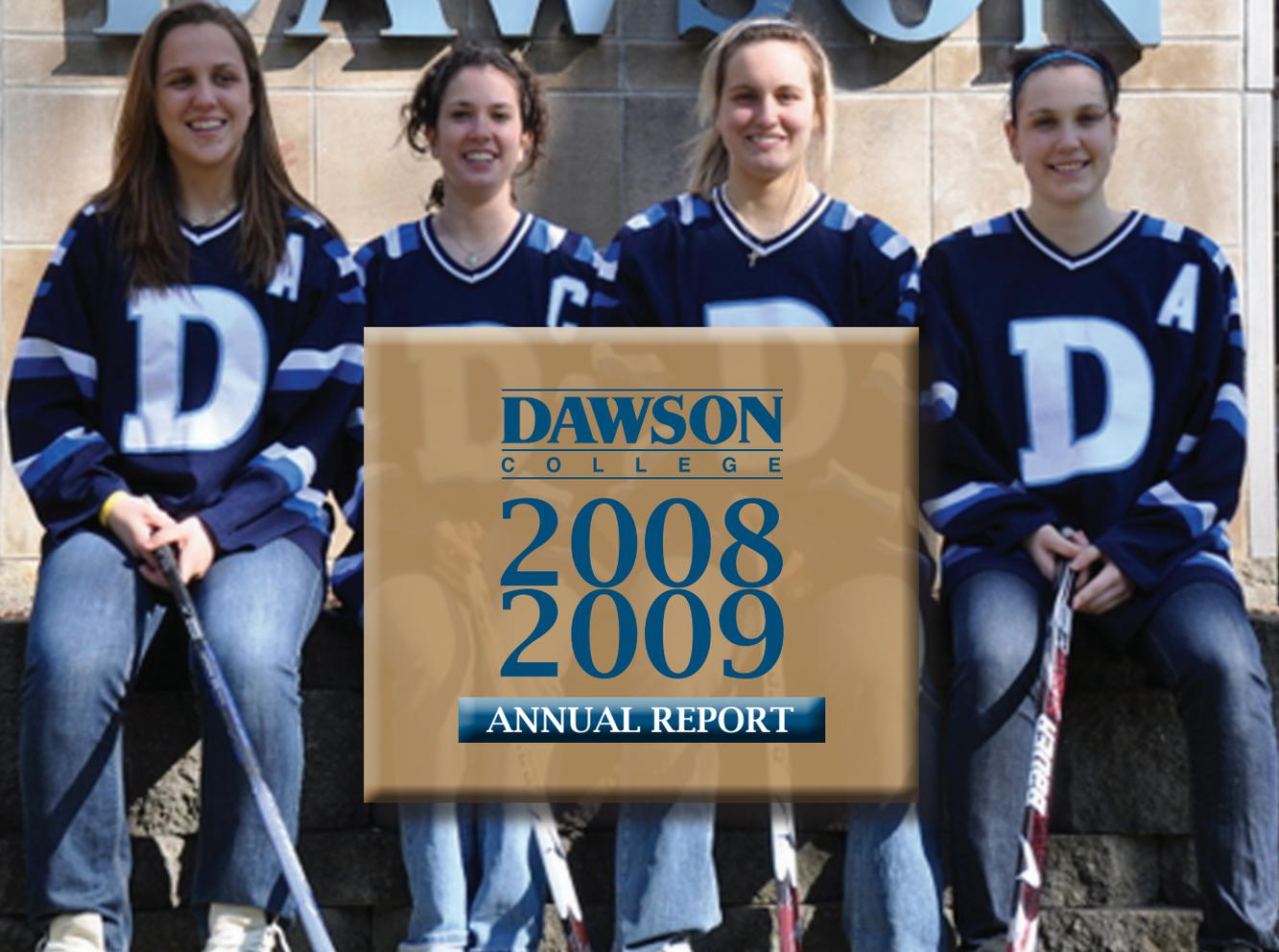


DAWSON



DAWSON
COLLEGE

2008
2009

ANNUAL REPORT



Dawson College was founded in 1968 as the first English-language college in the CEGEP network. In September 1969, the College opened its doors to its first 1,200 students. Today, more than 7,500 full-time students are enrolled in 25 programs of study; more than 2,000 part-time students are pursuing in-program or independent studies.

