

Cégep Heritage College – 2017-2018 Annual Report

Message from the Chair of the Board of Governors

The year 2017-2018 was marked by the realization of the strategic plan. We had many challenges that the College has brilliantly taken up! We can take pride in many accomplishments, but one of them deserves special mention. We can all be proud of obtaining recurring funding to maintain and expand our service point in the Pontiac. The College is becoming increasingly anchored in its community. The work is not over and it is with enthusiasm that the Heritage College team rolls up its sleeves to bring the College even further!

Let's go back to the present moment. Board members can attest to the ongoing efforts and quality of the work of the College team and the commitment of everyone to make the student experience a rewarding one by supporting each student. We warmly and sincerely thank each of these people. We would also like to thank all our partners and volunteers who are involved with the College and the Foundation. You all contribute to the excellence and reputation of Cégep Heritage College, which we take great pride in.

Thank you for being proud ambassadors of Cégep Heritage College!

Murielle Laberge
Chair of the Board of Governors
Cégep Heritage College

Message from the Director General

It is with pride that I submit to the Board of Governors the 2017-2018 Annual Report of Cégep Heritage College. This past year has been a busy year of developments at Heritage: developments that will improve our ability to offer a quality educational experience for all. In the fall, we began the first cohort of our new DEC program, Special Care Counselling, for which we received permanent authorization from the Ministry in 2016. In addition, an expansion to the Learning Centre, extensive Library renovations and an expanded Electronics program lab were completed. The original Heritage facilities were built for 800 students, while our regular education enrolment has now increased to 1,184 full-time students (fall 2017). All indications are that the College will continue to grow into the next decade as our feeder schools and regional demography point to an increase in young people seeking a quality education in the Outaouais. Continuing Education experienced another year of rebuilding and hosted 266 students in 2017-2018. New programming and the growth of business services that has occurred over the past year included actualization of SOFEDUC accreditation (Société de formation et d'éducation continue) and Institut M3i programming (human resources training), which will undoubtedly help increase the number of Continuing Education students in the future. In addition, the College entered into a new partnership with Academie de pilotage international to offer a pilot training program at Gatineau Airport. In the fall, our Pontiac Campus received a visit from the Minister of Post-secondary education (Mme. Hélène David) to celebrate the fact that the College will now receive recurrent funding for the Campbell's Bay campus. This will enable us to further develop the programming that we are able to offer in that region. The College has continued to review update its program offerings, in both Regular and Continuing Education.

In addition, we offered extensive French Second language programming, sponsored by Emploi-Québec, at both our Gatineau and Campbell's Bay campuses.

As can be expected, the growing student population in recent years has brought some challenges, be it for special needs students, scheduling of classes and allocation of spaces, or for the deployment of new technology. However, the College's very dedicated staff always succeed in offering quality services and programming to our students. This past year, a new series of workshops were offered to students, touching on areas such as healthy relationships, mental health, and time management. In January, in order to assist the College to further develop and respond to the needs of our community, the Board of Governors adopted the final version of the 2017-2022 Strategic Plan and Strategic Action Plan, outlining four new strategic orientations, and including associated objectives, to move us forward into the future.

The Heritage College Foundation, founded in January 2014, continued its major fundraising campaign in 2017-2018. The Foundation's goal is to raise \$1 million over five years, to aid in student perseverance, improve support to students with special needs and to enhance teaching technologies and equipment. By the end of the academic year, the Foundation had raised over \$780,000 in pledges. In addition, the Foundation contributed to the refurbishment of the College Auditorium and to the renovation of the Learning Centre. The Heritage community greatly appreciates the efforts of our volunteers and the commitment of our local businesses, community leaders and the Heritage family who have so generously supported our cause.

I would like to extend my sincere thanks to our Board Chair, Mme. Murielle Laberge, and to all members of the Board of Governors for their continued support. The College is also grateful for the hard work and dedication of both our faculty and our non-teaching personnel, without whom the success of our students would not be possible. I would also like to acknowledge the important contributions of our Marketing and Communications Manager, M. François Vézina, in the creation of this report. Together, the Heritage community can move forward into the future with great optimism!

Michael Randall
Director General
Cégep Heritage College

Message from the Academic Dean

During the 2017-18 academic year, the College implemented or continued to provide the following measures in support of Student Success:

TRACKING SUCCESS RATES

Given that the new strategic plan came into effect, the College still relies on the KPI, Key Performance Indicators, to ensure academic excellence. First-semester attendance is mandated, and the early alert measures help us identify first-semester students in need of assistance for academic success. During the 2018-19 year, the criteria for data gathering will be reassessed so as to better respond to our changing student demographic and to identify the best resources to be allocated. Student success is a complex process that also includes Program success. Policy 17 on Program Evaluation is currently under review for more efficient evaluation tools. The last two years, 2016 to 2018, have been transitional years for

Program Evaluation and Annual Reports, as we await the results from the CEEC on our Quality Assurance self-evaluation report, given that Program Evaluation is one of the four main areas of their query. We expect their recommendations, if any, will assist us to proceed further. All academic departments and programs provide annual reports on program evaluation. They are supported by Academic Services with guidance and they are provided with the student success statistics they require to undertake their ongoing evaluation, as well as guided through other evaluation tools such as focus groups or other surveys. Technical programs also benefit from their Program Advisory Committee where members from the industry advise the teachers on the needs and changing landscape of the work force.

