

Cégep Heritage College – 2018-2019 Annual Report

Message from the Chair of the Board of Governors

The year 2018-2019 was really exciting. The College celebrated its thirtieth years of existence. For thirty years, we have been proud to take part in the academic training of the students in the Outaouais who in their turn will contribute to the development of our region.

Our graduates and students are true ambassadors of the College. Thank you to be our proud representatives. This thirtieth year was marked by good news. We received additional financing from the Ministry which will enable us to develop our program offering in the Pontiac and to better anchor ourselves in the community.

Our thirtieth year was also marked by a transition. We make a point of cordially thanking Mr. Michael Randall, the former Director General, for all the work carried out. He is very humble and gives all the merit of the achievements to the team of the College. I am convinced that, without his leadership, the College would not have been as successful.

Comes with this departure, the arrival of a new Director General , Mr Gordon M^cIvor. We welcome him.

I cannot finish without thanking the staff of the College which day after day works to offer the best Cégep Heritage College can offer - thank you very much!

Murielle Laberge
Chair of the Board of Governors
Cégep Heritage College

Message from the Director General

I am pleased to submit the 2018-2019 Annual Report of Cégep Heritage College to the Board of Governors. 2018-2019 was truly a year of achievement at Heritage in many realms; this document highlights some of the many accomplishments.

Enrollments at Heritage continue to grow. In Fall 2018, enrolment increased to 1230 full-time students for our regular programs. The channel of future students for Heritage looks very promising as our local feeder high schools are full and continue to serve more students as more families are choosing to make this area their new home.

The College celebrated its 30th anniversary this year. To mark the milestone, a cocktail was held in May in which the Spring Art Show displayed in the Agora and was enjoyed by 70 attendees, including current and former staff as well as Alumni.

Heritage is now involved in La Fabrique Mobile de l'Outaouais – a social enterprise that makes innovation and technology available to our community. Thanks to financing from La Caisse Desjardins, a regional FABLAB now exists that provides students and faculty access to high-tech equipment such as 3D printers and lasers. Young entrepreneurs, inventors and the technically inclined can create new projects

and serve local businesses. This technology and training are available at both campuses in Gatineau and in Campbell's Bay (in the Pontiac). The College's participation in FABLAB ensures that we are part of the regional innovation ecosystem with other post-secondary institutions on the Quebec side of the Ottawa River.

The Heritage College Foundation describes its 2018-2019 year, a year of change, enhanced student support, development and opportunities. While the Foundation's ability to fundraise was hindered following the aftermath of the tornado, efforts were redirected to understanding the complexity of student needs and providing much needed student aid. Community outreach and networking continued as well as building partnerships with la Ville de Gatineau and laying the groundwork for the creation of an Entrance Bursaries pilot project with the WQSB. By the end of the academic year, the Foundation had contributed \$15,000 to the renovation of the Brigil Learning Centre, over \$20,000 to Perseverance Awards (50 student recipients), close to \$9,000 in student assistance. It also supported a variety of initiatives which included: emergency psychological assistance, international course-related humanitarian experience, and the first Heritage student participating in international student-exchange. 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.

With respect to international activities, the College continues to develop its partnerships with French educational institutions. Two new articulation agreements were signed with the *Université Jean-Moulin Lyon 3* and the associated *Institut universitaire de technologie de Lyon 3*, and the *Université de Lille*. These agreements are significant in that they will allow students in pre-university social science programs to participate in an exchange program for a semester of studies, which is very unique in the Cégep network. In addition, the College hosted 12 French students for a semester of studies. In April, SNCEEL (Société Nationale des Chefs d'établissements d'enseignement libre), a delegation of 16 administrators from French Lycées visited Heritage. Given the Québec-France agreement that allows students from France to access free tuition studies and our admissions criteria (Bylaw 3), the future looks bright for us to be able to welcome more international students in the coming semesters.

