

Dawson College
Annual Report
2011 – 2012

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

Dear Minister of Education, Research, Science and Technology,

We are pleased to present, on behalf of the Dawson Community, the Annual Report of 2011-2012 highlighting the achievements and events of the year. We hope that in reviewing this publication, the dynamism of the institution and the strength of its strategic directions in charting its future course will be clearly evident.

The beginning of the academic year 2011-2012 signaled an important transition in the College's history as it marked the fifth anniversary of the shooting tragedy of September 2006 that took the life of student Anastasia de Sousa, caused serious injury to 20 other people, and left a community traumatized.

Commemoration events centered on sharing lessons learned and expressing messages of hope and peace. On September 13, 2011, the official inauguration of Dawson's Ecological Peace Garden took place on the grounds of the College in the presence of members of the wider Montreal community. The Peace Garden will continue to serve as a living symbol of Dawson's commitment to creating a better, less violent world through education.

At the end of that month, the College held an international conference themed on the role of education in the prevention of violence, providing a forum to reflect on the causes of violence in our society, and to find solutions to stem violence by sharing experiences and expertise. Speakers from the United States and Canada led discussions among the 300 participants and presented projects based on the ideals of peace and non-violence.

Dawson College also welcomed a growing student population in 2011-2012, both in regular day programs and in part-time studies through Continuing Education. This increasing interest in Dawson's programs illustrates the relevance of our offerings and testifies to the quality of the learning activities we provide to the Quebec population.

The College has had to meet the challenge of providing these educational activities while dealing with budgetary compressions in the amount of \$1.2 million, which has been applied to the annual resource allocation for the College to carry out its academic mission. These compressions had to be carefully managed so that the pursuit of our strategic directions and meeting objectives would not be compromised.

Finally, mention must be made of the flood of May 29, 2012 that had a devastating effect on the College building, leaving some \$2.5 million in damages in its wake. The Plant and Facilities department was forced to concentrate its efforts to restore the building for the start of classes in August 2012, a responsibility the staff bore valiantly.

It is with pride that we present this annual report that, despite the challenges of 2011-2012, demonstrates Dawson's energy and commitment to realizing the strategic goals expressed in the Strategic Plan 2010-2015.



Richard Filion
DIRECTOR GENERAL

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



Bruno Mital
CHAIR OF
THE BOARD OF
GOVERNORS

A handwritten signature in black ink that reads "B. Mital".

Our Mission

Mission Statement

The driving force of Dawson's commitment to education was articulated 25 years ago in its Mission Statement. During the consultation process for the Strategic Plan 2010-2015, the Dawson community reaffirmed the Mission Statement, indicating that it validates Dawson's understanding of its responsibilities as an educational institution. It reads as follows:

As a College in the province of Quebec, aware of its responsibilities to contribute to the intellectual, economic and social development of our society, Dawson College believes that it is equally important to prepare students for further academic education and for immediate employment. Therefore, the Mission of Dawson College is:

- to provide a sound education in English to the broadest possible student population;
- to value the ethnic and cultural diversity of our College and to celebrate this diversity in the context of an English education;
- to maintain standards of academic excellence essential to our students' future success and to provide the appropriate programs, services and technology to ensure that any student admitted has the opportunity to develop the skills necessary to achieve these standards;
- to continue to develop innovative and flexible educational approaches to serve the needs of our students;
- to affirm that the College, as a community, requires the participation and representation of all its members - students, staff and faculty - in its governance;
- to encourage the personal and social development of Dawson students through activities outside the classroom;
- to develop the role of the College as a community resource and as a centre for life-long learning.



Our Vision 2015

Dawson College will be the college of choice for a diversity of students seeking to prepare themselves to succeed in a complex, rapidly changing world.

- We will be respected for our dedication to the pursuit of excellence in teaching and learning, and for our commitment to educating the student as a whole person.
- We will be acknowledged as an exemplary post-secondary institution that engenders a culture of learning and fosters a climate of innovation and continuous improvement among all its members
- We will be recognized for our effectiveness in anticipating and responding to the needs of our communities, locally and internationally.
- We will be seen as a responsible organization whose members collaborate to create sustainable solutions to the most pressing issues of our society.

Our Values

Collegiality

As an educational community, we are committed to a shared mission, draw on common values to perform our daily tasks and are dedicated to the pursuit of common goals. Collegiality expresses the need to reach beyond the particular commonality of purpose to create conditions where respect, openness and integrity foster a general sense of the common good.

Accessibility

Dawson's history has demonstrated the community's resolve to be accessible to the many students, young and adult, who show an interest in our institution. This commitment to accessibility for those with the will and aptitude to succeed in collegial studies has given rise to innovative, flexible and thoughtful educational projects that have become a Dawson hallmark and have made this College an attractive academic destination for so many people. Considering the projected shift in demographics, Accessibility must remain an important value in the forthcoming period.

Responsibility

We have been entrusted with a mission to provide the best education possible to all our students and to contribute to the best of our abilities to their intellectual, social and personal growth. This mission will not be fully achieved without the contribution of each member of the College. To state Responsibility as a main educational value means that all of us, as members of a learning community, take seriously our role as educators. This also means that our ultimate goal is to educate young people and adults so that they act responsibly in their personal, professional and social lives.

Excellence

As an educational value, Excellence has played a key role in Dawson's quest for recognition. Over the years, the community has committed itself to the pursuit of excellence, accepting that this is the best way to remain consistent with the broad and generous reach of its educational mission. To remain faithful to the mission and to the importance the community has attached to it, excellence must be clearly seen in all our activities, throughout the programs and services we offer. We continue to uphold our high standards of quality and genuine care for student success.

Student Populations Fall 2011

Program	TABLE 1	
	FALL 2010	FALL 2011
PRE-UNIVERSITY		
Creative Arts, Literature and Languages	976	932
Fine Arts	91	105
Liberal Arts	131	130
Science	1,065	1,107
Social Science	3,250	3,378
CAREERS	FALL 2010	FALL 2011
3D Animation & Computer Generated Imagery	65	78
Accounting and Management Technology	122	122
Business Management (Marketing)	144	156
Biomedical Laboratory Technology	87	87
Civil Engineering Technology	119	117
Community Recreational Leadership	111	119
Computer Science Technology	111	136
Diagnostic Imaging	104	110
Electronics Engineering Technology	85	66
Graphic Design	152	140
Illustration and Design	141	133
Industrial Design	49	52
Interior Design	123	129
Laboratory Tech/Analytical Chemistry	67	62
Mechanical Engineering Technology	113	123
Nursing	309	329
Professional Photography	136	140
Professional Theatre	86	84
Radiation Oncology	39	44
Social Service	125	154
Accueil & Transition (A&T)	136	131
TOTALS	FALL 2010	FALL 2011
Pre-University and A&T	5,649 (71.2%)	5,783 (70.8%)
Technical	2,288 (28.8%)	2,381 (29.2%)
Total	7,937 (100%)	8,164 (100%)

Highlights of the 2011-2012 Academic Year

The 2011-2012 academic year was the second year of the current Strategic Plan adopted by the Board of Governors in October 2010, a plan that spans the years 2010 to 2015. Formulating this strategic plan for a given period allows for the determination of strategic directions pertinent to the educational mission of Dawson College, taking into consideration internal and external environmental factors that may play a role in the institution's evolution.

