
Dawson College Annual Report 2015–2016



**EXTRAIT DU PROCÈS-VERBAL DE LA 484^e SÉANCE ORDINAIRE DU
CONSEIL D'ADMINISTRATION DU COLLÈGE DAWSON TENUE MERCREDI,
LE 30 NOVEMBRE 2016 À COMPTER DE 18 HEURES DANS LA SALLE 7C.5,
3040, RUE SHERBROOKE OUEST, MONTRÉAL, QUÉBEC**

It was moved by Michael Goldwax, seconded by Steve Hatajlo, **THAT THE BOARD OF GOVERNORS RECEIVES THE DAWSON COLLEGE ANNUAL REPORT 2015-16.**

The motion was adopted unanimously.

Je certifie que cet extrait est conforme au procès-verbal de la réunion du 30 novembre 2016 du conseil d'administration du Collège Dawson et à laquelle il y avait quorum.



Richard Filion
Directeur général

Agenda item : 484.6.5

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Message from the Chair of the Board of Governors

Dear Madame la ministre responsible for Higher Education,

It is my pleasure, on behalf of the Board of Governors of Dawson College, to submit this annual report of activities in which you will find an overview of pertinent information and noteworthy achievements from the 2015-2016 academic year.

We are confident, madame le ministre, that upon reading this annual report you will gain an appreciation for the dynamic nature of Dawson College, an institution of higher learning that can count on the many contributions of a community actively committed to achieving its academic mission.

During 2015-2016, the Board of Governors met six times in the practice of sound governance over the activities of the College. In the course of these meetings, the members of the Board of Governors were apprised of the pertinence and effectiveness of the wide range of activities stemming from the College's annual management plan.

Several resolutions pertaining to the academic mission were brought to the attention of the Board for discussion and adoption. These resolutions were concerned with budget requests for operating expenses in the acquisition of equipment or the renovation of spaces. Decisions made by the Board also included the adoption of the annual management plan and modifications to certain internal policies, notably the policy dealing with the purchase of goods and services.

On the academic front, the Board was especially involved in the dossier dealing with research and adopted a new version of the policy to oversee and maintain the integrity of research conducted at the College. The Board also proceeded to the nomination of new members to sit on the Research Ethics Board. In addition, the Board approved the revision of certain programs of study in both the regular stream and in Continuing Education. Included in Board resolutions was a program facilitating access to college studies for First Nations students.

Another notable result, the Board unanimously supported the College's request in 2015-2016 to relaunch the activities of the Dawson College Foundation. The Board was also brought up to date on the progress of certain activities, such as those relating to the quality assurance audit and the review and revision of the College's strategic plan.

As you can attest from the pages that follow, the Dawson Community's commitment has worked toward achieving and maintaining a high level of excellence by deploying activities that greatly enrich the learning experience offered by the College to its student population.

Respectfully yours,

Louise Kralka

Chair, Board of Governors



Louise Kralka

CHAIR, BOARD OF
GOVERNORS

Our Mission

The driving force of Dawson's commitment to education was articulated 30 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:

Mission Statement

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

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.

D I S C O V E R



Graduates celebrate at Place des Arts in June at the annual Convocation ceremony.



Director General's Report

For a second consecutive year, activities in the academic year 2015-2016 were subject to severe budgetary constraints. In this respect, Dawson College, along with other college institutions and the whole of public service, was forced to make serious reductions in operating budgets. In 2015-2016 alone, budgetary compressions totaled about \$2 million, added to the previous year's reduction of \$1.2 million.

These circumstances forced the College to be acutely attentive to the way it allocated resources. As well as particular attention to the structure and delivery of services, Dawson was obliged to look to Continuing Education to increase its revenues, a source that continues to serve largely to offset the operational deficit incurred by the regular teaching sector. This allowed the preservation of key services offered to students while building on the momentum created in the College's Strategic Plan.

The College resolved to act upon the findings in the quality assurance audit conducted last year. Understanding that our program offerings are the cornerstone of the College's academic mission, Dawson's academic administration focused its efforts on revisiting the Institutional Program Evaluation Policy (IPEP). By strengthening this policy, which acts as an important quality assurance mechanism, a new model of program evaluation was developed with the goal of relying more heavily on expertise residing within programs and using resources more efficiently.

The underlying intention of this new model was to promote an evaluation process that is more responsive to the needs of programs and promotes a culture of continuous improvement.

This model was tested in 2015-2016 on the curriculum in two programs – Professional Photography and 3D Animation and Computer Generated Imagery – and served after a year-long evaluation to demonstrate that the process is timely, effective and efficient. This new framework for program evaluation and feedback received during the test year will serve to provide a solid foundation for a thorough review of the policy, which should be completed during the year 2016-2017.

