

Dawson College
Annual Report 2012-2013



STUDENTS ACROSS THE DISCIPLINES PARTICIPATE IN COLLABORATIVE LEARNING IN ONE OF TWO ACTIVE LEARNING CLASSROOMS. MULTI-TOUCH, SHARED SMART BOARDS OFFER AN OPPORTUNITY TO LEVERAGE THE BENEFITS OF COMPUTER ENVIRONMENTS WITHIN THE GROUP DYNAMIC. THE UNIQUE ROOM DESIGN MAXIMIZES INTERACTION WITH STUDENTS AND TEACHERS USING TECHNOLOGY AS A POWERFUL LEARNING AND TEACHING TOOL.

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

Dear Minister of Education, Research, Science and Technology,

It is our pleasure to submit to you, on behalf of the Dawson community, the Annual Report for 2012-2013, highlighting noteworthy accomplishments that have enriched the life of our institution throughout the academic year. We hope that this report will demonstrate the dynamic nature of our College as well as shed light on the actions that have guided our development, animated and inspired our community.

The year 2012-2013 was rich in achievements aligned with the strategic directions stated in the Strategic Plan which was approved by the Board of Governors in October 2010. The College followed and implemented as rigorously as possible the goals set in the Strategic Plan 2010-2015 despite a number of uncertainties. The pursuit of excellence in the services we deliver, ensuring a rich and stimulating learning environment for students who put their trust in us to provide a quality education, and responding to the changing needs of a society in creative and audacious flux: these are the pillars on which we have built our educational mission.

Articulated in its mission and elaborated in its vision, these goals steer the decisions that drive the institution, giving coherence and consistency to the various activities the College undertakes, using resources efficiently as prescribed by the Ministry.

Through our commitment to providing a truly enriching and transformative education for their future, students benefit from pedagogically innovative projects such as the creation of a Centre for Innovation and Entrepreneurship, the development of interactive learning classrooms, and exciting learning opportunities through interdisciplinary para-academic activities such as the SPACE project (Science Participating with Arts and Culture in Education), the Model UN and the Sustainable Development education initiative.

The pages that follow will provide of summary of the activities that marked the 2012-2013 academic year at Dawson College. We hope you will note the vibrancy of our learning community, the relevance of the educational values we espouse as well as the originality of the initiatives highlighted in this report.

We wish you, along with the Board of Governors and the members of our community:
bonne lecture!



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.



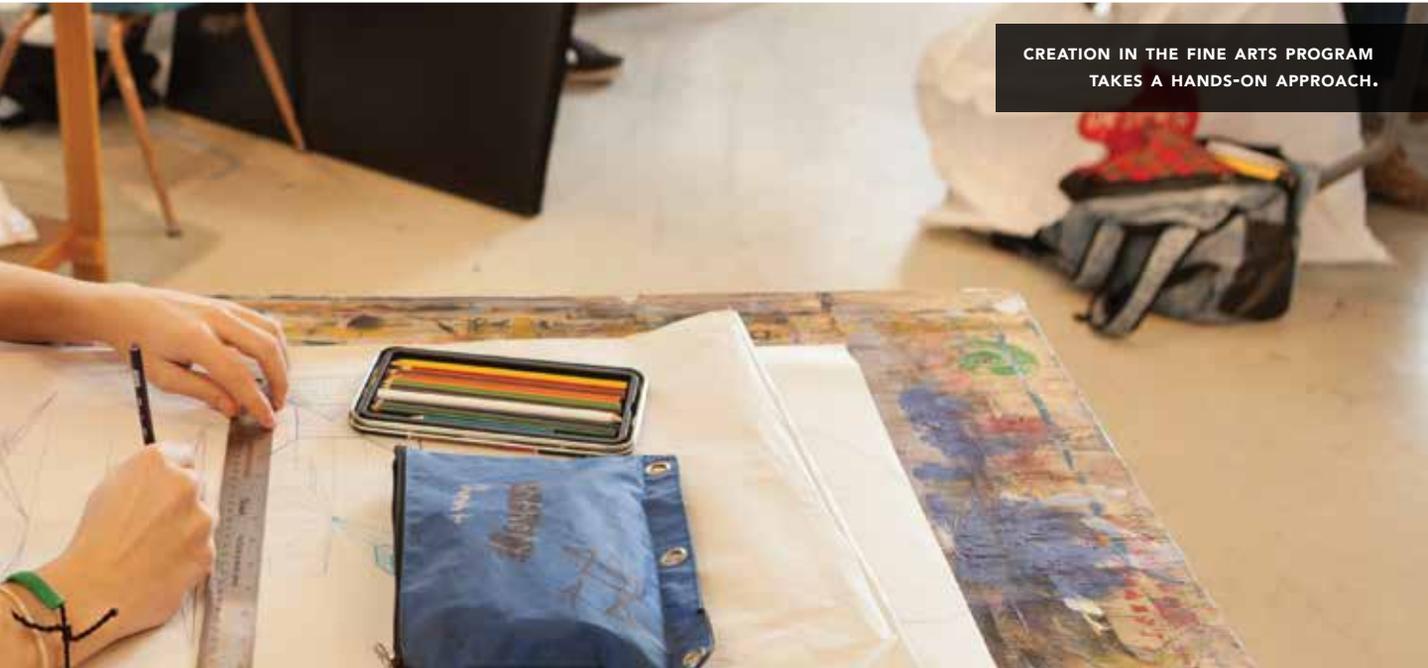
STUDENTS IN THE SCIENCES ENGAGE
IN LEARNING ACTIVITIES IN NEWLY
RENOVATED CHEMISTRY LABORATORIES.



A PROFESSIONAL PHOTOGRAPHY STUDENT PREPARES HER SUBJECT FOR A PHOTO SHOOT IN THE PROGRAM'S SPACIOUS STUDIOS AND FACILITIES.



CREATION IN THE FINE ARTS PROGRAM TAKES A HANDS-ON APPROACH.



