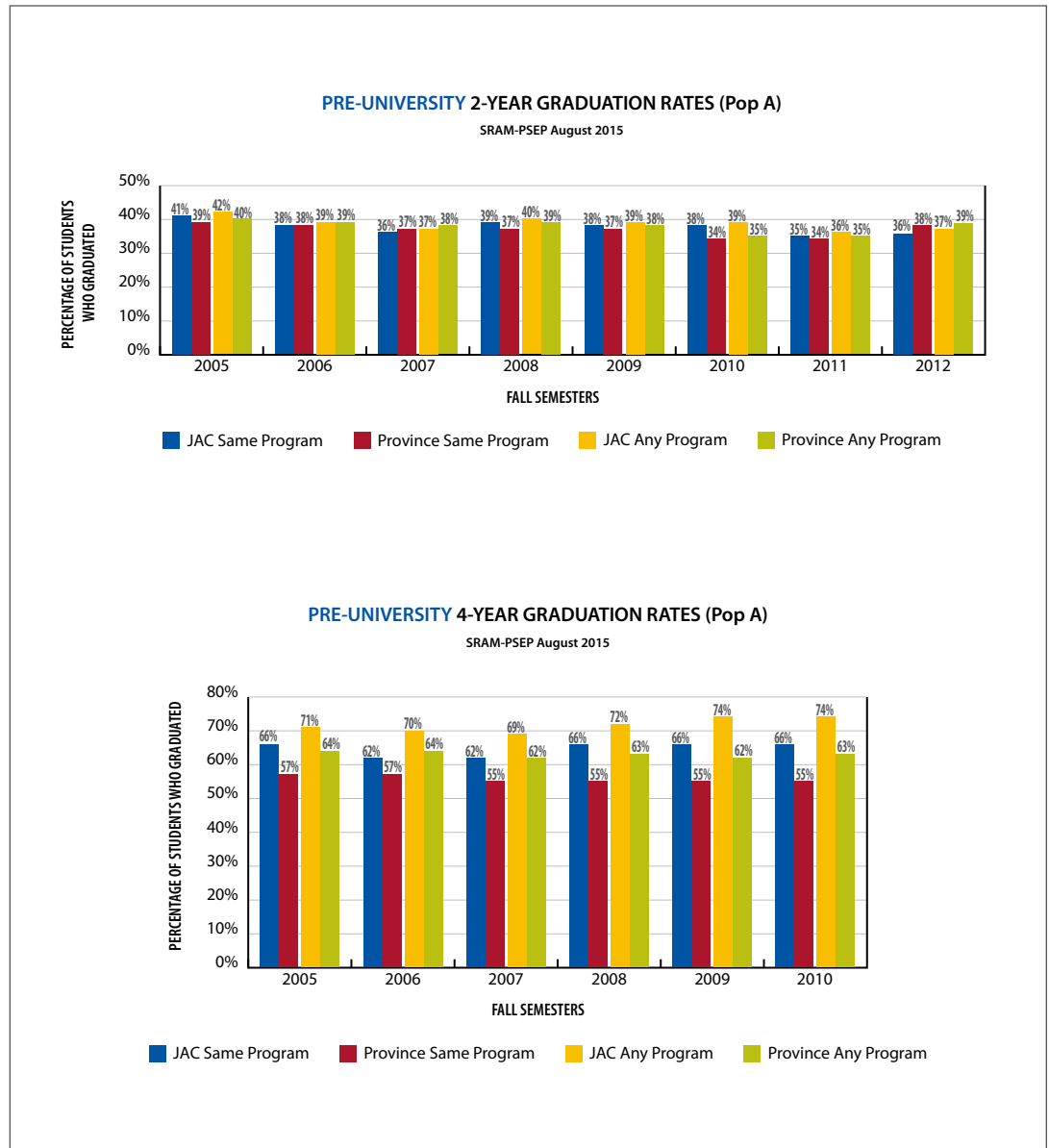
These graphs show the proportion of students returning for their third semester of studies.

