



ANNUAL REPORT

ACADEMIC YEAR 2016-2017

“This past year has been another year of developments at Heritage: developments that will improve our ability to offer a quality educational experience for all our students.”



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Message from Board Chair

In many ways, the 2016-2017 Academic Year was very positive for Cégep Heritage College, as reflected in this Annual Report.

The College is very active in the community and very attentive in responding to the needs of the Outaouais by offering programs that are well adapted to the current and future workforce requirements.



Relentless efforts are made by the whole team at Cégep Heritage College. Each member of the administrative staff, professionals, teaching staff and management team put the shoulder to the wheel to offer an excellent learning environment to our students. Heritage is a stimulating institution that promotes respect, is open to diversity and where the support towards student success remains the focus of attention. Student success is indeed the priority of all decisions made and actions taken at Cégep Heritage College.

Together, we take collective pride in the achievements outlined in this Annual Report, may they lead us to even greater realizations in the future.

Murielle Laberge
Chair
Cégep Heritage College Board of Governors



Message from Director General

It is with pride that I submit to the Board of Governors the 2016-2017 Annual Report of Cégep Heritage College. This past year has been another year of developments at Heritage: developments that will improve our ability to offer a quality educational experience for all our students. In the spring, we began construction of a second addition to the new “E” wing to accommodate our new DEC program: Special Care Counselling, for which we received permanent authorization in 2016. In addition, an expansion to the Learning Centre (TLC), extensive Library renovations and an expanded Electronics program lab were also begun. The original Heritage facilities were built for 800 students, while our enrolment has now increased to 1154 validated full-time students in regular education (fall 2016).



Continuing Education experienced another year of rebuilding and hosted 258 students in 2016-2017. New programming and the business services development that has occurred over the past year will undoubtedly help increase the number of Continuing Education students in the future. For example, The College was granted SOFEDUC (Société de formation et d'éducation continue) accreditation and received authorization by Institut M3i to offer Human Resources training programs in both the Outaouais Québécois and Eastern Ontario.

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, our very dedicated staff and faculty always succeeds in offering quality services and programming to our students. The Outaouais region as a whole continues to experience steady population growth, and as a result, we expect that Heritage will continue to grow in order to serve the community. In order to assist the college to further develop, and as required by law, work began on a new five year strategic plan in fall 2016. In June 2017, four new Strategic Orientations were adopted by the Board of Governors. Work continues into fall 2017 in order to create the Strategic Action Plan. Many thanks to the staff members from all College services who participated in the Strategic Plan Task force.



The College continued to update its program offerings, in both Regular and Continuing Education. In addition, we offered intensive French Second language programs, sponsored by Emploi-Québec, at both our Gatineau and Campbell's Bay campuses. Speaking of the Pontiac, Heritage continues to serve this region at its satellite campus, where we offered AECs in Agriculture, and Early Childhood Care and Education, as well as non-credit courses and workshops.

The Heritage College Foundation, created in January 2014, continued its major fundraising campaign in 2016-2017. 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 College had raised over \$625,000 in pledges. 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 new 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/Communications Manager, M. François Vézina, in the creation of this report. Together, the Heritage community can move forward into the future with great optimism!



College Mission

Cégep Heritage College is an Anglophone CEGEP, proudly committed to your success through a diverse and innovative, community-driven learning experience.

Cégep Heritage College Experience

Cégep Heritage College, a student-centered community, promotes academic excellence through a personal and supportive environment that recognizes the importance of continuous learning.

Cégep Heritage College Promise

Cégep Heritage College graduates will:

- Respect human diversity
- Participate in their community
- Demonstrate leadership skills
- Value working with others
- Behave ethically
- Safeguard the environment

Cégep Heritage College Graduating Class of 2017





Board of Governors and Management Committees

Board of Governors

Roya Abouzia, Academic Dean, Kathleen Barrette, Regional Enterprise, Louise Charrette, Parent Representative, Michèle Charlebois, Director Human Resources, Nicolas Arancibia, President, Student Association, Murielle Laberge, Universities (Chair), Celina Fleury-Gow, Professional Staff, Jeremy Howard, Support Staff, Michael Randall, Director General, Lise Cartier, Alumni (Pre-U), Sean Scott, Faculty, Ann Lamirande, Labour Market, Amélie Carpentier-Cayen, Regional Enterprise, Karl Lavoie, Socio Economic, Louise Varagnolo, Socio-Economic, Kira Baskerville, Alumni (Career), James Shea, School Boards (Vice-Chair), Trevor Corless, Faculty and Andrea Michelle Bravo Ojeda, Student Association.