Student Population

Fall 2012

Program

TABLE 1

PRE-UNIVERSITY	FALL 2011	FALL 2012
Creative Arts, Literature and Languages	932	893
Fine Arts	105	100
Liberal Arts	130	138
Science	1,107	1,080
Social Science	3,379	3,358
CAREERS	FALL 2011	FALL 2012
3D Animation & Computer-Generated Imagery	78	74
Accounting and Management Technology	122	124
Business Management (Marketing)	156	188
Biomedical Laboratory Technology	86	97
Civil Engineering Technology	117	126
Community Recreational Leadership Training	119	112
Computer Science Technology	136	150
Diagnostic Imaging	109	113
Electronics Engineering Technology	66	86
Graphic Design	140	134
Illustration & Design	133	148
Industrial Design	52	54
Interior Design	129	124
Laboratory Technology-Analytical Chemistry	62	63
Mechanical Engineering Technology	123	128
Nursing	329	327
Physical Rehabilitation		28
Professional Photography	140	127
Professional Theatre	84	91
Radiation Oncology	44	43
Social Service	154	173
Accueil & Transition (A&T)	131	128
TOTALS	FALL 2011	FALL 2012
Pre-University and A&T	5,784 (70.9%)	5,697 (69.4%)
Technical	2,379 (29.1%)	2,510 (30.6%)
Total	8,163 (100%)	8,207 (100%)

Highlights of the 2012-2013 Academic Year

The year 2012-2013 is the third year of implementation of the strategic directions expressed in the five-year Strategic Plan adopted by the College's Board of Governors in October 2010, a plan that spans the period from 2010 to 2015.

Formulating a strategic plan for a given period provides Dawson College with the valuable opportunity to identify and set out strategic directions that give meaning to the academic mission. Taking into account internal and external environmental factors to situate the College, the exercise also allows better targeting of goals to guide the institution in its development, relying on the strength of the community to encourage mobilization to take on pertinent educational challenges.

Strategic directions are centered on three main objectives:

- the pursuit of excellence in the delivery of services
- continuous improvement of the learning environment
- service to society

Anchored by its academic mission, these strategic goals help to guide the College in decision-making in terms of the allocation of resources and the activities it undertakes in responding to the many challenges and educational responsibilities it faces as public institution of higher learning.

The pages that follow provide an overview of the projects and activities that have marked the year 2012-2013, aligning with the goals identified within each strategic direction elaborated in the Strategic Plan 2010-2015.

Objective 1 – The pursuit of excellence

At the heart of the educational mission of Dawson College is the desire to ensure delivery of high-quality education programs and to provide superior services to the entire student population. The pursuit of excellence is made possible by focusing on the development of professional skills of our employees and the fostering of an environment conducive to innovation, research and new ways of delivering quality services in order to achieve goals.

In 2012-2013, the main activities and achievements pertaining to this objective are:

- Support for a culture of continuous improvement of programs of study which continued through 2012-2013 with the development of procedural guidelines and protocols in the creation of evaluation mechanisms for teaching activities. The pilot project began the previous year and created a feeling of ownership among the programs and departments who participated. The project will be extended to other sectors in 2013-2014.
- Frequent and ongoing improvements in our processes were necessary as a result of a deeper commitment to the determining features of the competency-based approach to teaching and to the paradigm shift toward the development of student-centered pedagogy. The progress made in fine-tuning evaluation practices and weighing the role of General Education in programs of study led in 2012-2013 to changes in ponderation to create a better balance for students in their workload.
- In the area of program development, the College welcomed in 2012-2013 the first cohort of students in the Physical Rehabilitation program (144.A0). The Interactive Media Arts profile in the Creative Arts, Literature and Languages program (500.A1) was also offered for the first time.

- The revision of the Fine Arts program (510.A0) was completed and after taking into account new Ministerial requirements was transformed into the Visual Arts program (510.A1). Proposed changes to the Creative Arts, Literature and Languages program mobilized the academic sector for the eventual implementation in 2014 of the new Creative Arts, Literature and Communication program. Also, revisions brought to the Graphic Design program (570.A0) led to changes in the course grid that will go into effect in the Fall of 2014.
- Several changes were made to course grids in the Social Science program (300.A0), some of which raised new concerns, leading academic administration to conduct a further review of the Commerce (300.EB) profile. Concurrently, the Business Administration technologies (410.A0) will be evaluated.
- In supporting the development of language skills, learning tools for French as a second language were developed in the area of services for students with learning disabilities. Teachers and professionals involved in the project explored a variety of methods through research on specific learning disabilities (dyslexia, dysgraphia), the development of tutorial services and the production of educational materials on learning to read and write. Their findings have been shared with a view to implementing methodologies for the successful mastery of basic French-language skills.
- A similar plan of action was devised for the enhancement of language skills in English as the language of instruction with the appointment of a professional resource specialized in the area of cognitive strategies. This initiative has proven promising and will build upon the many services offered by the learning professionals in the Academic Skills Centre.
- The project Writing in the Disciplines (WID) continued to expand in 2012-2013, integrating new participants and broadening WID's scope by holding seminars and workshops for teachers not directly involved in the project. In addition, the project travelled beyond the College's borders through participation in lectures and presentations on learning strategies developed by WID. This network of learning extended not only to the colleges, but also to Canadian and American institutions, enriching the data on which this research is pedagogically based.

As previously mentioned, these actions require determining strategies considering the not insignificant number of students who identify neither English nor French as their mother tongue.

- Finally, the College supported some 50 projects related to student success. These interdisciplinary projects promoted student engagement and active learning, and served to enrich the student as a whole person, a goal expressed in the Graduate Profile contained within the Student Success Action Plan.

Objective 2 – Continuous improvement of the learning environment

The strategic direction that sets the continuous improvement of the learning environment as a goal has at its core the notion of educating the student as a whole person, as expressed in the Graduate Profile.

Educating the student as a whole person brings the academic mission to life by providing students with opportunities to engage in various activities offered through their programs of study and related services.

The continuous improvement of the learning environment supports this notion and makes concrete the intention of offering a rich and stimulating college education.

