



DAWSON
C O L L E G E

ANNUAL REPORT
2009 - 2010



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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**ANNUAL REPORT
2009 -2010**

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

Madam Minister of Education, Leisure and Sport,

It is with great pleasure that we submit to you the Dawson College Annual Report for 2009-2010 that highlights the accomplishments of the past year and illustrates how they related to the strategic directions put forth by the College. As you will be able to see, 2009-2010 was a fruitful year, marked by an intense dynamism that spurred some important achievements.

The first order of business in 2009-2010 was an exhaustive pan-College consultative exercise to redefine the strategic goals that the College intended to pursue in the next five-year period. This consultation resulted in a reaffirmation by the Dawson community of the mission statement, a commitment to which the College has held dear since its adoption some 25 years ago. The exercise also provided an opportunity to develop the academic vision for the coming years in consideration of the challenges and issues the College will face which will demand daring, determined and consistent action.

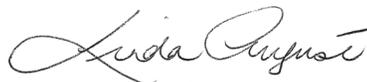
Borne of this vision was a bold concept to frame academic success for our students that was articulated in the Graduate Profile, an inspiring notion that put forth a holistic approach to academic success. This notion would act as a catalyst for decisive action not only within programs of study, but also in the services we offer our students, bringing together all aspects of the expression “learning community.”

The year 2009-2010 was also more active on the research and innovation front. From research projects on active learning to innovative approaches for students with special needs, the College’s research activities clearly illustrated the dynamic and creative force that characterizes its commitment to education.

Finally, we must take the time to recognize the contributions of our community – the faculty, support staff, professional and management staff – and to thank them sincerely for their dedication to the pursuit of our academic mission.



Richard Filion
Director General



Linda August
Chair of the Board of Governors

Student Populations

Fall 2009

TABLE 1: PROGRAM	Fall '08	Fall '09
PRE-UNIVERSITY		
Creative Arts, Literature & Languages	932	969
Fine Arts	96	92
Liberal Arts	153	152
Science	1,016	1,039
Social Science	3,160	3,064
CAREERS		
3D Animation & Computer-Generated Imagery	26	49
Biomedical Laboratory Technology	69	83
Business Administration	286	246
Civil Engineering Technology	103	113
Community Recreation Leadership Training	98	106
Computer Science Technology	96	102
Diagnostic Imaging	109	109
Electronics Engineering Technology	73	74
Graphic Design	135	145
Illustration & Design	135	148
Industrial Design	36	51
Interior Design	124	124
Laboratory Technology - Analytical Chemistry	42	55
Mechanical Engineering Technology	114	108
Office Systems Technology	14	0
Nursing	287	287
Professional Photography	110	127
Professional Theatre	87	86
Radiation Oncology	43	40
Social Service	85	96
Accueil & Transition	170	133
Total	7,599	7,598



Highlights of 2009-2010

• Renewal of strategic directions

The academic 2009-2010 at Dawson College was characterized by the spirit of change, but also of continuity. Change became necessary as a result of high turnover among management personnel; five new managers joined the ranks in Administrative Services, Plant and Facilities and Academic Administration. A large number of retirements across the College also precipitated the need for a renewal of employees in several areas, and along with it, the need for integration of an increasingly younger workforce within the functions of different departments and services.

Continuity played its part throughout 2009-2010 as the College pursued initiatives launched in previous years in accordance with principles outlined in the Strategic Plan: academic success, quality of teaching and services, and optimization of the potential for innovation.

The year also presented the Dawson College community with the opportunity to put the finishing touches on the elaboration of new strategic directions according to priorities presented to the Board of Governors through the adoption of the Annual Management Plan. The strategic planning process, begun the previous year, continued with the final round of consultation on the College's guiding principles, the identification of its main objectives for institutional development over the next five years, culminating with a draft proposal of the new strategic plan presented to the Board of Governors.

Every unit in the College was mobilized with an invitation to define the most pressing issues and challenges Dawson College might face over the course of the next few years. Valuable information gathered through the evaluation of the 2004 -2009 Strategic Plan contributed to the draft document, which also contained an analysis of the intersection of social and economic conditions in the Greater Montreal area, the role demographic trends might play on the College environment, a reaffirmation of the academic mission, a statement of Dawson's vision and values, as well as a set of strategic directions for the entire community to contemplate and discuss. A final draft will be put forward for adoption by the Board in the Fall of 2010.

• Academic success: a holistic approach

The academic success of all Dawson students remained a steady preoccupation for the College and was, as always, at the centre of all its activities. The pursuit of academic excellence has been a steadfast commitment since the academic mission was pronounced more than 25 years ago.

This commitment brought forth a number of initiatives in 2009-2010 to support students throughout their studies in their quest for academic success, with every service within the College dedicated to helping them achieve their goals. Dawson has positioned itself at the forefront of teaching innovation from extensive research in active learning strategies to the implementation of systems that create individualized education plans and the development of adapted services for students with special learning needs.

In essence, the year 2009-2010 provided the College with the opportunity to build on its knowledge and further its understanding of academic success. In the course of reflections during the consultative phase in the formulation of the new Strategic Plan 2010-2015, the Academic Dean introduced a notion of academic success to Dawson's academic community based on a definition of the Graduate Profile. This notion of the Graduate Profile acts as a point of convergence where all pedagogical efforts made by the ensemble of the College's teaching resources meet, over and above conventional measurable results, to define learning outcomes in a tangible way, providing a focus on which to concentrate actions.

The Graduate Profile is at the heart of the Strategic Plan and greatly enriches the notion of academic success, which is usually linked to performance indicators. It will strengthen the College's commitment by outlining components of success and integrating knowledge, abilities, attitudes and values into one vision, which can be conveyed to students pursuing their program of study at Dawson College.

Finally, the Graduate Profile will serve as inspiration to articulate actions within the perspective of convergence and complementarity, ultimately

... a number of initiatives support students throughout their studies in the quest for academic success, with every service within the College dedicated to helping them achieve their goals.