Executive Committee

Murielle Laberge, Board Chair, James Shea, Board Vice Chair, Scott Sean, Karl Lavoie, Roya Abouzia, Academic Dean and Michael Randall, Director General.

Academic Senate

Roya Abouzia, Chair, Jillian Clarke, Kathy Cumming, Secretary, Dan Daminato, Celina Fleury-Gow, Lee Anne Johnston (Facilitator), Maurice Lafleur, Allan McDonald, Brendan Myers, Kelly McMahon, Mark Molnar, Sarah Thrasher, Deborah Valdez, Sebastien Dorzilmé and Sabrina Niyigaruye.

Senior Management

Michael Randall, Director General, Roya Abouzia, Academic Dean, Maurice Lafleur, Associate Academic Dean, Michèle Charlebois, Director, Human Resources, Deborah Valdez, Director, Student Services, Michel Héту, Director, Financial Services and Donald Marleau, Director, Building Services and IT.



Strategic Plan

The following is a summary of the detailed report presented to the Board of Governors on what was accomplished during the final year of our 2010-2016 Strategic Plan. A new strategic plan will be in place in 2017-2018.

ORIENTATION 1:

IMPROVE STUDENT SUCCESS

- The first semester success rate for students in regular education DEC programs registered at an average of 83% down from 86% in 2015. More specifically, the success rate for students in pre-university programs was 84% in comparison with 86% in 2015, and for career programs 83% in comparison with 85% in 2015. However, third semester retention for the 2015 cohort stands at 71% for all students, an increase from 66% for the 2014 cohort. Although student retention remains a challenge for the College, we are clearly making progress.
- The graduation rate for our AECs is steadily improving: Bilingual Office Administration: 65%, Microsoft Networks: 80%, and Pontiac Agriculture: 75%. Although some AEC programs face particular challenges in this area, others are performing much better and reaching the target of an overall 75% AEC graduation rate has been attained. We continue to evaluate and revise all our AEC programs on a regular basis to improve the quality of our offerings, the sequence of our programming and ultimately, our student success rates.
- Regular Education graduation on time rates still have not met the targets set in 2010 (37% for the 2013 cohort, compared to a target of 44%). However, the College's graduation rates meet or exceed those of the public college network during the same time period. The College will continue to monitor the success of all our students, in all our programming, very closely as we move into our next strategic plan.

ORIENTATION 2:

RESPOND TO THE DEMANDS OF THE OUTAOUAIS GLOBAL MARKET

- An AEC in agriculture (Management of a Farm Enterprise) and an intensive French second language program, were offered in the Pontiac, in collaboration with Emploi-Québec. Noncredit workshops in the agriculture field were also offered.
- Two AEC programs were offered at the Gatineau campus: Microsoft Network and Security Administrator and Bilingual Office Administration. In addition, an intensive French second language program was offered at the Gatineau campus in collaboration with Emploi-Québec.



- The College's Business Services division offered 8 new contracts to businesses and local organizations to provide training. College was granted SOFEDUC (Société de formation et d'éducation continue) accreditation and received authorization by Institut M3i to offer Human Resources training programs in both the Outaouais Québécois and Eastern Ontario.
- The College continues to partner with Tourism Outaouais to provide training and expertise to the regional tourism and hotel industry, and we are an active member on the regional tourism committee.
- For the second year, the College has been actively seeking partnerships with technical colleges (IUT) in France. We were visited by officials from several of these IUTs, as well as the French embassy in Ottawa, and the Director General and a professional employee from the College visited France in fall 2016 to further expand our list of collaboration agreements. In 2016-2017, four French students (from Ste-Etienne and Lille) studied for a semester in our Accounting and Management program, and two of our Early Childhood Care and Education program students did an eight week fieldwork placement in Reims (France). The goal is two-fold: to recruit foreign students to the College and to provide opportunities to our students for Coop placements and study opportunities overseas. In addition, United States Embassy staff also visited the College for an information session on study opportunities in the U.S.