The following activities aligned with this strategic direction were among the most significant carried out in 2012-2013:

- Activities related to the development of pedagogies used in the Active Learning Classroom sparked interest not only among the College's faculty, but also beyond Dawson's walls. As such, in 2012-2013 the College undertook the installation of a second Active Learning Classroom. This added teaching space will support deployment of innovative approaches to teaching and integrate student engagement in the learning process.
- Renovations of science laboratories entered the final stages in 2012-2013 with the last phase of the refitting of the chemistry labs. The work associated with this phase of renovation required a substantial investment of \$2.5 million. By the start of the school year in the Fall of 2013, students and teachers in this sector can count on updated facilities and spacious work spaces.
- Information technology and communications are under constant pressure as a result of the increase in usage both for management purposes and for teaching and learning activities. The College must commit significant resources for the deployment of infrastructure, maintenance and updating of equipment to support user needs, an expense that grows more costly each year. Acting on the findings of a survey conducted the previous year on access to and reliability of computer equipment and laboratories, in 2012-2013 the College upgraded the wireless network and began installing "thin client" technology in some areas of the library and in some open computer laboratories.
- In matters of academic administration, the transfer of data to the CLARA student information system was completed in 2012-2013, stabilizing the system from the point of view of users with training that was provided to program coordinators to better understand and use the added features of the platform. A module was added to facilitate course change, as well as interfaces to track absences, to generate mid-term assessments, and complete on-line placement test registration. In Student Services, the Student AccessAbility Centre made significant progress with the implementation of new technologies to support students coping with specific learning difficulties.
- To improve and enrich the learning environment, activities taking place within the institution should be integrated, beginning with those that affect student life. In 2012-2013, students, with the aid of the College's nurse-educator, launched the first edition of the Health Challenge which involved more than 800 participants from every sector of the Dawson community among students, faculty and staff.
- 2012-2013 was also the first year of operation of the new Research Ethics Board. The creation of this Board is a formal requirement for the College so that teachers and researchers may have access to funding agencies such as the Natural Sciences and Engineering Research Council of Canada (NSERC). This first year was an opportunity for the Board to familiarize itself with its new responsibilities and to assess the extent of the complexity of the functions it must perform. In 2012-2013, there was a substantial increase in applications for the ethical review of research projects, from a previous average of 12 per year to 35 in 2012-2013.
- Finally, in 2012-2013 the academic administration continued to lead discussions on the issue of academic integrity, providing the various teaching sectors within the College with a number of opportunities to share ideas on this fundamental concern in the achievement of the academic mission and to reaffirm the need to focus on this important and demanding aspect of education. The Internet and the facility with which users can access documents and other sources of information have created a greater need to ensure a high standard of intellectual integrity in academic output.



STUDENTS IN COMMUNITY RECREATION LEADERSHIP TRAINING INTERACT IN A NON-TRADITIONAL CLASSROOM SETTING, LED BY THEIR TEACHER DAVID NAGELS.

Objective 3 – Service to Society

As a Quebec public institution, Dawson College has committed itself to service to society as a strategic direction that will, to the best of its ability, anticipate and respond to the evolving needs of a complex society marked by deep social, economic and demographic changes.

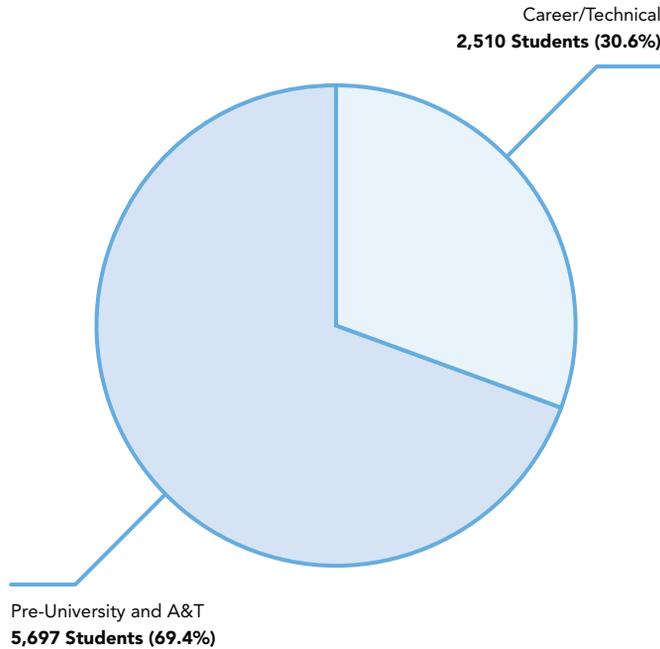
This commitment reflects the College's intention to take a leadership role by seeking to provide solutions for a society given to profound and sometimes unexpected change.

- The educational needs of individuals living in any one jurisdiction vary from one group to another; in recent years, a need for training among those newly arrived to Quebec has led to an increase in course offerings at Dawson College in this area of training. During 2012-2013, the College noted an increase of about 15% in this sector of activity, which required a number of organizational adjustments. In doing so, Dawson made sure to make changes more responsive to the needs expressed by an increasingly important segment of the population of Montreal.
- In 2012-2013, the fostering of a culture of entrepreneurship among students continued with success. With the benefit of financial support from the Canada-Quebec Entente, Dawson College hosted the first edition of the World Entrepreneurship Week – or EWeek – which was a huge success with more than 1,000 participants in various activities presented during the week. As interest in a culture of entrepreneurship grows, some programs, notably in the Applied Arts and Business Administration technologies, have integrated it into its activities, and will give rise to new initiatives in 2013-2014.
- Kiuna, an initiative designed to meet the needs of First Nations students seeking an education in the social sciences, entered its second year of operation. Dawson College was actively involved in the establishment of Kiuna and was proud to participate in the graduation of the first students in the program.
- The College's commitment to anticipating and meeting the needs of society deepened in 2012-2013 with the development of online courses for immigrants needing to improve their knowledge of the French language to increase their employment prospects. An initiative led by teachers in the French Department with expertise in the teaching of French as a second language was begun with the aim to help the College implement a program of *francisation* for the immigrant population allowing for smoother professional and social integration into Quebec society.
- Sustainable Dawson, the College's initiative to promote awareness and education on issues related to the environment and sustainable development, continued to gather momentum. Its efforts were rewarded with the reconfirmation of the College's "Excellence" designation by Cégep Vert while a growing number of students and their teachers benefitted from the integration of Sustainable Dawson's activities into the life of the college, be they through para-academic projects or within programs of study themselves.
- Finally, Dawson College's expertise in the services it provides to persons with disabilities through its partnership with the Cégep du Vieux-Montréal grew as the Research Centre for the Educational and Professional Integration of Students with Disabilities (CRISPESH) continued its activities in 2012-2013, completing the various tasks related to the assessment leading to the re-accreditation process. The result of this approach was positive and resulted in a renewal of accreditation for a period of five years.