Highlights of 2009-2010

aiming to realize the goals of the academic mission that both students and teaching resources aspire to.

Therefore, discussions during consultation on the Strategic Plan over the course of the year deepened understanding of the program approach as a methodology and the repercussions of the program approach on teaching practices. Workshops and forums on research and actions were organized for teaching staff to share ideas and best practices in crafting a cohesive vision of the goals and values expressed in the Graduate Profile.

Academic administration played an instrumental role in raising awareness on a number of related issues, including pondering pedagogical questions of competency-based learning, WACWID (Writing Across the Curriculum and Writing Across the Disciplines), the use of technology through platforms such as Moodle and Léa, and ethical questions of academic integrity, cheating and plagiarism, and student engagement, as well as more physical preoccupations, such as the management of teaching spaces. Modifications made to

These discussions and the achievement of these projects aligned strategic directions with pedagogical goals elaborated in the academic success plan to inform the College's actions over the course of the next few years.

Physics labs, for example, and the introduction of Compu-classes indicated a trend toward renewed pedagogical purpose. These discussions and the achievement of these projects aligned strategic directions with pedagogical goals elaborated in the academic success plan to inform the College's actions over the course of the next few years.

The 2009-2010 annual management plan also included the Faculty Development Plan, leading to the drafting of a broad conceptual framework whose components are related to the questions discussed. It also included actions related to the implementation of Problem-Based Learning (PBL), which has been introduced in the revised Electronics Engineering Technology program. The College made available to its faculty professional development on this teaching approach conducted with the help of professors from the Université de Sherbrooke. This learning approach was also introduced as an aspect of the Chantier 3 project involving the collaboration of UQAM and Dawson's Environmental Science profile, and including teachers from Social Science.



Highlights of 2009-2010

The faculty development plan also included support for research in the field of teaching methodologies associated with students with learning difficulties and students with special needs. In recognition of the growing need for such support services, both the Academic Skills Centre and the Student AccessAbility Centre received additional resources in 2009-2010 in order to offer increased specialized services in quantity and quality.

• The Quality of Teaching and Services

The Annual Management Plan for 2009-2010 saw the establishment of a pilot project based on ongoing evaluation of programs and services. Such a model would serve to allow the College to react quickly with necessary changes to the ever-changing needs of programs and services. Progress on this project has been slow, but remained on the table; however, in 2009-2010, evaluation processes continued, specifically for the Creative Arts, Language and Literature program as well as for Business Technologies, where the standardization of information and evaluation tasks began. In the same vein, the canvas to proceed to the evaluation of admission procedures was elaborated in 2009-2010.

In the continuous process of program and service improvement, several programs were evaluated in 2009-2010. The evaluation report of Industrial Design was submitted to Academic Administration in January 2010. The evaluation of Nursing will conclude with a report in the Fall of 2010. Furthermore, plans to conduct evaluation in three additional programs for Fall 2010 were elaborated: Computer Science, Professional Theatre and Laboratory Technology - Analytical Chemistry.

The revision of some programs was necessary to ensure their continued relevance for industry, as was the case in 2009-2010 for Civil Engineering Technology. Feedback gathered in a previous evaluation and in recognition of new construction industry rules, program content had to be adjusted to meet these new standards. In Accounting and Management Technology and Business Management (Marketing), two career programs in Business Administration, educational content was modified to introduce a work-study option (ATE) and to strengthen existing content in some disciplines. In the

Science program, an Environmental Science profile was proposed so students interested in the environment could pursue this course of study and gain access to university-level programs in the field.

In Continuing Education, it should be noted, enrollment increased by 25 per cent. Also, some programs in the Attestation programs (AECs) were revised: Network and Administration Support, Basic Construction Engineering and Commercial Photography. For those wishing to upgrade their skills on a part-time basis, a new series of Career Advancement Courses were offered for the first time.

Educational support services such as the Academic Skills Centre and the Student AccessAbility Centre that help students with learning difficulties and special needs, respectively, underwent assessment with the goal of making them more accessible to the students who require their services: in the Academic Skills Centre, for example, a growing need for student support in the areas of language and communication skills was identified. A proactive approach was taken to offer targeted workshops and support mechanisms, particularly in subjects like Humanities and in Business Administration. The Student Accessibility Centre received new workspaces to accommodate the growing number of students with learning difficulties and special needs.

Lastly, the College committed to making improvements in the Library, notably to the information systems that allow access to library resources and provide enhanced research tools for students.

• Optimizing the Potential for Innovation

Research activities have contributed to the fulfillment of Dawson College community's academic mission on many levels for a number of years, which has put Dawson College in an enviable position within the Quebec CEGEP system. Whether it is the quality of curriculum offered in specific programs of study, the stimulating pedagogical approaches adapted to a diverse student population, the care taken to provide individualized education

programs or its expertise in offering services to students with special needs, research has been a powerful tool at Dawson College for innovation and a key factor in the pursuit of excellence. Research has always been a hallmark of Dawson and features prominently in the College's mission statement.

The faculty development plan also included support for research in the field of teaching methodologies associated with students with learning difficulties and students with special needs.