An important dossier that preoccupied the Dawson Community in 2015-2016 was the formulation of the revised Strategic Plan. The review process began in Fall 2015 with updates to contextual elements pertaining to the environment in which the College must carry out its mission. In Winter 2016, the results of the environmental scan as well as deliberations on the student success plan, and the mission, vision and values of the College were laid out for the community to consult through open meetings with employees and surveys directed primarily at students.

At each step of the process, feedback was integrated into a consultation document. During the Fall of 2016, a comprehensive draft of the proposed 2016-2021 Strategy Plan defining its key components will be submitted to the community for discussion and final adoption.



Richard Filion
DIRECTOR GENERAL



Computer Science is one discipline that makes use of the new interactive classrooms and labs.

An important initiative that came to fruition during 2015-2016 was the re-launch of activities of the Dawson College Foundation. After many years of inactivity since its incorporation in 2007, the revitalized Foundation received the support of the College's Board of Governors. By virtue of this support, the College proceeded with the hiring of an executive director who took up his duties in January 2016. A Board of Directors was formed and its roles and responsibilities defined, particularly in terms of the relationship between the College and the Foundation, from the perspective of their respective and complementary missions.

Furthermore, funds for scholarships received and administered by the College over the years have been transferred to the Foundation with the approval of the Board of Governors. With the clarification of operating procedures, the Foundation will be able to proceed to laying the groundwork for a major fundraising campaign in 2016-2017 with the purpose of supporting the College in the realization of its mission.

After a comprehensive review in 2014-2015 of the services offered to students in Continuing Education, measures were introduced to familiarize students and teachers with services available to them with a view to facilitating access. To better support these students in meeting their needs, a new program called Springboard to DCS, more commonly known as Springboard DEC, was developed during the year and will be offered in Winter 2017. Other measures are expected to be added during the 2016-2017 academic year, most notably an increase in resources for teaching as a result of the last round of negotiations in the teachers' collective agreement.

In non-credit activities in Continuing Education, some 230 courses were offered to nearly 2,500 students. The Centre for Training and Development undertook a review of its activities to more efficiently manage its offerings, and in the process achieved two major goals in 2015-2016. The first, Dawson College entered into an agreement to be a certified SMART training centre, extending its partnership with SMART Technologies, a company recognized for its advances in interactive educational technologies. The Centre will have as its mandate the offering of training activities and certification to users of this interactive technology on both a technical and pedagogical level. The second achievement, in partnership with Collège Lionel-Groulx and the company CONVECTAIR, was an agreement to advance the formulation of training opportunities in the area of thermodynamic convection heating systems.

In academic development, 2015-2016 saw much activity with two programs undergoing major revision. In Applied Arts, the new program Illustration was finally established and will be implemented gradually starting in Fall 2016. In the medical technologies, a complete revision of Biomedical Laboratory Technology was undertaken with implementation to begin in Fall 2017. With respect to program evaluation, in addition to the two above-mentioned programs, two other programs, Accounting Management Technology and Business Management (Marketing), were the subject of a thorough assessment using the new IPEP model.

To formalize the College's efforts with regard to offering assistance to First Nations students enrolled at Dawson, the establishment of a resource centre offering various forms of support and guidance, and the development of a Springboard DEC-type program called Journeys: A First Peoples College Transition Program were two pinnacle moments in the College's commitment to advancing this important initiative.

The Academic Systems sector, meanwhile, continued its efforts to modernize its services in order to improve the student experience at Dawson by ensuring that more services associated with registration, course selection and student progress can be made more accessible and available online.

Research and pedagogical innovation are important pillars of development at Dawson. These two components, characterizing Dawson's institutional dynamism, experienced considerable growth in 2015-2016. In research, grants received increased by 27% compared to the previous year, reaching nearly \$1.2 million, twice the total amount collected two years ago. The increase in funded research, the increasing number of faculty members engaged in research and the impact that this generates on teaching and learning form the foundation of pedagogical innovation which is held in such high regard by the Dawson community, providing inspiration and vitality to the College as a whole.



Teachers in Physiotherapy Technology use techniques that provide students with hands-on training.

Similarly, Dawson College was able to benefit from a significant increase in financing sourced by external organizations. The availability of budgets coming from third-party funding increased by 72% to reach an amount of \$865,000 for the year 2015-2016. These budgets helped to offset some of the impact of budget cuts while allowing the College to maintain its active support for strategic development activities, such as the use of active learning approaches, entrepreneurship education, the development of learning communities, support for First Nations students, peace and non-violence education, education relating to the environment, to name a few.