Enrolment in Pre-University/Career Programs and A&T Gender Distribution of Full-Time Students 2012 - 2013

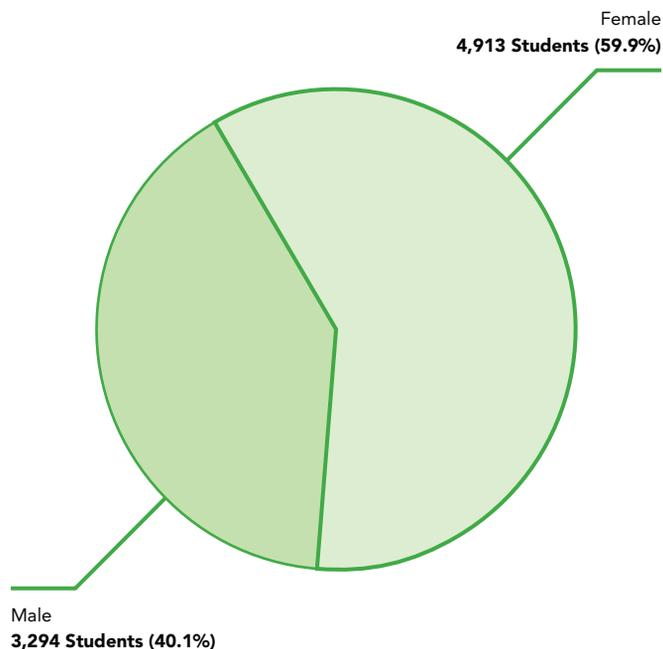
Enrolment in Pre-University/
Career Programs and A&T Fall 2012

GRAPH 1



Enrolment in Pre-University/
Career Programs and A&T Fall 2012

GRAPH 2



Employment Statistics

Fall 2012

Number of Employees

TABLE 2

	PERMANENT	NON-PERMANENT	FEMALE	MALE
Management Personnel	35	5	17	23
Teaching Personnel	478	387	444	421
Professional Personnel	51	27	64	14
Support Personnel <small>(Includes non-permanent student employees)</small>	199	618	548	269
Total	763	1,037	1,073	727

Qualifications of Regular Teaching Staff

TABLE 3

Doctorate - no less than	15.4%
Masters Degree or more	34.2%
Other <small>(includes Master's/doctorates not yet at top of scale)</small>	50.4%