Dawson College has based its continuing development on three guiding principles elaborated in its strategic directions. These principles are:

- The pursuit of excellence
- The enhancement of the learning environment
- Service to society

These strategic directions serve as anchors to the mission that guides the Dawson College community in the determination of how resources are allocated and help to identify activities in support of the educational challenges that we, as a public CEGEP, must face.

This report will outline the diverse projects and activities undertaken by Dawson College throughout 2011-2012, specifically those that are based on the strategic directions described in the Strategic Plan 2010-2015.

Objective 1 – The Pursuit of Excellence

Dawson College aims to deliver pertinent programs of study and offer excellent services to our student population while supporting the development of competencies of the faculty members and employees who provide these services. Our goal is to ensure that this support reaches all levels of our institution in order to meet the objectives of the strategic direction related to the pursuit of excellence.

In 2011-2012, the main achievements and initiatives relating to this strategic direction were:

- The development of ongoing evaluation processes for our programs and pedagogical activities with the establishment of a pilot project bringing together representatives from five programs and two general education disciplines to elaborate comprehensive action plans that address in a timely manner issues relating to teaching in these programs and disciplines.
- The review of the Institutional Student Evaluation Policy (ISEP), which allowed for an update of standards related to the delivery of competency-based courses within the context of student academic plans.
- With a view to enhancing the competency-based approach, a series of workshops on evaluation, given by professionals in the field, was offered to members of Academic Administration and to professionals involved in program services and program development. These workshops were aimed at consolidating and adapting the institution's approach to competency-based evaluation.
- The members of the College's Senate devoted considerable energy to discuss the role and place of General Education in regards to the program approach, including the need for better integration of these disciplines within programs of study.

- 2011-2012 saw the first cohort of students in the Physical Rehabilitation program (144.A0) for which the College had received permanent authorization in 2010. The significant number of applications to this program attested to the interest in this field of study as well as the relevance of the program. The implementation of the Physical Rehabilitation program required an investment of more than \$500,000 through a ministerial grant and significant effort by the Plant and Facilities department to complete the construction of new labs and classrooms throughout the spring and summer to be ready in time for the start of classes in Fall 2012.
- Responding to the vitality and dynamic nature of interactive media, in 2011-2012 Dawson developed a new pre-university profile in the Creative Arts, Literature and Languages program. The Interactive Media Arts profile will welcome its first cohort in the Fall 2012 semester. A total of \$400,000 from the College's own funds was invested in purchasing equipment and building specialized classrooms for this profile.
- Dawson's pursuit of excellence and its commitment to offer high quality programs includes efforts to improve students' linguistic skills in both English, the language of instruction, and in French second language. The Writing Across the Disciplines (WID) project, which brings together 60 teachers from different disciplines, pursued its activities throughout 2011-2012. The success of this collaboration illustrates its academic importance and is fully supported by the College, including the granting of release time so teachers can carry out the mandate to identify and investigate approaches that help students improve their linguistic and conceptual skills. The honing of these skills is essential to effective learning. This type of action research saw an increase in 2011-2012 and led to a series of exchanges with other educational institutions both within and outside Quebec.
- Similarly, a study involving learning specialists and pedagogical counselors from the Student AccessAbility Centre, whose mandate includes helping students with learning disabilities, and teachers was undertaken under the auspices of Student Services. The project will develop pedagogical intervention methods using meta-cognitive practices in the learning process to ultimately strengthen basic language skills for students experiencing difficulties. This initiative has already brought positive results. The plan for 2012-2013 is to apply these results more widely to the practice of language instruction, an initiative rendered even more important when considering the proportion of the student population that identifies neither English nor French as mother tongue.
- In the domain of program evaluation, the Biomedical Laboratory Technology (140.B0) renewed its accreditation through the Canadian Medical Association (CMA) for a six-year period. This accreditation is a testament to the commitment and hard work of teachers in the program with the support of Academic Administration, and demonstrates the importance of ongoing self-evaluation within programs.
- Finally, throughout 2011-2012, Program Services carried out complete evaluations of two programs: Professional Theatre (561.C0) and Laboratory Technology - Analytical Chemistry (210.A0). The conclusions of these should be presented in the course of 2012-2013.



Objective 2 – The Enhancement of the Learning Environment

The strategic objective relating to the continuous improvement of our learning environment focuses on the Student Success Action Plan, which appears at the core of our Strategic Plan 2010-2015.

Educating the student as a whole person is a way of taking our academic mission beyond the educational content of our programs by presenting our community with a plan that focuses on the transmission of values and the acquisition of life skills to become well-rounded citizens. Our main pedagogical objective is to improve the learning environment to better support our vision of academic success.

The following accomplishments are examples of activities relating to this strategic direction:

- Research conducted by an interdisciplinary and inter-institutional team on interactive learning, teachers who were granted release time have started to develop and put into practice a contemporary learning environment focusing on interactivity and constructivism. With the financial support of the Entente Canada-Quebec, an Active Learning Classroom was built and equipped with the latest educational technology, allowing teachers involved in this project to create a learning community that shares and develops innovative teaching practices revolving around interactive learning.
- The growing use of technology to transmit information and content in a pedagogical context was demonstrated by the increased use of Moodle and MIA by teachers, and has prompted a number of initiatives to ensure that an efficient support system is in place. These initiatives require a close collaboration between the services that support the development of information technology systems, as seen in the set-up and operation of the Active Learning Classroom, services related to equipment and resources, and Academic Administration.
- In response to growing technological demand, the College has built and equipped five compu-classes in 2011-2012. These classrooms combine computer access for each student within the setting of a traditional classroom. The Information Systems Technology department also dedicated significant resources to the expansion of Dawson's wireless network throughout the College building.
- The increase in information and communications technologies for pedagogical and/or administrative purposes prompted the adoption of a number of initiatives in 2011-2012. These included the further development of the student portal, including a survey to gauge the level of user satisfaction of these technologies and the revision of computer lab preparation protocols. From an administrative perspective, training sessions were organized for principal users of systems such as the Clara student information system. In light of the ongoing evaluation of programs of study, collaboration between deans and program coordinators was fine-tuned to facilitate the flow of information between those who are responsible for the administration and the coordination of programs and departments.
- Enriching the educational environment is the responsibility of the entire College, both in the delivery of services and academic activities undertaken to achieve the academic mission. From the perspective of services, many new activities were instituted to ensure that accessibility to students continues to improve. For example, services provided by the Academic Skills Centre were enhanced with a review and revision of the peer-tutoring program to make it more efficient and beneficial for its users, including the addition of learning support for courses in Humanities and Modern Languages.
- Additionally, support for students with special needs through the Student AccessAbility Centre was enhanced significantly. This ever-growing challenge was served by a revision of the tasks assigned to staff in the Centre, and culminated in the formulation of a plan to create a computer laboratory customized to meet the particular learning needs of this segment of our student population.
- To reinforce professional services dedicated to student success, a program focusing on the needs of at-risk students was established. SOARS (Support Options for At-Risk Students) is a grouping of services that encompasses teaching and learning support for both students and teachers. SOARS is aimed at initiating interventions at the early stage with students who show signs of difficulty with regard to their academic progress. The College's Library also benefitted from resources dedicated to the creation of a computer laboratory accommodating 40 workstations to facilitate student access to academic databases.

- The academic sector seized the opportunity during 2011-2012 to discuss and implement a policy on academic integrity. In an era of unprecedented access to online references and increasing incidents of cheating and plagiarism, the College felt it necessary to remind the community of certain fundamental values in order to preserve the integrity of the learning process. The principles promoted by the resulting policy are now leading to the modification of certain rules and regulations pertaining to the assessment of student learning.
- Research has long been a key component in ongoing innovation in education at Dawson College. A major development in the Research Office was the establishment of Dawson's newly constituted Research Ethics Board (REB). This body will ensure greater access to funding, while enhancing the quality of research projects undertaken by Dawson researchers.
- Finally, in terms of improvement to facilities, 2011-2012 saw the completion of Phase II of renovations in the College's chemistry laboratories. The project required an investment of \$450,000, along with the collaboration of members of the Plant and Facilities department and the academic sector. The third and final phase of these laboratory renovations is expected to be completed over the course of the next year.

Objective 3 – Service to Society

In its role as a public institution in Quebec, Dawson College has adopted strategic directions to anticipate and respond to the needs of a society undergoing deep transformation due to emerging sociological, demographic, and economic trends. Much of this transformation is a result of global trends characterized by the opening of markets and the increased mobility of citizens, among other factors. These realities are ingrained in the objective of ensuring that Dawson College plays a responsible leadership role in response to the varied needs that arise from these new realities.

The following initiatives stem from Dawson College's commitment to serve Quebec society by responding to contemporary challenges.

- The "francisation" of immigrants is an objective to which Dawson can make a meaningful contribution in the coming years. Supporting students in the mastery of the French language during their studies at Dawson is a college priority. Included in these efforts is the applied research that has taken place in relation to French second-language instruction, as previously mentioned in this document. Innovative practices have been introduced to bolster existing French courses, such as the addition of a new complementary course specifically developed for students in the Nursing program. It is also worth noting that an intense program has been developed through Continuing Education titled Language and Cultural Interpretation in Health and Social Services, which relates to the learning of specific technical terminology used in these sectors.
- The status of Dawson College as a leader in the area of services to students with disabilities was highlighted in the Fall 2011 semester with the hiring of Thomas Henderson, the first Director of CCTT-PSN – *le Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap* (CRISPESH). The Centre, which promotes research and the transfer of innovative social practices, was established in partnership with the Cégep du Vieux-Montreal. Though still in its infancy, the Centre has already demonstrated its value to society and the potential for growth.
- On August 20, 2011 at Odanak, the KIUNA Centre for College Studies was inaugurated. This Centre is a partnership between Dawson College, the Cégep de l'Abitibi-Témiscamingue and the Conseil en Éducation des Premières Nations (CEPN). It was established to offer college instruction in the social sciences to First Nations students. KIUNA's mission is to eliminate the barriers that have traditionally impeded First Nations youth to access higher education. Dawson College is proud to contribute to the development of expertise in the services offered to Quebec's First Nations communities.
- Subsequent to the release of the *Stratégie gouvernementale québécoise de développement de l'entrepreneuriat*, and guided by research conducted by a professional in our Program Services office, 2011-2012 saw the creation of the Centre for Innovation and Entrepreneurship Education (CIEE). The Centre, established in collaboration with Cégep du Vieux-Montréal, is dedicated to providing resources and pedagogical tools to foster entrepreneurial know-how among our students and graduates. The CIEE promotes activities that help students develop a culture of creativity, innovation and independence to transform ideas and opportunities into reality. This culture is being promoted in the context of sustainable development with regard to social, economic and environmental responsibility.