Enrolment in Pre-University/Career Programs and A&T Gender Distribution of Full-Time Students 2009-2010

Chart 1:
Enrolment in
Pre-University/Career Programs and A&T
Fall 2009
Total Enrolment 7,598

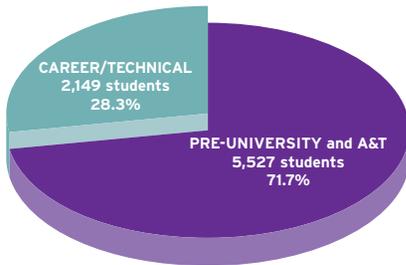
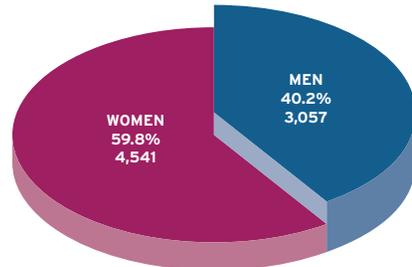


Chart 2:
Gender Distribution
of Full-Time Students
Fall 2009
Total Enrolment 7,598



Employment Statistics 2009-2010

TABLE 2: NUMBER OF EMPLOYEES*

	Permanent	Non-Permanent	Female	Male
Management Personnel	35	5	12	28
Teaching Personnel	452	382	441	393
Professional Personnel	46	23	51	18
Support Personnel (includes non-permanent student employees)	191	667	619	239
TOTAL	724	1,077	1,123	678

* Includes those who left during the year

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF

Doctorate - no less than	15.8%
Masters Degree or more	32.3%
Other (includes Masters/Doctorates not yet at top of scale)	51.8%



Highlights of 2009-2010

In 2009-2010, research activity was undertaken in a variety of ways, with specific projects, in the examination of existing or new teaching practices and innovation, and in partnership with other institutions responding to the social demand for innovation. Notable among these projects was one in the field of sciences that explored interactive pedagogy using information technology. This project was conducted in tandem with researchers from OISE (Office for Instructional Studies Enhancement), which is linked to the University of Toronto, and which will build on its partnership with the Department of Education at McGill University, and involves the commitment of Dawson researchers and teachers.

Dawson's S.P.A.C.E. initiative is a good example of innovative pedagogy. SPACE, which stands for Science Participating with Arts and Culture in Education, began to foster an increasing number of multidisciplinary initiatives involving teachers from various departments and engaging students of all backgrounds.

Also growing in importance was the Sustainable Dawson initiative which linked sustainable development to educational activities offered in certain disciplines and programs at Dawson. Measurable results through Sustainable Dawson were traced on a grid of indicators put in place to assess the organization's behaviour in terms of adhering to new green standards, and to allow room for corrections to the program, as needed. This project garnered an award of excellence in 2009-2020 for the College, bestowed by Cégeps Verts du Québec. The success of the program was in large part due to the contribution of the Plant and Facilities department, who managed the program and coordinated the Energy Saving Plan, which received Board approval for an investment of more than \$6 million.

In 2009-2010, Dawson College received authorization to offer on a permanent basis two technical programs: 3D Animation and Computerized Generated Imagery, which had previously been offered on a trial basis, and the new Physical Rehabilitation program. These two programs will aim to meet the needs of a growing workforce in these areas and serve to strengthen the range of technical programs offered at Dawson College.

Two new initiatives undertaken in 2009-2010 allowed the College to fulfill a need in responding to social demand. The first was a research project relating to the feasibility of offering entrepreneurship training at Dawson, a proposal that received funding from the *Table Éducation Montréal*. The project is slated to begin in 2010-2011 and will explore the best means for engendering an entrepreneurial spirit either through curriculum or by creating a business incubator. Dawson College's aim is to build on model at Babson College, a leading authority on American entrepreneurship education located in the Boston area. This project falls in line with a

Research has always been a hallmark of Dawson and features prominently in the College's mission statement.

strategic priority recently adopted by the Quebec government.

The second project was a proposal for a College Centre for Technology Transfer (CCTT) in partnership with

Cégep du Vieux-Montréal in the field of innovative social practices, focusing on recognized research at Dawson College in adaptive technologies. In a period when the need for these services within post-secondary institutions appears to be on the rise, this project, if granted, will permit the College to remain at the forefront of this research.

Current issues in education in Quebec must take into account the impact of trade globalization and increasingly interdependent economies. These factors define the depth to which students today must understand their world and the range of possibilities available to them.

The implications of globalization should resonate within the halls of education in order to be an agent of change. Dawson College has continued its efforts to open channels through international cooperation by increasing its exchanges with China and France, for example, and in the year 2009-2010, by venturing into the delivery of certain technical programs with institutions in China. For this same reason, Dawson was one of the only colleges in Quebec to participate in the mission to India with the Quebec government, led by the Premier, one of the largest of its kind to an international destination.

Highlights of 2009-2010

This review would not be complete without mention of three important developments that occurred during the 2009-2010 academic year. First, new accounting reforms imposed by the Government of Quebec necessitated enormous effort and changes to be made to principles and procedures to comply with the new rules. Multiple requests and demands from the Auditor General of Quebec, either from the Comptroller's office or the Ministry of Education put considerable pressure on the College's administrative services and required an overhaul of operational processes and procedures under rather difficult conditions. These new requirements represented a prelude to fundamental changes in the delivery of financial information to ensure accountability to which the colleges within the College network have been subjected.

Second, the implementation of a new student information system (CLARA) used by employees in various departments required considerable efforts on behalf of every unit responsible for its operation and training of users. CLARA presented a number of challenges in terms of understanding its functions, procedures, practices and quality management. The College owed a debt of gratitude to those who used every available resource, including their own energies, to this project to deliver CLARA for wide use despite all the obstacles.

Finally, it is important to note the situation that developed over the last months of 2009-2010 which resulted in the Ministry granting a request to find a solution to the excess in applications for admission to Dawson College. Responding to this need, the College welcomed 300 additional students at the end of the admissions process, an exercise that drew on Dawson's adaptive abilities to be innovative and resourceful in finding ways to deal with an increase in demand for a college education. Accessibility has always been a hallmark of Dawson's academic mission, and once again, the College rose to the occasion so that more qualified students could pursue a post-secondary education in Quebec.

Current issues in education in Quebec must take into account the impact of trade globalization and increasingly interdependent economies.