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For additional copies, call
(514) 931-8731, ext. 1348

Dawson College
3040 Sherbrooke St. W.
Montréal, Québec H3Z 1A4

Photos: Jonathan Perlman, Alain Habib,
Jean-Claude Duval
Design and Layout: Janice Bernath
Editor: Donna Varrica

Cover photo (left, to right): Lauriane Rougeau (accepted at Cornell University, member U-22 National Team), Alexandra D'Ambrosio (accepted at Concordia University), Marie-Philip Poulin (Canadian National Team), Cammie Dumais (accepted at Dartmouth College), members of Dawson's Women's AA hockey team.

**ANNUAL REPORT
2008 -2009**

Message from the Chair of the Board of Governors and the Director General

Dear Madame la Ministre de l'Éducation,
du Loisir et du Sport,

It is our pleasure to submit to you this annual report of activities for Dawson College for the academic year 2008-2009. The College was presented with a number of opportunities to look forward, but also to take pride in the many accomplishments of its past. Several incentives provided Dawson with the tools it needs to invest in the future, and with the celebration of its 40 years in the network as the CEGEPs' first English-language institution, Dawson looked back on a rich and colourful history.

As a result of funds earmarked for reinvestment, the College undertook significant steps toward enhancing student services, improving the staffing levels of professionals and technicians who provide these services, creating systems within Continuing Education to contribute to the training of a new workforce, including new Canadians, the updating of information technology systems, and supporting the processes that promote research in the College.

Dawson's commitment to a quality education was richly rewarded when it received the highest rating ever recorded in the Student Satisfaction Inventory. More than 1,500 Dawson students responded to the survey developed by Noel-Levitz that measures student satisfaction with their colleges and universities.

Among the College's strengths, students cited a safe and secure campus, knowledgeable faculty, intellectual growth and faculty availability after class. Students also identified timely information

about scholarships and bursaries, tutoring services, early notification about academic difficulties, quick response by security in emergencies and the adequacy of library resources and services.

Dawson reinforced its commitment to the environment with the extension of an important project dubbed Sustainable Dawson. As a Level-3 Cégep vert, Dawson College recognizes its responsibility as an educational institution to model environmentally sound practices and is committed to the concept of sustainability. It seeks to reduce its ecological footprint by improving its environmental performance in the areas of infrastructure, academic programs, operations, facilities and communication.

The ultimate goal of sustainability initiatives at Dawson is to set a leadership example not only in the achievement of targets within a comprehensive sustainability program, but to integrate innovation and social responsibility in a learning environment.

Finally, on the occasion of the 40th anniversary of Dawson College, a number of events were held to show appreciation for the dedicated men and women who worked hard to create Dawson's proud legacy. Special honours were bestowed upon long-standing members of the Dawson community - some of whom had been with the College since its first day and remain active in their roles as teachers, professionals, support staff and managers.



A handwritten signature in black ink that reads "Richard Filion".

Richard Filion
Director General

A handwritten signature in black ink that reads "Linda August".

Linda August
Chair of the Board of Governors

Student Populations Fall 2008

TABLE 1: PROGRAM	Fall '07	Fall '08
PRE-UNIVERSITY		
Creative Arts, Literature & Languages	900	932
Fine Arts	101	96
Liberal Arts	145	153
Science	986	1,016
Social Science	3,201	3,160
CAREERS		
3D Animation & Computer-Generated Imagery	N/A	26
Biomedical Laboratory Technology	72	69
Business Administration	274	286
Civil Engineering Technology	90	103
Community Recreation Leadership Training	99	98
Computer Science Technology	96	96
Diagnostic Imaging	110	109
Electronics Engineering Technology	65	73
Graphic Design	124	135
Illustration & Design	124	135
Industrial Design	39	36
Interior Design	129	124
Laboratory Technology - Analytical Chemistry	43	42
Mechanical Engineering Technology	119	114
Office Systems Technology	23	14
Nursing	306	287
Professional Photography	117	110
Professional Theatre	88	87
Radiation Oncology	36	43
Social Service	87	85
Accueil & Transition	189	170
Total	7,563	7,599

Visitors at Open House 2008

Main Achievements 2008-2009

- A year marked by reinvestment

Activities in the academic year 2008-2009 were notably enhanced by a significant increase in the College's operational budget in the form of reinvestment funds. As a result of an agreement between the federal and provincial governments regarding transfer funds to support post-secondary education, new grants awarded to Quebec CEGEPs allowed Dawson College to benefit from an additional \$2 million to support its activities.