ORIENTATION 3:

INCREASE COLLEGE VISIBILITY AND STUDENT ENROLMENT

- A slight decline in Regular Education enrolment was registered this past year with a validated full-time student total of 1154 in fall 2016 (from 1186 in fall 2015). Many regions of the province experienced declines in their student population, as had been predicted, but ours was definitely less severe.
- Continuing Education registration was relatively stable (258 in 2016-17), but still lower than the previous decade in the number of students (400+). The College is moving forward with the development of new AEC offerings and expanded business services and is confident that Continuing Education enrolments will increase as a result.
- We made use of both social media (Facebook) as well as print advertising in the region to publicize the College and our program offerings at both campuses.
- College personnel participated in career fairs and recruitment salons both within the Outaouais as well as in the Montreal area.
- The College regularly used its partners and their networks to promote our credit and non- credit course offerings. Examples of such partners are: le Regroupement des hôteliers de l'Outaouais, SITO (le Service intégration travail Outaouais) APICA (l'Association des professionnels industriels et commerçants d'Aylmer) and the Gatineau Chamber of Commerce.



ORIENTATION 4:

ENSURE A SYNERGY OF HUMAN, FINANCIAL AND MATERIAL RESOURCES TO
SUPPORT THE COLLEGE MISSION

- Employee recruitment procedures and processes were updated and a variety of on-line media were used regularly to publicize job openings in order to find skilled, qualified personnel.
- The Heritage College Foundation continued its major fundraising campaign to raise \$1 million over five years to provide bursaries, update equipment and increase accessibility to the College. By June 2017, over \$625,000 in pledges had been raised.
- The College's \$11.8 million expansion project was completed and the official opening of the new "E" wing was attended by the Minister of Education. In the spring, the College began construction of a second addition to the "E" wing to accommodate our new DEC program (Special Care Counselling), as well as major renovations to the Library, The Learning Centre and the Electronics program lab.



Activities in Support of Student Success

During the 2016-17 academic year, the College implemented or continued to provide the following measures in support of Student Success:

TRACKING SUCCESS RATES

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.

Comparative course success data are also presented to all 12 programs and the 5 general education departments at Coordinators Meetings, Academic Senate and to Senior Management. Our analysis shows that overall, success rates are maintained or increasing and we are reaching many of the targets established in the Strategic Plan. A more complete analysis is found on page 12.

ORIENTATION 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 respecting 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

Time Management Workshops are offered through The Learning Centre (TLC) and are publicized and sent to every student via OMNIVOX each semester. Individual coaching is



provided for probationary students to sensitize them to career counseling services. Academic support across various disciplines were offered to students throughout the year.

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 for teachers and staff are community driven. Responding to expressed needs, topics for the afternoon PD Day on 17 January 2017 offered five sessions. The sessions addressed topics of the day: incoming students from two feeder high schools, transgendering, concussions, teaching circles and stress in students. Information and practices were shared. The morning was dedicated to college-wide consultations on the SWOT and orientations for the new Strategic Plan.

In June 2017, the PD Day was transformed into a Community Day with a variety of activities that focused on participant engagement and community bonding, as it was judged more pertinent at that time. The pedagogical activities were rescheduled for August before classes start.

An August meeting was held for discussion of a culture of integrity on campus through the new Code of Ethical Conduct and the revisions brought to the Policy 33 on Academic Integrity.

All sessions were well attended and received.

SPECIAL CARE COUNSELLING

The College was granted authorization for the Special Care Counselling program. Academic Services, in consultation with other colleges in the network, built the curriculum and program so as to be ready for the fall 2017 start. In June and July, teachers were hired and met so as to mentor them into this new program.



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. Several teachers attended the LCEEQ The Leadership Committee for English Education in Quebec conference last February, the AQPC Association Quebecoise de Pédagogie Collégiale and Saltise, both in June 2016, as well as other venues.



Student Success Performance Indicators

Cégep Heritage College's 2010-2017 Strategic Plan identifies the performance indicators to be achieved by the end of academic year 2017 for four Student Success Objectives. At the end of the seventh year of our Strategic Plan the following are the results:

STUDENT SUCCESS PERFORMANCE INDICATORS

1. IMPROVE FIRST SEMESTER COURSE SUCCESS RATE

Indicator Target: That the course success rate for the first semester for cohorts of students from 2010-2016, average 85% for all students in regular education.