ORIENTATION AND STUDENT SUPPORT ACTIVITIES

Orientation activities were animated by staff in Student Services in partnership with faculty members. The aim was ensuring that students were knowledgeable of their program requirements and were given the information and tools needed to enhance their progression through College. Academic Advisors also gave workshops for university applications. Recreational activities, sports and games were also animated throughout the year to promote engagement and healthy lifestyle habits and life balance. Additionally, various activities and workshops were presented to promote healthy relationships free of violence and aggression, to counter bystander apathy when misconduct occurs and to support diversity in all its forms. Experts from the Rape Crisis Center, the Women's Shelters, and the LGBT communities animated very positive workshops for all students, including some workshops that were given exclusively by males for male students and by females for female students. This was helpful in broaching some very sensitive topics. Faculty members were instrumental in donating their time and expertise in these endeavors.

THE LEARNING CENTRE

The Learning Centre remains a valuable resource to students who seek help in a variety of disciplines. Workshops on personal finance and budgeting, as well as workshops on how best to cook on a budget were also organized so that students can be better prepared. Time management workshops were publicized and sent to every student via OMNIVOX each semester. Individual coaching is provided for probationary students to sensitize them to career counseling services.

TUTORING

Heritage offers extensive tutoring to our students. Supportive measures for tutoring to assist students in their academic progression, such as Math or French second language upgrades are offered when needed. In the winter, tutors through the peer tutoring course were provided for technical programs, such as but not limited to ECCE, Electronics, and Nursing; and, for Science and Social Science disciplines. For General Education, such as Mathematics, Modern Languages (French and Spanish), English, Philosophy, and Physical Education were available throughout the year.

FACULTY PROFESSIONAL DEVELOPMENT

PD Days are defined as Professional and Pedagogical days here at Heritage. Driven by the teachers' queries and staff development, the topics are chosen. Over the last year, teachers have been identified as teacher-leaders, who organize and share their expertise with their colleagues, promote best practices and shared practices, and actively engage with their colleagues in other disciplines. The days are set up with wellness and physical activity in the early morning, and afternoon sessions open to programs and

departments so that they may meet. In January 2018 we invited Ruth Ahern, Assistant Director General and Director of the Western Quebec School Board to come to speak to our faculty about the high graduate student profile. This offered insight into life at the high school level, so as to better inform the Cegep teachers of the first-year student. In late May 2018 we initiated a trip for interested teachers to the annual conference of SALTISE, Supporting Active Learning & Technological Innovation in Studies of Education. We had teachers presenting with their students the research tools and project they had been working on, as well as teachers networking with other teachers from across Quebec, Canada, and internationally.

All sessions were well attended and received.

SPECIAL PROJECTS FOR STUDENT SUCCESS

Special funding from the the MEES allowed for teachers to initiate projects where they could enhance the learning of students on campus, or by looking into pedagogical tools and research to enhance their learning experience. Here is a short synopsis of the projects accepted. Heritage Handprints aimed at raising the awareness of environmental issues and the need for community support and engagement. This initiative has transformed itself into a student club for 2018-2019. Nursing teachers were released to develop and train on the new HD mannequins in the Nursing lab. These pedagogical tools will be shared and enhanced by more teachers as they all receive training in the use of this specialized tool. Two mathematics teachers worked along with CCDMD, Collegial Centre for Educational Materials Development, to develop and enhance the online learning tool WEBWork. This tool is used in other colleges, and our teachers brought to it the capacity of breaking down the problem-solving so as to enhance the experience of WEBWork for different types of learners. This project was completed in the fall 2018. The extra sessions added by the Math department to the Learning Centre for helping students during the exam period was well received by students. The Circle of Courage aimed at raising the awareness of social injustices, from local to global topics. This project allowed for a synergy between student clubs, some special projects undertaken by teachers, as well as the workshops and student life activities already run on campus.

Two projects were directly related to our indigenous students. Indigenizing the Curriculum sought to build a resource for teachers to find materials related to our indigenous peoples of Canada, and also on how best to present the material. Speakers were invited to come and discuss topics, as well as networking with other teachers and pedagogical counsellors at other colleges was initiated. The resource was built online and is currently on our website. They also initiated meetings with every program and department so as to share the importance of culturally-relevant curriculum. An ECCE teacher researched the models for early childhood learning from different local indigenous communities, in light of eventually having some of our students do their fieldwork in their communities, but also in order to make links with their youth and the possibility of a career in Early Childhood Care and Education.

RESEARCH ACTIVITIES

Ongoing research and professional development are essential to college teaching, as it enables faculty to keep up with the advancements in their fields of study, but also to better adapt and grow with the pedagogical, technological, cultural and societal changes experienced by their students. The majority of

teachers at Cégep Heritage College who pursue research and activities, do so with their discipline and/or in education with the classroom in mind, where the student, the teacher, the program, and the College as a whole can benefit. Academic Services announces many conferences to our teachers who undertake self-directed professional and pedagogical development.