Expenditures made possible by the reinvestment funds were outlined in a three-year plan submitted to the Ministère de l'Éducation at the beginning of the year 2008-2009. The general principles elaborated by the College in the reinvestment plan were:

- To enhance services offered to the student population, particularly in the addition of professional resources to the departments providing counselling and academic skills improvement.
- To increase services within Continuing Education to better meet the needs for training a new workforce, particularly in economic sectors of growth and in the recognition of prior learning.

- To support the teaching profession, as well as student success by providing additional resources for the integration of information technology in teacher professional development and student learning activities in key sectors of study.

- To increase dedicated resources for research activities taking place at the College, especially those centred on interactive pedagogy and environmental issues.

The net effect of the reinvestment program translated into the opening of 40 non-teaching positions, principally for staff who provide technical and professional services.

As part of the reinvestment program, specific resources were earmarked to encourage greater collaboration between the CEGEPs and Québec universities. In the first round of proposals, Dawson College obtained a non-recurring grant of \$137,000 in partnership with the Biology departments of UQÀM and Collège Bois-de-Boulogne to develop an environmental science profile using a pedagogical approach that encourages multidisciplinary learning.

The College also participated, along with other CEGEP and university partners, in the development of a fluid approach in the Nursing program between the two levels of education.



Award-winning student

Main Achievements 2008-2009

• Updating the management structure

The academic year 2008-2009 saw some important modifications within the general administration of the College. In Plant and Facilities, the sudden departure of the newly installed Director necessitated the interim appointment of Drago Kresevic, a manager with more than 30 years of service in the department. The departure also prompted the restructuring of other functions within the department, particularly in the levels of coordination. These modifications signalled the start of major changes to come in staffing with the impending retirement of a number of key players.

During 2008-2009, the College took a new direction in its management structure in the area of information technology. After careful reflection concerning the need to deploy information technologies and systems vital to the College's operations, the Board of Governors approved the creation of a new position in this sector. François Paradis was appointed with the mandate to establish a service specially focused on the deployment of these technologies to support teaching, and to proceed to a complete overhaul of the information systems on which the College relies.

This new direction also led to the establishment of a coordinating team better equipped to integrate decision-making in the development of information technologies and systems. The first step in the process was to acquire a new student information system, CLARA, a product of the firm SKYTECH.

As such, the College undertook a labourious migration of its vast databases, putting an end to years of in-house management of these systems. CLARA is scheduled to go into operation during the course of the 2009-2010 academic year and will include the launch of a student and employee portal, Intraflex, designed to enhance communications between the College and its students, and among members of the entire community.

• Focus on the quality of education

In Academic Administration, the year 2008-2009 began with a record number of registrations for a total student population of more than 7,650. This impressive number of students registered in the various programs offered by the College can be attributed to two factors: a significant increase in the number of new applications and a noteworthy increase in the number of returning students. Similar increases were seen in Continuing Education.

Mindful of responding to the increased demand for students seeking to pursue post-secondary education at Dawson, the College consented to raising its admissions cap to more than the 7,450 students set by the Board of Governors 10 years previously.

In the area of Program Services, the Academic Administration pursued program development activities for Illustration & Design. It should be noted that this program has been offered by Dawson College for the past 30 years, and represents a unique offering within

the CEGEP system. By participating in the analysis conducted by the Ministère, the College would like to be assured that whatever the outcome, the unique character of the program will be preserved.

An equally vigorous process was undertaken in 2008-2009: the evaluation of the Institutional Student Evaluation Policy (ISEP). The Board of Governors approved the evaluation report as well as the action plan stemming from it. Several recommendations were included in the action plan; a Senate committee was mandated to draft modifications to the existing policy in order to implement the suggested changes.

The *Commission d'évaluation de l'enseignement collégial (CEEC)* will proceed to an examination of the report at the beginning of next year. It will formulate its own recommendations which will then be considered in the revision of the policy.

With the grants obtained for the updating of science laboratories, the College began in 2008-2009 to renovate a certain number of physics laboratories. In close collaboration with the Physics department, these laboratories were radically modified to offer teachers the opportunity to use innovative teaching methods through the use of interactive pedagogical approaches. This initiative will be closely followed by the College in the hope that it will lead to other renovation projects, notably in the teaching of chemistry.



Main Achievements 2008-2009

In the development of programs of study, a new profile linked to environmental education took shape within the Social Science program. Environmental education had been identified as a priority in the College's Strategic Plan. This profile will be of interest to students who wish to explore the dynamic relationship between social development and the environmental impact of the use of resources, as well as the implications of sustainability within the economic context of the global marketplace.

This academic year also welcomed the first cohort of students in 3D Animation and Computer Generated Imagery. This new program was provisionally approved by the Ministère de l'Éducation with the goal of preparing graduates for work in the growing field of digital animation and interactive technology.

