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Minister Jean-François Roberge  
Minister of Education,  
Higher Education and Research  
Government of Québec

Minister Roberge,

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 2017-2018 academic year. The year proved to be another very successful one, and we look forward to many more years of the promised investment in higher education. Our College achieved some very important milestones.

• The quality of our academic programs and student services remain very strong. Our student applications and enrollment keep us at our maximum capacity and our student success results remain excellent.
• The work atmosphere at the College continues to be positive. An April 2018 survey of our employees shows that 92% of our employees would recommend John Abbott College as a place to work to their family and friends.
• At the halfway of our 2015-2020 Strategic Plan, we performed a community consultation to assess there was a need to modify the plan. The College community decided that the 10 orientations in the existing plan continued to be relevant, but decided to add one additional orientation: Orientation 11 – The College has updated the mission statement to address its commitment to the Indigenous Education Protocol, and the concerns of minoritized communities.
• Our rigorous financial management has allowed us, once again, to deliver a financial surplus. This is essential for us to continue the extensive renovations of our many beautiful but aging facilities.
• To correct our floor-space deficit, we made progress on our proposal to your ministry to take possession of Brittain Hall, an abandoned McGill University building on our campus. Unfortunately, the October election deadline arrived before the ministry was able to confirm the allocation of the required renovation funds. We trust that the new government will complete this early in its new mandate.
• Finally, after many years of hard work, we were very pleased that the MEES awarded our College two new CCTTs (College Centre for the Transfer of Technology). One in pharmaceutical technology, jointly with Cégep Gerald-Godin, and another in Artificial Intelligence, in collaboration with Collège Bois-de-Boulogne. These centres, added to our existing CCTT in Optics, will help to strengthen John Abbott College’s position as both a world-class teaching institution, and a leader in applied research.

At the governance level, the Board of Governors also made significant progress in improving the Board and the College’s operating procedures:
• We reviewed our board practices and successfully piloted many new board sub-committees to enhance board member engagement and more-rigorous governance.
• We introduced new policies on Tobacco Control and Digital Information Security as well as updated our Safe Disclosure (Whistleblower) policy.
• We approved five (5) DEC program assessments in addition to one AEC in Continuing Education. We also approved our Quality Assurance Report and submitted it to the CEEC (Commission d’évaluation de l’enseignement collégial).

None of the successes listed above, and the many more described in this document, would have been possible without the continued dedication of the employees and the entire College community. The John Abbott College family continues to remain focused on contributing to student success. We have and will continue to do great things for our students.

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 eleven pre-university and eleven career programs to over 6500 full-time students per semester, as well as a wide range of Continuing Education programs to 2000 part-time students per year. Our staff consists of some 600 faculty and almost 250 non-teaching staff. 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
Ian Hadida, Dalia Toledano
University-level Teaching Institution
Paula Wood-Adams
School Board
David Chisholm
Manpower
Line Roussin
Business Community
Louise Arsenault–Vice-Chair, Guylaine Audet–Chair
Parents
Pamala Cripton, Sabine Biasi
Alumni
Pre-University Studies–Gwyneth Edwards
Technical Studies–Jonathan Hackett
Students
Pre-University Studies–Omar Galal
Technical Studies–Sean Smith
Faculty
Roberta Silerova, Anna Woodrow
Non-Teaching Professional
Bill Mahon
Support Personnel
Ray Fourneaux

Ex Officio Members
John Halpin–Director General,
Gordon Brown–Academic Dean
Secretary General
Stavroula Makris
Recording Secretary
Daniela Cervetti

ACADEMIC COUNCIL

Ex Officio Member
Gordon Brown–Academic Dean
Academic Administrators
Teresa Berghello, Ronnie Dorsnie, Roger Haughey
Eleven Employees Representing the Teachers
Manijeh Ali, Suzanne Black–Chair, Jeffery Brown, Stephen Bryce, Michael Casey, Derek Maisonneuve, Mila Peshir, Rhoda Sollazzo, Abe Sosnowicz, Jessica Vandervort, Anna Woodrow
One Employee Representing the Non-teaching Professionals
Patricia Mackie
One Employee Representing the Support Personnel
Barbara Zilber
Three Students
Jessica Bloom, Harrison Kirshner, George Tannous
Recording Secretary
Mary Milburn
The Board of Governors of John Abbott College held seven regular meetings during the 2017-2018 academic year. In addition to dealing with regular corporate matters, the following items are worthy of note:

With regards to the Act respecting the governance and management of the information resources of public bodies and government enterprises, CQLR, c. G-1.03, approved:

- a three-year plan of activities, referred to by the Minister of Education as PTPARI (Plan triennal des projets et des activités prévus en ressources informationnelles);
- a program detailing the use of the moneys that will be spent on information resources projects and activities during the fiscal year, also referred to by the Minister of Education as PARI (Programmation annuelle en ressources informationnelles);
- an annual report of spending, also referred to by the Minister of Education as BARRI (Bilan annuel des réalisations en ressources informationnelles).