We are proud of the academic accomplishments of our students. The Academic Dean's report in this document provides examples of how our programs are delivering quality and continue to evolve for the 2020s. Laying the foundation for our students to achieve academic success is our primary goal; however, we are committed to developing the whole person. Offering an engaging student life environment is vital to creating an overall positive and memorable college experience and prepares students for further personal and professional growth. I am proud of the clubs and activities to which our students have access. Thank you to those people who make those opportunities happen.

All of our Heritage Hurricanes sports teams represented us well this year. I would especially like to congratulate two teams that brought championships back to the College in two different sports. The men's basketball team won the provincial title with a perfect record of 16-0. The women's indoor soccer team won the Regional (Sud-Ouest du Québec) Championship. Thanks to both teams for the spirit that they stirred on campus.

The College is grateful to all members of the Board of Governors, chaired by Madame Murielle Laberge, for their support and commitment. Our faculty and non-teaching personnel serve our students and our community with heart. Heritage truly is a family and we can proud of what we have all accomplished and confident about what the future holds.

Gordon M'ivor
Director General
Cégep Heritage College

Message from the Academic Dean

During the 2018-19 academic year, the College implemented or continued to provide the following measures in support of Student Success:

SPECIAL PROJECTS FOR STUDENT SUCCESS

Special funding from the MEES allowed for teachers to carry through projects where they could enhance the learning of students on campus, or by looking into pedagogical tools and research to enhance the student learning experience. Here is a short synopsis of the projects accepted. 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. A Mathematics teacher continued to work 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. The extra sessions added by the Math department to the Learning Centre for helping students during the exam period was well received by students. Philosophy and Humanities also moved towards workshops to better assist students in this discipline, but also for teachers to understand how to reach their students best. Indigenizing the Curriculum sought to popularize their resource for teachers so as to indigenize the curriculum across many disciplines, and to share the importance of culturally-relevant curriculum. Speakers were invited to come and discuss topics, as well as network with other teachers and pedagogical counsellors at other colleges continued. The Peer Tutoring teacher and trainer initiated a study on how to grow Peer Tutoring at the College, and initiatives to better reach our students were tested and validated, and recommendations for growth will be tried in 2019-2020. Teaching Circles continued to offer teachers with a venue to share best practices among colleagues.

THE LEARNING CENTRE AND PEER TUTORING

The Learning Centre remains an additional resource for students who seek help in a variety of disciplines. Teachers schedule given times in the Learning Centre so as to provide guidance, review, and assistance to students for their academic success. Student Services also sees to providing workshops and information sessions on personal well-being and academic skills.

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 and pre-

university programs. Specific needs were addressed with targeted subject matter. Tutoring was extended to online consultation for one subject. 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 for all, and the day schedule allows encourages programs and departments to meet. The sessions in January and May 2019 offered teachers with topics they wished to share as well as topics and workshops where current pedagogical needs were identified. This is an ongoing measure for more self-directed professional development by our teachers. All sessions were well attended and received.

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.

TRACKING SUCCESS RATES

Since the new strategic plan came into effect, the College continues to rely on KPI, Key Performance Indicators, to inform us on academic excellence. For an early success in their college studies, first-semester attendance is mandated in our Institutional Policy on the Evaluation of Student Achievement (Policy 5), and the early alert measures help us identify first-semester students in need of assistance for academic success, so that we may assist them. Student success is a complex process that also includes Program success. The revision of Policy 17 on Program Evaluation is planned for 2019-2020, now that we have received the final audit report from the *Commission de l'évaluation de l'enseignement collégial* (CEEC) on Quality Assurance. The CEEC praised the good organization implemented at the College, and identified only one area to reinforce. All academic departments and programs provide annual reports on program evaluation. The CEEC recommendation will bring changes to this process. Programs and departments are supported by Academic Services with continued pedagogical support for teachers so that they are best served to respond to the learning needs of students. 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.

Our proactive stance to encourage the latest pedagogical research and practices for our faculty has allowed them to offer enriched opportunities for learning to the students of Cégep Heritage College. Some teachers have distinguished themselves as leaders to faculty members by sharing best practices,

seeking professional development in pedagogy, and mentoring others to join them. Together, our learning community is growing.