Roya Abouzia
Academic Dean
Cégep Heritage College

1- Annual review of the results achieved against the targets set in the strategic plan

Orientation 1 –

Ensure program excellence providing all students with the opportunity to acquire the knowledge and skills necessary to successfully enter today's work force and higher education

1.1 Ensure programs are relevant to industry needs and further studies

- 1.1.1 Update our academic program practices within the College network, to meet the demands of the work force and higher education

We actively promote closer alignment between program requirements set by MEES, practices within the College network, and practices at the program and departmental level. We are promoting exchanges with other Colleges, from the management level to teacher-student level, so as to share practices, engage learning, and self-assess one's own measures.

- 1.1.2 Promote bilingualism and the visibility and use of the French language at the College

Recruitment of French-speaking students locally and from overseas contributes to the use of French at the College.

2010-2016 success rate target, established for 101 level French: 77%

- *fall 2017: 80.99%;*
- *winter 2018: 82.92%*

Emphasis on French through curriculum changes, placement within the first year of study for readiness to enter a co-op program. Linguistic exchange within the Heritage and Cégep de Thetford project took place in the winter term and was reported to the Board.

1.2 Continue to refine the program approach

- 1.2.1 Deliver varied and flexible learning opportunities and environments

Ongoing mentoring of faculty to need to adapt to ongoing changes in student learning and student characteristics. Pedagogical and educational tools consistently being announced, and individualized attention given as well. (SAP 1.1.1.)

- 1.2.2 Build academic program competencies using a step-by-step approach (scaffolded learning)
- Upon reviewing the curriculum of programs, scaffolding of learning is addressed with the faculty, built into the curriculum, from the course grid to course teaching and evaluation. (SAP 1.2.3)***
- 1.2.3 Adopt a 21st-century holistic learning model (as per the MEES college learning model)
- Based on the MEES requirements of the aims and values of a College education, and in alignment with a 21st century skills model, the student-learner is to develop a set of skills that are complementary to the program requirements, and that prepare the student for the work force and higher education. The College is working to adapt programming to this model.***
- 1.2.4 Foster the development of engaging pedagogical approaches and with an emphasis on the first semester experience
- As we review and address program matters, we emphasize the importance of first-semester success. (SAP 1.2.2.)***
- 1.2.5 Reinforce the value of general education and complementary course competencies
- As we review and address program matters, we emphasize the importance of general education and complementary courses in the program experience for a student, as well as the importance for a well-rounded individual (SAP 1.2.3).***

1.3 Promote Student Success

- 1.3.1 Monitor and improve first-semester course success rates
- 2010-2016 targets***
- 87% success rate for pre-university students (2017 - 82.1%)***
- 83% success rate for career programs (2017 - 78.9%)***
- 1.3.2 Monitor and improve third-semester retention rates
- 2010-2016 targets***
- 74% Pre-university (2017 – 68.9% same program/ 75.8% all programs (same college-change of program)***
- 70% Career programs (2017 – 65.9% same program/ 72.9% all programs)***
- 1.3.3 Monitor and improve graduation rates (on time and +2 for regular education) across all programs, including AECs (Continuing Education).
- 2010-2016 targets – graduation on time only***
- ***46% Pre-university (fall 2015 cohort 38% same program/ 38.4% all programs)***

- **42% Career Programs (fall 2014 cohort – 31.9% same program/ 34.5% all programs)**

Graduation +2 (2017-2022 SAP)

- **Pre-university + 2 Years (fall 2013 cohort – 49.1% same program / 51.8% all programs)**
- **Career Programs + 2 Years (fall 2012 cohort – 46.1% same program / 49.0 % all programs)**

Continuing Education target: 75% graduation rate (2010-2016 targets)

Fall 2016

- **Agriculture CNE.0M Management of the Farm Enterprise: 75% (9 graduates out of 12 admitted)**
- **Bilingual Office Administration LCE.51 BOAN8: 77% (10 graduates out of 13 admitted)**
- **Microsoft Network and Security Administrator LEA.1G: 80% (16 graduates out of 20 admitted)**

Fall 2017

- **Agriculture CNE.07 Cattle Production Management: 62% (8 graduates out of 13 admitted)**
- **Early Childhood Care Education JEE.OK in Pontiac: 71% (5 graduates out of 7 admitted)**
- **Early Childhood Care Education JEE.OK in Gatineau: 50% (3 graduates out of 6 admitted) – still ongoing with fieldwork**
- **Bilingual Office Administration LCE.51 BOAN9: 74% (14 graduates out of 19 admitted) – still ongoing with placement**
- **Microsoft Network and Security Administrator LEA.1G: 52% (10 graduates out of 17 admitted) – still ongoing with final project**

- 1.4 Strengthen College evaluation practices in line with Quality Assurance mechanisms as per Commission d'évaluation de l'enseignement collégial (CEEC) guidelines

The CEEC visited the College March 20-22 (2018) to review the College's QA mechanisms and to propose modifications and a work plan. We are currently awaiting the results of this QA audit visit and a response to our self-evaluation report.