In addition:

- Approved the following program assessments:
  - Publication Design & Hypermedia Technology
  - General Education
  - Arts & Sciences
  - Engineering Technologies
  - AEC PC Technical Support LEA.1S
- Approved the revisions to the Police Technology program and to the Internet Programming and Development AEC LEA.BN.
- Approved the comprehensive assessment for the Youth and Adult Correctional Intervention program.
- Approved the amendments of the Graphic & Web Design program planner.
- Approved the renewal of an agreement with Copibec concerning the reproduction of copyrighted material in educational institutions.
- Approved new Policy no. 22 dealing with Tobacco Control.
- Due to a labour dispute that persisted in the pre-hospital emergency care sector and pressure tactics exercised by ambulance attendants, the internships planned for the winter of 2018 were at risk of being cancelled, the Board of Governors sent a resolution to the Ministère de l’éducation et de l’enseignement supérieur asking them to intervene with the Ministère de la santé et des services sociaux to raise awareness of human and financial consequences for students in case of a postponement of graduation.
- Authorized the appropriation of $2,068,616 from the College’s unappropriated accumulated surplus to be used solely for renovation projects.
- Authorized the College to submit to the Ministère de l’éducation et de l’enseignement supérieur a request for recognition of a new CCTT in artificial intelligence jointly with the Collège Bois-de-Boulogne and of a new CCTT in pharmaceutical science jointly with Cégep Gérald-Godin.
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- Authorized the request to grant rights to two accounting managers to the ClickSEQUR (Revenu Québec) web platform.
- Authorized the College’s request to the Programme de soutien aux installations sportives et récréatives – phase IV, to secure government subsidies from the Government of Québec to renovate the College’s Casgrain sports centre.
- Approved the Self-Evaluation Report on the Effectiveness of the Quality Assurance System of the College to be submitted to the Commission d’évaluation de l’enseignement collégial (CEEC).
- At the request of the Ministre responsable de l’enseignement supérieur, endorsed the selection of the following bidders for the Research Library Renovation Project:
  - Architect  Émond, Kozina, Mulvey, architects, s.e.n.c.r.l.
  - Mechanical and Electrical Engineer  Stantec Experts-conseils Ltée
  - Structural Engineer  SDK et associés Inc.
  - General Contractor  Corporation de construction Germano
- Appointed the firm Raymond Chabot Grant Thornton as the independent auditor for the Research Library Renovation Project mandated by the College for the purposes of preparing the audit report on specified audit procedures requested by the Minister, in the form and in accordance with the mandate set forth by the Minister.
- Approved a new Service Level Agreement with McGill University.
- Approved the amendment to the 2015-2020 Strategic Plan with the addition of an 11th orientation: The College has updated the mission statement to address its commitment to the Indigenous Education Protocol, and the concerns of minoritized communities.
- Supported the proposal to the Ministry of a joint Centre d’étude collégiales in Vaudreuil-Dorion, in partnership with Cégep Gérald-Godin and Collège de Valleyfield.
- Re-elected Guylaine Audet as Chair and elected Gwyneth Edwards as Vice-Chair of the Board of Governors for 2018-2019.
CODE OF ETHICS
The Board of Governors of John Abbott College functions under a Code of Ethics (Policy 5). During the fiscal year 2017-2018, 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 fulfillment 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 fulfillment 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, 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.
High Level Goals

- The whole community is a classroom
- The whole John Abbott College family contributing to student success!
- Students, staff, retirees & alumni feeling the College pride

Fair & Equitable Evaluation
- 90% of alumni agree that the College prepared them well for university or the job market

Continued Student Success
- 95% of John Abbott College graduates say they would choose the College again (if they had to return to a CEGEP)

Strategic Plans That Engage
- 85% of employees value their contribution to John Abbott College's success

Quality Programs
- 90% of college students agree that their College's programs are excellent
- 90% of college students agree that their College's programs engage them well

Meeting the Needs of Our Students
- 90% of students agree that the evaluation of student achievement is impartial, valid, reliable and consistent

High Level Goals
- Common goals defined through broad consultation
HIGHLIGHTS OF 2017-2018

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 for the 2017-2018 academic year.
ORIENTATION 1 — All programs are designed and continuously updated, to ensure that our students’ knowledge and skills are aligned with the expectations of university and the world of work.

Objective: Increase the number of alumni that are accepted into their first choice of university program and the number of alumni that are working in their field of choice.

- Finalized the planning for implementation of program revisions in Fall 2018: Police Technology, Graphic and Web Design, Youth and Adult Correctional Intervention.
- Drafted proposals for program revisions to be implemented in Fall 2019: Computer Science.
- Developed a standard template to facilitate the documentation of program revisions, provided training in the use of the template for upcoming revisions, implemented the template for current revisions and posted the resulting revised program “frameworks” on the college portal (intranet).
- Met with other English CEGEPs on program assessment and revision, and shared views on the province-wide social science and science programs revisions to be implemented in Fall 2020 or later. Locally, the programs revisions are recurring items on the Science program committee and the Social Science committee annual work plans.
- Reviewed Policy 1 on Assessment for academic programs, to be revised in 2018-2019.
- Included major sections on programs and the evaluation of student learning within those programs in the College’s self-evaluation of continuous improvement (see Orientation 5 below).
- Engaged in initial discussions with potential francophone CEGEP partners for semester exchanges.
- Developed a five-year plan for the Nunavik Sivunitsavut program for Inuit students, which includes strategies for autonomy.
- Continued the development of indigenous programming.
- Outlined possible new AECs in new technologies.
- Created a consortium with three other CEGEPs to revise the Network Administration AEC program as per the ministry’s regulation.
- Identified two new AEC programs to be developed to respond to the labour market needs.
- Initiated a variety of options in virtual delivery of courses.
- Increased the number of students under the Recognition of Prior Learning program.
- Reviewed the data mining needs for departments and programs and finalized a list of regular reports to be sent automatically.
**ORIENTATION 2** — A full range of student support services continue to adapt to the increased demand and changing student needs.