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

Our PACS remain a primary resource for programs to keep abreast of changes in the work force. Academic Services also attends congresses and conferences where the business world and education meet. Several have been attended over the last year or so. The Academic Dean also attended different venues, such as QUESCREN, CICAN's Indigenous Education Symposium, and other conferences.

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

We have received McGill Dialogue funding to continue to offer to our Nursing students an enrichment of French as the language for the workplace.

1.2 Continue to refine the program approach

We expect that the CEEC report will identify those mechanisms that work well and those that need work, so upon reception, we expect to be able to finalize the work on Policy 17 and its processes.

January 17, we were invited by the CEEC, along with another 6 colleges, to participate in an exchange of best practices on ongoing program evaluation.

- 1.2.1 Deliver varied and flexible learning opportunities and environments

Academic Services continues to offer pedagogical development workshops and seminars, as well as resources for teachers to improve their toolkit. Academic Services also offered a series of workshops over the month of May, rather than offer one PD day, thus allowing more opportunities to learn.

- 1.2.2 Build academic program competencies using a step-by-step approach (scaffolded learning)

Academic Services continuously informs and guides faculty into program oversight processes. The consistency of establishing learning outcomes from the programs, as they contribute to monitor, evaluate, revise, and implement their programs, is undertaken. The learning outcomes and their connection to courses is then strengthened through the matrix, course plans, and the course outlines that are derived from the latter. Academic Services guides these processes and maintains oversight to ensure quality in teaching.

- 1.2.3 Adopt a 21st-century holistic learning model (as per the MEES college learning model)

The MEES identifies the aims and goals of a College education in all its programs. Added to this, the College looks to reinforcing 21st-century skills for our students as they develop their knowledge (savoir), technical skills (savoir-faire), and life skills (savoir-être).

- 1.2.4 Foster the development of engaging pedagogical approaches and with an emphasis on the first semester experience

Academic Services offers ongoing pedagogical training opportunities that are self-directed by our faculty. Teachers seeking guidance are met by educational advisors who help identify the areas where the teacher may wish to improve their pedagogical skills. This is done through online resources, self-directed learning, and the many on-site opportunities offered through workshops or teaching circles.

- 1.2.5 Reinforce the value of general education and complementary course competencies

The program approach is emphasized continuously, and venues where programs and departments meet is encouraged and facilitated by Academic Services.

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 - 82.3%)
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)

(2018 – 64.4% same program/ 72.2% all programs (same college-change of program)

70% Career programs

(2017 – 65.9/ 72.9% all programs)

(2018 – 67.2/ 77% 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 – 32.7% same program/ 35.5% all programs)

Graduation +2 (2017-2022 SAP)

Pre-university + 2 Years (fall 2013 cohort – 49.6% same program / 52.2% all programs)

Career Programs + 2 Years (fall 2012 cohort – 47.3% same program / 50.5 % all programs)

Continuing Education target: 75% graduation rate (2017-2022 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

Microsoft Network and Security Administrator LEA.1G – 85% (17 graduates out of 20 admitted)

Bilingual Office Administration LCE.51 BOAN 8 – 77% (10 graduates out of 13 admitted)

Fall 2018

Microsoft Network and Security Administrator LEA.1G – 62% (10 graduates out of 16 admitted)

Bilingual Office Administration LCE.51 BOAN 9 – 78% (14 graduates out of 18 admitted)

Early Childhood Care Education JEE.OK in Pontiac – 86% (6 graduates out of 7 admitted)

Early Childhood Care Education JEE.OK in Gatineau – 50% (3 graduates out of 6 admitted)

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

Throughout this process, Quality Assurance measures have been reinforced. The CEEC Audit report was received in August 2019 and recommendations will be addressed in 2019-2020.

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 extra-curricular activities that contribute to personal growth and promote healthy living

Academic Services continues to include wellness and community-based activities into its PD Pedagogical Day activities. There are many wellness activities open to all during the term.