In a similar vein, the College continued to develop a partnership formed the previous year with the Cégep du Vieux-Montréal and the Cégep de Matane. Continuing Education completed a revision of the AEC associated with the Video Gaming Level Design program and added two new AEC programs: Modelling and Animation for Video Games. These three programs in Continuing Education are offered in collaboration with the Montreal company UBISOFT as a package that permits graduates to develop competencies related to the creation of video games in order to work within multidisciplinary production teams.

In the revision of programs of study, the following activities should be noted:

Following the evaluation of the Social Service program completed the previous year, the Board of Governors adopted a draft proposal to modify the program so that it assures greater coherence among the courses, the competencies, and learning content. At the same time, work placement hours were increased in order to reinforce knowledge gained in clinical settings to provide students with more experience in real-life situations.

The Board of Governors also approved modifications to the Mechanical Engineering Technology program following an evaluation process completed last year. The revision aims to ensure better integration of Mathematics and Physics courses into the curriculum to emphasize the correlation between these courses and those in the Mechanical Engineering specialties.

Continuing Education conducted an important revision with respect to the AEC in Microsoft certification. This modification, approved by the Board in 2008-2009, resulted in the progressive cessation of instruction on the Novell platform. The new program aims to prepare students to take and pass four new exams for Microsoft certification.

Finally, in Continuing Education, an analytic grid was formulated to assess prior learning (Recognition of Acquired Competencies or RAC) in computer applications of accounting. This grid will be tested in the course of 2009-2010 as a pilot project for students wishing to pursue the AEC program

Enrolment in Pre-University/Career Programs

Gender Distribution of Full-Time Students

2008-2009

Chart 1:
Enrolment in
Pre-University/Career Programs
Fall 2008
Total Enrolment 7,599

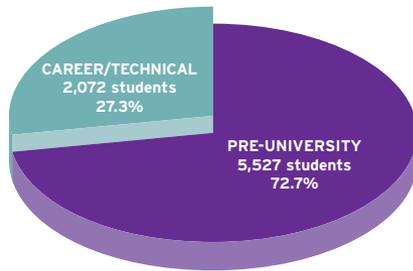


Chart 2:
Gender Distribution
of Full-Time Students
Fall 2008
Total Enrolment 7,599

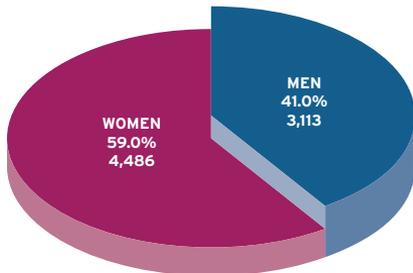


TABLE 2: NUMBER OF EMPLOYEES

	Permanent	Non-Permanent	Female	Male
Management Personnel	34	4	10	28
Teaching Personnel	437	350	417	370
Professional Personnel	43	19	46	16
Support Personnel (includes non-permanent student employees)	187	612	608	191
TOTAL	701	985	1,081	605

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF

Doctorate - no less than	16.6%
Masters Degree or more	32.5%
Other (includes Masters/Doctorates not yet at top of scale)	50.9%

Main Achievements 2008-2009

Accounting Principles and Related Computer Applications. This module will be offered online and is therefore accessible on the Internet to any candidate wishing to submit a file for RAC services.

In the academic year 2008-2009, Dawson College pursued its international activities, with several teachers and students in some of the College's applied arts programs taking part in exchanges with partner institutions in China on joint pedagogical projects and visits.

• Commitment to sustainability

In 2008-2009, the College renewed the commitment it made in 2006 to support activities and initiatives that build awareness of the environment throughout the College community via the Action Conservation project.

A new project, Sustainable Dawson, has grown out of that commitment and will continue to pursue new measures and set objectives, adapting existing practices to reduce the impact of College activities on the environment. A set of indicators has been determined to evaluate the College's performance in terms of sustainability. Furthermore, a Sustainability Policy was submitted for consultation and was approved by the Board of Governors.

In the same vein, the College, like all public institutions, has been asked to reduce its energy consumption by 14% in relation to 2001 levels. This energy savings plan led to a call for tender resulting in the unanimous selection of Johnson Controls to

help the College meet this target. Projected annual energy savings are presently at 28.5%. The next phase will be to conduct a feasibility study to validate the expected results.