**Objective:** Adapt student support services to current needs.

- Analyzed the needs of evening students in regards to services such as academic advising and counselling.
- Implemented and further developed the “Sandbox” concept with the objective of helping students assume leading roles in an innovation-driven economy and global society.
- Increased student awareness by implementing activities focusing on sexual consent and active bystander initiatives, cannabis legalization, etc.
- Evaluated and adjusted newly implemented procedures in regards to concussion protocol, sexual consent, and others.
- Completed a service analysis of the improvements offered to our students.
- Reviewed the Agora programming due to Library renovations and presented innovative alternatives for combined use of Academic and Student Services space.
- Provided a forum to engage in “crucial conversations”: Indigenous concerns, mental health issues, Access Centre.
- Engaged faculty discussions on the consistency of student evaluation and expectations.
- Monitored the use and assess the effectiveness of the Academic Complaints Procedure with the aim of modifying the latter in 2018-2019.
- Implemented the Online Exam Booking Module (OEBM) for students in the Access Centre.
- Created new "how to" videos for students.

**ORIENTATION 3** — Pre-university and career programs continue to include strong General Education content.

**Objective:** Increase the number of programs with a revised focus on General Education in their comprehensive assessment.

- Encouraged exchanges between technical programs and General Education regarding General Education courses in the programs. Initiatives included but were not limited to “Writing in the Disciplines”.
- Drafted procedures for Standing and Advancement in Liberal Arts, Theatre and Nursing.

**ORIENTATION 4** — Students and faculty have access to affordable classroom materials.

**Objective:** Analyze programs budget to ensure that costs are reduced where possible.

- Continued to explore the use of Open Stax sources instead of traditional and costly textbooks in several departments.

**ORIENTATION 5** — The College includes sustainable processes in all activities (educational, operational & administrative).

**Objective:** Reduce our environmental footprint to ensure that sustainability remains at the forefront of all our decision-making.

- Reviewed how program assessments are integrated into the planning and reporting of academic operations and made adjustments.
- Implemented the Teacher Workload Module with 13/30 departments participating, and the Online Booking Module with 100% participation.
- Migrated all College servers from physical to virtual environments.
- Further improved Wifi signal college wide.
- Developed a plan to have a completely smoke-free campus by December 31, 2021. Meanwhile, only a few smoking areas have been identified to allow for smooth transition.
- Continued consultation with students on their communications needs and how on ideas to reduce our ecological footprint.
- Initiated the centralization hiring of temporary employees to improve efficiency of process and quality of selected candidates.
- Reviewed posting and hiring processes for faculty and non-teaching personnel.
- Completed the continuous improvement self-evaluation and integrated continuous improvement mechanisms.

**ORIENTATION 6** — Multiple engaging opportunities exist inside and outside the classroom and in the community that lend to the holistic development of our students.

**Objective:** Create opportunities for the holistic development of our students and ensure that our whole community is a classroom.

The second-year Arts & Sciences students tackled a project titled: Art to Inspire Future Scientists. The McGill / John Abbott Campus Daycare approached the Arts & Sciences Program with a request to paint one wall of their indoor playroom. The challenge: create an image of “science” that would be appealing to young minds.
• Further implemented the Student Learning Outcomes concept for all areas of Student Services.
• Enhanced external and internal communication and understanding regarding the social sciences and included students in the process.
• Facilitated the development and the integration of the Nursing program into ESPA Montréal (environments for scenario-based learning with patient simulators).
• Established criteria for internship hosting and ensured that policies were in place for all technical programs.
• Extended the work/study (coop) program to Graphic and Web Design.
• Promoted the Academic Coaching Excellence program and recruited 38 additional coaches.

ORIENTATION 7 — More transparent and inclusive governance where all employees, faculty, and students participate in making decisions that affect them.

Objective: Improve communication mechanisms to ensure that we participate in the decisions that affect us, and understand why decisions are made.

• Developed a bank of key messages for different situations that could arise so that we are ready to offer the community timely communications.
• Reviewed the Board Governance mechanisms relative to the Ministère de l’Éducation et de l’Enseignement supérieur and implemented appropriate changes.
• Revised Policy 18 on Safe Disclosure to be aligned with new laws.
• Improved the Board of Governors Effectiveness Assessment.
• Adopted Policy 22 on Tobacco Control.
• Reviewed and updated the 2015-2020 Strategic Plan with the addition of orientation 11: The College has updated the mission statement to address its commitment to the Indigenous Education Protocol, and the concerns of minority communities.
• Completed a consultation and added work plan items from the administration in the Student Success Priority framework.
• Reviewed the Institutional Research Policy; changes to be implemented in 2018-2019.

ORIENTATION 8 — The College has been completely and sustainably renovated.

Objective: Prioritize and revise our renovation activities.

• Developed a protocol for the selection of artwork to be displayed throughout the College.
• Reviewed the renovation plan in conjunction with available funds and College priorities.
• Started the Library renovation project.
• Completed the renovation of the following areas:
  » Herzberg:
    - Basement Classrooms, club rooms, floor, corridor lockers and the print room
  » Hochelaga:
    - Basement corridor lockers and floor
  » Casgrain:
    - Visual Arts print making/etching/plaster making rooms
    - Replacement of chiller unit and new HVAC and lighting for the gymnasiums
    - Repairs to the Exit #3/ women’s shower structure
  » Stewart:
    - Water proofing and repairs to the apartment building foundations
    - Campus Store
  » Library:
    - Design and start of construction of new library

ORIENTATION 9 — All employees are benefiting from the professional development (PD) they require.