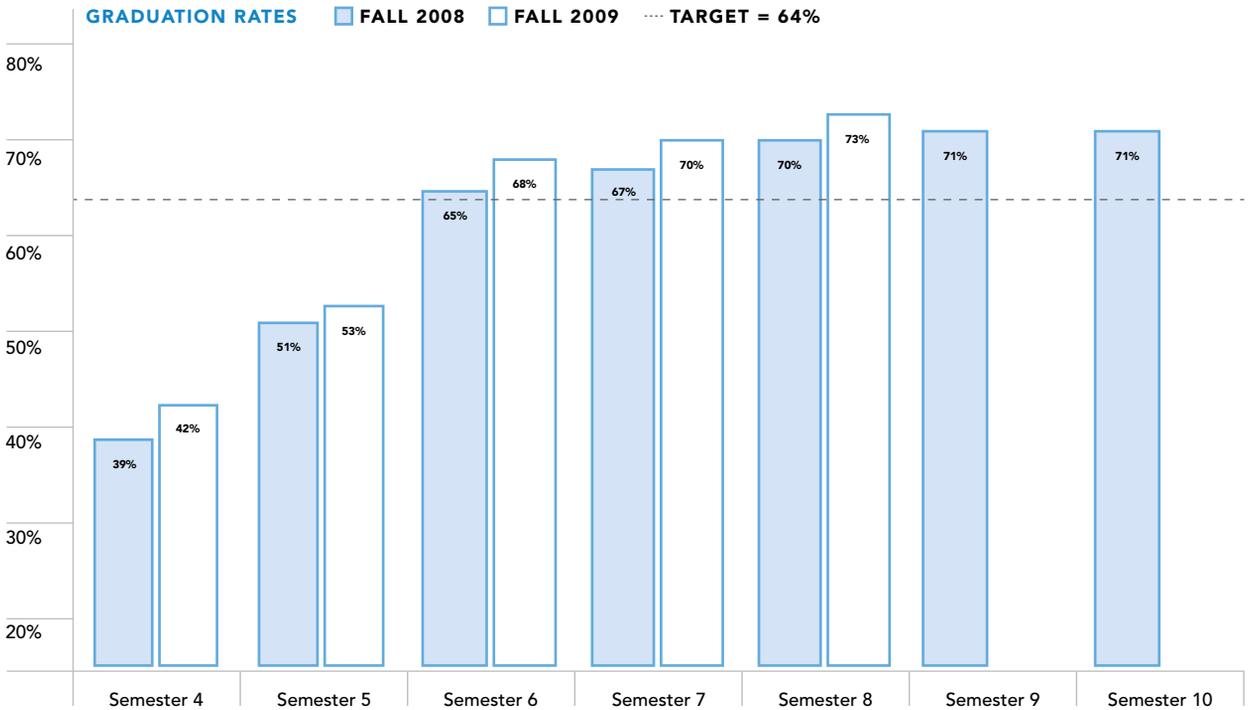


Achievement of Targets

2012 - 2013

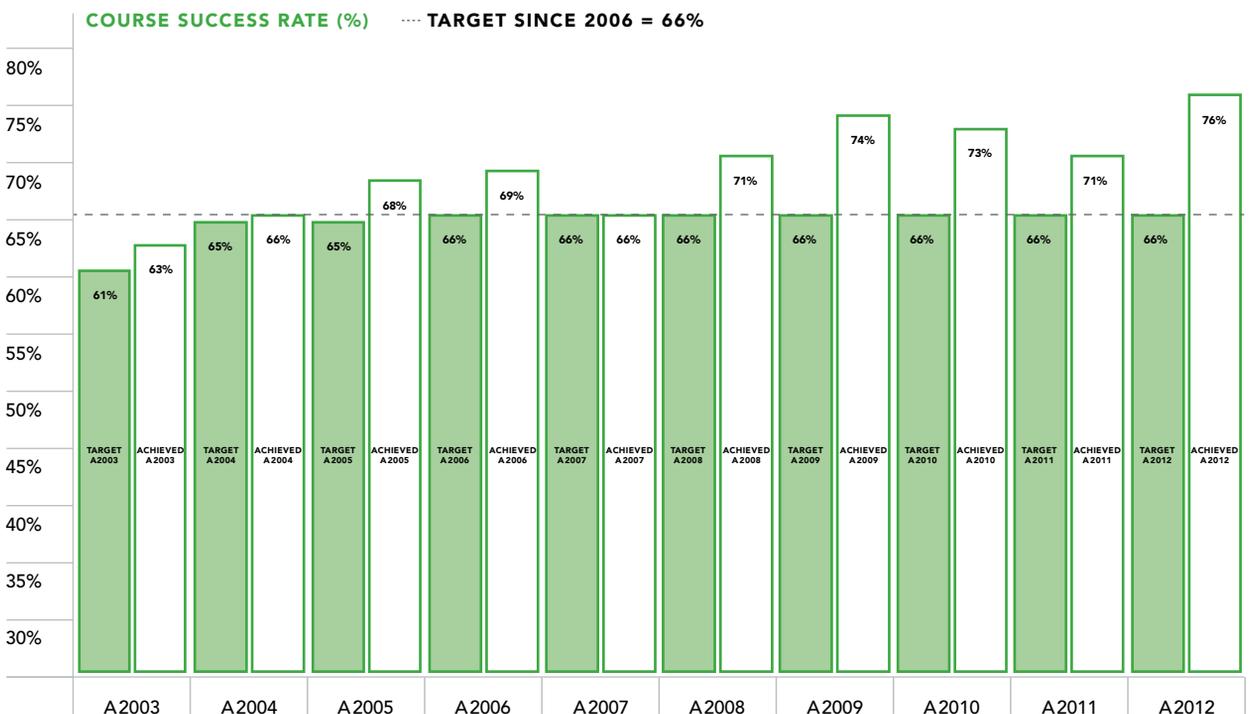
Achievement of Targets. All programs – Average
Progress towards Dawson's Graduation Target – Cohort A

GRAPH 1



Course Success Rates. % of students passing 100% of courses
Cohort A – Autumn 2003 to Autumn 2012

GRAPH 2



DEC Graduates by Program

2012 - 2013

Program

TABLE 9

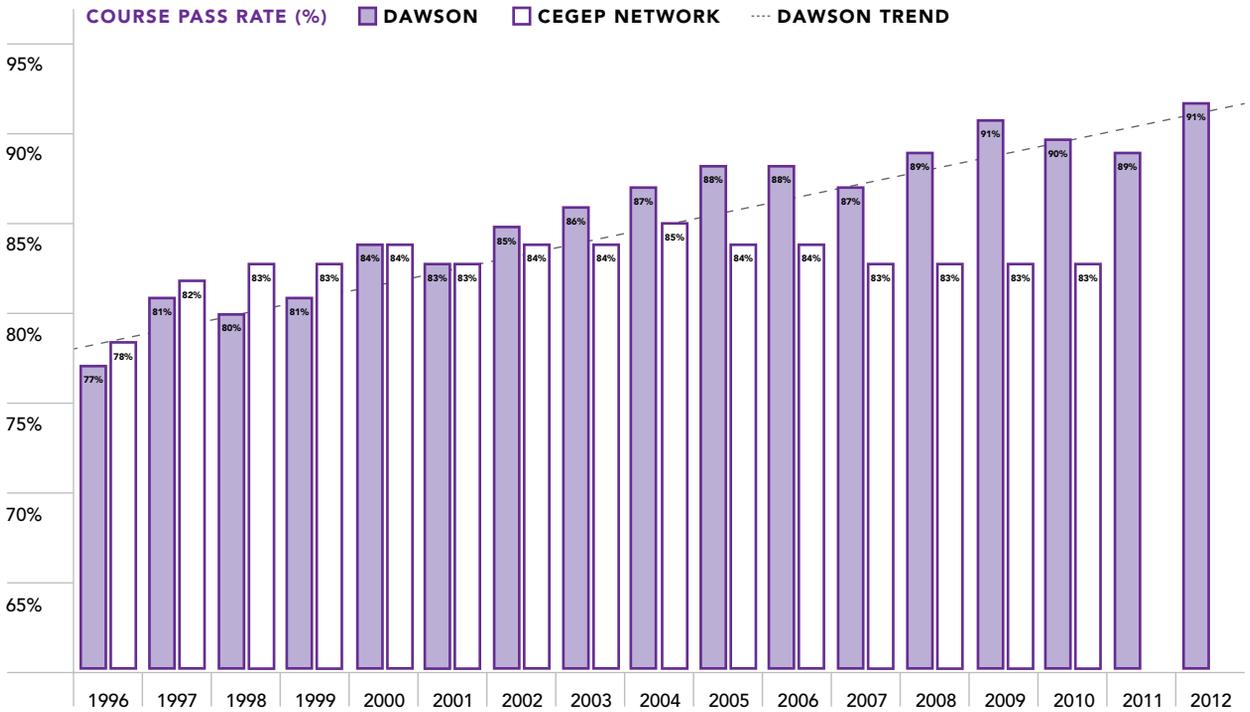
PRE-UNIVERSITY	SUMMER 2012	FALL 2012	WINTER 2013	TOTAL
Creative Arts, Literature and Languages	60	72	177	309
Fine Arts	11	5	16	32
Liberal Arts	8	3	49	60
Science	77	67	285	429
Social Science	211	276	624	1,111
Pre-University Total	367	463	1,151	1,941
CAREERS	SUMMER 2012	FALL 2012	WINTER 2013	TOTAL
3D Animation & Computer Generated Imagery	2	2	16	20
Accounting and Management Technology	3	10	17	30
Biomedical Laboratory Technology			27	27
Business Management (Marketing)	2	3	29	34
Civil Engineering Technology	2	3	14	19
Community Recreational Leadership	1	1	26	28
Computer Science Technology			10	10
Diagnostic Imaging			28	28
Electronics Engineering Technology	1		5	6
Graphic Design	4	1	33	38
Illustration & Design	2	1	22	25
Industrial Design	1		9	10
Interior Design	3		18	21
Laboratory Technology-Analytical Chemistry	2		12	14
Mechanical Engineering Technology	4	2	15	21
Nursing	2		78	80
Professional Photography	6	1	20	27
Professional Theatre	3		18	21
Radiation Oncology			15	15
Social Service	4	1	27	32
Careers Total	42	25	439	506
Grand Total	409	448	1,590	2,447