For 2016, the course success rate was 83%. We have had a steady increase since 2010, reaching our goal in 2013 and again in 2015. Many factors can affect this rate. Our rate follows the network rates within a few percentage points.

2. INCREASE THIRD SEMESTER RETENTION RATES

Indicator Target: That the rate of re-enrolment for all cohorts of students in the third semester average a minimum of 72%.

The 3rd semester re-enrolment rate for the fall 2015 cohort (Population A, same program, same college) was 71%. The 3rd semester re-enrolment rate for the fall cohorts across all programs, within the same college is consistently above network rates in 4 of the last 5 years.

3. IMPROVE GRADUATION ON TIME RATES

Indicator Target: That the rate of graduation within the time provided for students in regular education average 44%.

The pre-university program rates (fall 2013 cohort) were at 41%, above the 34% network rate. Our rate in 4 of the last 5 years, the College remains above the network average by 1% to 7% points. Students graduating in pre-university programs within 3 years rises to 47% (fall 2013 cohort). The technical program rates (fall 2013 cohort) were at 27%, in line with the network rate. Our College consistently surpassed the network by 3% or more in the last 4 of the 5 years. Students graduating from technical programs within 4 years rise to 44% (network is at 42%) and within 5 years to 48% (network is at 43%). It has been observed that students are taking longer to graduate.



4. INCREASE LEVEL 101 FRENCH COURSE SUCCESS RATE

Indicator Target: That the Level 101 French course success rate be increased to 77% by the end of the 2013-2014 academic year.

We have consistently surpassed average since 2013-2014, however last year 2016-17, the level 101 French course success rate was 74%. Although many factor affect the French second language success rates, a sudden drop from the previous year (2015-16 at 81%) has been observed and will be under review.



Provincial Reinvestment Activities

Provincial Reinvestment Activities

The *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR)* allocated a grant to Cégep Heritage College for Provincial Reinvestment activities. The amount received was dedicated to activities and initiatives identified by the College in conformity with the targets identified by the Ministry:

Target 1: Accessibility, quality of services, competency development and success.

Target 2: Information Technology support and updating of documentation resource programs.

Target 3: Operation and maintenance of buildings and quality of premises.

Target 4: Involvement of CEGEP on its territory and support to innovation and regional economic development.

In 2015-2016, the College implemented or continued to provide the following measures in support of these targets.

Computer Services (Targets 1 and 2)

Computer Technician

The computer technician hired during the 2010-2011 academic year continued his activities to increase the quality and reliability of the Information Technology services. This has helped reduce response-time delays in the event of breakdowns, and provided improved data security. This position continued to be essential in 2015-2016 in order to continue to provide adequate services and support to our students and staff in the accomplishment of their daily tasks.

Other Computer Services Expenses (Target 2)

Funds received were also used to improve Information Technology support to Student Services, the library and audio-visual services by adding or replacing technological equipment.



Student Services (Target 1)

Recreational Technician

The Recreational Technician initiated more cultural and sports activities under the guidance of the Director of Student Services. These activities in 2016-2017 included the following:

1. Yoga classes;
2. Open mic coffee houses;
3. Equipment and management of students' music room and game room;
4. Two blood drive clinics;
5. Intra - mural activities (e.g. Volleyball, Indoor soccer);
6. Weekend cycling excursions and hiking ;
7. Halloween activities;
8. Fundraising activities for charities;
9. Black History celebration;
10. Zumba classes
11. Movember activities.

Provincial Reinvestment Funds	
Revenues	
Government grant	\$194,664
Expenses	
Salaries and social benefits	105,509
Other expenses	89,155
Excess of Revenues over Expenses	\$ 0

Other Student Services Expenses (Target 1)

Funds received were also used to improve accessibility, quality of services and success for AccessAbility students (students with special needs).