Objective: Stay up to date in our programs and fields of expertise.

• Completed training of student employees for Emergency Measures Protocol.
• Provided sustainable training method for new staff members and refresher training for seasoned employees.
• Developed a conflict resolution module for departmental chairs and program coordinators.
• Offered presentations at departmental meetings to increase participation in professional development activities.
• Increased career-training options in Information Technologies, Engineering, Business and Finance.
  » Provided operational funds (Institutional Professional Development) of $48,077.93 for employee professional development in addition to the regular training allocation already provided for in the various collective agreements. This included the following: Pre-Retirement Workshop series, Communication & conflict resolution workshops, Roles and responsibilities of Department chairs training sessions, Trans Inclusivity presentation, Management trainings, consultations and honorariums, faculty projects etc.
  » 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:
      - 206 funding applications valued at $101,289
      - 195 individual applications valued at $82,720
      - 11 group applications valued at $9,465
    - In addition, 20 NCIS funding applications
Consent is not mandatory, and it is not sexy. Consent matters and it is asking every time. Silence does not equal consent.
(previously referred to as INCA) were granted for a total of $26,660.
- Non-Teaching Professionals:
  · 31 individual funding applications valued at $11,147
- Administrative Support Personnel:
  · twenty one (21) individual requests ($9,997.74) and one (1) group request ($5,314.90) for a total of $15,312.64.

» Offered the following Professional Development opportunities to College employees:
  - Language Development
  - Information Technology
  - One (1) Atomic Learning training workshops
  - Seven (7) Microsoft Office 365 introduction part I training sessions
  - Two (2) Microsoft Office 365 introduction part II training
  - One (1) Advanced Excel workshop

» Brown Bag Lunches
  - Intro to SmartBoard Training
  - Journey to the Amazon
  - Emotional Safety in the Classroom
  - PD/MTP Open House
  - Interactive whiteboard training
  - Using Streaming videos in the Classroom
  - McGill Graduate Certificate in Educational Leadership informational session

» January Professional Development Day
  - On January 11, 2018, 216 participants attended a keynote address titled “Stress: How to chase away the mammoth and remain unscathed.” Employees attended the following AM and PM breakout sessions:
    · Fostering wellness in our students
    · The pursuit of happiness
    · Walking in their shoes: the journey of an Access Centre student
    · Addressing challenges and realities of indigenous students
    · Emotional safety in the classroom
    · Riley: She, He or They? Becoming more trans inclusive
    · Decolonizing the classroom
    · Mindfulness: How to be present, manage anxiety and have a greater say in your life

» Spring 2018 PD Training sessions. Sixty-six (66) participants attended a selection of professional development workshops offered at the end of the semester.
  - Creating well-being within learning environments
  - Introduction to SmartBoards
  - Managing the Paper Load
  - The Google Classroom
  - The Virtual International Classroom

» Faculty Retreats
  - Fall Retreat – Striving for Efficiency. October 28-29, 2017 with 18 faculty members participating
  - Spring Retreat – Decolonizing pedagogy with 22 faculty members and 6 non-teaching staff and administrators participating

» Master Teacher Program
  - Four (4) Master Teacher Program/Performa courses hosted at John Abbott College:
    - Inclusion: Issues, Challenges and Solutions (Fall 2017)
    - Reading and Thinking in your Discipline (Winter 2018)
    - College Teaching and Course Design (Summer 2018)
    - Group Work to Team-Based Learning (Summer 2018)

» Workplace Health and Safety
  - Fire Marshall training sessions

» Active Learning Community of Practice
  - Monthly meeting throughout the academic year to support active learning initiatives.

» Manager Training
  - Presentation to the Managers’ group about the intricacies of the various PD funds
  - Co-development training for new managers

ORIENTATION 10 — There exists a culture of multi-disciplinary and multi-functional collaboration across the entire College community.

Objective: Increase collaboration in order to enhance communication and help to spread best practices across organizational barriers.
- Prepared and presented a report on the feasibility of a College Centre of Excellence.
- Completed a tour of departments to assess their technology needs, analyzed the data and established a method for introducing new projects.
- Completed a Campus Security study including an action plan.
- Formed a committee composed of different sectors, current and retired employees, that will oversee the preparations for the 50th anniversary celebrations in 2020.
- Developed international opportunities for students and faculty.
- Evaluated the need and cost of a subdomain website for Continuing Education in collaboration with the Communications Office and prepared a 2018-2019 timetable.
- Provided human resources training session to new managers.
- Developed and launched a college-wide consent campaign.
- Developed an action plan in order to sensitize the college community regarding increasing mental health issues.
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 2017-2018.
STUDENTS

Governor General’s Academic Medal
Awarded to the graduating student with the highest overall academic average: Michael Ramzi Agaby (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: Noemi Blom (Arts, Literature & Communication).

Service Awards
These awards honour students who have made a significant contribution to student life and/or in the service of others at the College. This year, 62 students were recognized for their contributions. From these 62 students, the following five (5) students received an Outstanding Service Award: Kennedy McKee-Braide (Liberal Arts), Noemi Blom (Arts, Literature & Communication), Dalton Liggett (Honours Social Science), Angel Annanack (Social Science) and Harrison Kirshner (Social Science).

Athletic Awards
Outstanding performance by a female athlete: Annie Pollender (Science) of the women’s basketball team.

Outstanding performance by a male athlete: Kevin Bertrand (Social Science Commerce) of the swim team.

Jeff Mills Memorial Cup
Presented to a graduating student-athlete who has shown over his/her time at John Abbott 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. This honour went to Kwame Osei (Social Science) of the football team.