• Leading the way

During the past several years, Dawson College has developed valuable expertise in the services it offers students with disabilities. In 2008-2009, in conjunction with two other CEGEPs in Quebec entrusted with providing similar services in their regions for this growing segment of the college population, and with Ministry officials, the College took a leadership role to help solve the problems brought about by a lack of funding to support the growing demand for these services within the college network.

An analysis of the present situation should result in the establishment of a new table of reference that recognizes the different types of disabilities and ensures adequate funding for the services needed.

• Celebrating Dawson's legacy

The academic year 2008-2009 was also an occasion to celebrate the 40th anniversary of the founding of Dawson College. Various activities were held in recognition of the people who contributed so much to the early development of the College, the pioneers.

To mark the occasion, several notable personalities were invited to address the community, such as Dr. Hubert Reeves during the annual pedagogical day activities held in the Fall, and Dr. Robert Gordon, an early Director General of Dawson, at the Convocation ceremony in June 2009.

The year was also the occasion of the Social Science program's first thematic week of special activities under the heading "Making sense of the world." Events were organized around student activities and invited guest speakers from outside the College. The week allowed participants to engage in a profound reflection on the impact of the social sciences on the understanding of problems and risks present in today's society.

• Launching into the future

In the midst of consultation to formulate strategic directions for the next five years, the College completed an exhaustive evaluation of its first Strategic Plan (2004-2009). This evaluation, compiled according to the guidelines provided by the *Commission d'évaluation de l'enseignement collégial* (CEEC), resulted in a comprehensive report approved by the Board of Governors. It contains several recommendations that will benefit the College in ongoing discussions for the next Strategic Plan.

Main Achievements 2008-2009

To this end, a consultative process has been undertaken within the College community to gather views, opinions and advice on strategic directions to pursue in coming years. Although the process is not yet completed, it is noteworthy that the College's mission statement, adopted 20 years ago, has been reaffirmed and continues to hold true for a large part of the College community, while discussion of values and vision will continue. The process of redefining the strategic development of the College in the coming years should be concluded in the course of the next academic year.

The year 2008-2009 was also a time during which the Dawson community showed its confidence in the performance of the Director General during his first mandate. Under the aegis of a committee of the Board of Governors, an external and internal consultation process was conducted according the College's by-laws. This consultation allowed the committee to gather several opinions from community members and groups and to formulate objectives for the next mandate.

For his part, the Director General was invited to submit his vision of the challenges and issues the College must address in the coming years. This vision, complementing the consultation process and adopted by the Board of Governors, will shape the preliminary deliberations on the next Strategic Plan. It was resolved, unanimously, by the Board of Governors to renew the mandate of the Director General for a period of five years, commencing on January 1, 2010.

A group of cheerleaders from Dawson College are participating in a St. Patrick's Day parade. They are wearing blue hoodies with "DAWSON" printed in white. Some are also wearing green face paint and green bows in their hair. They are walking in a parade line, with a white van visible in the background.

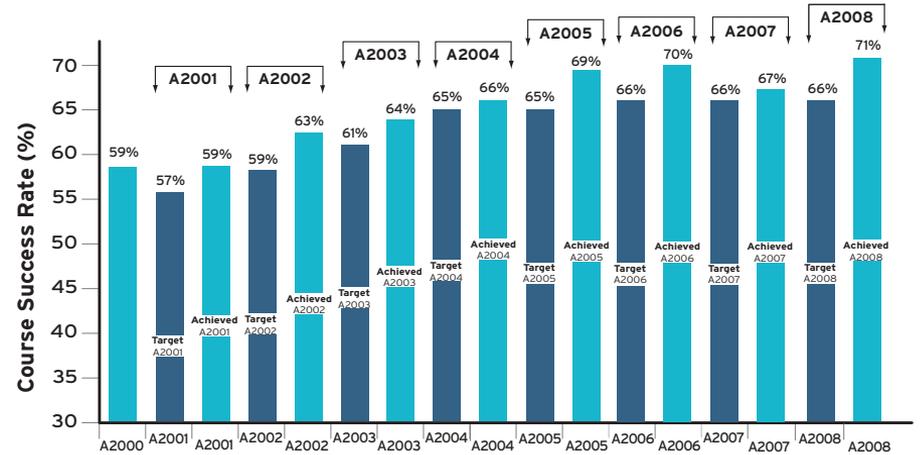
Award-winning Dawson cheerleaders at the St. Patrick's Day parade

Achievement of Targets 2008-2009

Table 5:
Achievements of Targets
All Programs - Average
Progress Toward Dawson's Graduation Target
Cohort A