The College has created its policy on the Prevention of Sexual Violence and will organize its campaign to promote it to the entire College community in August 2019 along with all the local and external resources related to it.

- 2.1.2 Promote environmentally friendly practices

The College Installed four charging stations for electric cars and participates in the "Branché au travail" program, piloted by "Transition énergétique Québec".

Integration of best practices in energy management by monitoring closely our gas and electricity consumption by an integrated data logger to the Building Automation System.

Other examples: retrofitting of high energy consumption lamps by LED is a daily standard practice, washable whiteboard erasers as a standard in every classroom, and setting up compost bins for pickup by the city of Gatineau.

The College annually promotes the regional car-free challenge program at the beginning of every academic year to all its staff and students and takes the opportunity to promote its car-pooling online management system to all employees and students to encourage them to choose a more environmentally friendly means of transportation.

- 2.1.3 Expand and innovate orientation activities for new students

Orientation Day is offered every semester followed by orientation workshops on a regular basis.

- 2.1.4 Reinforce a developmental academic advising approach

Academic Advisors are monitoring academic progress through a global approach. They take into consideration factors such as financial needs, family issues, medical conditions, course load, age, etc., to adapt every student's academic progression to their overall reality.

- 2.1.5 Expand academic support measures for students at risk

Academic Advisors do follow-ups on a weekly basis for all students at risk.

- 2.1.6 Expand career exploration and development practices

Academic Advisors attend various information and professional development events organized by universities that are within close proximity to the College.

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

Several training sessions, such as "Non-aggressive crisis intervention skills" are attended by staff from all sectors of Student Services (AccessAbility Services, Registrar and Academic Advisors, Student Life, Financial Aid, Recruitment and orientation).

A college-wide professional development activity was organized for all personnel on June 6, 2019 on Positive Communication at Cegep Heritage College to help foster and promote positive communication.

- 2.1.8 Expand mental health support practices

Workshops were organized for students with special needs by AccessAbility Services, and for staff by Morneau-Shepell.

Several physical activities have been organized during the year (yoga, Zumba, etc) and was offered to all staff and students to help promote healthy habits in the workplace.

The College participated to regional event Le Défi Entreprise to represent the College and to help promote physical activities and healthy habits in the workplace.

The College has created a partnership with all local Associations to allow all personnel to use the fitness center free of charge.

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

Examples of related activities are Heritage+, nutrition for students, financial awareness, and wellness through community engagement. A closer alignment of the

student support efforts by Student Services, Academic Services, and the Library is being undertaken.

The College organizes many event for employees during the year during which everyone is invited to attend and to participate. Ex.: Halloween events, Holiday lunch, Employee Recognition Evening, Awards Evening, etc.

2.2.2 Diversify extra-curricular activities and enrichment opportunities

The College is building more links with local partners and also within the various undertakings done here at the College. Examples are (1) Repair-Café with the FabMOB took place at the College in January 2019; (2) The Playgroup from Connexions offers opportunities for our ECCE students to learn, and (3) Indigenous Speakers' series brings guests for a classroom to be open to the public. Every effort is made to engage our Heritage members in a diversity of enrichment activities, and many are led by our staff.

2.2.3 Showcase achievements of the Heritage Community

Highlights are brought to the attention of Board members through the Academic Dean's report over the last year. celebrated through College wide announcements on such platforms as "the Heartbeat," FB, and direct messaging to personnel.

A 30th Anniversary Cocktail is being planned for the beginning of May (2019) in collaboration with the Visual Arts Program and their spring art show. Awards night will also feature program showcases.

The Employee Recognition Evening was organized in June 2019 during which all employees with 15, 25 years of services and all new retirees were honored and celebrated. This evening is organized to recognize the important contribution of our employees to the College's mission and to thank them for their contribution.

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

Contracts were awarded to a content strategist and a web developer with a target delivery date for the new web site set for Fall 2019.