Achievement of Targets 2009-2010

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

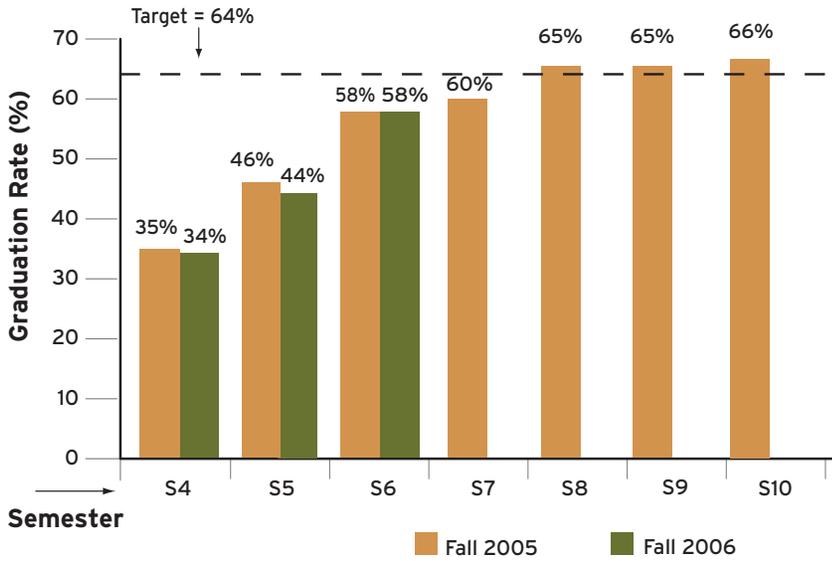
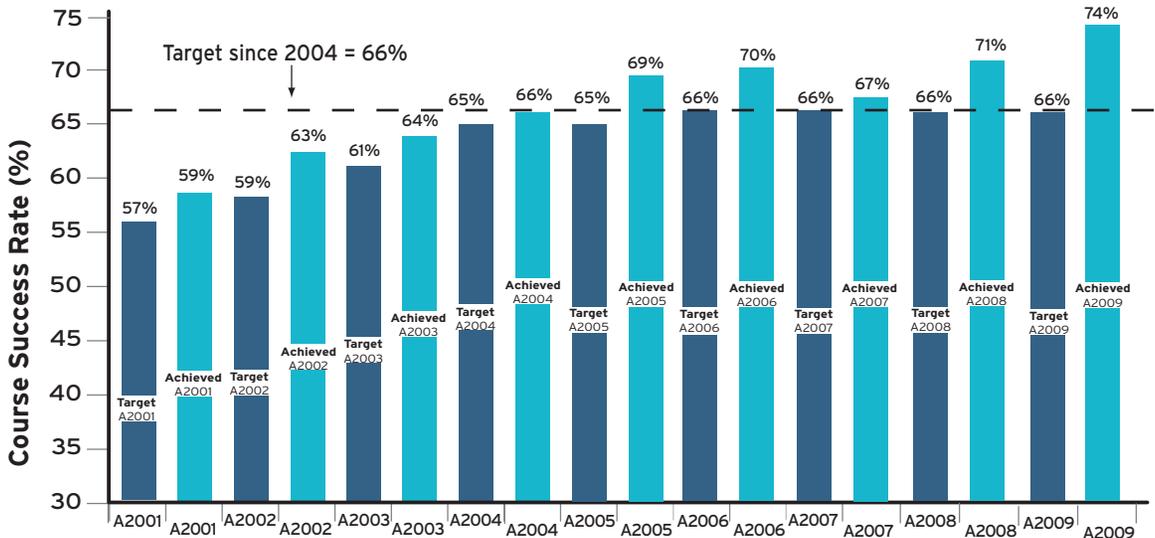


Table 6:
Course Success Rates
% of students passing 100% of courses
Cohort A
Autumn 2001 - Autumn 2009



Achievement of Targets 2009-2010

Table 7:
First Semester Course Pass Rates
2001 - 2009
Cohort A
Dawson vs CEGEP network

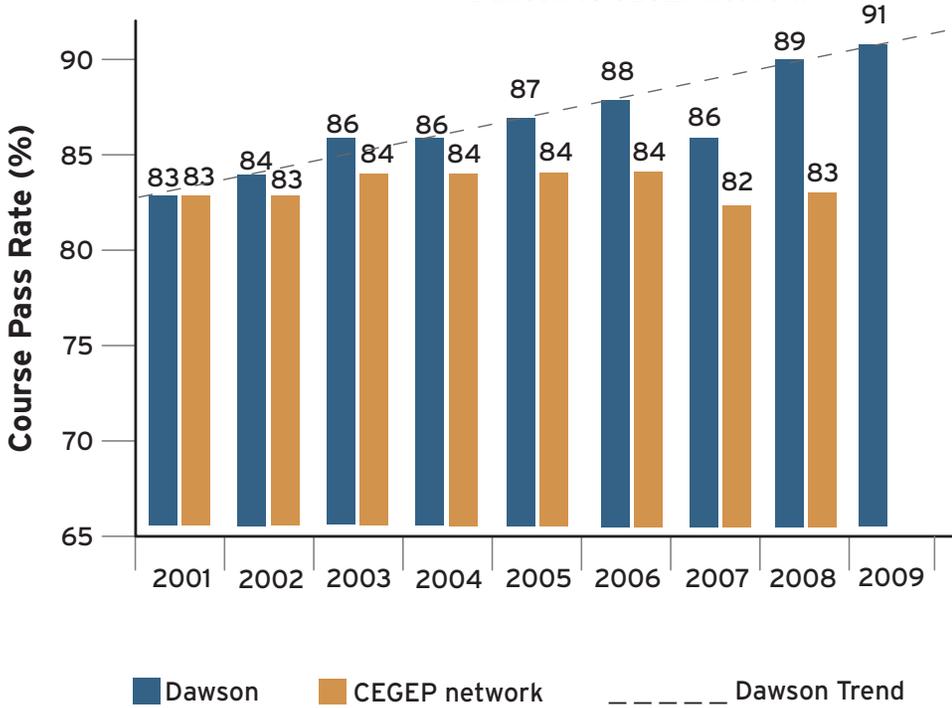
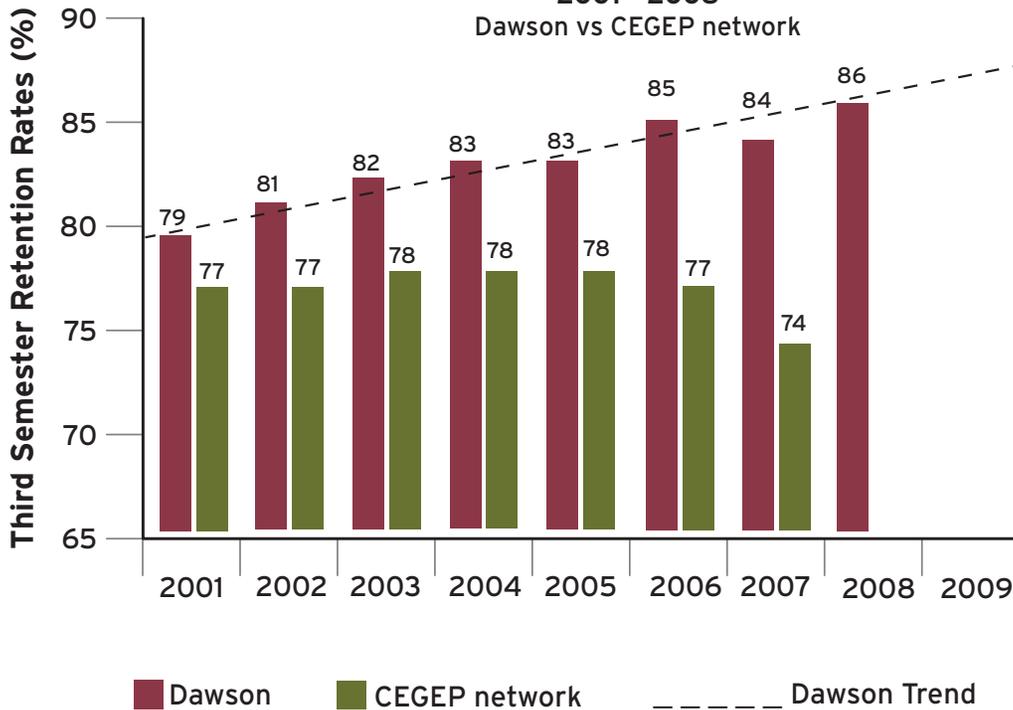