Orientation 2 -

Promote an open, supportive environment and a sense of belonging for all students and employees

2.1 Provide and promote support resources adapted to the needs of our college community

2.1.1 Provide and promote popular extracurricular activities that contribute to personal growth and promote healthy living

For the last few years, Pedagogical Days and Community Days have been promoting well-being and healthy habits in its activities.

The College has publicized several regional activities to all personnel and have also participated in some of them such as Défi Entreprises, which promotes a healthy lifestyle and good habits to all personnel.

Student Services' ongoing campaign against sexual aggression provided the following workshops and activities in fall 2017:

- ***All-male workshop presented by representatives from MANifest for male students to define consent***
- ***All-female workshop defining consent presented by representatives from the Ottawa Rape Crisis Centre***
- ***Sexual awareness workshop with students***
- ***Stress management workshops with HC Guidance Counsellor and Social Worker Technician***
- ***Workshops dealing with Social and Mental Health and Sexual Awareness presented by the Ottawa Rape Crisis Centre, the Student Association, Student Services' personnel (Guidance Counsellors, Social Worker Technician, Special Education Technician) and student volunteers***
- ***Victim Support messaging to receive messages from victims and from the families and friends of victims in order to learn how to support victims and to learn what to do in cases where aggression is observed or reported.***

2.1.2 Promote environmentally friendly practices

Academic Services has been moving towards a more paperless process in its meetings.

Heritage Handprints started the collection of compostable material, the implementation of the compostable effort led to a waste audit. That audit indicated that 50% of our waste is composted or recycled.

Heritage Handprints built the first Heritage College community garden in spring 2018.

The College Health and Safety Committee regularly communicates environmentally friendly practices or news on its Bulletin Board to all staff and students.

The College Health and Safety Committee also promotes the regional Car-Free Challenge to help promote carpooling and the use of more environmentally friendly transportation practices.

2.1.3 Expand and innovate orientation activities for new students

Orientation practices have evolved from a one-time event to an ongoing process. It is now more a College Orientation instead of a Program Orientation. The main focus at the first event was to identify the “who,” “what,” “when,” and “where” of Heritage College and its various offers of services. Workshops on the basics of four of Heritage Services included the College’s IT and Computer Services, Registrar Services, Student Services, Human Resources, Student Life and Transition to College (presented by both Faculty and Student Services).

- 2.1.4 Reinforce a developmental academic advising approach

We are using a more holistic approach, with training to understand SARCA Services from our feeder schools, to exposure to the CACUSS Student Affairs and Services Competency Model; our Academic Advisors are supported in this development.

- 2.1.5 Expand academic support measures for students at risk

Due to restructuring in Student Services and the additional support services that are now available, new initiatives in the follow-up and tracking of students at risk are in place. More hands-on tracking and triage mechanisms by the Social Worker Technician and follow-up by the Student Success Advisors were launched in the Winter 2018 semester.

Various workshops on Increasing Motivation, Goal Setting, Time Management, Agenda Setting, were led by the Guidance Counsellors in Student Services.

- 2.1.6 Expand career exploration and development practices.

Various models of career exploration are provided to students in both group and individual workshops.

- 2.1.7 Offer ongoing professional and soft skills development including customer service training

All Student Services staff received training in how to de-escalate aggressive behaviours in dealing with people in stressful situations.

- 2.1.8 Expand mental health support practices

Many related activities are offered to all during the common lunch hours, some on a regular weekly schedule, and others at given dates. These included stress management workshops.

The AccessAbility team, in consultation with the student support team is collaborating with partners to promote more autonomy and provide the required interventions when necessary. A Student Leadership initiative was put in place, in partnership with UQO, for training and providing a buddy system network for new AccessAbility students in order to give them extra support in their transition from high school to college.

Student Services also provided workshops on nutrition to sensitize students to the relationship between mood and diet.

Suicide Prevention Week activities were organized in the Agora by the Guidance Counsellor and the Social Worker Technician.

Heritage regularly publicizes to all staff and students extracurricular activities or services to help expand mental health support practices offered by the College or in our community that could be of interest to them.

The Respectful Environment has posted several posters throughout the College on “Seven ways to recharge your batteries” to promote mental health. Calendars have been given to employees to help promote mental health.

2.2 Foster a culture of diversity and inclusion

2.2.1 Develop synergy between projects and activities within different areas of the College Community

Projects overseen by Academic Services request and support synergy among members of different projects, and a sharing of practices. This is encouraged by having opportunities to share.

Student Services has engaged an Indigenous consultant to support the College in its approach to providing services to Indigenous populations. The consultant is available to support faculty, the staff in Student Services and the Aboriginal Education Council.

2.2.2 Diversify extracurricular activities and enrichment opportunities

Based on the results of a student survey generated in October by Student Services, the following new sports and recreational activities are being implemented: contemporary jazz dance, girls collegiate Volleyball, mixed collegiate Badminton, (possibly) municipal Flag-Football and municipal Ultimate Frisbee.