3.1.2 Identify and exploit the media platforms most used by students

On-going discussions with readyeducation.com which is a platform being introduced by various Cégeps & Universities. The project is tentatively set to follow the completion of our new web site.

- 3.1.3 Create and disseminate accurate and innovative College publicity
Currently using Facebook ads which provides good analytics during and after promo campaigns. Campaigns are based on specific target audiences (age, localization, interests, etc.)
- 3.1.4 Ensure website social media platforms are accurate, up-to-date and informative
College Facebook and Flickr pages are showing constant increase in traffic. Our ratio Followers/Students is 140% vs 85% for Cégep de l'Outaouais. A contract will be awarded to a student to feed our Instagram page with content.
- 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
The DG accompanied our Business Services professional (Marie-Paule Dufresne) to a first meeting with the Management of LiveWell Québec, a new division of LiveWell Foods, who have moved into office space on le Promenade du Portage. They are currently building a large medicinal cannabis production and research facility in Leitchfield, close to our Campbell's Bay campus. We introduced the College and the services we offer which were well received. We expect to be invited for a follow-up meeting at LiveWell as their training needs become clearer. This enterprise should prove to be an important new motor for the economy of the region in general, and the Pontiac in particular.
- 3.2.2 Ensure visibility in the English-speaking community throughout the Outaouais
A first ever open house was held at our Campbell's Bay campus on August 18 (2018). Several employees from main campus were present as were many local politicians, including (then) Minister of Transport André Fortin and Pontiac MP Will Amos. In addition to our programming, the College was showcasing our new greenhouse and the new banners that have been erected on the satellite campus.

The Academic Dean attended the Regional Stakeholders meeting held by Connexions on "Partners for the well-being of English-speaking youth in the Outaouais" on January 30 2019. This offered an opportunity to learn more about the CISSSO study of our English-speaking youth in the Outaouais, as well as to open discussion with community partners and to establish stronger ties with them.

The College participated to the event organized at UQO.....

The College participated to Le Défi Entreprise in June 2019 to help promote healthy habits and physical activities.....
- 3.2.3 Offer sustainable summer programming to the local population
- 3.2.4 Leverage political partnerships with the different levels of government

- 3.2.5 Promote the rental of facilities in the evening and on weekends
- 3.2.6 Exploit the College's location next to Gatineau Park
- 3.2.7 Promote the advantages of the CEGEP system to both parents, employers and students
- Student Services will be holding 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

A 30th anniversary cocktail is being organized for the beginning of May and it will be specifically promoted to Alumni.

- 3.2.9 Secure viability and support of the Cegep Heritage College Foundation fundraising campaign

Foundation volunteers are working to establish a special Pontiac "Friend Building" Campaign. Work on the Major Fundraising Campaign is on-going, such as renewing donations and cultivating long-term relationships and donor recognition. The College held a Press Conference on August 23rd to confirm the official designation of the Brigil Learning Centre. On November 15th a joint Fundraiser Breakfast @ Heritage was held in collaboration with Centraide Outaouais. Following the tornado in September, the Heritage College Foundation have assisted Heritage students get back on their feet. Official requests for major donation renewals have been sent to both la Caisse Desjardins and the City of Gatineau. On November 20th, the Foundation organized a presentation of "Tony's Promise," in collaboration with the McColl family, to sensitize our community to the dangers of driving under the influence of drugs or alcohol.

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

Heritage, along with Cégep de l'Outaouais and UQO are partners in "le Pole regional en enseignement supérieur." We are also partnering with the other post-secondary institutions in the region, along with CILEX, to establish a regional consortium in cyber security with the participation of local entrepreneurs and with support from the city of Gatineau.

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

In November (2018), both the Director General and the International Mobility Professional travelled to France to reinforce existing collaboration agreements with

French IUTs, to secure study opportunities for our Social Science students, and to open the possibility of recruitment opportunities of French Lycée students into our DEC programs.