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

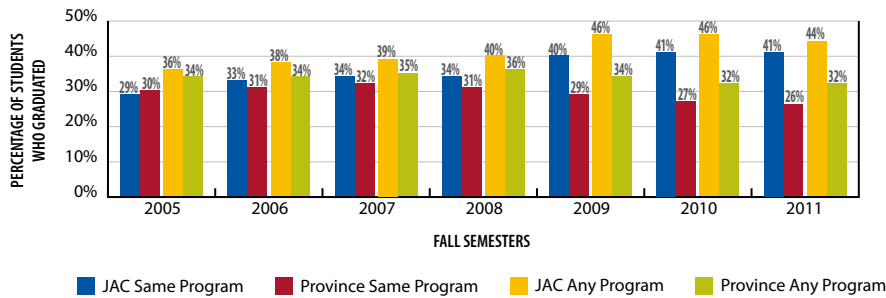
The charts below show the average graduation rates beginning with the 2005 cohort. There has been an increase in the provincial average as far as students graduating in the prescribed two years are concerned. John Abbott is slightly below the provincial average.



HIGHLIGHTS: For the technical programs, John Abbott College students graduate sooner than the provincial average.

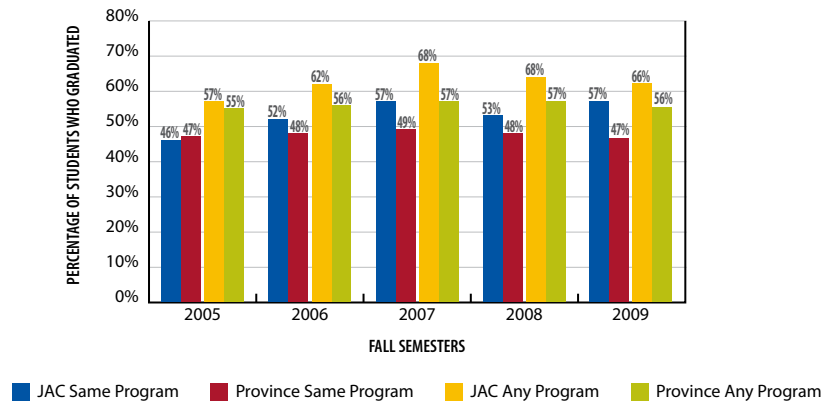
CAREER 3-YEAR GRADUATION RATES (Pop A)

SRAM-PSEP August 2015



CAREER 5-YEAR GRADUATION RATES (Pop A)

SRAM-PSEP August 2015



LA RELANCE

Placement statistics for 2013-2014 graduates of career programs, including Nursing AECs

The 2013-2014 job placement statistics for career programs reflect the reality of the current labour market. The overall response rate was 43.8%, obtained after reaching 180 of 411 graduates.

Career Program	Number of graduates	Number of respondents	Number pursuing their studies	Number currently employed (full or part-time)	Average hourly salary
Dental Hygiene	22	15	2	13	\$28.00
Information & Library Technologies	24	21	0	14	\$23.00
Nursing - Regular	59	24	15	12	\$23.00
Nursing - Intensive	40	9	2	6	\$23.00
Nursing – International (AEC)	72	10	1	4	\$30.00
Nursing – Refresher (AEC)	7	4	0	1	\$28.00
Business Administration	24	6	3	4	\$12.00
Pre-Hospital Emergency Care	29	11	1	8	\$20.00
Youth and Adult Correctional Intervention	39	12	6	11	\$21.00
Computer Science	20	12	4	2	\$18.00
Engineering Technologies	8	3	2	3	\$18.00
Police Technologies	115	24	24	17	\$18.00
Publication Design and Hypermedia Technology	20	17	2	12	\$30.00
Theatre - Acting	4	3	2	2	\$12.00
Theatre - Design	7	1	0	1	n/a
Theatre - Technical	12	1	0	1	\$12.00
Total	502	173	64	111	\$21.19



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 2014-2015.

STUDENTS

Governor General's Academic Medal

Awarded to the graduating student with the highest overall academic average: Lia Bertrand (Honours Science).

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: Jorge Luis Flores (Honours Science).