Heritage regularly publicizes (to all staff and students) extracurricular activities and encourages their participation with the help of the Information Office, which coordinates the communication to all staff and students of important events or activities happening at the College.

2.2.3 Showcase achievements of the Heritage Community

Heritage publishes (to all staff and students) an e-newsletter called the Heritage Heartbeat, which publicizes the diverse achievements of staff and students. Three editions were published in fall 2017, three editions were published in winter 2018.

Orientation 3

Promote the College's visibility and engagement, both locally and internationally

3.1 Maintain an active media presence

3.1.1 Overhaul the College website

A budget has been secured for an entire website overhaul. The College is preparing the public tender to find a qualified and experienced communications firm to do the work.

3.1.2 Identify and exploit the media platforms most used by students

The website overhaul will include the integration of our various communication platforms.

3.1.3 Create and disseminate accurate and innovative College publicity

The Operational Marketing Committee has been revamped with new membership and a refreshed operation calendar.

3.1.4 Ensure website social media platforms are accurate, up-to-date and informative

This is part of the aforementioned website overhaul.

3.2 Take advantage of all opportunities to promote and raise the profile of the College

3.2.1 Expand Business Services offerings that promote lifelong learning and skills upgrading, while bringing revenue to the College

A new partnership offering pilot training at Gatineau airport began in January and graduated two cohorts of students by June (14 students). A third cohort began in September and work on an AEC in pilot training has begun.

3.2.2 Ensure visibility in the English-speaking community throughout the Outaouais

The Director General was interviewed on the MAtv show City Life hosted by the President of the RAWQ (Regional Association of West Quebecers) in December.

The College hosted a Regional Association of West Quebecers meeting with Cabinet Minister Kathleen Weil on Jan. 24 (2018).

The College invites all students from our English feeder schools to attend Heritage Day in the fall semester to promote program offerings, and The College welcomes Guidance Counsellors from the WQSB high schools each winter semester.

The College Foundation actively recruits volunteers from the English-speaking community and liaises with the RAWQ. Currently, the Foundation is preparing to launch a major outreach campaign in the Pontiac.

- 3.2.3 Offer sustainable summer programming to the local population
A summer day camp (les Petites molécules en action) ran for 8 weeks at the College. In addition, eight summer courses were offered for students in regular education.
- 3.2.4 Leverage political partnerships with the different levels of government
The Director General meets regularly with our local MNAs and city counsellors, including former Transport Minister André Fortin.
The former Minister responsible for Higher Education (Hélène David) visited the Pontiac campus in October, the Director General greeted former Cabinet Minister Martin Coiteux who visited Gatineau in January, as well as former Minister Kathleen Weil, who visited the College in January.
- 3.2.5 Promote the rental of facilities in the evening and on weekends
The College rented facilities to outside groups at several occasions. For example, a movie production company rented space in November and January.
The College also rented out space for a summer day camp, in June, July and August (2017) and the same group returned in summer 2018 (Les petites molecules en action).
- 3.2.6 Exploit the College's location next to Gatineau Park
The College maximizes the regular use of the Gatineau Park for several outdoor activities organized for staff and students (snowshoeing, skiing, hiking, etc.)
- 3.2.7 Promote the advantages of the CEGEP system to parents, employers and students
Student Services holds a Parent Information Evening in the spring to promote the College's programs, services and resources that are available to students.
The College was represented at a Western Québec School Board recruitment day to promote its AccessAbility Services for students who require special accommodations for their learning essentials and physical needs.
- 3.2.8 Further develop the College Alumni network
Working with Program Coordinators to share Alumni contacts. An Alumni Group Page is kept up to date and newly graduated students contact information is added to the data bank. A working group will be assembled in 2018-2019 to address the issue of content production for social media, including the existing Alumni Group Page.
- 3.2.9 Secure viability and support of the Cegep Heritage College Foundation fundraising campaign
The Director General meets regularly with the Manager of the Foundation to ensure completion of the essential work to move the Foundation forward, including financial reporting. The DG also attends both Foundation Board and Executive meetings to keep in touch with our volunteers and to represent the College's perspective. The DG is in regular contact with the current Chair of the Foundation (Mr. Carl Marcotte).

3.3 Contribute to the development of the economy of the Outaouais region while enhancing the student experience

- 3.3.1 Seek partnerships and offer services that respond to the needs of local enterprises and regional organizations

The College forged a partnership to offer a 14-month pilot training program at Gatineau Airport in collaboration with the International Pilot Academy. The ground school began classes on January 15 (2018), and 16 students from first and second cohorts graduated this past winter. We actively recruited a third cohort, and 10 students began in September (2018). The College is currently developing the Pilot Training Program into an AEC.

The College also offers a service to all regional employers to post their jobs at our college for free and promotes this job opportunities to the College community.

- 3.3.2 Seek sustainable collaboration agreements and partnerships with organizations both within Canada and abroad

Three more collaboration agreements were signed between the College and IUTs (instituts universitaires de technologie) in France. Both the Director General and the International Mobility Advisor travelled to France to visit both IUTs and Lycées in order to recruit more students into our programs. Thirteen students from France attended the College in 2017-2018, and two of our students completed co-op placements overseas. Twelve French students arrived in the fall, and one French student is set to do an international internship here. The College has also begun discussions with a recruitment firm to bring students from India to the College to study, possibly for an AEC in Project Management.