OSeEntreprendre Provincial Entrepreneurship Challenge
Lucas Harvey (Honours Science) and his NEXCHANGE Note Exchange Platform won the Regional level at the Montreal Gala.

Aube Racine, Sara Lévesque and Hailey Burns were on the RSEQ (Réseau du sport étudiant du Québec) all-star team.

STAFF

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

15 YEARS – Thomas Abray (English), Lisa Katheryn Allen (Sociology), David Bourgeois (English), David Desjardins (Economics), Lison Desclos (Communications), Wendy Eberle (English), Susan Gillis (English), Celine Hornsy (Physical Education), Jason Howell (Theatre & Music), Shiwei Huang (Engineering Technologies), Gloria Jaramillo (Nursing), Michelle Kwas (Psychology), Karen Ojemark (Physical Education), Sally Robinson (Information & Library Technologies), Janice Shearing (Registrar’s Office), Sarah Venart (English), Sarwat Viqar (Humanities, Philosophy, Religion), Kevin Williams (Business Administration).

25 YEARS – Dorian Braun (Engineering Technologies), Moushira Guindi (Mathematics), Roger Haughey (Academic Administration), Rekha Iyer (Chemistry), David Lubell (Visual Arts), Maria Perron (Nursing), William Russell (History), Minko Sotiron (History), Jopseph Tomeo (Police Technology), Faye Allison Trecartin (English).

RETIREES

Randall Anderson (Visual Arts), Ann Beer (English), Donald Boyd (Media Arts), Michael Casey (Biopharmaceutical Production Technology), Michael Cooney (Computer Science), Christine Davet (Humanities, Philosophy and Religion), Maureen Godfrey (Nursing), Michel Godon (Police Technology), Edwin Holland (Anthropology), Linda Hougan (Biology), Natalie Iamello (Human Resources), Karen Kaderavek (Humanities, Philosophy and Religion), Sandra Lecouffe (Nursing), Carolyn Littlejohns (Library Media Services), Kitty Moss (Dental Hygiene), Erwin Regler (Visual Arts), Barry Reynolds (English), Janice Shearing (Registrar’s Office), Sandra Stephenson (Humanities, Philosophy and Religion), Gary Tompkins (Facilities Management Services), Kathy Toohey In Memoriam (Academic Success Centre).

FRONT: Kitty Moss, Sandra Lecouffe, Michel Godon, Michael Cooney, Michael Casey, Ann Beer BACK: Gary Tompkins, Natalie Iamello, Donald Boyd, Sandra Stephenson, Barry Reynolds, Erwin Regler, Edwin Holland
DISTINCTION, AWARDS AND ACCOMPLISHMENTS

Under the leadership of Lyne de Palma (Intensive Nursing), a team from John Abbott College worked diligently to organize the Partners in Education and Integration of Internationally Trained Nurses annual conference.

Miloud Rahmouni and Nabil Khalid (Biopharmaceutical Production Technology) presented two posters at the annual Canadian Society for Pharmaceutical Sciences conference in Toronto.

Erich Schmedt (retired Academic Dean) was nominated to the Québec Order of Excellence in Education.

The John Abbott College Nursing department was presented a SIM-one’s 2017 SIM Innovator Award. The award “…recognizes an organization in each region of Canada who has demonstrated exceptional commitment to innovate, advocate and advance simulation for education, patient safety or quality improvement…[the award] celebrates organizations at the leading edge of integrating simulation into their activities, using simulation-based strategies to disrupt the status quo and profoundly improve education and/or patient care,” SIM-one.ca

RESEARCH AND INNOVATION GRANTS

Entente Canada-Québec
The College was awarded three new pedagogically-rooted grants under the Action spontanée volet:

• Chris Larnder (Physics) – Laboratoires de physique collégiale avec accéléromètres mobiles
• Lilya Nikolova (Engineering Technologies) – Explorer la pédagogie active et favoriser l’engagement des étudiants grâce à des tablettes équipées de projecteurs
• Tara Walker (Business Administration) and Mary Rupnik (Student Services) – “SandBOX”

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

• Ferenc Balogh (Mathematics) was awarded a research grant from FRQNT’s Programme de recherche pour les chercheurs de collège. His project is entitled: Asymptotiques des statistiques des valeurs propres dans les matrices aléatoires planaires.
• Heather Short (Geosciences) was awarded a research grant from FRQNT’s program Dégagement de la tâche / Soutien salarial pour les chercheurs et les chercheuses de collège. Her project is entitled: Les contrôles sur la concentration des terres rares dans les intrusions granitiques cylindriques et complexes anneau de digues.

Natural Sciences and Engineering Research Council of Canada (NSERC)

• Simon Daoust (Biology) was awarded a PromoScience Supplement for Science Literacy Week http://scienceliteracy.ca/ which ran from September 17-23, 2018.

Social Sciences and Humanities Research Council (SSHRC)

• Laura Shillington (Geosciences) was awarded a research grant under the College and Community Social Innovation Fund. Her project is entitled: Bridging Spaces: Nunavik Sivunitsavut Students’ Everyday Lives in Montréal and Nunavik.
Bursaries and Scholarships

Triana Sanchez-Gonzalez (Social Science) received a $5,000 scholarship from the Horatio Alger Association of Canada.

Seven (7) John Abbott graduating students were offered an admission scholarship from l’École de technologie supérieure (ÉTS): Coralie Acton-Morin, Benjamin Chassé, Loïc Léger, all from the Science program, as well as Nicolas Roy, Mathieu Doucet, Milkant Kumar and Shiloh Rodrigues from the Engineering Technologies program.

