



Minutes, March 24, 2021

Special meeting of the Governing Board  
held on March 24, 2021, at 5:00 pm  
by videoconference

## Minutes

MINUTES of a special meeting of the CEGEP Champlain – St. Lawrence Governing Board held by videoconference on March 24, 2021

### Members present

E. Berryman,	Director of the Constituent College and Director of Studies
L. Birch,	Faculty Representative
C. Blackwell,	Parent Representative
M. Brassard,	Government Appointee, Socio-economic sector
G. Caissy,	Government Appointee, Regional labour market
T. Delisle,	Student Representative
L-E. Desgagnes,	Professional Representative
D. Galarneau,	Government Appointee, Socio-economic sector
A. Kimball,	Government Appointee, University sector
J. McCalla,	Faculty Representative
J. Ouellet,	Support Staff Representative
Y. Santoire,	Government Appointee, Socio-economic sector
J-L. Trahan,	Parent Representative
H. Walling,	Government Appointee, Enterprise sector
I. Zhang,	Student Representative

### Regrets

W. Thomson,	Government Appointee, School boards sector
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**Quorum attained with 15 of 16 sitting members present.**



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March 24, 2021, at 5:00 pm  
by videoconference

### Agenda

1. Opening remarks and confirmation of the quorum
2. Context of SWOT Analysis
3. SWOT Analysis
4. Next steps
5. Varia
6. Meeting adjournment

### **1. Opening remarks and confirmation of quorum**

It was confirmed that quorum was met.

H. Walling welcomed everybody and thanked everybody for participating. She then explained that this is an opportunity to make your voices heard.

E. Berryman also thanked everybody for participating. He explained that this exercise is important because it will lead to the definition of our development goals that will be included in the strategic plan for Champlain College.

### **2. Context of the SWOT Analysis**

E. Berryman explained further: in our process, a key step is the SWOT analysis. Other key groups have already completed this task. A SWOT analysis is a classic approach to strategic planning.

The next step will be compiling the SWOT analyses completed by all the different groups. Development goals will then be attached to themes.

### **3. SWOT Analysis**

C. Talbot then explained the exercise in detail. All participants will be divided into 3 break-out groups. During the first 30 minutes, each of the break-out groups will reflect on the "Harmful to achieving the objective" aspects of the analysis. Afterwards, there will be a plenary during which each group will present their findings. This will then be followed by a second 30-minute break-out session during which the groups will reflect on the "Helpful to achieving the objective" aspects of the analysis. This will then be followed by another plenary during which each group will present their findings. It was noted that this exercise will contribute to the strategic plan. The student success plan will not be included in the strategic plan. So please keep that in mind.

C. Talbot then divided the members into break-out groups. Team 1 was made up of L. Birch, C. Blackwell, M. Brassard, G. Caissy, and T. Delisle. Team 2 was made up of H. Walling, D. Galarneau, and J. McCalla. And Team 3 was made up of A. Kimball, J-L. Trahan, Y. Santoire, J. Ouellet, and I. Zhang.

Break-out session 1 then took place between 5:15 and 5:45 pm.

There was then a plenary discussion following break-out session 1. J. McCalla presented the findings of Team 2. L. Birch presented the findings of Team 1. And J. Ouellet presented the findings of Team 3.

Break-out session 2 then took place between 6:00 and 6:30 pm.

There was then a plenary discussion following break-out session 2. L. Birch presented the findings of Team 1. J. Ouellet presented the findings of Team 3. And J. McCalla presented the findings of Team 2.

#### **4. Next Steps**

C. Talbot thanked everybody for their contributions. She requested that the break-out group spokespeople please send her their completed SWOT Templates by email.

E. Berryman also thanked everybody for their contributions. He then explained the next step will be to group all of the ideas that we have received. From this, themes and headings will be identified. There will then be discussions in search of practical ways of addressing some of these items. Finally, a meeting of the Hub will be convened.

#### **5. Varia**

There were no topics discussed under Varia.

#### **6. Meeting adjournment**

The members were thanked for their presence. The meeting was adjourned at 6:50 pm.

Helen Walling  
Chair of the Governing Board

Edward Berryman  
Director of the College

**Governing Board SWOT:  
Group 1**



**St. Lawrence**  
CEGEP CHAMPLAIN

OUR OBJECTIVE  
PLEASE REFER TO OUR MISSION, VALUES, AND VISION STATEMENT

HELPFUL  
to achieving the objective

HARMFUL  
to achieving the objective

INTERNAL ORIGIN

**Strengths**  
English-language higher education, opportunity for students who prefer to continue in English  
Small Is beautiful  
Personalized teaching, effort to reach out (Business program)  
Teachers are highly qualified (masters, Phd Post Doc) and dedicated, (encadrement)  
Support staff and professionals dedicated & coaches  
Students are prepared or over-prepared  
The services & extra curricular activities we do have are fabulous  
  
Dec-bac agreements for Business programs  
  
English is an advantage for university in French as many readings are in English

**Weaknesses**

- Smallness- diversity of offer of programs,
- If it is too small or they do not get the courses they need to go to the programs they want, this is not good.
- Construction of programs needs to reflect university requirements for students.
- No Dean of Students: advocate for students
- Level of courses
- Support for and funding of practice business, diversity of activities (academic & extra curricular)
- Service to English-speaking students, French as a second language, offer of courses, preparation for French exam in university
- Links with Alumni