Service Awards

These awards have been established to recognize students who have made a significant contribution to student life at the College: Corinne Sauv -Boul  (Science), Maria Paula Joya (Science), Eric Nawar (Police Technology), Mathieu Morin (Social Science), Zoe Shaw (CALL) and Gabriel Casola (CALL).

Athletic Awards

Outstanding performance by a female athlete: Chloe Ricciardi (Social Science) of the Soccer team and Samantha White (Honours Social Science) of the Rugby team

Outstanding performance by a male athlete: Keevon Small of the Basketball team

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: Nicholas Salama-Siroishka (Science) – Swim team.

Banner Year

2014-2015 was a banner year for our athletic teams:

- PROVINCIAL CHAMPIONSHIPS > Swimming – Women / Swimming – Men / Swimming – Combined
- REGIONAL CHAMPIONSHIPS > Baseball / Women's Rugby / Men's Rugby / Lacrosse
Swimming – Women / Swimming – Men / Swimming – Combined
- LEAGUE CHAMPIONSHIPS > Women's Rugby / Men's Rugby / Lacrosse / Swimming – Combined
- "ETHIQUE SPORTIVE" AWARD > Flag Football / Women's Rugby / Women's Soccer / Men's Soccer
- COACH OF THE YEAR > Football - Patrick Gregory & his staff
Women's Rugby - Wade Ashworth & staff
Women's Soccer - Valmie Ouellet & staff
Lacrosse - Ken Cave & staff

Student Entrepreneurship Contest

Five students from the John Abbott College professional theatre program won the regional award for their interactive project "Sexual Consent". Five to six scenarios surrounding the controversial issue of sexual consent are acted out followed by a moderator who initiates discussion on the skits. The use of educational theatre has proven effective. The team, composed of David Hudon, Tiffany Cooper, Charlene Bayer, Jomo Laborde, and Aim e Poulin, is now presenting at local high schools.

Chapeau, les filles!

Fannie St-Laurent (Police Technology) won the Perseverance Award at the June *Chapeau, les filles!* competition which is held to honour female students who have chosen to study in fields that are traditionally male dominated.

Police Technology Students Helping the Community

Students from the Police Technology program participated in charitable causes and events in the Montreal area:

- Défi 767
- Ça Marche
- Spartan Race
- Cyclist Day (Vaudreuil)
- Make-a-Wish Foundation
- West Island Citizen Advocacy
- Montréal International Women's day
- Course nocturne Montréal
- Héma Québec
- Festival Feu et Glace
- Lighthouse Event
- Hypothermic Run
- Loonie Toonie Challenge (JAC)
- Société leucémie et lymphome Canada
- Heroes Park
- RCMP Musical Ride
- Special Olympics
- Farha Foundation
- Terry Fox Run
- St-Patrick's Day parade
- Valleyfield Triathlon
- SPVM- Active shooter training

Business Administration Students

In February, three students from the Business Administration program competed in the 10th annual Vanier BDC Case Challenge. Out of eleven teams in their division, Erich Girouard, Amy Briand, Ashley Sahakian and alternate Michelle Sollazzo came away with a fourth place finish. The Marketing Case competition coach is Matt Hill.

STAFF

The following staff members were recognized for their continued service to the College:

15 years – Suzanne Black (Chemistry), Don Boyd (Media Arts), Jessica Burpee (Geography), David Desjardins (Economics), Larry Fagen (Computer Science), Lora Hutchison (English), Kim Rousseau (Registrar), and Gary Tompkins (Facilities Management Services).

25 years – Barbara Houghton-Glassman (Information Library Technology), Natalie Iamello (Human Resources), Wendy MacDonald (Bookstore), Sergine Renaud (Continuing Education), Yves Saint-Pierre (English), and Wendy Stoddart (Registrar).