Revenues and Expenses

	2017	2016
	\$	\$
Revenus		
Enseignement régulier	14,566,289	14,525,581
Formation continue	1,163,321	1,431,993
Services auxiliaires	-	-
Total	15,729,610	15,957,574
Charges		
Salaires et avantages sociaux - Enseignants	9,365,263	9,475,845
Salaires et avantages sociaux - Autres personnels	4,394,078	4,188,574
Autres charges	2,215,495	1,844,148
Total	15,974,836	15,508,567
Excédent des revenus sur les charges	(245,226)	449,007
Évolution du solde de fonds		
Solde de fonds au début de l'exercice	1,260,538	900,085
Excédent des revenus (charges)	(245,226)	449,007
Virements au fonds des immobilisations		
Remboursements d'emprunts autofinancés	-	-
Acquisitions d'immobilisations	(14,822)	(88,554)
Autres	-	-
Total	(260,048)	360,453
Solde de fonds à la fin de l'exercice	1,000,490	1,260,538
<i>Solde de fonds affecté à des projets</i>	<i>119,000</i>	<i>200,000</i>
<i>Solde de fonds non affecté à des projets</i>	<i>881,490</i>	<i>1,060,538</i>

Service Contracts Involving an Expenditure of \$25,000 or More in 2016-2017:

Service Contracts with an Individual	
None	
Service Contracts with a Contractor	
Entretien menager des Immeubles/ Inter Quebec	\$25,564.69
Nasco	\$180,956.98
RISQ	\$32,044.00
Skytech Communications Clara pédagogie, Mio, Omnivox	\$144,000.62
Insurance B.F.Lorenzetti & Associates (AON Parizeau Inc)	\$38,177.55
SECURITY Garda World	\$71,812.00



Retirees and HR Distribution

List of Retirees and Human Resources Distribution 2016-2017

List of Retirees 2016-2017	
Employee Name	Category
Richard Armitage	Teacher, Manager and PNE
Mary Radloff Susan Turanyi Otto Hasibeder	Teaching Staff

Human Resources Distribution (as of June 1, 2017)			
Employee Categories			Total Number
Senior Managers and managers			13
Teachers	Regular Education	128	130
	Continuing Education	2	
Professionals			12
Support Staff			36
Total No. of Employees			191

The staff level established in accordance with article 35 of the Act for the period of April 1, 2016 and 31 March 2017 exceeds the year of reference. This increase is justified by the reinvestment that we have received and by the addition of resources as a result.