Achievement of Targets

2012 - 2013

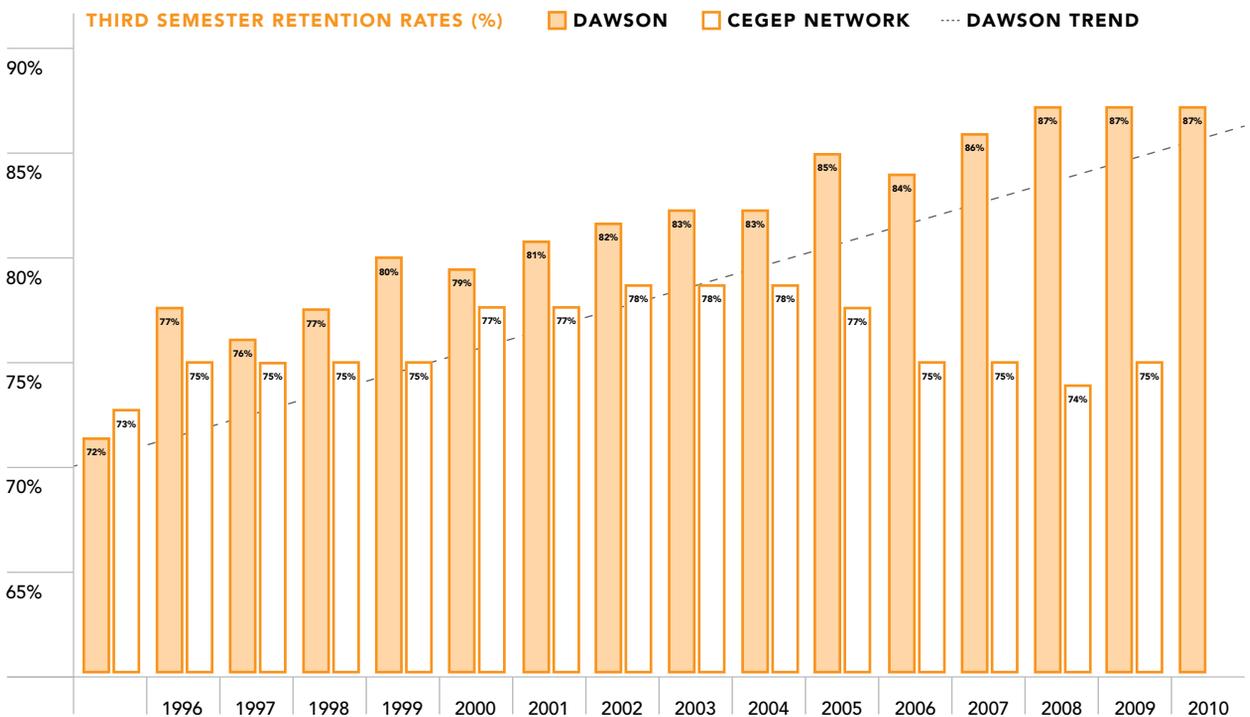
First Semester Course Pass Rates. Autumn 1996 to Autumn 2012
Cohort A – Dawson vs. CEGEP Network

GRAPH 3



Retention of Cohort A students from semester 1 to 3 in any program
with the same college. 1996 – 2011 Dawson vs. CEGEP Network

GRAPH 4



Continuing Education 2012 - 2013

Continuing Education Enrolments

TABLE 10

	NUMBER OF STUDENTS			SEATS		
	FULL-TIME	PART TIME	TOTAL	FULL-TIME	PART TIME	TOTAL
Summer 2012	50	723	773	166	860	1,026
Fall 2012	323	2,215	2,538	1,255	4,325	5,580
Winter 2013	375	2,251	2,626	1,601	4,228	5,829

AEC Graduation (Attestation)

TABLE 11

	SUMMER 2012	FALL 2012	WINTER 2013	TOTAL
AEC - Accounting Principles		39	16	55
AEC - Commercial Photography		15	13	28
AEC - Network Administration and Support			22	22
AEC - Prep. Cisco & Comptia Linux Cert.			24	24
AEC - Prep. for Microsoft Certification	21			21
AEC - Video Game Level Design		12		12
Total	21	66	75	162

Centre for Training & Development (Non-credit)