EXTERNAL ORIGIN

**Opportunities**  
Develop more opportunities for university course recognition  
  
Partnerships with business, (i.e. cooperative education)  
Partnerships with university  
Develop bilingual talent (courses teach technical language in English in French)  
  
Learn from sister campuses (Lennoxville, Saint Lambert)  
  
Partnerships to diversify offers of technical programs (with sister campuses or other colleges)  
  
Opportunity to improve communication from cegep to high school about what is expected at the cegep level  
  
Hybrid learning opportunity  
  
Opportunities develop knowledge and skills in new technologies  
  
Develop Alumni Links (speakers, jobs, Mentoring funding), scholarships) Alumni Foundation.  
  
Leadership training center/ mentoring program or Centre collégial de transfert des connaissances en leadership/organisation communautaire

**Threats**  
Political limits on access to English education

- Less connected to the English-speaking
- offer of services of in other cegeps (services to students, encadrement, programs and diversity) new online competition
- St. Lawrence perceived as a private institution

**Governing Board SWOT:  
Group 2**



**St. Lawrence**  
CEGEP CHAMPLAIN

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INTERNAL ORIGIN	<p><b>Strengths</b></p> <p>Smallness is a strength. Personal services are part of our culture.</p> <p>We offer students an opportunity to go world-wide. We do have to protect French, but we must cease being afraid. We must be prepared to offer what gifts we have to Quebec society.</p> <p>Talented staff.</p> <p>We attract very good students.</p> <p>The sports programs attract many talented students. We have a good reputation in sports.</p> <p>We have a good reputation. We cannot just ride on that reputation. We have to keep working to enhance it.</p>	<p><b>Weaknesses</b></p> <p>Slow responses from management; management seems to have many meetings.</p> <p>Lack of connection with the English-speaking community. The construction of the new high school may offer an opportunity to share facilities (sports). We should be pro-active. The use of the Amphitheater is deficient in the community.</p> <p>Size: we do not offer much in the way of technological programs.</p> <p>Anglo students may be having a harder time than the francophone students.</p> <p>Spoken English may impede communication with students. Some teachers may be experiencing difficulty in communicating with the students. An accent may impede comprehension.</p>
	<p><b>Opportunities</b></p> <p>On-line education may be a possible future objective.</p> <p>Size is an advantage to many students: more intimate.</p> <p>The Christmas Hamper project should return to St. Lawrence. This would cement our commitment to the English-speaking community.</p> <p>St. Lawrence could be the core of the process to help integrate new immigrants. We could use English to help new immigrants learn French. There is already a group at the Jeff working on this project. St. Lawrence could be part of this.</p> <p>The Amphitheatre provides an opportunity to encourage a renewed cultural program.</p> <p>Summer camp experience for children to learn English would be a good project.</p> <p>Mentoring program for new students? This could be an initiative of a new Dean of Students.</p>	<p><b>Threats</b></p> <p>English cegep limits may harm us.</p> <p>We are the victims of the Montreal phenomenon. We are not Montreal!</p> <p>On-line education may cost us students.</p> <p>We should maybe be saying to students: you are not a number.</p> <p>Covid may have an impact far into the future.</p>
EXTERNAL ORIGIN		

**Governing Board SWOT:  
Group 3**



**St. Lawrence**  
CEGEP CHAMPLAIN

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HELPFUL  
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HARMFUL  
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<p>INTERNAL ORIGIN</p>	<p><b>Strengths</b>          Choosing stronger students          Dedicated staff and students              - Above and beyond expected duties              - Level of commitment          Small              - Sense of belonging              - Accessibility of teachers and staff          Bilingual school or graduates          Reputation          SAT exam for US school          Student life and sociocultural activities          SLCSA relationship with admin          Good situation financially compared to others              - Are able to maintain our building without going into major deficits</p>	<p><b>Weaknesses</b>          Lack of space          Limitations on the number of technical programs          Courses not credited for universities          Program(s) not serving the community              - Per example, business student not entering the job market (95%)          Loss of Anglophone culture inside the college              - Students and employees              - Connection and leadership with the community              - Communication strategies to enhance          Student experience and possible negative feedback              - Academic              - Sports              - Activities              - Facilities (ex. Cafeteria)          Employees motivation and retention              - Changing management team              - Human values          Recruiting teachers and employees for evening/weekend to develop an offer for outside regular class hours</p>
<p>EXTERNAL ORIGIN</p>	<p><b>Opportunities</b>          Location              - Transportation              - Link with other Cegeps and ULaval          Independent              - More opportunities              - Financial aspect          2 english high schools becoming one              - 900 to 1300          Amphitheatre              - for the community              - \$\$\$          Partnerships with community and businesses          Reputation trademark about SLC students          Fundraising toward the English communities (sense of belonging)          Reach out to community and alumni          Relationship with Foundation              - Fundraising              - Being a bridge between the college studies and job market              - Keep list of alumni</p>	<p><b>Threats</b>          Bill 101          External pressure about immigration              - French becomes a criteria to immigrate in Canada          Online school – post covid              - Being able to adapt or losing students          Penalty on government funding – coming sooner than later          Relationship with foundation</p>