Table 6:
Course Success Rate
% of students passing 100% of courses
Cohort A
Autumn 2000 - Autumn 2008



Achievement of Targets 2008-2009

Table 7:
First Semester Course Pass Rates
2000 - 2008
Cohort A
Dawson vs CEGEP network

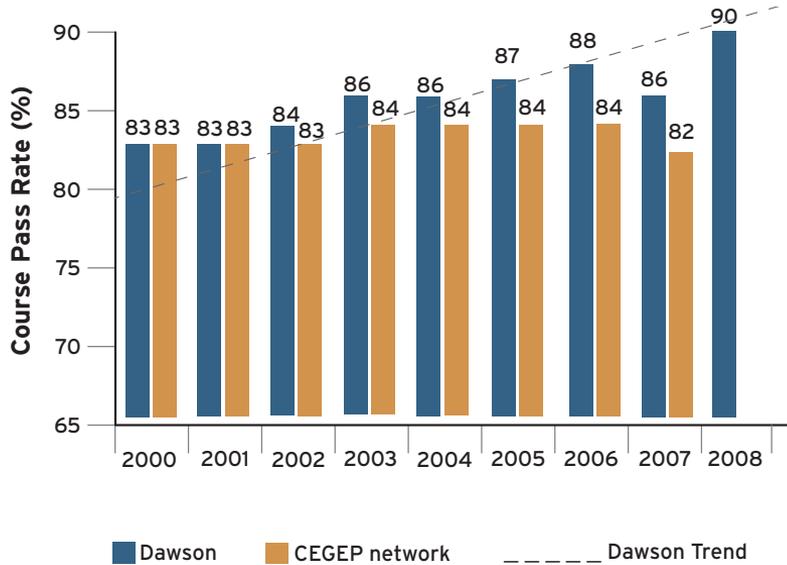
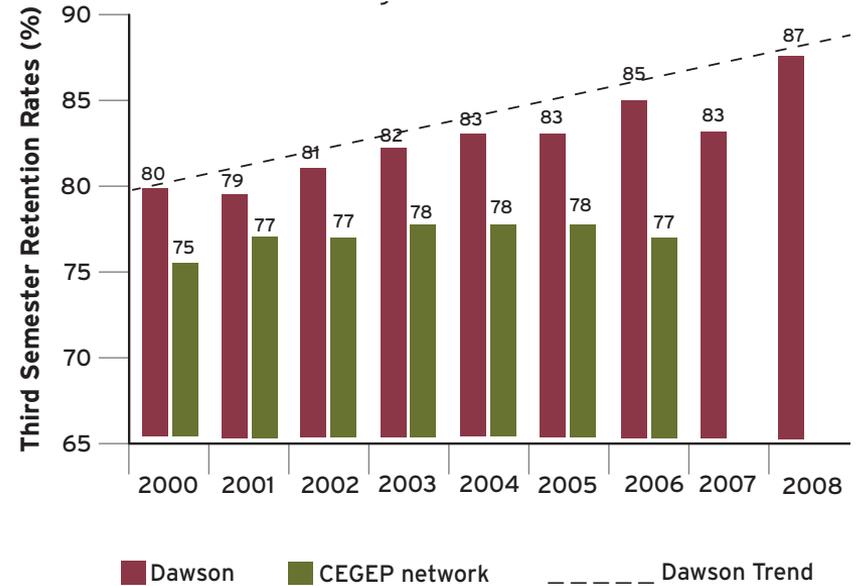


Table 8:
Retention of Cohort A Students from Semester 1 to 3
in any program within the same college
2000 - 2008
Dawson vs CEGEP network



DEC Graduates 2008-2009

TABLE 9: GRADUATES (DIPLOMAS)

	Summer 2008	Fall 2008	Winter 2009	Total
PRE-UNIVERSITY				
Science	76	58	254	388
Social Science	156	257	606	1,019
Fine Arts	10	3	23	36
Creative Arts, Literature and Languages	40	58	186	284
Liberal Arts	6	3	57	66
Pre-University Total	288	379	1,126	1,793
CAREERS				
Biomedical Laboratory Technology			17	17
Diagnostic Imaging			32	32
Radiation Oncology	1		11	12
Nursing			57	57
Laboratory Technology - Analytical Chemistry	4		5	9
Civil Engineering Technology	1	2	8	11
Mechanical Engineering Technology	4	3	23	30
Electronics Engineering Technology	4	1	5	10
Social Service	2	2	13	17
Community Recreation Leadership Training		1	17	18
Business Administration	10	12	41	63
Office Systems Technology	2		9	11
Computer Science Technology	1	1	10	12
Professional Theatre			17	17
Illustration & Design	2	1	26	29
Interior Design	1	1	21	23
Professional Photography	1		12	13
Graphic Design	2		25	27
Industrial Design	3		4	7
Careers Total	38	24	353	415
GRAND TOTAL	326	403	1,479	2,208