Two John Abbott College students received an internship fellowship for the summer of 2018 from the Fonds de recherche du Québec – Nature et technologies (FRQNT). The recipients Zoë Deskin (Arts and Sciences) and David Toharia (Honours Science) received $5,000 each for a 10-week internship in a research lab.

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. The following honours were bestowed upon 208 students in 2017-2018 for a total of $65,605.

- Aditya Youth Fund
- Admissions Bursaries
- Alumnae Association of the Montreal General Hospital School of Nursing Bursary
- Alumnae Association of the Royal Victoria Hospital Training School for Nurses Scholarship
- Amy Williams Scholarship
- Andrew Stachrowski Memorial Scholarship
- Angela Wilson Memorial Scholarship
- Anna Whitton Memorial Bursary
- Anne-Marie Edward Scholarship
- Antony Grimaudo Award
- Ben McKinnon Memorial Scholarship
- Bert Young Memorial Scholarship
- CAE Inc. Scholarship
- Carla Napier Award
- Casey Bursary
- Charles W. Reid Scholarship
- Cohen Excellence in Care Award
- Corinne Thompson Scholarship
- Craig Legendyke Football Scholarship
- David Burt Memorial Scholarship
- Desjardins Scholarships
- Doug Anakin Scholarship
- Excellence in Learning Award
- Freda and Irwin Browns Awards
- Gail Pflaster Scholarship
- Gary W. Sims Quebec Association of Applied Educational Technology Scholarship
- Horatio Alger Association of Canada
- Isobel Lumsden Bursaries
- JAC Football Alumni Scholarship
- Jason Panich Memorial Bursary and Scholarship
- John Abbott College Administrative Support Personnel Association Bursary
- John Abbott College Faculty Association Scholarship
- John Abbott College Management Association Mentorship Bursary
- John Abbott College Professional Association Bursaries
- John Collins Robertson Scholarship
- Kirk MacGeachy Memorial Bursary
- Kiwanis Club of Lakeshore Montreal Bursary
- Lakeshore Association of Artists Mentorship Program
- Luann Bisaillon Scholarship
- Dr Marcia Kovitz Sociology Award
- McGown-Christoff Scholarship
- Montreal Lakeshore University Women’s Club Bursaries and Scholarships
- Nicholas Sidorenko Memorial Scholarship
- Nick Arganski Memorial Scholarship
- Public Speaking Awards
- RFCM Scholarships
- Ruth & Cy Harris Memorial Bursary
- Student Union of John Abbott College Bursaries
- Sylvain Duguay Memorial Scholarship

Hall of Distinction

In recognition of the upcoming 50th anniversary of John Abbott College in 2020, the College has established a Hall of Distinction. The Hall of Distinction recognizes alumni, former employees, and friends of the College: any person who has contributed to life on campus or to the greater community in a significant way. The 2017-2018 inductees were:

**Alumni**
- Bruce Cochrane
- Gillian Florance
- Gabriel Bran Lopez
- Dale Sheehan
- Caroline Tison

**Employees**
- Kevin Gearey, Physics Professor
- Murray Napier, English professor who was instrumental in the Theatre Workshop and Professional Theatre programs
- Gerald Stachrowski, Director of Administrative Services
- Glenn Ruiter, Athletics Director

**Friends of the College**
- C. Stephen Cheasley for his dedication to the John Abbott College Foundation
- Late Dr Adolphe Légaré for volunteering as the athletes’ doctor
## ENROLMENT IN THE DAY DIVISION

**Student Population Analysis – Fall 2017**

### Pre-University Programs

<table>
<thead>
<tr>
<th>Program Description</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accueil/Pathways</td>
<td>241</td>
<td></td>
<td></td>
<td>241</td>
</tr>
<tr>
<td>Science</td>
<td>749</td>
<td>571</td>
<td></td>
<td>1320</td>
</tr>
<tr>
<td>Science and Social Science (Double Dec)</td>
<td>34</td>
<td>16</td>
<td>18</td>
<td>68</td>
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<tr>
<td>Social Science</td>
<td>1464</td>
<td>1084</td>
<td></td>
<td>2548</td>
</tr>
<tr>
<td>Arts, Literature &amp; Communication/Creative Arts, Literature, and Languages</td>
<td>347</td>
<td>212</td>
<td></td>
<td>559</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>38</td>
<td>46</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>32</td>
<td>22</td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>36</td>
<td>29</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>2941</strong></td>
<td><strong>1980</strong></td>
<td><strong>18</strong></td>
<td><strong>4939</strong></td>
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### Career Programs