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

Mihai Antonescu (Engineering Technologies), Stuart Bedard (Psychology), Claude Benoit (French), Guylaine Benoit (French), Christopher Brown (Professional Theatre), Linda Carfagnini (Nursing), Celine Chartier (Student Services), Lesley Checkland (English), Lynne Cunliff (Biology), Cheryl Diamond (Financial Services), Helen Ellis (English), Barbara Houghton-Glassman (Information & Library Technology), Jill Gowdey (Student Activities), Gary Johnson (Dean of Science and Social Science), Doris Marquardt (Library), Dave Martin (Engineering Technologies), Anne Pacholka (English), Susan Regan (PDHT), Sergine Renaud (Continuing Education), Steve Shaw (Sports & Recreation), Alwin Spence (Psychology), Diane Talbot-Laniel (Computer Science), Nancy Thompson (Dean of Academic Resources), David Trottier (Information Technology Services), Robert Williams in memoriam (Visual Arts), and Margaret Susan Young (Nursing).



FRONT: Mihai Antonescu, Claude Benoit, Linda Carfagnini, Helen Ellis, Barbara Houghton-Glassman, Doris Marquardt **MIDDLE:** Dave Martin, Susan Regan, Alwin Spence, Diane Talbot-Laniel, Nancy Thompson, Margaret Susan Young, Celine Chartier **BACK:** Anne Pacholka, David Trottier, Sergine Renaud, Cheryl Diamond, Steve Shaw

DISTINCTIONS AND ACCOMPLISHMENTS

Chris Hunter, Manager of the Casgrain Sports Centre, was inducted into the Canadian Collegiate Athletic Association's Hall of Fame for his exceptional coaching career (basketball).

Two faculty members from Biopharmaceutical Production Technology, Miloud Rahmouni and Mohamed Nabil Khalid, participated with two posters at the Canadian Society for Pharmaceutical Science in Toronto May 26-28. The applied research focusing on oral drug delivery and injectable nanocapsules for passive targeting was made involving four JAC students and the Biopharmaceutical program lab technician, Sylvain Majeur.

- CSPS 218: Long circulating nanoemulsions for the delivery of poorly water-soluble drugs. Students Benedicta Hartono and Simon Majeur both from the Science program
- CSPS 220: Characterization and drug-permeation profile of porous Ethylcellulose membrane. Students AkhterTasme Chodhury and Nilam Patel from the Biopharmaceutical Production Technology and Simon Majeur (Science).

Randall Anderson, Visual Arts faculty, saw one of his sculptures installed in a very prominent location in the nation's capital, Ottawa.

Julie Podmore (Geosciences) presented papers at the following conferences:

- Queer Québec Colloquium, American Council for Québec Studies, Montreal, October 2015
- *Sexualités: Des lieux et des liens, 3ème Biennale masculins/féminins, Université d'Angers, France, December 2014*
- *Les jeunes de minorités sexuelles, la diversité régionale et les rapports aux espaces (géographiques, symboliques et virtuels)* – co-organized with Line Chamberland ACFAS, Rimouski, May 2015
- Sexuality Studies Association Congress, Ottawa, May 2015
- Canadian Association of Geographers, Vancouver, June 2015

She also gave a public lecture in the *Chaire de recherche sur l'homophobie* lecture series at UQAM in October 2014.

Murray Bronet (Chemistry) along with colleagues from Dawson College presented a full paper titled "Connected Biology: A Usability Study of Web 2.0 Tools" at the International Society of the Learning Sciences symposium held in Gothenburg, Sweden in June. He also presented, at the same event, a poster on "Bridging the Cultural and Pedagogical Gap with Seaweed", research that he is conducting with two faculty members, one from Cégep de la Gaspésie et des Îles, the other from Dawson College.

Before heading to Sweden, Murray Bronet, co-organized the 4th annual SALTISE (Supporting Active Learning & Technological Innovation in Studies of Education) conference which drew over 200 participants to John Abbott College.

The Master Teacher Program Graduate Recognition Ceremony was held in August 2014. John Abbott College graduates included:

- Masters of Education: Jane Hannah (Graphic and Web Design), Homa Nasserri (Graphic and Web Design) and Janos Varga (Continuing Education);
- Diploma in College Teaching: Paul Bazalais (Physics), Jeffrey Golden (Nursing) and Jane Pearsall (Nursing);
- Graduate Certificate in College Teaching: Deborah Desrivières (Dental Hygiene), Anila Hasko (Dental Hygiene), Claudiu Scotnotis (Computer Science) and Barbara Zilber (Academic Administration).