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

The College has been awarded \$100 000 by La Caisse Desjardins to finance a FABLAB, through their regional development fund. Although part of the lab would be located in our electronics department, the main lab would be located in the new regional incubator (Synovco) being built next door at the Gabriel Roy Campus. This important piece of the regional synergy represents our contribution to this regional initiative which also includes UQO and le Cégep de l'Outaouais. Our students will have access to state of the art equipment and will also have and the possibility to participate in public and private projects involving the development of new technology and entrepreneurship in the Outaouais region.

Orientation 4 –

Foster effective communication practices

4.1 Promote effective communication at all levels

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

Reminder memos are frequently sent to staff concerning the use of Omnivox “Heritage Communications” folder as the repository for news and important College information.

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

The College community was provided with a list (via December e-mail) of target audience and contact information for the people responsible for the various communication tools at the College.

4.2 Identify technological obstacles affecting communication and implement solutions

- 4.2.1 Provide appropriate technology and ensure its upkeep and support

All servers are being upgraded to the latest OS version and Office 360 is being installed across the College.

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

The College is working with Dawson to render the Moodle and Omnivox platforms more seamless. The project is currently in test mode.

4.2.3 Improve consultation concerning classroom technology needs and support

The TLRC (Teaching and Learning Resources Senate Committee) mandate has been updated to reflect the current and forthcoming needs in education and for our student clientele. Consultations with the other Services on campus takes place as well. The CUG (Computer User Group) is an ad hoc Senate committee with a representational membership who also brings forth the concerns of the users to Senate and management. The College has processes by which the end-user is represented and heard. The Senate subcommittees are recommending bodies.

4.3 Improve information service for all students, from promotion to graduation

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

Part of the new website development.

4.3.2 Expand the use of technology for registration and fee payments

The College is increasing the number pay terminals that can be used on campus.

4.3.3 Adopt the information platform most likely to connect with students

Part of the new website development.

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 of Paid Hours	299,182.70
Level Target	306,952.98
Respect of Target Level	Yes
Information compliance with the College data	Yes

Staffing level established in accordance with article 35 of the Act for the period of April 1, 2018 to March 31, 2019 than in the reference year.

List of Retirees and Human Resources Distribution 2018-2019

List of Retirees 2018-2019	
Employee Name	Category
Michael Randall	Director General
Maurice Lafleur	Associate Academic Dean
Deborah Valdez	Director of Student Services
James Stewart	Laboratory Technician
Joanne Mullaly	Teaching Staff
Jill Mimeault	Teaching Staff

Human Resources Distribution (as of June 1, 2019)		
Employee Categories		Total Number
Senior Managers and managers		14
Teachers	Regular Education	149
	Continuing Education	29
Professionals		12
Support Staff		42
Total No. of Employees		246

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.

Numero	Titre Organisme	Montant	Numero SEAO
BON181900271	COLDFRONT LABS INC	\$ 29,749.50	1208597
BON181900041	EXITECH INC.	\$ 27,055.00	1180716
BON181900550	FABRIQUE MOBILE DE L'OUTAOUAIS	\$ 100,000.00	1231579
BON181900422	HTS ENGINEERING LTD.	\$ 33,662.50	1218626
BON181900143	IT2GO SOLUTIONS INC.	\$ 28,980.00	1194839
BON181900014	LES ELECTRICIENS DUBUC ET FILS	\$ 28,729.48	1179870
BON181900592	LONGHILL ENERGY	\$ 50,880.00	1236131
BON181900040	NASCO ENTRETIEN MÉNAGER D'IMMEUBLES INC.	\$ 204,566.21	993605
BON181900035	NEPTUNE SECURITY SERVICES INC.	\$ 91,128.00	1072569
BON181900559	PRECICOM TECHNOLOGIES INC.	\$ 42,325.00	1231575
BON181900566	SOLUTIONS INLIBRO INC.	\$ 35,984.00	1232230
BON181900828	VSP SPORTS	\$ 31,000.00	1261467

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

3.1 : Summary of activities

Promotion/Awareness weeks + Activities:

Orientation for New AccessAbility students (August 21st)

Volunteer Leaders project (August to December 2019)

Mental Illness Week – We had changed the name for Mental Wellness Week (October 1st to 7, 2018)

- Workshop (Finding your motivation – October 2nd)
- Kiosks in Agora
- Activities in the gym

KORSA workshops (Dealing with stress differently) in collaboration with UQO and Cegep de l'Outaouais (October 24th to November 21st, every Wednesdays)

Accountant guess speaker (October 24th)

International Day for The Elimination of Violence Against Women (November 25th, 2018)

- Testimony of a victim of Domestic Violence
- Exercise class designed to empower women
- Light snack for the participants
- T-shirts were made to raise awareness for Violence against women.

Awareness for Drunk and Driving (December 4th, 2018)

- Police Officer was in the Agora giving information and resources to students/employees

Bell Let's Talk (January 30th, 2019)

- Distributed "Bell Let's Talk" winter hats to employees/students throughout the College.
- Students/employees were asked to answer this question: "What does Mental Health mean to you?"
- Resources have been distributed around College

Suicide Prevention Week (February 3rd to 9, 2019)

- Chill-Zone (Mats, cushions, snacks, relaxing music, mandalas)
- Mandala + puzzles + crafts, etc. (Agora)
- Activities in the gym (sports activities)
- Smiley faces/heart stickers were given by the cafeteria all week
- Kiosks of different organizations (Agora)

Perseverance week February 11 to 15, 2019.

Posters were put up and ribbons were distributed

Heartmails for Valentine's Day (February 11th to 15th, 2019) wear your colors, pink red white

- Table in Agora 12:00 to 1:00 pm to write a heart mail and pick-up the ones received.
- Read each message to make sure there is no negative messages before sending them.
- Send MIO to each person who received a heartmail.

Black history pop quiz (creation and correction)

World Autism Awareness Week 30 March

Information on autism was posted

Mental Health Week (May 6th to 10th, 2019)

- Chill-Zone outside with speakers, mats, cushions, tables + extension cords + plugs for projects. Mandalas, outdoor sports (Frisbee, volley ball, spike ball, etc.), hamacs.
- Kiosks (Maison Libère-elles, Food Bank, Clinique santé/sexualité du plateau, Trans. Outaouais, Connexions)
- Laughing yoga (Studio)

Workshops:

2018-

- Transition from High School to College (August 28 & September 4th, 2018)
- Finding your Motivation-Setting Goals (October 2nd & October 23rd, 2018)
- Fostering Success, Bouncing Back from Setbacks (October 9th & November 13th, 2018)
Getting down with your apps (October 11)

2019-

- Finding your Motivation-Setting Goals (February 19th & February 26th, 2019)
- Fostering Success, Bouncing Back from Setbacks (April 2nd & April 8th, 2019)
- Justifying your absences (February 27)

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

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 2018-2019

For the 2018-2019 period, 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 the Fall 2018, a committee of 14 college representatives (4 teachers, 3 support staff, 3 professionals and 4 managers) was created and a Policy on the Prevention of Sexual Violence was created and approved at the Board of Governors in January 2019. A new Prevention of Sexual Violence Resource Person will be hired at the start of the new academic year.

5.2 Details on the Amounts of Expenses

A total amount of \$10, 100 was spent towards the organization of activities related to the prevention of sexual violence at the College.

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

Under the Regional Poles, Heritage College is a contributing and proud partner in the FabLab des Cégeps with other Outaouais institutions. FabLab des Cégeps is a social enterprise that provides innovation and cooperation opportunities through artistic digital production. Students learn to use 3D printers, laser cutting technology, and other current digital machinery that are used in the marketplace. In a similar light with the same partner, Heritage College opened the FabLab du Jardin, the very first rural FabLab in the province of Quebec, which opened at the Pontiac Campus. Following the success of that initial pilot project, a 16-week training program called Formation Artisan numérique is scheduled to run in Campbell's Bay starting in October 2019.