Continuing Education 2008-2009

TABLE 10: CONTINUING EDUCATION ENROLMENTS

	Number of students		Total	Number of Course Seats		Total
	Full-Time	Part-Time		Full-Time	Part-Time	
Summer 2008	41	422	463	169	517	686
Fall 2008	319	1,214	1,533	1,523	2,386	3,909
Winter 2009	247	1,366	1,613	1,179	2,634	3,813

TABLE 11: AEC GRADUATES (ATTESTATION)

	Summer 2008	Fall 2008	Winter 2009	Total
Accounting Principles	20	14	18	52
Basic Construction Engineering Technology			12	12
Commercial Photography		12	22	34
Network Support Technician		14		14
Preparation for Cisco & Comptia Linux Certification		14		14
Preparation for Microsoft & Novell Certification	9			9
Video Game Level Design			12	12
TOTAL	29	54	64	147

TABLE 12: NON-CREDIT CONTINUING EDUCATION

Session 2009/1:	526
Session 2009/2:	1,163
Session 2009/3:	1,087
Session 2009/4:	721
Total number of course registrations 2008-2009	3,497

Summary of Expenses Related to Reinvestment in College Teaching 2008-2009

• Support for Student Success (S028)

In 2008-2009, Dawson College received \$174,800 in government grants to support measures that promote student success. These funds were used to increase staffing among professionals who provide academic advising services to students and to support activities related to student life.

Summary of expenses for 2008-2009

• Academic advising	\$131,100
• Support for activities related to student life	\$43,700

• Institutional Success Plans and Career Planning Resources (S019)

As per the provisions of Annex S019, Dawson College was awarded \$765,700 in 2008-2009 to enhance services that promote student success, such as academic advising, career development and academic skills development (research, peer tutoring and aid for at-risk students).

Summary of expenses for 2008-2009

• Academic advising	\$255,366
• Career development	\$120,606
• Academic skills development	\$389,728

• Measures related to the Reinvestment Plan (S034)

In deferred maintenance, Dawson College had transferred \$40,602 from the previous year to be used in 2008-2009 from the \$660,400 non-recurring grant over two years. This amount was used for the following expenses:

• Acquisition of computer equipment for a teaching laboratory	\$20,873
• New cafeteria furniture	\$19,719

To support operations (three-year recurring grant), the amount attributed for 2008-2009 was \$665,500. A sum of \$406,703 was carried over from the previous year's unused portion.

Summary of expenses for 2008-2009

• Support for teaching activities in certain targeted areas	\$194,743
• Support for professional development activities for teachers	\$125,835
• Support for the management and development of programs	\$312,192
• Support for student activities and the implementation of the Student Success Plan	\$338,975
• Support for the integration of information technology into College activities	\$97,055

• Quebec Reinvestment Plan following partial re-establishment of federal transfer payments to post-secondary education (S036)

By virtue of the partial re-establishment of federal transfer payments to post-secondary education, the Quebec government allotted to Dawson College for the academic year 2008-2009 a sum of \$2,073,100. The triennial action plan submitted by Dawson tied the use of these funds to four identified priorities. In 2008-2009, the College earmarked funds for the following expenses:

Summary of expenses for 2008-2009

Priority #1: To contribute to the development of the Quebec economy

The College reserved a sum of \$585,000 to support the development of initiatives tied to key sectors of economic development in Quebec and in the region of Montreal. In total, for the academic year 2008-2009, a sum of \$514,285 was used for the following expenses:

- Development and promotion of short training programs tied to emerging economic sectors \$104,440
- Development of a pilot project for the recognition of acquired competencies (RAC) \$27,344
- Support for the implementation of a continuous evaluation system for programs of study \$152,555
- Support for student mobility and internationalization of study \$88,413
- Support for student recruitment for targeted programs tied to economic sectors in need of skilled labour \$141,533

Priority #2: To adapt and enhance student services

The College earmarked \$592,854 to use for the enhancement of services for students. In 2008-2009, \$584,528 was spent to support the following activities:

- Strengthen professional services offered to specific categories of students \$123,357
- Increase in resources to enrich the academic experience of students \$159,579
- Development of measures to improve language skills \$135,913
- Modernization of information systems that track progress to support student success \$165,679