The College is currently seeking partnerships with regional airlines to allow for both students and qualified instructors in our International Pilot Academy program.

- 3.3.3 Participate in sustainable collaborative academic projects with other institutions that add to the student experience

We have participated in two financing proposals involving research and entrepreneurship in collaboration with UQO and the Cégep de l'Outaouais (SYNOVCO and the Pôle regional en enseignement supérieur) that will create opportunities for our students and faculty to do applied research.

The College is working with Cégep de l'Outaouais to help them find volunteers for their annual job fair.

The College has explored partnerships with ITHQ and with Champlain College to share students in certain technical programs.

Orientation 4 –

Foster effective communication practices

4.1 Promote effective communication at all levels

- 4.1.1 Develop a centralized information hub for information sharing within the college community.

Work continues with Computer Services to maintain document repository on Omnivox for the College community as an alternative to the public folders.

The College has implemented a new way to communicate important events and news with all students and personnel (a message board in the Agora). This new practice is currently being evaluated to see if it gives the expected results.

Heritage Heartbeat (e-newsletter) was published six times in 2017-18.

- 4.1.2 Clearly identify and document information gathering and distribution practices, including roles and responsibilities, timelines, medium, target audience

The College is working on a list of all our communication tools and is identifying who is in charge of them, their roles and responsibilities. This list will be publicized to all personnel to help improve our communication practices at the College and will help identify who is in charge of the management of our several social media platforms at the College such as: Instagram, Facebook, LinkedIn, Alumni, etc.

4.2 Identify technological obstacles affecting communication and implement solutions

- 4.2.1 Provide appropriate technology and ensure its upkeep and support

Upgraded computers and printers have been installed in several labs and offices. Enhanced our wireless network by deploying additional equipment.

Enhanced the students' registration process by installing Virtual ID cards.

Enabled Single-Sign-On for students, making it easier for them to access the College's services (Omnivox, college network, Moodle, Mahara and others).

Currently analyzing several different products for Distance Learning, in collaboration with Academic Services.

- 4.2.2 Disseminate robust tools where technology is seamless and easy to use

Additional hardware to enhance our wireless network has been added.

Insured improved performance of our Virtual Desktop Infrastructure by upgrading and stabilizing the environment.

Standardized installations for Projectors and Computers within classrooms and labs has been implemented. At this time about 65% has been completed.

4.2.3 Improve consultation concerning classroom technology needs and support

The Computer Users Group (under the auspices of Senate) has been re-established.

Computer Services has enhanced communications with the service by using email system and Mio.

4.3 Improve information services for all students, from admission to graduation

4.3.1 Ensure program publicity accurately reflects the competencies to be acquired as well as identify future career and learning pathways.

4.3.2 Expand the use of technology for registration and fee payments

4.3.3 Adopt the information platform most likely to connect with students
This aspect is part of the website overhaul being undertaken.

2. Annual Staffing Level and Information Relating to Contracts of Service of \$25,000 and more

2.1 : Compliance with the staffing level

2.1 : The staffing level target of the College established by the Treasury Board as well as the total number of paid hours are presented in the following table.

Total des heures rémunérées	303568.88
Cible établie par le Conseil du trésor	298832.27
Ampleur du dépassement, s'il y a lieu	4736.61
Respect du niveau d'attribution de l'effectif	Non
Est-ce que ces informations concordent avec celles du cégep?	Oui

Staffing level established in accordance with article 35 of the Act for the period of April 1, 2017 to March 31, 2018 than in the reference year. This increase is justified by the received reinvestment and additional resources accordingly.

List of Retirees and Human Resources Distribution

2017-2018		
List of Retirees 2017-2018		
Employee Name	Category	
Donald Marleau	Director of Building Services and Computer Services	
Judith Mueller	Academic Advisor	
Jutta Kurtz	Teaching Staff	
Cheryl Mitchell	Teaching Staff	
Human Resources Distribution (as of June 1, 2018)		
Employee Categories		Total Number
Senior Managers and managers		15
Teachers	Regular Education	147
	Continuing Education	28
Professionals		12
Support Staff		50
Total No. of Employees		252

Report on contracts of service of \$25,000 and more

Indicate the number of service contracts respectively with legal persons (companies) and individuals (in business or not) as well as their total value.