Student Graduation Awards

Liberal Arts award: Erika Woolner

Science award: Meng Zhu Shi

Social Science award: Valérie Laflamme

Social Science with math award: Renée-Claude Legault

Social Science - Commerce award: Stephanie Milks and Silvia Gutierrez

Visual Arts award: Sabrina Preusser

Accounting and Management Technology award: Lucie Roger

Computer Science award: Kevin Cherryholme

Early Childhood Care and Education award: Amy Lynn Clark

Electronics and Information Technology award: Bradley Walsh

Hotel Management award: Brooklyn Dagenais and Stacy Duquette-Larouche

NewMedia and Publication Design award: Alana Hennessy

Nursing award: Jamie-Lee Potter

English award: Meng Zhu Shi

Intermediate French award: Amy-Lynn Clark

Advanced French award: Jamie-Lee Potter

Mathematics award: Thirtsa Fontaine

Physical Education award: Brianne O'Gallagher-Roy

Philosophy award: Maysem ElFurjani

Humanities award: Jamie-Lee Potter

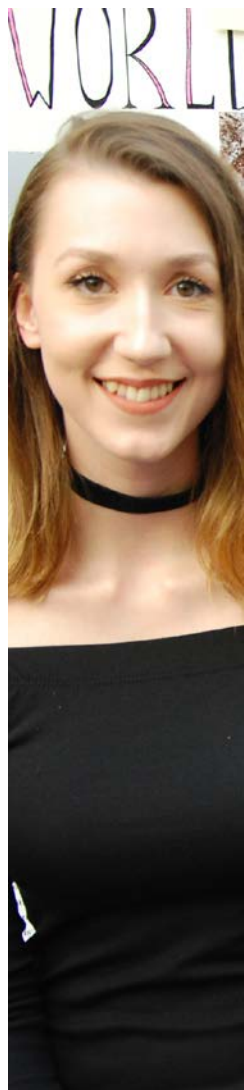


Awards Night Recipients

Hotel and Restaurant Management Recognition	
Hotel and Restaurant Management Student Volunteer Award	Megan Filiatrault (BROWNSBURG-CHATHAM)
Regroupement des Hôteliers de l'Outaouais Bursary	Josianne Werbrouck-Valade (CANTLEY)
Women's Rugby	
Most Valuable Player	Brigitte Sauv� (GATINEAU)
Most Improved Player	Brianne O'Gallagher-Roy (GATINEAU) Marissa Docherty (GATINEAU)
Coaches' Awards	Azalea Hughes (GATINEAU)
All Stars	Brigitte Sauv� (GATINEAU) Laurenca Siva Agla (GATINEAU)
Men's Rugby	
Most Valuable Player	Sebastien Dorzilme (GATINEAU)
Most Improved Player	Jeremy Palmier-Croteau (CHELSEA)
Rookie of the Year	Cameron Chartrand (GATINEAU)
Coach's Award	Oscar Periard (GATINEAU)
All Star	Brae Walker (CHELSEA)
Student Association Volunteer Awards	Andrea Michelle Bravo Ojeda (GATINEAU) Moissa Isabelle Delatour (GATINEAU) Jeremy Audet (GATINEAU)
Sport Etudes Scholarship	Jonah Hurtubise (GATINEAU)
Science Volunteer Award	Maria Fraser-Semenoff (WAKEFIELD)
Women's Soccer	
Most Valuable Player	Zoe Rogers (CHELSEA)
Rookie of the Year	Francesca Bellai (CHELSEA)
Coaches' Award	Caelin Spencer (GATINEAU)
All Stars	Zoe Rogers (CHELSEA) Francesca Bellai (CHELSEA)
Men's Soccer	
Most Valuable Player	Patrick O'Connor (GATINEAU)
Rookie of the Year	Orin Anderson-Barwin (Masham)
Coaches' Award	Aleksa Gardijan (GATINEAU)
All Star	Patrick O'Connor (GATINEAU)
Bacchus Players and Drama Club Awards	
	Anna Wang (GATINEAU)
	Hannah Cheslock (CHELSEA)



	Anthony Rankin (GATINEAU)
Pre-University Programs	
Liberal Arts	Samuel Bernard (GATINEAU)
Visual Arts	Thi Phan La (GATINEAU)
Science	Colin Boyd (CANTLEY)
Social Science	Miziki Murakami-Boutin (GATINEAU)
Social Science – Math Profile	Madeline Wadlow (LUSKVILLE)
Social Science – Commerce Profile	Ana Maria Moldovan (GATINEAU)
Women's Basketball	
Most Valuable Player	Ashley Proulx (GATINEAU)
Rookie of the Year	Olivia Lamarche (GATINEAU)
Coaches' Award	Lourenca Siua Agla (GATINEAU)
Men's Basketball	
Most Valuable Player	Calum Rodgers (OTTAWA)
Most Improved Player	Cameron Buffitt (GATINEAU)
Coaches' Award	Thomas Rae (GATINEAU)
Career Programs	
Accounting and Management Technology	Lawrence Kater (GATINEAU)
Computer Science	Cody Bérubé (FORT-COULONGE)
Early Childhood Care & Education	Sarah Booth (CANTLEY)
Electronics & Information Technology	Xiao Li Sun (GATINEAU)
New Media & Publication Design	Daniel Savard (GATINEAU)
Nursing	Audrey Breetvelt (GATINEAU)
Female Athlete of the Year	Lourenca Siua Agla (GATINEAU)
Male Athlete of the Year	Calum Rodgers (OTTAWA)



Governor General Medal

The Governor General's Medals were established in 1873 by the Earl of Dufferin, then Governor General of Canada, to reward scholastic merit.

There are four levels: gold, for study at the master's level; silver, for study at the bachelor's level; collegiate bronze, for post-secondary education, and bronze, for secondary education.

At Cégep Heritage College, we have been authorized by the Chancellery of Canadian orders and decorations to award the collegiate bronze medal, for post-secondary education.

The medal of the Governor General of Canada is the most prestigious academic award offered by Heritage College. It is given to the student who graduates with the highest standing over all semesters, who has neither failed nor withdrawn from a course and who has completed their program in the prescribed amount of time. Presented each year to a graduate of outstanding academic ability, it represents our institutional commitment to academic excellence.

This year's recipient of the Governor General's medal, for scholastic merit, is Meng Zhu Shi, a graduate of our Science program.





Ethics and Professional Conduct of Board Administrators

Heritage College Bylaw #6 came into force on January 1, 1998 and was revised on June 19, 2012.

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

3.4.1 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.

3.4.2 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}.

3.4.3 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.

3.4.4 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.



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 non-teaching 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 2016-2017

During 2016-2017, 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.