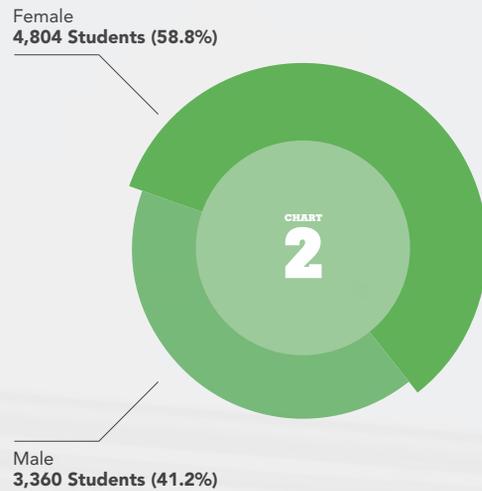
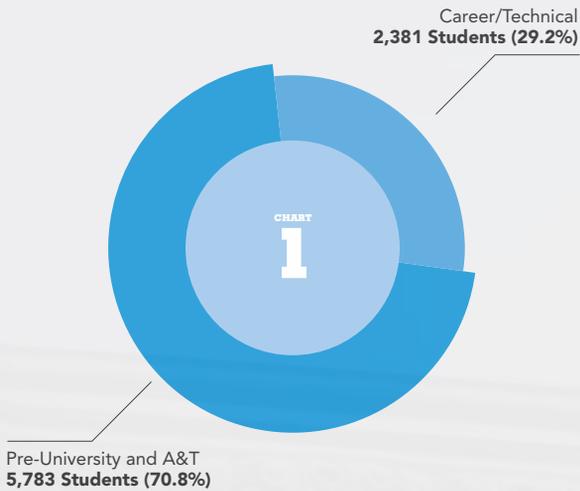
- The Sustainable Dawson initiative, which promotes environmental education throughout the College, continued its activities with renewed enthusiasm this past year. Upon compiling its inventory of indicators relating to resource preservation and energy conservation, Sustainable Dawson received special recognition from the YMCA by being recognized for its initiatives relating to peace and sustainable development. After a successful year, Sustainable Dawson is now ready to embark on its next mission: to help Dawson College become a certified carbon-neutral institution.
- Over the course of 2011-2012, investments were made to ensure that our programs of study met with norms relating to health and safety in the teaching laboratory environment. Renovations were undertaken to meet these requirements in the areas of Mechanical Engineering and in Fine Arts. It is important to take note that these upgrades were costly and although mandated by the *Commission de la Santé et de la Sécurité du Travail du Québec*, were not supported financially by the Ministère, requiring the use of significant funds from the College's normalized budgets.
- In the context of financial responsibility, the implementation of the latest reform to our accounting systems was completed in 2011-2012. This undertaking required a considerable amount of work on the part of Administrative Services personnel. This concerted effort allowed for the completion of the College's financial statement of account by the due date of March 31, 2012, as required by the reform. Throughout the process, significant communication between members of our Finance Department, and in particular the College's comptroller and the officers of the Ministère was instrumental in meeting these new requirements within the prescribed timeframe.



Enrolment in Pre-University/Career Programs and A&T Gender Distribution of Full-Time Students 2011 – 2012

Enrolment in Pre-University/
Career Programs and A&T Fall 2011

Enrolment in Pre-University/
Career Programs and A&T Fall 2011



Total Enrolment for 2011 – **8,164**

Employment Statistics 2011 - 2012

Number of Employees

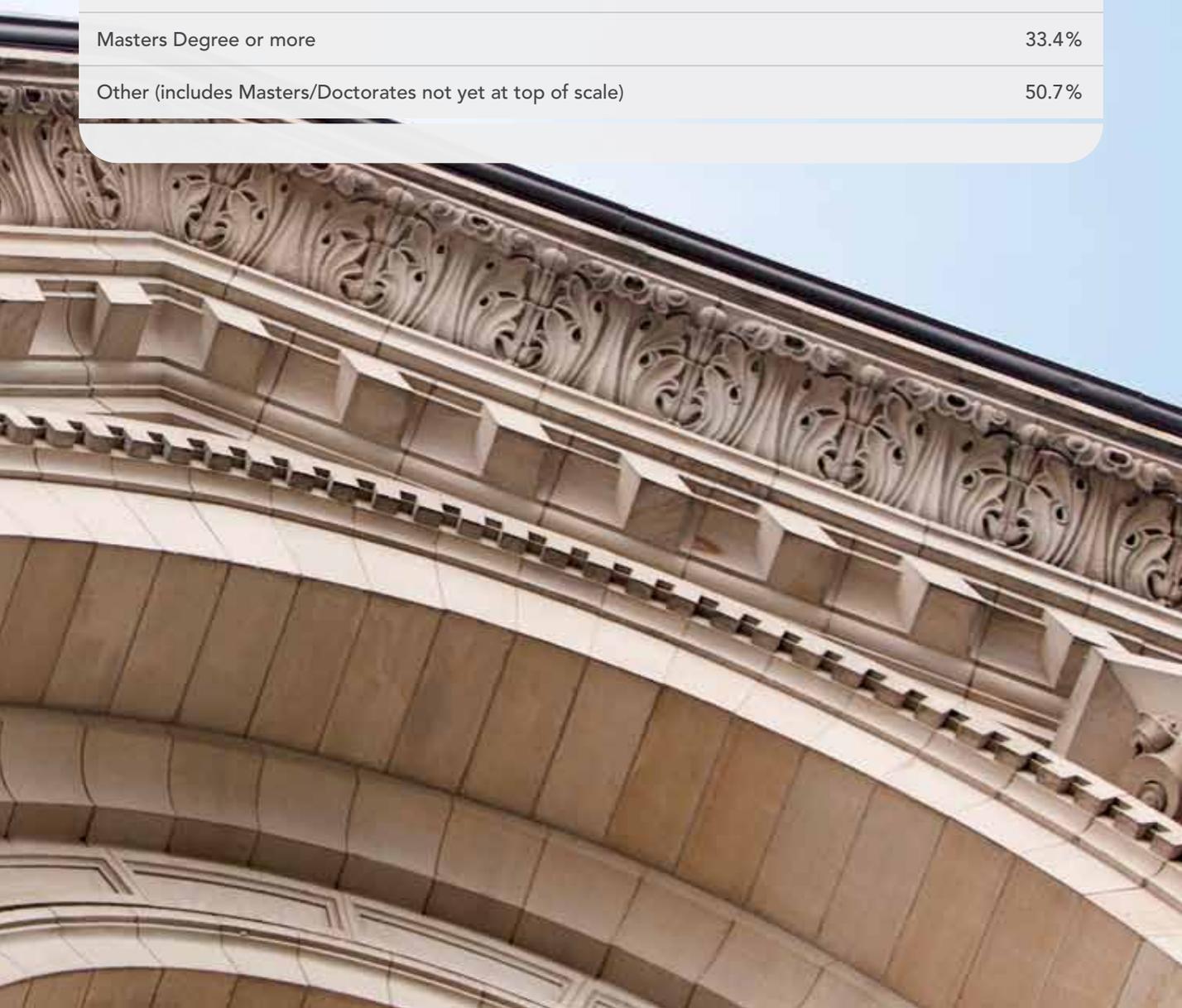
TABLE
2

	PERMANENT	NON-PERMANENT	FEMALE	MALE
Management Personnel	30	6	13	23
Teaching Personnel	454	423	458	419
Professional Personnel	46	31	60	17
Support Personnel (Includes those who left during the year)	185	681	712	154
Total	715	1,141	1,243	613