Table 8:
Retention of Cohort A Students from Semester 1 to 3
in any program within the same college
2001 - 2008
Dawson vs CEGEP network



DEC Graduates 2009-2010

TABLE 9: GRADUATES (DIPLOMAS)

	Summer 2009	Fall 2009	Winter2010	Total
PRE-UNIVERSITY				
Creative Arts, Literature and Languages	43	64	218	325
Fine Arts	5	5	22	32
Liberal Arts	8	6	54	68
Science	83	75	270	428
Social Science	175	275	571	1,021
Pre-University Total	314	425	1,135	1,874
CAREERS				
Biomedical Laboratory Technology			20	20
Business Administration	12	12	39	63
Civil Engineering Technology	3	4	19	26
Community Recreation Leadership Training	2	1	18	21
Computer Science Technology	4	2	12	18
Diagnostic Imaging	1		30	31
Electronics Engineering Technology		1	12	13
Graphic Design	6		30	36
Illustration & Design	2	1	31	34
Industrial Design		3	5	8
Interior Design	2	4	23	29
Laboratory Technology - Analytical Chemistry	1		5	6
Mechanical Engineering Technology	7	4	18	29
Micropublishing and Hypermedia	2			2
Nursing			56	56
Professional Photography	3	1	19	23
Professional Theatre	2	1	14	17
Radiation Oncology			11	11
Social Service		2	14	16
Careers Total	47	36	376	459
GRAND TOTAL	361	461	1,511	2,333



Continuing Education 2009-2010

TABLE 10: CONTINUING EDUCATION ENROLMENTS

	NUMBER OF STUDENTS		TOTAL	NUMBER OF COURSE SEATS		TOTAL
	Full-Time	Part-Time		Full-Time	PartTime	
Summer 2009	69	446	515	299	521	820
Fall 2009	449	1,369	1,818	1,942	2,735	4,677
Winter 2010	319	1,893	2,212	1,622	3,812	5,434

TABLE 11: AEC GRADUATES (ATTESTATION)

	Summer 2009	Fall 2009	Winter 2010	TOTAL
3D Animation for Video Games			20	20
Accounting Principles		30	14	44
Basic Construction Engineering Technology			13	13
Biotechnology Lab Technician		15		15
Commercial Photography		15	9	24
Preparation for Cisco & Comptia Linux Certification			19	19
Preparation for Microsoft Certification	19		18	37
Video Game Level Design		13	12	25
TOTAL	19	73	105	197

TABLE 12: NON-CREDIT CONTINUING EDUCATION

Session 2010/1:	556
Session 2010/2:	1,173
Session 2010/3:	1,112
Session 2010/4:	679
Total number of course registrations 2009-2010	3,520



Summary of Expenses Related to Reinvestment in College Teaching 2009-2010

• Support for Student Success (S028)

In 2009-2010, Dawson College received \$174,000 to support activities that promote student success. This amount was used primarily to hire personnel to provide academic advising and guidance in students' course of study. It also supported activities related to the enrichment of student life.

Summary of expenses in 2009-2010

• Academic Advising	\$130,500
• Support to activities related to student life	\$43,500

• Reinvestment in College Teaching (S034)

The amount given to Dawson College in 2009-2010 was \$668,200. An amount of \$1,700, unspent from last year, was added to this amount.