<table>
<thead>
<tr>
<th>Program Description</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene</td>
<td>44</td>
<td>28</td>
<td>25</td>
<td>97</td>
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<tr>
<td>Nursing</td>
<td>104</td>
<td>75</td>
<td>59</td>
<td>238</td>
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<tr>
<td>Pre-Hospital Emergency Care</td>
<td>44</td>
<td>30</td>
<td>26</td>
<td>100</td>
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<tr>
<td>Biopharmaceutical Production Technology</td>
<td>27</td>
<td>23</td>
<td>24</td>
<td>74</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>33</td>
<td>24</td>
<td>26</td>
<td>83</td>
</tr>
<tr>
<td>Police Technology</td>
<td>98</td>
<td>49</td>
<td>64</td>
<td>211</td>
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<tr>
<td>Police Technology (Intensive)</td>
<td></td>
<td></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Youth and Adult Correctional Intervention</td>
<td>42</td>
<td>40</td>
<td>37</td>
<td>119</td>
</tr>
<tr>
<td>Information and Library Technologies and intensive</td>
<td>35</td>
<td>24</td>
<td>11</td>
<td>70</td>
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<tr>
<td>Business Administration</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Business Management</td>
<td>74</td>
<td>53</td>
<td>60</td>
<td>187</td>
</tr>
<tr>
<td>Graphic &amp; Web Design/Publication Design and Hypermedia Technology</td>
<td>48</td>
<td>46</td>
<td>45</td>
<td>139</td>
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<tr>
<td>Computer Science</td>
<td>62</td>
<td>34</td>
<td>48</td>
<td>144</td>
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<tr>
<td>Theater (Acting)</td>
<td>26</td>
<td>20</td>
<td>26</td>
<td>72</td>
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<tr>
<td>Theater (Design)</td>
<td>8</td>
<td>8</td>
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<td>16</td>
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<tr>
<td>Theater (Design &amp; Technical)</td>
<td>29</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Theater (Technical)</td>
<td>11</td>
<td>9</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>666</strong></td>
<td><strong>476</strong></td>
<td><strong>469</strong></td>
<td><strong>1611</strong></td>
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</table>

**GRAND TOTAL**

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3607</td>
<td>2456</td>
<td>487</td>
<td>6550</td>
</tr>
</tbody>
</table>
### DEC (Diplômes d'études collégiales) Granted

<table>
<thead>
<tr>
<th>Pre-University Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>505</td>
</tr>
<tr>
<td>Social Science</td>
<td>836</td>
</tr>
<tr>
<td>Creative Arts, Literature &amp; Languages</td>
<td>147</td>
</tr>
<tr>
<td>Visual Arts/Fine Arts</td>
<td>16</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total (Pre-U)</strong></td>
<td><strong>1538</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Career Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biopharmaceutical Production Technology</td>
<td>17</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1</td>
</tr>
<tr>
<td>Business Management</td>
<td>49</td>
</tr>
<tr>
<td>Computer Science</td>
<td>37</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>22</td>
</tr>
<tr>
<td>Engineering Technologies</td>
<td>20</td>
</tr>
<tr>
<td>Information &amp; Library Technologies</td>
<td>17</td>
</tr>
<tr>
<td>Nursing (Day and Continuing Education)</td>
<td>90</td>
</tr>
<tr>
<td>Nursing – LPN to RN (Continuing Education)</td>
<td>25</td>
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<tr>
<td>Police Technology</td>
<td>69</td>
</tr>
<tr>
<td>Pre-Hospital Emergency Care</td>
<td>21</td>
</tr>
<tr>
<td>Graphic &amp; Web Design/Publication Design and Hypermedia Technology</td>
<td>28</td>
</tr>
<tr>
<td>Theatre</td>
<td>24</td>
</tr>
<tr>
<td>Youth &amp; Adult Correctional Intervention</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total (Career)</strong></td>
<td><strong>448</strong></td>
</tr>
</tbody>
</table>

| **Total (Day and Continuing Education)**   | **2027** |

### AEC (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>3</td>
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<tr>
<td>CWA.0K Nursing for Internationally Trained Nurses</td>
<td>105</td>
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<tr>
<td>EEC.1Y Residential Real Estate Brokerage</td>
<td>44</td>
</tr>
<tr>
<td>LCA.84 Finance</td>
<td>1</td>
</tr>
<tr>
<td>LCA.AB Computerized Financial Management</td>
<td>17</td>
</tr>
<tr>
<td>LCE.0Z Publication and Web Design</td>
<td>1</td>
</tr>
<tr>
<td>LEA.80 Network Administration</td>
<td>44</td>
</tr>
<tr>
<td>LEA.BJ Cisco Networking</td>
<td>1</td>
</tr>
<tr>
<td>LEA.BN Internet Programming and Development</td>
<td>34</td>
</tr>
<tr>
<td>LEA.1S PC Technical Support</td>
<td>12</td>
</tr>
<tr>
<td>LCE.2U Office Systems Management</td>
<td>1</td>
</tr>
<tr>
<td>NWE.1P Web Technology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>264</strong></td>
</tr>
</tbody>
</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 and have been for several years.
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.
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: Service contracts involving an expenditure of $25,000 or more and signed between April 1, 2017 and March 31, 2018

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service contracts with a natural person</td>
<td>4</td>
</tr>
<tr>
<td>Service contracts with a contractor other than a natural person</td>
<td>28</td>
</tr>
<tr>
<td>Total Service Contracts</td>
<td>32</td>
</tr>
</tbody>
</table>

Workforce Management and Control: In reference to article 38 of the Law, the staffing level for the period between April 1, 2017 and March 31, 2018 exceeds that of the reference period from January 1 to December 31, 2014. The number of hours remunerated and worked increased significantly due to an increase in student enrolment, external grants and external funding sources received from the Ministry.