Qualifications of Regular Teaching Staff

TABLE
3

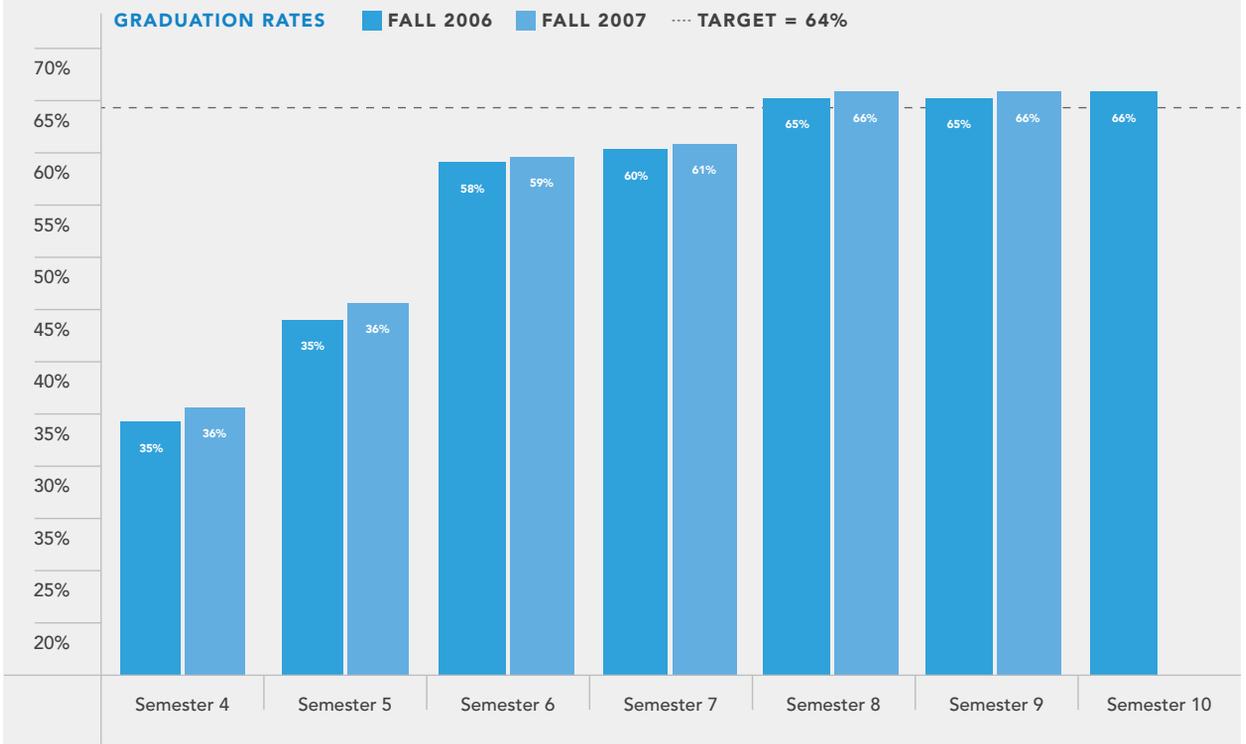
Doctorate - no less than	16.2%
Masters Degree or more	33.4%
Other (includes Masters/Doctorates not yet at top of scale)	50.7%



Achievement of Targets 2011-2012

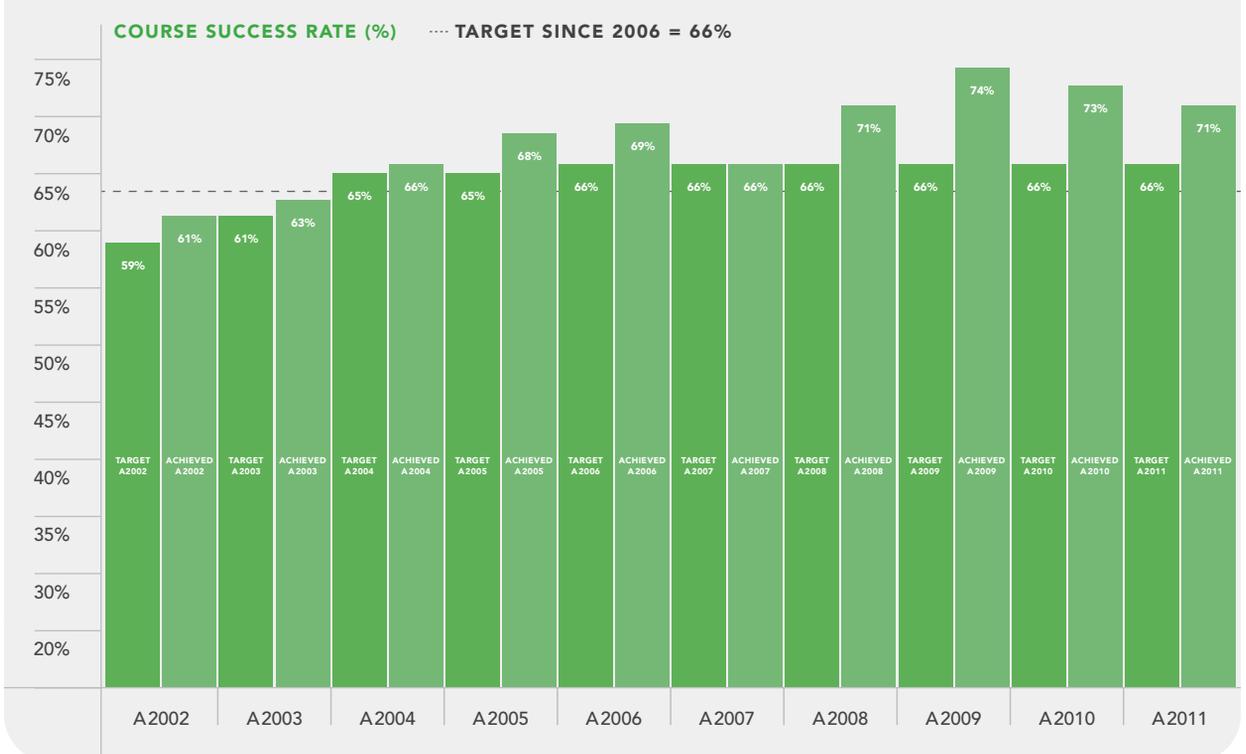
Achievement of Targets. All programs – Average Progress towards Dawson's Graduation Target – Cohort A

GRAPH
1



Course Success Rates. % of students passing 100% of courses Cohort A – Autumn 2002 to Autumn 2011