TABLE 12

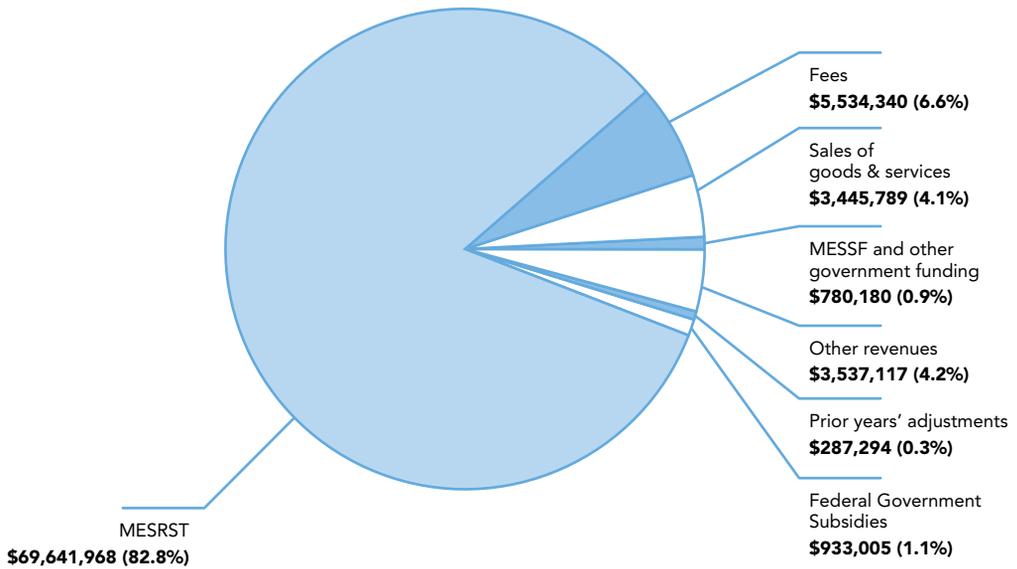
Spring 2012	670
Fall 2012	1,179
Winter 2013	1,080
Spring 2013	662
Total number of course registrations 2012–2013	3,591

Revenue/Expenses

2012 - 2013

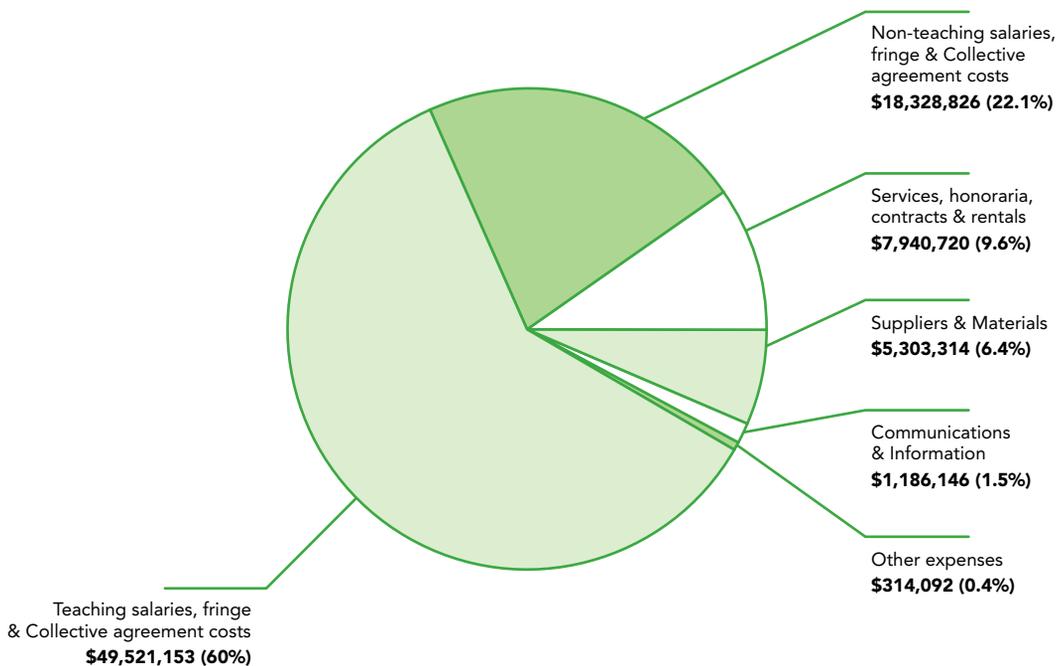
Total Revenues 2012 - 2013
\$84,159,693

GRAPH 3



Total Expenses 2012 - 2013
\$82,594,251

GRAPH 4



Reinvestment Funds

2012 - 2013

During 2012-2013, 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.

Summary of Reinvestment Funds for College Teaching 2012- 2013 (Annex S034)

The amount allotted to Dawson College in 2012-2013 was set at \$695,809. Of this amount, \$106,865 was used to cover the shortfall from the previous year. The amount allotted to Dawson College in 2012-2013 was set at \$695,809. A total of \$588,944 was used to support certain activities, according to the specific information provided below:

Summary of expenses in 2012-2013

- Support to teaching activities in certain targeted sectors **\$ 135,457**
- Support to activities related to professional development of teachers **\$ 123,678**
- Support to student activities and implementation of Student Success Plan **\$ 329,809**

An unused portion of these funds in the amount of \$106,805 was carried forward to support activities in 2013-2014.

Support for Student Success (S028)

In 2012-2013, Dawson College received \$172,400 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 2012-2013

- Academic advising **\$ 129,300**
- Enrichment of student life **\$ 43,100**



Board Members 2012 - 2013

Cuffaro, John	Support Staff
D'Apollonia, Sylvia	Faculty
Deveault, Audrey	Pre-University Student
Elliott, Kenneth (Vice-Chair)	School Commission
Filion, Richard	Director General (Ex Officio)
Gabriele, Karen	Faculty
Giroux, François	Enterprise Representative
Graham, Geoff	Technology Student
Kavanagh, Robert	Academic Dean (Ex Officio)
Kralka, Louise	Enterprise Representative
Marks, Karin	Socio Economic
Mital, Bruno J. (Chair)	Technology Graduate
Muldowney, Maeve	Professional
Richard, Sylvain	Labour Market Partners
Pelletier, Johanne	University
Pinchuk, Tiffany	Pre-University Graduate
Singerman, Jamie	Parent
Wise, Richard	Parent
Vacant	Socio-Economic