Barry Reynolds (English) received an Honourable Mention from the *Association Québécoise de la pédagogie collégiale* for his pedagogical commitment and contribution to the evolution of teaching through the quality of his work.

Phoebe Jackson earned her doctorate degree at McGill University in the Department of Integrated Studies in Education; her thesis was titled "Better late than never? Identity work, trajectories, and persistence of latecomers to science." It earned an Honourable Mention from the Council on Anthropology and Education, a section of the American Anthropological Association. Phoebe also had a book chapter published: "Conceptualizing Identity in Science Education Research: Theoretical and Methodological Issues". Book: *Sociocultural Studies and Implications for Science Education: The Experiential and the Virtual*.

The Nursing department held a Simulation Learning System (SLS) workshop for attendees from Dawson, Vanier, Champlain (Lennoxville and St Lambert) and McGill. John Abbott is seen as a leader with the SLS technology. Members from the day division and continuing education groups highlighted the use of SLS for Nurses and demonstrated with scenarios.

Jean-Marc Beausoleil (French) launched his new novel titled *Docteur Jazz*.

AWARDS AND GRANTS

Grants

NSERC (Natural Sciences and Engineering Research Council)

- In December 2014, John Abbott (Project Lead was Nathaniel Lasry – Physics) was awarded an Applied and Development Grant entitled “Asynchronous Peer Instruction e-learning Platform”. This was John Abbott’s first grant from NSERC.
- In June 2015, JAC (Project Lead was Johnathan Guillemette – Physics) was awarded an Engage grant entitled “Improving Data Collection in Sports Analytics”.

PAREA (*Programme d’aide à la recherche sur l’enseignement et l’apprentissage*), under MEESR

- In January 2015, one application was submitted from CEGEP John Abbott College to the PAREA competition; it was successful. Awardees are Nathaniel Lasry (Principal Investigator), Michael Dugdale, and Johnathan Guillemette, all from Physics department. This three-year award is entitled *Persévérance et réussite scolaire par le forage de données d’éducation*.

Programme Soutien aux chercheurs et aux chercheuses du collégial (PSCCC), under MEESR

- In November 2014, one application was submitted from John Abbott College by Nathaniel Lasry and it was successful. This was for travel support to present findings on research project “DALITE: An Asynchronous Peer Instruction Platform”.

FRQNT (*Fonds de recherche du Québec – Nature et technologies*)

- In October 2014, four applications from John Abbott College were submitted to the *Programme de recherche pour les chercheurs de collège*. The application by Christopher von Roretz (Biology) for *Comprendre comment le clivage d’une protéine qui s’associe avec des ARNs peut modifier les cibles avec lesquelles elle s’associe* was successful. Only 11 grants were awarded across Québec.
- In May 2015, three John Abbott teachers (Christopher von Roretz, Simon Daoust, Marie-Claire Rioux, from Biology) were part of a successful *Regroupements stratégiques* grant based out of McGill University – *Centre de recherche sur les interactions hôte-parasite* (CRIHP).

FRSQ (*Le Fonds de recherche du Québec – Santé*)

- In fall 2014, one application from John Abbott College was submitted to the *Programme d’appui à la recherche pour les enseignants-chercheurs de collège*; it was successful. The applicant was Christopher von Roretz; his application was entitled “*Le rôle des interactions entre la protéine HuR et ses partenaires protéiques dans le cancer*”. Only 4 grants were awarded across Québec.

Chris von Roretz (Biology) accepted a combined FRQNT and FRSQ grant.

Entente Canada-Québec

- In March 2014, John Abbott submitted two infrastructure grants; both were awarded and projects were completed in the Winter 2015 semester. Awardees were Josée Lanouette (Facilities Management Services) for her application *Kiosques Interactifs – Pavillon Anne-Marie Edward* and Miles Gordon (Information Technology Services) for *Amélioration de l’accès sans fils pour tous les élèves*.
- In June 2015 Cheryl Jenkins was awarded for her application *Aider les étudiants à surmonter les obstacles à la résolution de problèmes : une approche par modules*. The other applications are still pending – results are expected mid-September.