COMPANY / PERIOD	17/18
NASCO ENTRETIEN MÉNAGER D'IMMEUBLES INC.	\$ 235,940
RISQ INC	\$ 35,821
SKYTECH COMMUNICATIONS INC.	\$ 197,052
NEPTUNE SECURITY SERVICES INC.	\$ 84,986

3 - Support for the Academic Success of Students with Special Needs and Students with Disabilities

3.1 : Summary of activities

- 1- Volunteer Leadership program (support of new students AccessAbility by peers during the first 5 weeks of course)
- 2- Workshops (KORSA, stress management, technical dealing with absences, exam preparation, Food for mood...)
- 3- Activities for Suicidal prevention week (e-mail: Exchange friendly words among students to help increase self-esteem and the feeling of being appreciated)

- 4- Orientation session for AccessAbility students (explanation of the process of) exam booking, student card)
- 5- Extension of the examination room and adding small isolated premises and a glass wall in the local C-221 (reviews for AccessAbility)

4 - Code of ethics and professional conduct applicable to members of the Board of Directors

Heritage College Bylaw #6 came into force on January 1, 1998

PREAMBLE

The present ethics and professional conduct regulations are adopted by virtue of 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 measures complete the ethics and professional conduct regulations already provided for in articles 321 to 330 of the Québec Civil Code and in articles 12 and 20 of the General and Vocational Colleges Act. The legislative provisions of a public nature, in particular articles 12 and 20 of the General and Vocational Colleges Act prevail, in case of conflict, over the provisions of the present bylaw.

ARTICLE 1—PURPOSE

The purpose of the present bylaw is to establish certain standards of ethics and professional conduct applicable to Board administrators of the College, with a view to:

- ensuring public trust in the integrity, impartiality and transparency of the Board of Governors of the College, and
- allowing Board administrators to carry out their mandates and to perform their duties with trust, independence and objectivity for the best achievement of the College mission.

ARTICLE 2—APPLICATION

The present bylaw applies to all Board administrators of Heritage College.

ARTICLE 3—PROVISIONS

3.1 COVERAGE

Each Board administrator is subject to the regulations of the present bylaw. Moreover, the person who ceases to be a Board administrator is subject to the regulations stipulated in article 4.2 of the present bylaw.

3.2 DUTIES OF BOARD ADMINISTRATORS

A Board administrator shall carry out the duties of office with independence, integrity and reliability to the best interest of the College and the achievement of its mission. A Board administrator shall act with caution, conscientiousness, honesty, loyalty and consistency as would any reasonable and responsible person in such circumstances.

3.3 REMUNERATION OF BOARD ADMINISTRATORS

A Board administrator is not entitled to any remuneration for the performance of the duties of office. A Board administrator also may not receive any other remuneration from the College, except for the reimbursement of certain expenses authorized by the Board of Governors.

This provision does not have the effect of preventing Board administrator members of staff from receiving the salary and other benefits provided for in their contracts of employment.

3.4 REGULATIONS REGARDING CONFLICTS OF INTEREST SITUATIONS OF CONFLICTS OF INTEREST FOR BOARD ADMINISTRATORS

A situation of conflict of interests is considered to be any real, perceived or potential situation, which is objectively of a nature to compromise, or susceptible of compromising, the independence and the impartiality necessary in the performance of the duties of Board administrator, or on the occasion when a Board administrator uses, or seeks to use, the attributes of the duties of office to take unwarranted advantage or to provide a third person with such unwarranted advantage.

Without restriction to the scope of this definition and only by way of illustration, the following are, or may be considered, situations of conflicts of interest:

- a) a situation in which a Board administrator has a direct or indirect interest in the deliberations of the Board of Governors;
- b) a situation in which a Board administrator has a direct or indirect interest in a contract, or a contract being drafted, with the College;
- c) a situation in which a Board administrator directly or indirectly obtains, or is on the verge of obtaining, a personal or professional advantage resulting from a decision of the College;
- d) a situation in which a Board administrator accepts a gift or some advantage from an individual or a firm which deals with, or wishes to deal with, the College, other than customary gifts of minimal value.

3.5 SITUATIONS OF CONFLICTS OF INTEREST FOR BOARD ADMINISTRATOR MEMBERS OF STAFF

In addition to the regulations established in article 3.4.1 of the present bylaw, the Board administrator member of staff is in a situation of conflicts of interest in the cases described in articles 12 and 20.1 of the General and Vocational Colleges Act {Ref. Doc. #B6.1}.

3.6 DISCLOSURE OF INTERESTS

Within thirty (30) days following the coming into force of the present bylaw or within thirty (30) days of assuming the duties of office, each Board administrator must fill out and submit to the Professional Conduct Consultant a declaration of interests which said Board administrator, to that individual's knowledge, has in any entity doing business or having done business with the College and disclose, if need be, any real, potential or apparent situation of conflict of interest which may be of concern.

This declaration must be reviewed and updated at the beginning of every calendar year by each Board administrator, who is obliged to complete and return to the Professional Conduct Consultant the form designated for this purpose.

In addition to this declaration of interests, the Board administrator must disclose any situation of conflict of interests in the manner and in the cases described in the first paragraph of article 12 of the General and Vocational Colleges Act.

3.7 PROHIBITIONS

In addition to the prohibitions for situations of conflicts of interests described in articles 12 and 20 of the General and Vocational Colleges Act, a Board administrator who is in a situation of conflict of interests with respect to an item discussed at the Board of Governors has the obligation to leave the Board meeting to allow the deliberations and the vote to take place in said Board administrator's absence and in the strictest confidentiality.