EXECUTIVE COMMITTEE MEMBERS

Elliott, Kenneth	School Commission
Filion, Richard (Chair)	Director General (Ex Officio)
Kavanagh, Robert	Academic Dean (Ex Officio)
Mital, Bruno	Board Chair (Ex Officio)
Muldowney, Maeve	Professional
Pinchuk, Tiffany	Pre-University Graduate
Singerman, Jamie	Parent

AUDIT COMMITTEE MEMBERS

Cuffaro, John	Internal Board Member
Richard, Sylvain	External Board Member
Wise, Richard	External Board Member

Senate 2012 - 2013

CHAIR OF SENATE

Leslie Barker

ADMINISTRATION

Academic Dean	Robert Kavanagh
Director of Student Services	Raymond Boucher
Dean Science, Medical Studies & Engineering	Ray Bourgeois
Dean Creative & Applied Arts	Andréa Cole
Dean of Social Science & Business Technologies	Diane Gauvin
Dean of Program Services	Donald Walker

ADMINISTRATION REPRESENTATIVES

Dean of Academic Systems	Paul Pemberton
Coordinator of Academic Systems	Carmela Gumelli
Dean of Instructional Development	Barbara Freedman

SECTOR OR PROGRAM CHAIRS/COORDINATORS

Creative Arts, Literature & Languages Program	Nelly Muresan
Social Science Program	Vivien Watson
Science Program	Chris Whittaker
Council of Career Programs	Leigh Barnett-Shapiro

FACULTY

Creative Arts, Literature & Languages/Fine Arts

Michael R. Smith

Social Science/Liberal Arts

Janice Harvey
Dan Loomer

Science/Mathematics

Kouros Zarabi
Jaleel Ali

Technical Programs

Arts Technologies	Ronan Kearney
Medical Technologies	Cheryl Stewart
Engineering Technologies	Stephanie Harrison
Social Technologies	Chris Adam
Business Technologies	Alex Simonelis

General Education

English	Neil Hartlen
French	Lysanne Audy
Physical Education	Leslie Barker
Humanities	Michael Wood

STAFF

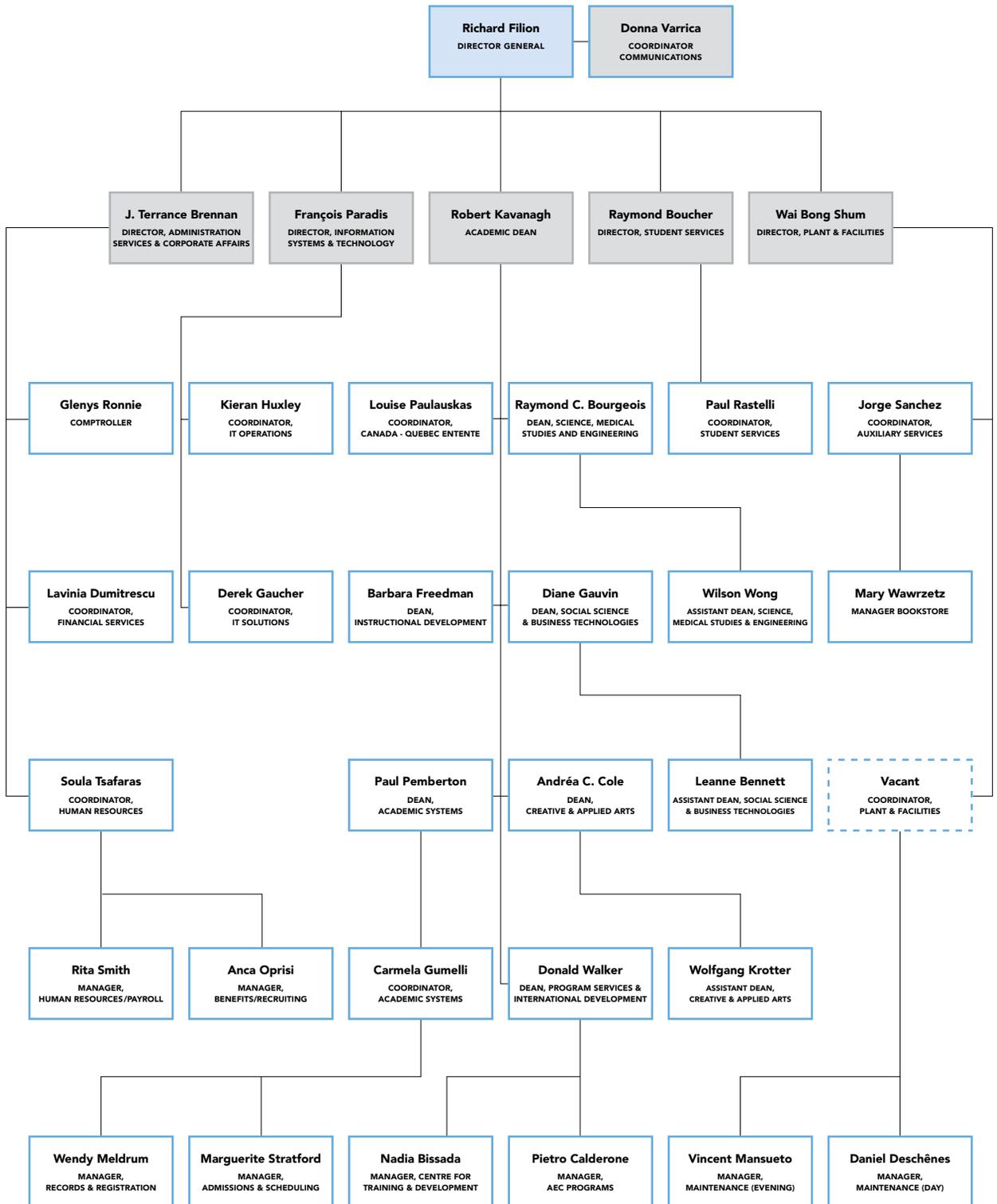
3 Professionals	Azra Khan Jane Valihora Gail Edwards
1 Support Staff	Vacant

STUDENTS

Dawson Student Union	Louis Philippe Boulanger Sarah Drouin Morgan Crockett
Part-Time Student	Nicholas Di Penna

Organigram

2012 - 2013



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.