Priority #3: To assure the renewal of teaching staff and emphasize role of teachers as front-line interveners with the student population

The College set aside the sum of \$627,812 to support activities related to this priority. In 2008-2009, \$240,500 was awarded to fund the following initiatives:

- Support to increase teachers' use of information technology in pedagogical activity \$100,478

- Increase technical assistance for pedagogical activity \$105,054
- Improve recruitment and retention strategies for new teachers \$34,968

Priority #4: To explore the full potential of college-level research, transfer of knowledge and information

For this priority, the College identified needs at a cost of \$267,434 to support research and innovation. In 2008-2009, an amount of \$180,573 was spent on the following activities:

- To maintain and develop research at the College \$82,924
- Institutional research project into sustainable development \$97,649

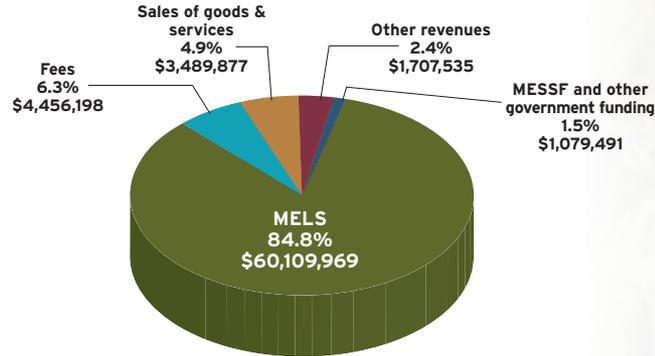
In total, a sum of \$1,519,884 was committed in the academic year 2008-2009 to support activities or to hire human resources related to the pursuit of objectives stated in the triennial plan. An amount of \$553,214 was deferred to the following year, 2009-2010. This amounts to a sum of \$140,914 for the portion of reinvestment reserved for teaching staff, and another of \$412,300.

In essence, the year 2008-2009 served to put in place resources and activities required for the progressive attainment of objectives contained in the triennial action plan. These projects are particularly noteworthy for Continuing Education as well as for support for services pertaining to student life.

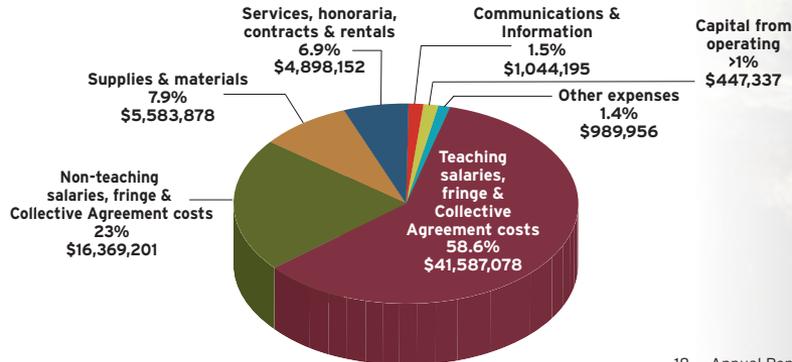
Furthermore, the partial reinvestment plan allowed the College to address a number of needs in support of activities in teaching departments in the form of increased staffing to provide technical assistance and support services.

Revenues/Expenses 2008-2009

**Chart 3:
Total Revenues 2008-2009
\$70,843,070**



**Chart 4:
Total Expenses 2008-2009
\$70,919,797**



Board of Governors 2008-2009

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(Chair, Executive Committee)

Academic Dean
ROBERT KAVANAGH
(Executive Committee)

Socio-Economic Representatives
LINDA AUGUST, Chair
(Executive Committee)
REGINA ZVER

School Commission Representative
KENNETH ELLIOTT

University Representative
ELIZABETH MOREY

Labour Market Partner
JOHN ORAM

Enterprise Representatives
FRANÇOIS GIROUX
(Executive Committee and
Audit Committee)
LOUISE KRALKA

Parent Representatives
vacant

Pre-University Graduate
vacant

Careers Graduate
BRUNO MITAL, Vice-Chair
(Executive Committee)

Pre-University Student
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Careers Student
MELANIE ZSEDER

Faculty
WORKU ABERRA
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GREG ISENBERG
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BILL MANNARD

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JALEEL ALI
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WENDY THATCHER
GEORGE TURSKI
CHRIS WHITTAKER

Organigram 2008-2009

Dawson College 2008 - 2009

(July 1, 2009)