ARTICLE 4—ROLES AND RESPONSIBILITIES

4.1 BOARD ADMINISTRATORS

A Board administrator shall, in the performance of the duties of office:

- conform to the obligations imposed by law, by the constituting act of the College, or by its bylaws, and act within the limits of the powers of the College;
- avoid situations of conflict where personal interest and the interest of the group or of the person who has elected or named the Board administrator would be in conflict with the obligations of that Board administrator's duties of office;
- act with moderation in any remarks, avoid undermining the reputation of others, and treat other Board administrators with respect;
- not use, for personal profit, or that of a third person, any property of the College;
- not disclose, for personal profit, or that of a third person, privileged or confidential information obtained by reason of the duties of office;
- not abuse the powers of office or unduly profit from the position of Board administrator to take personal advantage;
- not grant, solicit or accept, directly or indirectly, a favour or unwarranted advantage, for personal benefit or for the benefit of a third party;
- not accept any gift, token of hospitality or advantage other than the customary ones or those of minimal value.

4.2 INDIVIDUALS WHO CEASE TO BE BOARD ADMINISTRATORS

An individual who ceases to be a Board administrator shall, in the year following the end of that individual's mandate as Board administrator:

- not take unwarranted advantage of the former duties of office;
- not act in person or on behalf of others in relation to a procedure, a negotiation or any other operation to which the College is a party. This regulation does not apply to a former Board administrator member of staff of the College with respect to that individual's contract of employment;
- not use confidential or privileged information relating to the College for personal purposes, and not give advice based on information which is not available to the public.

4.3 BOARD CHAIR

The Board Chair is responsible for the good functioning of the meetings of the Board of Governors. The Board Chair must resolve any question relating to the right to vote at a meeting of the Board. When a motion is tabled by the assembly, the Board Chair must, after having heard, if need be, the representations of the Board administrators, decide which members are eligible to deliberate and vote. The Board Chair has the power to request that a person abstain from voting and that a person leave the meeting room of the Board. The decision of the Board Chair is final.

4.4 PROFESSIONAL CONDUCT CONSULTANT

The Secretary to the Board, or any other person named by the Board, acts as Professional Conduct Consultant. This Consultant is responsible for:

- informing the Board administrators as to the content and the modes of enforcement of the present bylaw;
- advising the Board administrators regarding ethics and professional conduct;
- inquiring promptly into alleged irregularities and reporting to the Board;
- publishing in the annual report of the College the information respecting the present bylaw, as required by the Act.

In accordance with the present bylaw, the Professional Conduct Consultant informs the Board of any complaint or any other situation of irregularity as well as the results of any investigation.

4.5 DISCIPLINARY COMMITTEE

The Board, or a committee appointed by the Board to this end, sits as a Disciplinary Committee and decides on the validity of a complaint and on the appropriate penalty, if need be.

When a breach is alleged to have taken place, the Disciplinary Committee notifies the Board administrator in question of the alleged breach and that said Board administrator may, within 30 days and in writing, submit personal observations to the Disciplinary Committee and request to be heard by the latter relative to the alleged breach and the appropriate sanction.

In the case of an urgent situation requiring a quick intervention, or in the case of an alleged serious offence, be it an alleged breach of a standard of ethics or professional conduct or an alleged criminal or penal offence, a Board administrator may temporarily be released from the duties of office by the Board Chair.

The Disciplinary Committee, upon coming to the conclusion that a Board administrator has infringed against the Act or the present bylaw, imposes the appropriate disciplinary penalty. The possible penalties include reprimand, suspension or recommendation of dismissal from office.

4.6 ARTICLE 5—REVISION

The present bylaw will be reviewed and, if necessary, revised at least every five (5) years, or when deemed necessary by government requirements or by the Board.

GLOSSARY

BOARD ADMINISTRATOR: member of the Board of Governors of the College.

MEMBER OF STAFF: the two teachers, the nonteaching professional and the support staff member, respectively elected by their peers as members of the Board of Governors of the College, as well as the Director General and the Academic Dean.

COLLEGE: Cégep Heritage College.

OFFICE: the office of Board administrator.

INTEREST: a right, title or legal share in something; participation in something because of responsibility, self-interest, advantage, benefit, liabilities or the like, present or future.

DECLARATION FOR 2017-2018

During 2017-2018, the professional conduct consultant charged with the application of the Code of Ethics and Professional Conduct for the Board of Governors did not receive any complaints or reports of irregularities.

5. Intervention Strategy to Prevent and Counter Violence of a Sexual Nature in Higher Education

5.1: Persons Engaged under the Strategy

Starting in Fall 2018, a committee of 11 people whose composition is in accordance with Bill 151 will work to develop a new policy.

5.2 : Details on the Amounts of Expenses

No expenses in 2017-2018

6. Funds Provided to the Activities Funded under the Regional Poles

6.1 : Does the Cégep realize a project under the regional poles?

No--but starting in 2018-2019 the college will move forward with its regional partners.

7. Funds provided to the activities funded under the regional poles

7.1 : Does the Cégep realize a project under the poles of creation and digital arts training?

No--but starting in 2018-2019 the college will move forward with its regional partners.