Summary of expenses in 2009-2010

• Support to teaching activities in certain targeted sectors	\$140,765
• Support to activities related to professional development for teachers	\$147,694
• Support to student activities and implementation of Student Success Plan	\$381,141

• Québec Reinvestment Plan resulting from 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 Québec government allotted to Dawson College in 2009-2010 a sum of \$2,307,500, to which was added a budgetary transfer from the previous year in the amount \$553,214. The triennial action plan submitted by the College illustrated its intent to use the funds to support four priorities identified for reinvestment. In 2009-2010, the College used the funds in the following ways:

Priority #1: To contribute to the economic development of Québec

The College set aside a sum of \$561,950 to implement actions linked to this priority. In 2009-2010, a total of \$551,395 was invested in activities related to the following areas:

• Development and promotion of short programs linked to emerging economic sectors	\$168,646
• Development of a pilot-project for recognition of acquired competencies (RAC)	\$41,059
• Support for the implementation of an ongoing evaluation system for programs and services	\$167,646
• Support for student mobility and the internationalization of study	\$95,130
• Support for student recruitment in programs tied to specific economic sectors for which a skilled workforce is required	\$78,914

Measurable results

- Increase of 21% in admissions in Continuing Education programs
- Increase of 18% in Continuing Education diplomas issued
- Increase of 4% in number of students enrolled in technical programs
- Development of tools for recognition of acquired competencies in a new technical program (Mechanical Engineering)
- Increase of 110% (7 >15) in number of students in exchange programs in foreign countries (France and China)
- Increase of 60% (22 >35) in number of foreign students completing study internships at Dawson College

Priority #2: To adapt and strengthen educational services for the student population

In its triennial plan, the College committed \$602,865 to this priority. In 2009-2010, \$713,865 was spent to support activities linked to this objective:

- | | |
|---|-----------|
| • Strengthen professional services offered to specific categories of students | \$260,098 |
| • Increase in resources to enrich the academic experience of students | \$225,951 |
| • Development of measures to enhance language skills | \$105,888 |
| • Modernization of information systems that track student success | \$121,929 |

Measurable Results

- Increase of 6% in number of students having access to services provided by Academic Skills Centre
- Increase of 14% in number of students having access to specialized support services (psychological counselling, adapted services)

Priority #3: To assure the renewal of teaching staff and accentuate its role as first-line support for the student population

The College committed \$549,736 to support activities toward the realization of this priority. In 2009-2010, an amount of \$541,275 was spent to achieve this goal:

- | | |
|---|-----------|
| • Support to teachers' use of information technology | \$221,941 |
| • Increase in technical assistance for teaching activities | \$220,013 |
| • Improve recruitment and retention strategies for new teachers | \$99,321 |

Measurable Results

- Educational Technology Fair was held with 300 participants
- Deployment of a pilot-project titled Educational Technology Basics for Teachers

Priority #4: To explore the full research, knowledge transfer and innovation potential of the College

The College set aside \$367,549 for the support of research and innovation. In 2009-2010, an amount of \$363,799 was allotted to these activities:

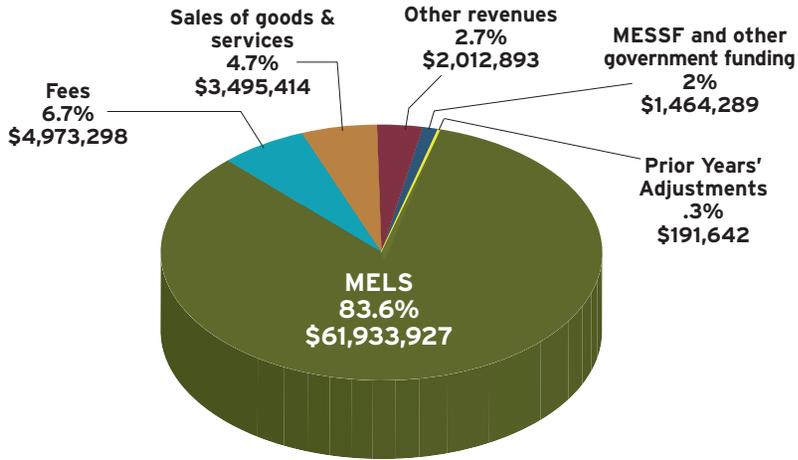
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| • Support and develop research at the College | \$260,129 |
| • Pursuit of institutional research in sustainable development | \$103,670 |

Measurable Results

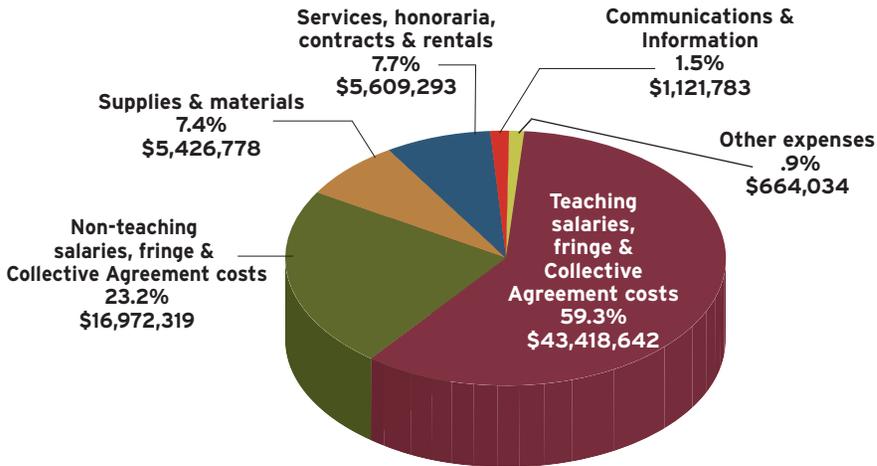
- Increase of 15% in number of research projects submitted to funding bodies
- Submission of an application for the awarding of a CCTT-PSN
- Awarding of a Cégep-Vert "Excellence" designation to Dawson College for its achievements in sustainable development

Revenues/Expenses 2009-2010

**Chart 3:
Total Revenues 2009-2010
\$74,071,463**



**Chart 4:
Total Expenses 2009-2010
\$73,212,849**



Board of Governors 2009-2010

Director General

RICHARD FILION
(Chair, Executive Committee)

Academic Dean

ROBERT KAVANAGH
(Executive Committee)