Total hours paid ............................................................................................................................................................................................. 1,196,838.52
Target established by the Conseil du trésor ...................................................................................................................................... 1,182,009.12
Ampleur du dépassement............................................................................................................................................................................. 14,829.40

EMPLOYEE BREAKDOWN

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of individuals</th>
<th>Hours paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>50</td>
<td>70,945.75</td>
</tr>
<tr>
<td>Professionals</td>
<td>48</td>
<td>67,948.08</td>
</tr>
<tr>
<td>Faculty</td>
<td>620</td>
<td>79,181.32</td>
</tr>
<tr>
<td>Administrative support</td>
<td>161</td>
<td>220,799.19</td>
</tr>
<tr>
<td>Service and maintenance staff</td>
<td>18</td>
<td>25,297.43</td>
</tr>
<tr>
<td>Students and interns</td>
<td>360</td>
<td>200,342.25</td>
</tr>
<tr>
<td>Total</td>
<td>1,196,838.52</td>
<td></td>
</tr>
</tbody>
</table>
REPORT OF ACTIVITIES RELATED TO:

ANNEX S051 – Support for Academic Success for students with particular needs and students with disabilities

• Modification / adaptation of Engineering Technology courses to enable the successful participation of students with disabilities and students with special needs ................................................................. 0.33 FTE
• Decolonization of post-secondary education: in search of new non-racist and non-colonial pedagogical approaches .......................................................................................................................... 0.125 FTE
• Removing Obstacles to Learning for Trans and Non-binary students at John Abbott College ............................................ 0.125 FTE
• Development of a French course for the “Crossroads” program ........................................................................... 0.5 FTE
• Adapted Physical Education Course for Students With Special Needs ................................................................................ 0.143 FTE
• Creating a peer mentorship alliance between 3rd year students with 1st and 2nd year students with special needs ..................................................................................................................... 0.125 FTE
• Concussion Awareness Campaign / Return to Learn Protocol ................................................................................ 0.143 FTE
• Creating exam questions that are culturally unbiased towards English second language and immigrant students........ 0.167 FTE
• Return to Learn Facilitator / Concussion Management Protocol .................................................................................. 0.143 FTE
• Nursing Student Success for Immigrant and Adult Students .......................................................................................... 0.333 FTE
• Project on Indigenous Education Protocol Implementation and Indigenous Student Advocacy ..................................... 0.125 FTE
• Synopsis for Project Supporting Emotional Intelligence among At-Risk Students ................................................................. 0.125 FTE
• Sustainable Happiness and Wellbeing ................................................................................................................................. 0.272 FTE
• Indigenizing and Decolonizing Education at John Abbott College ........................................................................... 0.125 FTE
• Bring together Inuit students’ experience at John Abbott College in order to engage and enhance student success .................................................................................................................. 0.125 FTE

ANNEX S052 – Intervention strategy for preventing and controlling sexual violence in higher education

• An internal resource (1 FTE / $ 81,100) worked on the development and implementation of a resource team for sexual assault.
• Presentations were given to over 450 student athletes and their coaches.
• Training sessions were organized for the management team as well as for counsellors, the staff of the wellness centre and the security agents. In addition, special training was offered to all program coordinators.

ANNEX S054 – Regional hubs

• Regional hub (Montreal-area) for post-secondary education in artificial intelligence (collaboration among the twelve Montreal-area CEGEPs and seven universities).
• Project status: the project is in its start-up phase.
• Progress details: the participating institutions were advised of the amount of their respective allocation on May 25, 2018. Said institutions agreed that work on the hub concept would begin in August 2018.
**FINANCIAL REPORTING**  
*as at June 30, 2018*

**Operational Fund**  
John Abbott College

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
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<tr>
<td>Day Division</td>
<td>60,479,229</td>
<td>56,172,178</td>
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<tr>
<td>Continuing Education¹</td>
<td>8,490,445</td>
<td>8,302,970</td>
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<td>Ancillary Services</td>
<td>5,106,359</td>
<td>4,767,090</td>
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<td><strong>Total</strong></td>
<td>74,076,033</td>
<td>69,242,238</td>
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<tr>
<td><strong>Expenses</strong></td>
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<tr>
<td>Salaries and Fringe Benefits – Teachers²</td>
<td>42,515,650</td>
<td>41,085,999</td>
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<tr>
<td>Salaries and Fringe Benefits – Non-Teaching Personnel²</td>
<td>14,711,821</td>
<td>14,328,331</td>
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<tr>
<td>Other Expenses</td>
<td>12,273,959</td>
<td>11,741,832</td>
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<td><strong>Total</strong></td>
<td>69,501,430</td>
<td>67,156,162</td>
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<tr>
<td><strong>Surplus</strong></td>
<td>4,574,603</td>
<td>2,086,076</td>
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</table>

**Analysis of Surplus**

<table>
<thead>
<tr>
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<th>2018</th>
<th>2017</th>
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<tbody>
<tr>
<td>Opening Surplus</td>
<td>5,587,461</td>
<td>5,839,886</td>
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<tr>
<td>Surplus of the year</td>
<td>4,574,603</td>
<td>2,086,076</td>
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<tr>
<td>Transfer to Fixed Assets</td>
<td></td>
<td></td>
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<tr>
<td>Reimbursement of Borrowing (Autofinance)</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Fixed Assets Acquisitions</td>
<td>(1,618,276)</td>
<td>(2,338,501)</td>
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<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td>(2,956,327)</td>
<td>(252,425)</td>
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<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing Surplus</td>
<td>8,543,788</td>
<td>5,587,461</td>
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<td>Appropriated Surplus</td>
<td>7,043,788</td>
<td>4,478,732</td>
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<tr>
<td>Unappropriated Surplus</td>
<td>1,500,000</td>
<td>1,108,729</td>
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The information is taken from Annex 2 "Detailed results by departments" and Tab F1 "Department Balance" of the Annual Financial Report (RFA).

¹ Continuing Education includes Summer Courses.

² Salaries and Fringe Benefits includes "coûts de convention".

³ These amounts are presented on lines 36 and 38 of the 2017-2018 Annual Financial Report (FRA).