Responding to the growing interest in research and pedagogical innovation as well as the desire of an increasing number of teachers to explore and develop various pedagogical approaches to further engage students in their learning process, the College continued during 2015-2016 to support and encourage projects to develop stimulating and inspiring learning activities. Three prototype classrooms were built to promote active learning approaches allowing more than 1,000 students to benefit directly. Research has been conducted to document the use of these prototype classes to determine the effect they can have on the learning process, allowing the College to better target efforts to increase the availability of new learning environments. In the same vein, the College completed the construction of three highly innovative rooms that stimulate collaboration between teachers working on projects, promoting inter-disciplinarity and the development of pedagogical activities with the potential for greater impact on the learning experiences of students.

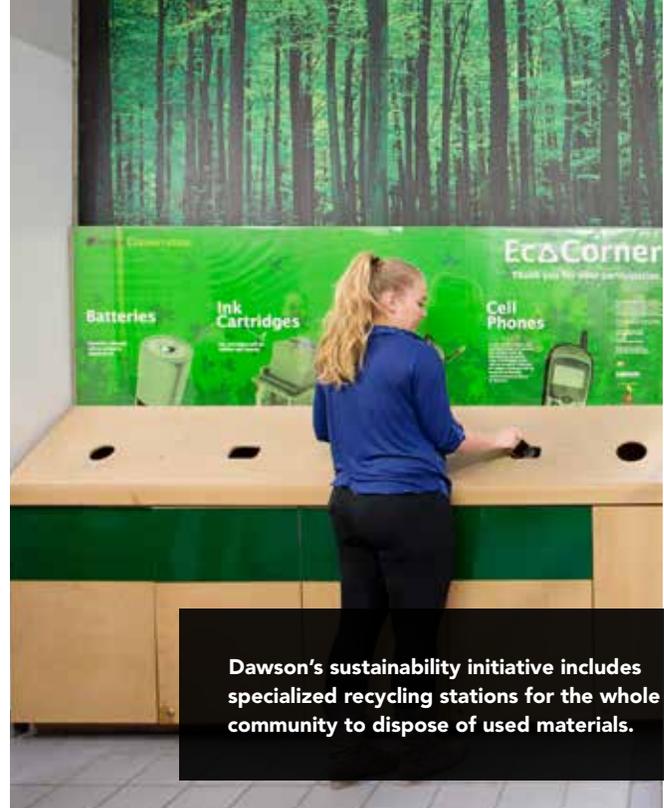
In summary, the College's development strategy and its commitment to the enhancement of the learning environment for Dawson students and teachers has been made tangible through support of innovative pedagogical approaches, such as active learning, writing in the disciplines, the use of universal design for learning, online training and the development of educational themes such as education for peace, entrepreneurship and education relating to the environment.

Similarly, research conducted in 2015-2016 on learning communities will serve to support projects that promote student success. These will be implemented next year as pilot projects in both the regular stream and Continuing Education.

In Student Services, particular attention was paid to following up on the evaluation of services that was conducted the previous year. Regarding the Academic Skills Centre, efforts were made to offer services to a larger segment of the student population. More workshops and class presentations were made touching upon various activities, such as time management, study habits, stress management, and essay writing. New collaborations were formed to provide tailored support in the Nursing program and in the Languages profile of the Arts, Literature and Communication program.

Also in response to the evaluation of services in the sector, Counselling and Development concentrated its efforts on expanding and improving awareness programs to support students on specific issues they may encounter, such as substance abuse, anxiety and depression, suicide prevention, the exploration of career options and the pursuit of university studies.

Student Services were also involved in the implementation of a program developed for First Nations students by providing resources and a framework for special activities.



Dawson's sustainability initiative includes specialized recycling stations for the whole community to dispose of used materials.

Finally, peer tutoring in English was restructured to expand the range of services offered to students with particular needs so they can benefit from an enhanced learning experience in the acquisition of English-language skills as the language of instruction.

Administrative Services for its part participated in a meticulous financial audit initiated by the Vérificateur Général du Québec by virtue of its mandate to conduct such audits throughout the college network. Financial Services implemented a new module for inventory control, accounting and depreciation of assets for the purpose of financial reporting. In Human Resources, the restructuring of operations and services was completed with a view to maximizing efficiency. An important conclusion reached through the exercise was the identification of the need for a director dedicated to human resources. In June, the Board of Governors approved the proposal and in 2016-2017, the College will see this important development come to fruition.

In 2015-2016, Information Systems and Technology worked to enhance the network and technological infrastructure by adding equipment that responds more efficiently to system breakdowns, by increasing bandwidth and by improving the overall performance of the College's systems.