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(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 KRALKKA

Parent Representatives

JOY BENNETT
LOUISETTE LAROCHELLE

Pre-University Graduate

TIFFANY PINCHUK

Careers Graduate

BRUNO MITAL, Vice-Chair
(Executive Committee)

Pre-University Student

CARL PERKS

Careers Student

MELANIE ZSEDER
(Audit Committee)

Faculty

SILVIA D'APOLLONIA
KAREN GABRIELE

Professional

KATHERINE McWHAW
(Executive Committee)

Support Staff

JOHN CUFFARO

Senate

Chair

LESLIE BARKER

Administrators

ROBERT KAVANAGH, President
RAYMOND BOUCHER
RAYMOND BOURGEOIS
ANDRÉA COLE
BARBARA FREEDMAN
DIANE GAUVIN
CARMELA GUMELLI
PAUL PEMBERTON
DONALD WALKER

Support Staff Member vacant

Student Members

ARIELLE DE PAGTER
FLINT DIETA
NICK SHULMAN
MENG YING WANG

Professional Members

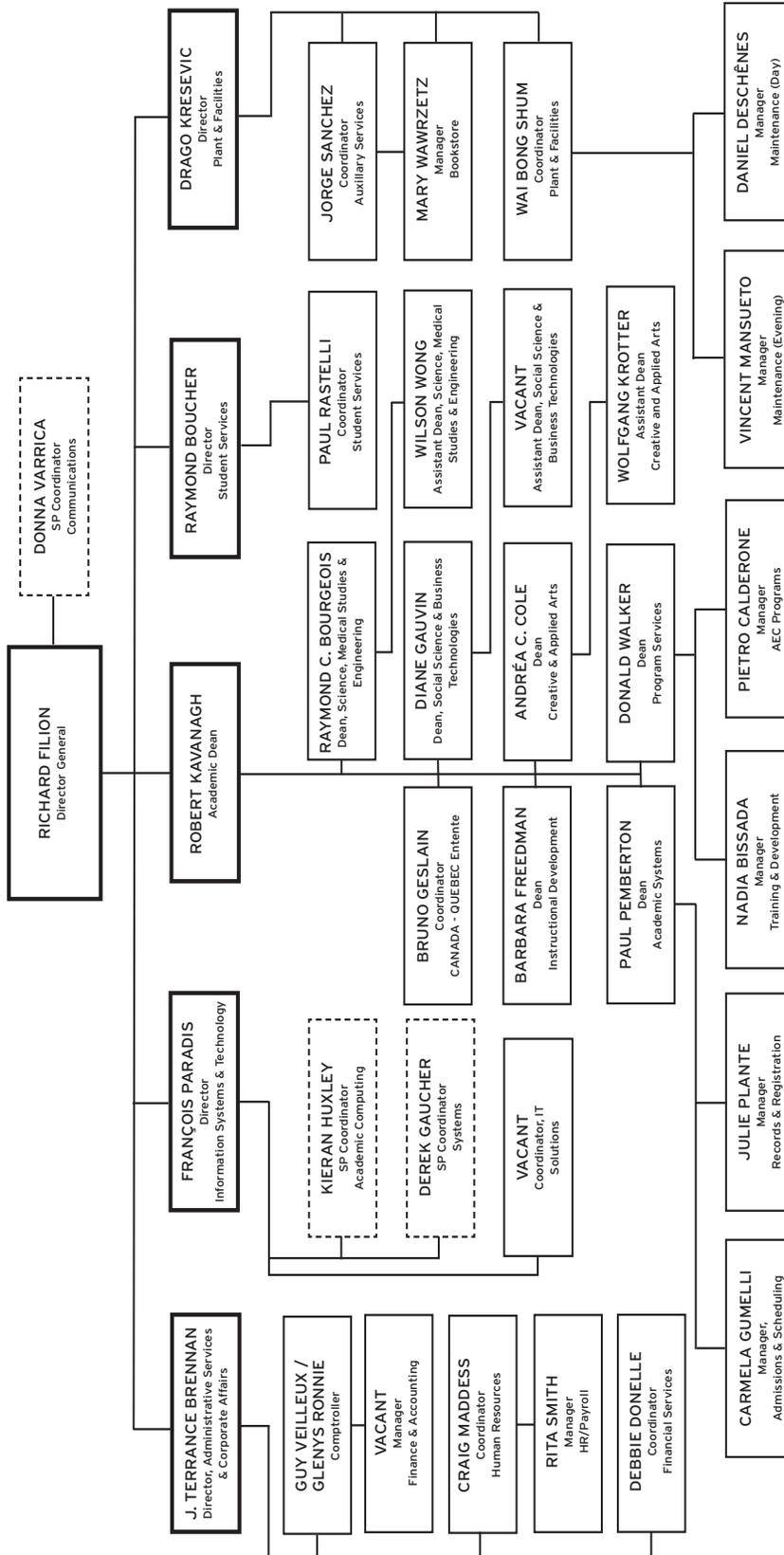
LEANNE D'ANTONI
GAIL EDWARDS
CLAIRE ELLIOTT

Faculty Members

CHRIS ADAM
JALEEL ALI
LESLIE BARKER
LEIGH BARNETT-SHAPIRO
MICHAEL DEL BALSIO
KAREN GABRIELE
JOCELYN GUINDON
JANICE HARVEY
LUCIE LAMBERT
GRETA HOFMANN NEMIROFF
JIMMY PLAITIS
ROBIN SIMMONS
ALEX SIMONELIS
TODD STARKE-MEYERRING
FRANCESCA THERIAULT
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Organigram 2009-2010

Dawson College 2009 - 2010 (July 1, 2010)



Code of Ethics and Professional Conduct for Members of the Board of Governors

PREAMBLE

The rules of ethics and professional conduct stated in this document are in conformity with 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 provisions complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Quebec Civil Code (Appendix 2) and Articles 12 and 20.1 of the **Colleges' Act**. Public order legislative provisions, notably Articles 12 and 20.1 of the **Colleges' Act**, take precedence, in the case of conflict, over the provisions of this Code.