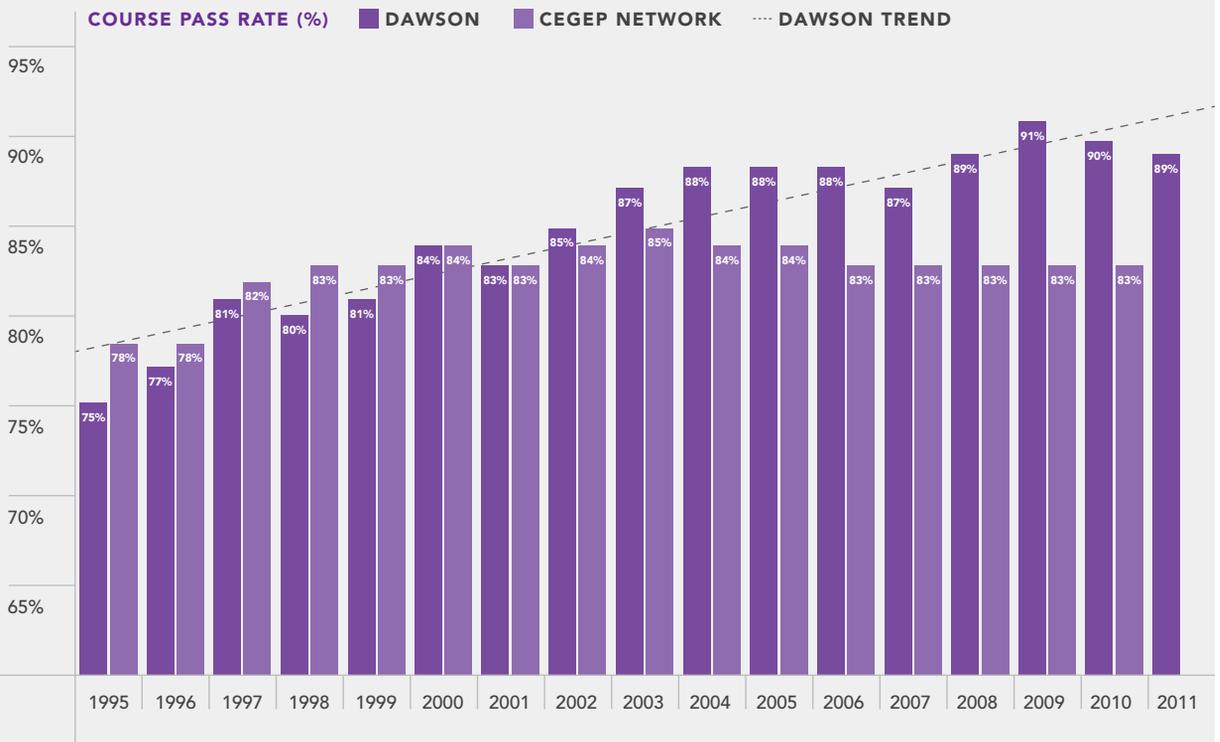
GRAPH
2



Achievement of Targets 2011 – 2012

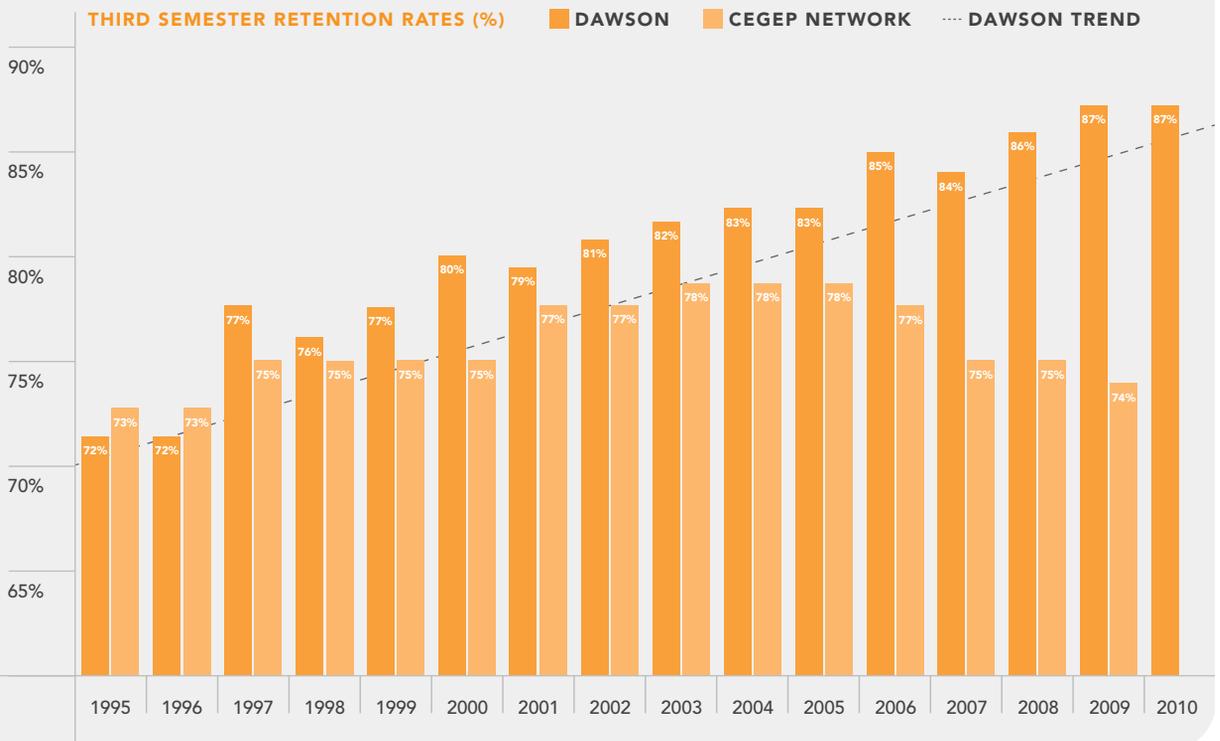
First Semester Course Pass Rates. Autumn 1995 to Autumn 2011
Cohort A – Dawson vs. CEGEP Network

GRAPH
3



Retention of Cohort A students from semester 1 to 3 in any program with the same college
1995 – 2010 Dawson vs. CEGEP Network

GRAPH
4



Graduates (Diplomas)