Moreover, the unit, in collaboration with Purchasing and Financial Services, undertook the digitizing and archiving of documents relating to the acquisition of material property through the implementation and configuration of specialized financial software for use in the College.

In partnership with principal stakeholders, Information Systems and Technology worked to deploy a number of online options, including modules within the MyDawson portal to generate transcripts, provide access to Sharepoint for the management of research funding and for hiring requisitions for programs in Continuing Education.

Plant and Facilities was busy in 2015-2016 seeking realistic solutions and analyzing options to address the shortage of space in the College, a fact confirmed and acknowledged by the Ministry. Various scenarios were considered with the objective of finding a permanent solution to the problem. In the meantime, while awaiting a ministerial decision on the matter, temporary measures to alleviate the pressure – namely, the rental of additional space until 2020 – was proposed to representatives from the Ministry. Formal confirmation is expected at the beginning of the Fall semester in 2016.

Furthermore, in response to a request by the Treasury Board to all institutions in the public and para-public networks, the College prepared and forwarded a ten-year plan to the Ministry outlining maintenance and major renovations to Dawson's building. This plan is required to allow for effective decision-making in the allocation of financial resources from Quebec's Treasury Board.

Plant and Facilities evaluated the potential for increased revenue through the rental of spaces and facilities to external organizations. Subsequent to the evaluation, a standardized protocol was developed for the rental of space and facilities to better define contractual obligations for both parties. Additional revenues were generated throughout the year by these means in certain areas of the College.

Finally, food services were also re-evaluated and a new supplier was selected, one which includes the opportunity for commercial franchises to play a part in service delivery.



DAWSON ACHIEVEMENTS



Alice Havel receives Prix Gérard-Sigouin from AQPC

Alice Havel, one of Dawson's longest serving professionals and a pioneer in the design and implementation of services provided to students with special needs was recognized for her long and illustrious career by the Association québécoise de pédagogie collégiale (AQPC) at its annual conference.

Dawson students with learning and physical difficulties throughout the years have had no greater champion than Alice Havel. The award cites her professional affiliations with several organizations dedicated to the inclusion of students with disabilities, her commitment to the hundreds of students who have passed through her doors, and her research to adapt pedagogical approaches.

The Board of AQPC also noted Alice's intellectual and human qualities and her work within the universal design learning model as well as her enormous contributions to taking a social and cultural approach rather than a medical approach to help students with special needs succeed, and lauded her generosity in sharing her findings with the whole CEGEP network.



DAWSON ACHIEVEMENTS



Mylène Saucier celebrated by AQPC

Dawson's Mylène Saucier, coordinator and chair of Physiotherapy Technology, was celebrated at the annual conference of the Association québécoise de pédagogie collégiale (AQPC) with an Honourable Mention for her work in developing and implementing curriculum in the new program offered at Dawson since 2012.

Each year, the AQPC organizes a symposium featuring over 120 presentations that draw over 1,000 participants. Honourable mentions provide colleges with the opportunity to highlight the pedagogical commitment of members of their teaching staff who contribute to the evolution of teaching through the quality of their work. The tribute was awarded publicly during the gala event held during this year's AQPC annual symposium on June 9 in Quebec City.

Student Population

Full-Time and Part-Time Day Students by Program

PRE-UNIVERSITY PROGRAMS	FALL 2014	FALL 2015
Arts, Literature and Communication	786	772
Liberal Arts	109	119
Science	1040	1095
Social Science	3408	3437
Visual Arts	98	102
Springboard to a DCS	144	129
TECHNICAL PROGRAMS		
3D Animation and Computer Generated Imagery	99	116
Accounting and Management Technology	136	122
Business Management (Marketing)	203	200
Biomedical Laboratory Technology	78	85
Civil Engineering Technology	119	111
Community Recreation and Leadership Training	115	113
Computer Science Technology	153	173
Diagnostic Imaging	102	102
Electronics Engineering Technology	99	105
Graphic Design	136	132
Illustration & Design	152	133
Industrial Design	52	67
Interior Design	121	128
Laboratory Technology – Analytical Chemistry	62	66
Mechanical Engineering Technology	125	140
Nursing	329	334
Physical Rehabilitation	59	70
Professional Photography	114	108
Professional Theatre	90	82
Radiation Oncology	40	44
Social Service	180	200
Pre-University and Springboard to a DCS	5,585 (68.5%)	5,654 (68.2%)
Technical	2,564 (31.5%)	2,631 (31.8%)
Total	8,149 (100%)	8,285 (100%)