Gold LEED Certification

The College received the Gold LEED Certification for the Anne-Marie Edward (AME) Science building.

Energia

At the 25th edition of the *Gala Énergia* organized by the *Association québécoise pour la maîtrise de l’énergie* (AQME) in February, the Anne-Marie Edward Science building won the award “New Construction – All Sectors”.

Gold MarCom Award

Launched in August 2014, the new College website has won a Gold Award at the 2014 MarCom Awards. The MarCom Awards competition is one of the largest in the world with over 6,000 entries per year from 34 countries, in a variety of categories.

FINANCIAL REPORTING

OPERATIONAL BUDGET

Operations for the year 2014-2015 resulted in a surplus of \$220,526 which includes a prior year adjustment of \$77,000. The College accumulated surplus stands at \$7,696,500 of which \$6,196,500 has been appropriated, leaving an unappropriated balance of \$1,500,000.

CAPITAL ASSETS

Expenditures of a capital nature amounted to \$8,709,700.

Buildings	69,970,500
Land	565,100
Land Improvements	1,888,000
Library Books	354,300
Computer Equipment	544,100
Furniture	690,800
Other Equipment	6,287,700
Construction in Progress	492,600
Total	\$80,793,100

Assets are adjusted annually for depreciation.

OPERATING EXPENSES

(\$000) EXPENDITURES				
Budget Group	14-15	13-14	14-15	13-14
Teaching	39,672	37,867	73.0%	70.0%
Support to Teaching	877	815	2.0%	1.5%
Student Services	2,049	2,010	4.0%	4.0%
Academic Administration	2,057	1,938	4.0%	3.5%
Personnel Services	1,425	1,642	2.0%	2.0%
Financial Services	607	2,591	1.0%	5.0%
Facilities	5,543	5,404	10.0%	10.0%
General Administration	1,962	1,961	4.0%	4.0%
Total	54,192	54,228	100.0%	100.0%

Expense Type				
Salaries & Fringe Benefits				
• Teachers	35,746	34,563	66.0%	64.0%
• Non-Teaching Personnel	11,598	11,302	21.0%	21.0%
Teaching & Administration				
• Material	2,806	4,183	5.0%	8.0%
• Service Fees & Contracts	4,042	4,180	7.0%	8.0%
Total	54,192	54,228	100.0%	100.0%

CONTINUING EDUCATION

The operations of Continuing Education resulted in a surplus of \$1,511,300 for 2014-2015 which includes a prior year adjustment of \$83,100. After appropriations, the accumulated surplus stands at \$8,452,200.

ANCILLARY OPERATIONS

The Bookstore showed a surplus of \$421,700 and has an accumulated surplus of \$2,616,500. The Stewart Residence had a surplus of \$376,200 for an accumulated surplus of \$398,400. Food Services showed a surplus of \$131,100 and an accumulated surplus of \$605,400 at June 30, 2015. The Casgrain Sports Centre had a surplus of \$233,200 and has an accumulated surplus of \$284,700. Each of the ancillary units contributed a part of their accumulated surplus to the Day Division.

REPORT ON THE APPLICATION OF THE ACT RESPECTING WORKFORCE MANAGEMENT AND CONTROL WITHIN GOVERNMENT DEPARTMENTS, PUBLIC SECTOR BODIES AND NETWORKS AND STATE-OWNED ENTERPRISES

Service contracts involving an expenditure of \$25,000 or more and signed between January 1, 2015 and June 30, 2015

	Number	Value
Service contracts with a natural person		
Service contracts with a contractor other than a natural person	4	\$151 990.69
Total Service Contracts		\$151 990.69

ORGANIZATIONAL CHART 2014-2015
on June 30, 2015

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Publication: Communications Office
Production: CEGEP John Abbott College Press, Sainte-Anne-de-Bellevue (Québec)
Dépôt légal: Bibliothèque nationale du Québec
November 2015