Program					TABLE 9
PRE-UNIVERSITY	SUMMER 2011	FALL 2011	WINTER 2012	TOTAL	
Creative Arts, Literature and Languages	47	107	170	324	
Fine Arts	12	4	15	31	
Liberal Arts	7	2	37	46	
Science	89	58	296	443	
Social Science	168	292	650	1,110	
Pre-University Total	323	463	1,168	1,954	
CAREERS	SUMMER 2011	FALL 2011	WINTER 2012	TOTAL	
3D Animation & Computer Generated Imagery	1	3	11	15	
Accounting and Management Technology	6	2	10	18	
Business Management (Marketing)			20	20	
Biomedical Laboratory Technology	7	1	15	23	
Civil Engineering Technology			18	18	
Community Recreational Leadership	1		24	25	
Computer Science Technology	4	1	34	39	
Diagnostic Imaging			29	29	
Electronics Engineering Technology	6		9	15	
Graphic Design	7	5	24	36	
Illustration and Design	3	1	27	31	
Industrial Design	1	1	7	9	
Interior Design	5	2	19	26	
Laboratory Tech/Analytical Chemistry	1	2	6	9	
Mechanical Engineering Technology	2	4	24	30	
Nursing	2		58	60	
Professional Photography	4	1	19	24	
Professional Theatre	1	1	13	15	
Radiation Oncology			12	12	
Social Service	4		19	23	
Careers Total	55	24	398	477	
Grand Total	378	487	1,566	2,431	

Continuing Education 2011–2012

Continuing Education Enrolments

TABLE
10

ROW LABELS	NUMBER OF STUDENTS			SEATS		
	FULL-TIME	PART TIME	TOTAL	FULL-TIME	PART TIME	TOTAL
Summer 2011	66	571	637	228	660	888
Fall 2011	274	2,126	2,400	1,180	4,819	5,999
Winter 2012	326	1,984	2,310	1,179	4,345	5,524

AEC Graduation (Attestation)

TABLE
11

	FALL 2011	WINTER 2012	TOTAL
AEC - Accounting Principles	25	26	51
AEC - Civil Engineering Techniques		10	10
AEC - Commercial Photography	13	16	29
AEC - Mechanical Engineering Techniques		10	10
AEC - Network Administration & Support		24	24
AEC - Preparation for Cisco & Comptia Linux Certification	21		21
Total	59	86	145

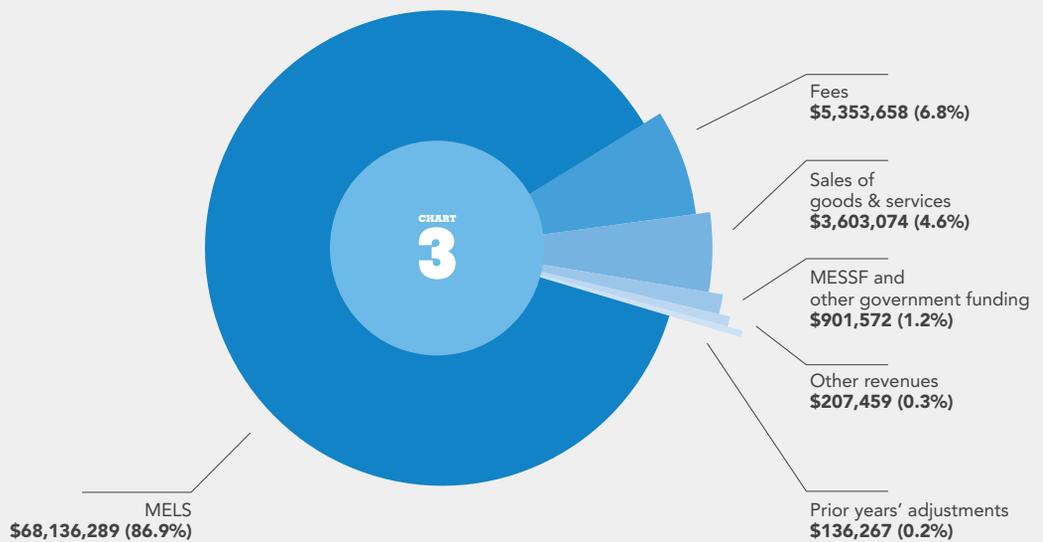
Centre for Training & Development (Non-credit)

TABLE
12

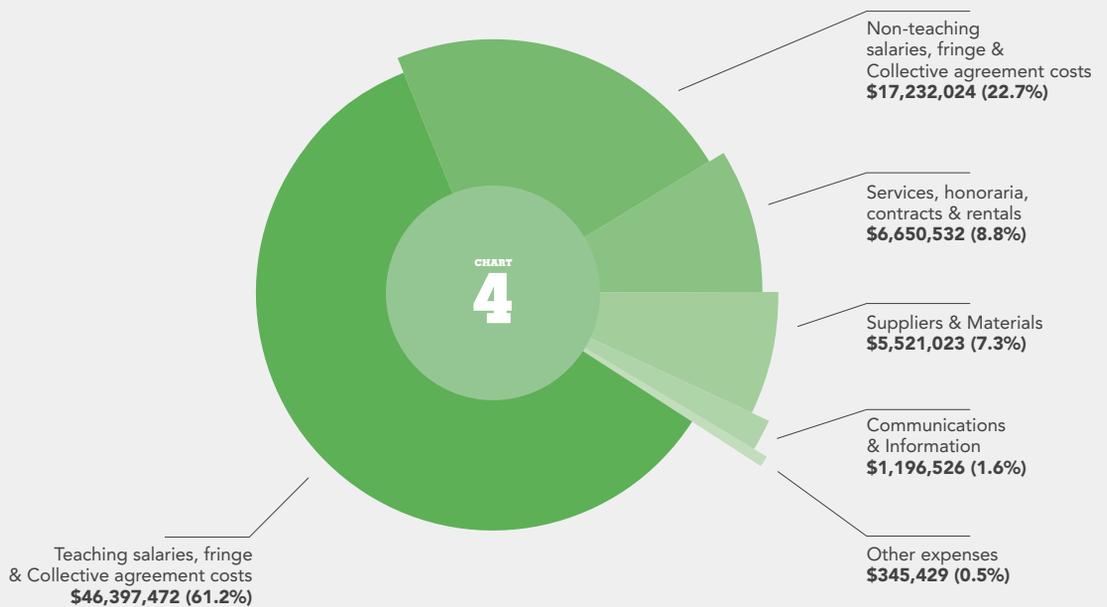
Spring 2011	571
Fall 2011	1,263
Winter 2012	1,108
Spring 2012	670
Total number of course registrations 2011–2012	3,612

Revenue/Expenses 2011 – 2012

Total Revenues 2011-2012
\$78,401,319



Total Expenses 2011-2012
\$75,797,738



2011-2012 Summary of Reinvestment Funds for College Teaching

During 2011-2012, Dawson College, as did other colleges in the network, counted on specific budgetary allocations to support certain initiatives linked to student success and the enhancement of teaching and learning activities.

A summary of expenses incurred by these activities is presented here. Amounts usually appearing in annex S036 have been integrated into the annual budget and, therefore, are no longer subject to a separate report.