Article 1

GENERAL PROVISIONS

1.01 Definitions

In the present Code, the following expressions mean:

- a) “**BOARD MEMBER**”: a member of the Board of Governors;
- b) “**STAFF BOARD MEMBER**”: the Director General, the Academic Dean as well as the two faculty, one professional and one support staff members of the Board of Governors;
- c) “**CODE**”: the Code of Ethics and Professional Conduct for the Members of the Board of Governors;

1.02 Intent

The intent of the Code is to establish rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:

- a) ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
- b) allow Board members to exercise their mandate and carry out their duties and obligations with confidence, independence and objectivity for the better realization of the College mission.

1.03 Scope

This Code applies to Board members and, in the case of Article 2.03, to former members of the Board of Governors of the College.

Article 2

DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.01 General

Board members carry out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

2.02 Duties and Obligations While in Office

In the fulfilment of their obligations, Board members shall:

- a) respect the obligations laid down in the Colleges' Act and the College's constituent charter and by laws and act within the limits of the College's powers;
- b) avoid placing themselves in situations that constitute a conflict between their personal interest, or that of the group or person who elected or nominated them and their duties and obligations as Board members;
- c) be guarded in their comments, avoid attacks on other people's reputations and treat other Board members with respect;
- d) not use College property for the personal benefit of themselves or others;
- e) not divulge nor use privileged or confidential information about the College for the personal benefit of themselves or others;
- f) not abuse their powers or use unduly their position to gain a personal benefit;
- g) not directly or indirectly solicit or accept from a person who has dealings with the College an advantage or benefit of any kind;
- h) not accept a gift, a token of appreciation or other advantages other than those customarily granted and of nominal value.

2.03 Duties and Obligations After Leaving Office

In the year following the termination of their mandate, former Board members shall:

- a) act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;

Code of Ethics and Professional Conduct for Members of the Board of Governors

- b) not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other operation to which the College is a party. This rule does not apply to staff Board members with regard to their employment contract;
- c) not use confidential or privileged information about the College for the personal benefit of themselves or others;

Article 3

REMUNERATION

Board members are not entitled to any remuneration for the carrying out of their duties as Board members. Also, they shall not receive any remuneration from the College other than the reimbursement of expenses authorized by the Board of Governors.

The above stipulation shall not prevent staff Board members from receiving their salary and other advantages foreseen in their employment contract.

Article 4

CONFLICTS OF INTEREST

4.01 *Intent*

The following rules are meant to assist Board members in their understanding of conflict of interest situations and establish administrative procedures for members in a conflict of interest situation with the view of best serving the interest of the College

4.02 *Conflict of Interest Situations*

- a) A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member's independence and impartiality, attributes necessary to the role of governor.
- b) Without restricting the meaning of Article 4.02 a), the following examples are considered to be conflict of interest situations:
 - a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
 - a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College;
 - a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;

- a situation where a Board member accepts a gift or benefit from an enterprise which deals, or is likely to deal with the College, with the exception of customary gifts of nominal value.

4.03 *Situations Constituting a Conflict of Interest for Staff Board Members*

In addition to the rules outlined in Article 4.02, a staff Board member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges' Act.

4.04 *Disclosure of Interests*

Within thirty (30) days following the coming into effect of the Code, or in the thirty (30) days following nomination, Board members shall submit to the Chair of the Board a declaration of their interests in organizations which, to the best of their knowledge, have done or are doing business with the College and disclose, if applicable, any conflict of interest, whether real, potential or perceived. This declaration shall be revised and updated annually by the Board members. (Appendix 1)

Within thirty (30) days of becoming aware of new situations of conflict of interest, Board members shall submit to the Chair of the Board a revised declaration.

Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges' Act.

4.05 *Restrictions*

In addition to the conflict of interest provisions foreseen in Articles 12 and 20.1 of the Colleges' Act, Board members in a conflict of interest with regard to an agenda item under discussion shall after having had an opportunity to present their views withdraw from the room and allow deliberation and voting to take place in their absence and in complete confidentiality.

4.06 *The Role of Chair*

The Chair shall decide on any question concerning the right to vote at a Board meeting. In the case of a challenge on the right to vote on a resolution, the Chair shall hear the representations from Board members on this issue and make a decision on the right to vote. In any event, the Chair has the power to intervene and order a Board member to refrain from voting and to withdraw from the room during the deliberation and vote. The decision of the Chair is final.

Code of Ethics and Professional Conduct for Members of the Board of Governors

Article 5

ADMINISTRATION OF THE CODE

5.01 *The Role of Professional Conduct Counsellor*

Director of Corporate Affairs or any other person designated by the Board shall act as Professional Conduct Counsellor. This person is responsible for:

- a) informing Board members of the provisions of the Code and on its application;
- b) advising Board members on matters concerning ethics and professional conduct;
- c) investigating allegations of irregularity with respect to the Code and reporting findings to the Board of Governors;
- d) publishing the Code in the College's annual report and the other information prescribed by Law.

5.02 *Disciplinary Committee and Sanctions*

- a) The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in the Code and report the results of the investigation into the matter.
- b) The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee and decide on the validity of the infraction and, if warranted, determine the sanction to be imposed.
- c) The disciplinary committee shall notify the Board member in writing of the alleged infraction(s). Also, the Board member shall be informed of a 30 day delay to submit in writing to the committee personal comments on the alleged infraction(s) and sanction and of the possibility of meeting the members of the committee, if requested.
- d) In the case of an urgent situation requiring immediate action or in the case of a serious offense, the Chair may temporarily suspend a person from office.
- e) If the disciplinary committee concludes that a Board member has contravened the law or Code, it shall impose the appropriate sanction. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.

Article 6

EFFECTIVE DATE

The Code of Ethics and Professional Conduct comes into effect on January 1st, 1998.

Approved by the Board of Governors on November 24, 1997.