Support for Student Success (S028)

In 2011-2012, Dawson College received \$169,800 to support activities that promote student success. This amount is used primarily to hire professional personnel who provide academic advising services to students and guidance to advance their course of study. It also supported activities related to the enrichment of student life.

Summary of expenses in 2011-2012

- Academic advising **\$127,351**
- Enrichment of student life **\$42,449**

Reinvestment in College Teaching (S034)

The amount attributed to Dawson College in 2011-2012 was \$672,690. An amount of \$256 was added to this amount as a result of carry-over from the previous year.

Summary of expenses in 2011-2012

- Support to teaching activities in certain targeted sectors **\$154,777**
- Support to activities related to professional development of teachers **\$141,319**
- Support to student activities and implementation of Student Success Plan **\$376,850**



Board of Governors 2011 – 2012

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Robert Kavanagh, Academic Dean Executive Committee

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Régina Zver

SCHOOL COMMISSION REPRESENTATIVE

Kenneth Elliott
Executive Committee and Naming of Space Committee

UNIVERSITY REPRESENTATIVE

Johanne Pelletier

LABOUR MARKET PARTNER

Sylvain Richard

ENTERPRISE REPRESENTATIVES

François Giroux, Vice-Chair
Audit Committee and Executive Committee

Louise Kralka Naming of Space Committee

PARENT REPRESENTATIVES

Jamie Singerman

Richard Wise Audit Committee

GRADUATE REPRESENTATIVES

Bruno J. Mital, Chair Executive Committee
Technical Programs

Tiffany Pinchuk Executive Committee
Pre-University Programs

STUDENT REPRESENTATIVES

Audrey Deveault Pre-University Programs

Geoff Graham Technical Programs

FACULTY REPRESENTATIVES

Silvia D'Apollonia Naming of Space Committee

Karen Gabriele

PROFESSIONAL REPRESENTATIVE (NON-TEACHING)

Maeve Muldowney

SUPPORT STAFF REPRESENTATIVE

John Cuffaro Audit Committee and Executive Committee

Senate 2011 – 2012

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Leslie Barker

ADMINISTRATION

Robert Kavanagh, President

Raymond Boucher

Raymond Bourgeois

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Diane Gauvin

Carmela Gumelli

Paul Pemberton

Donald Walker

SUPPORT STAFF MEMBER

Susan Ehret

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Jaleel Ali

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Stephanie Harrison

Janice Harvey

Ronan Kearney

Lucie Lambert

Dan Loomer

Greta Nemiroff

Robin Simmons

Alex Simonelis

Todd Starke-Meyerring

Lois Valliant

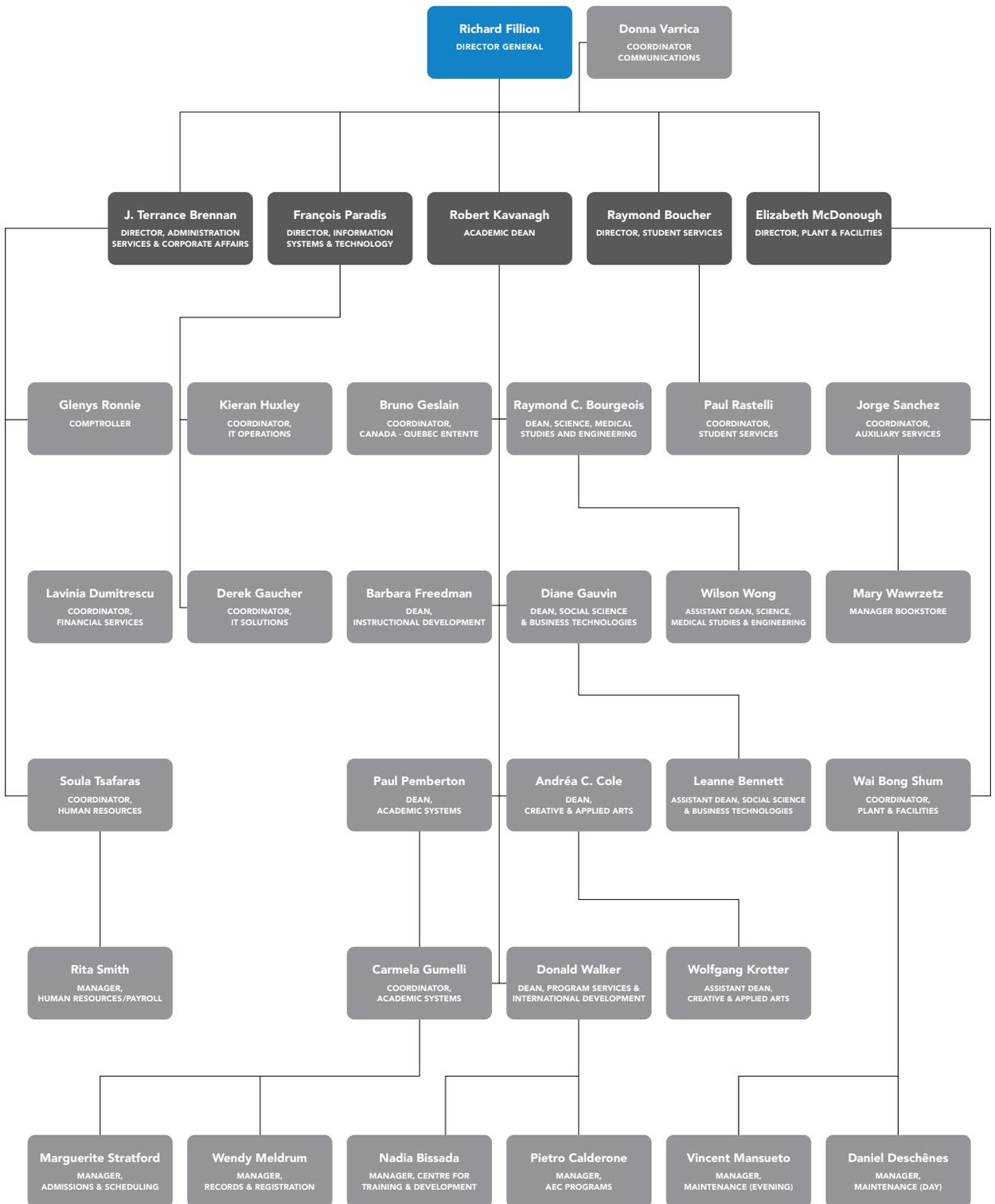
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Code of Ethics and Professional Conduct for Members of the Board of Governors

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.

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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;
- 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

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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

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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.
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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.

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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.

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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.

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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.

ARTICLE 5

Administration of the Code

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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.
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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.