DAWSON ACHIEVEMENTS



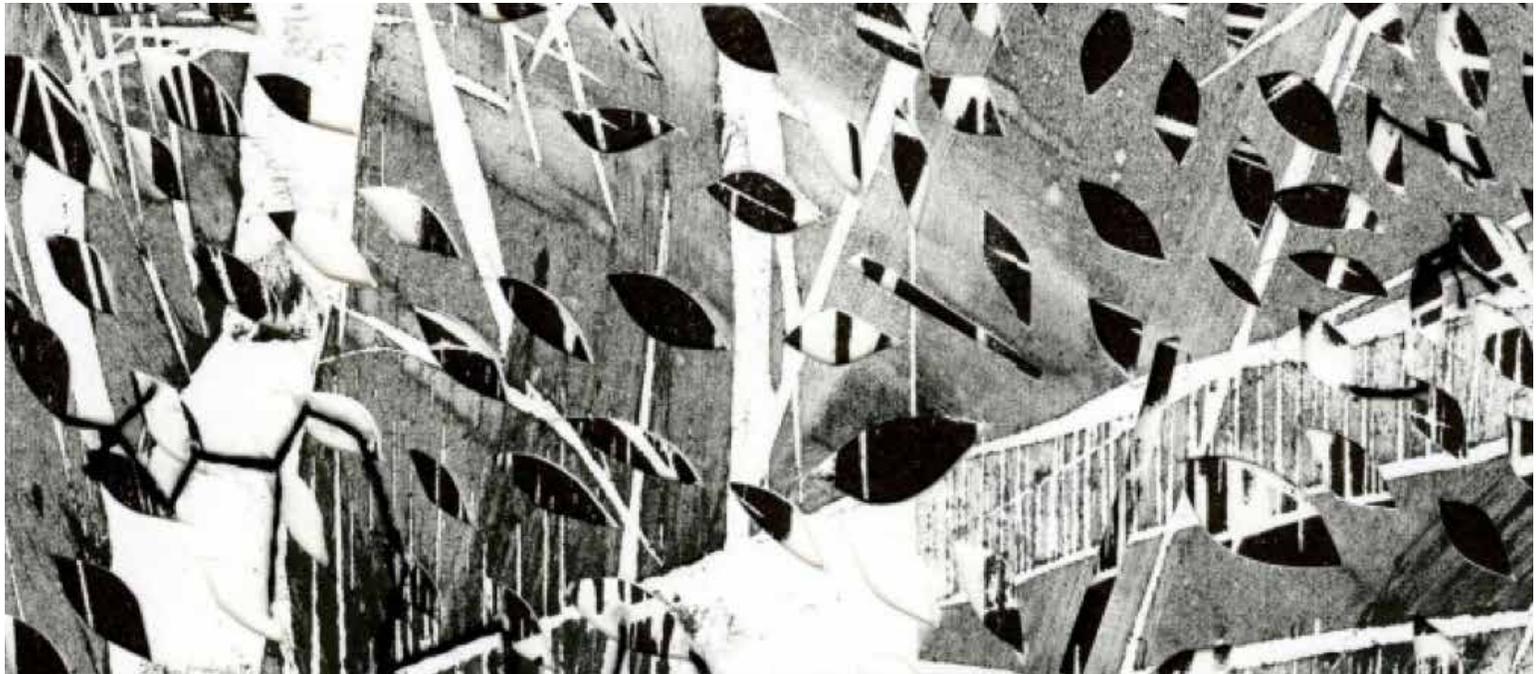
Adaptech's Catherine Fichten honoured with Leadership Award from California State University

The Center on Disabilities at California State University, Northridge presented Dr. Catherine Fichten with the Fred Strache Leadership Award at the Annual International Technology & Persons with Disabilities Conference.

It is the largest, oldest and only university-sponsored conference of its kind. For 31 years, it has provided an inclusive setting for researchers, practitioners, exhibitors, end users, speakers and participants to share knowledge and best practices in the field of assistive technology.

Each year, the Center selects a qualified candidate to receive the Fred Strache Leadership Award recognizing the leadership of the recipient in the fields of disability and technology. Specifically, the award acknowledges that the recipient continues to work with students as an educator and a mentor, while remaining a leader in their respective field through publications, presentations and research.

Catherine was recognized for her outstanding contributions to the field of disability research, education and technology as co-director of the Adaptech Research Network at Dawson College. The Adaptech Research Network is a team of academics, students and consumers who conduct research involving college and university students with a variety of disabilities in Canada since 1996.



DAWSON ACHIEVEMENTS



Julianna Joos exhibits in Australia with Visual Arts students

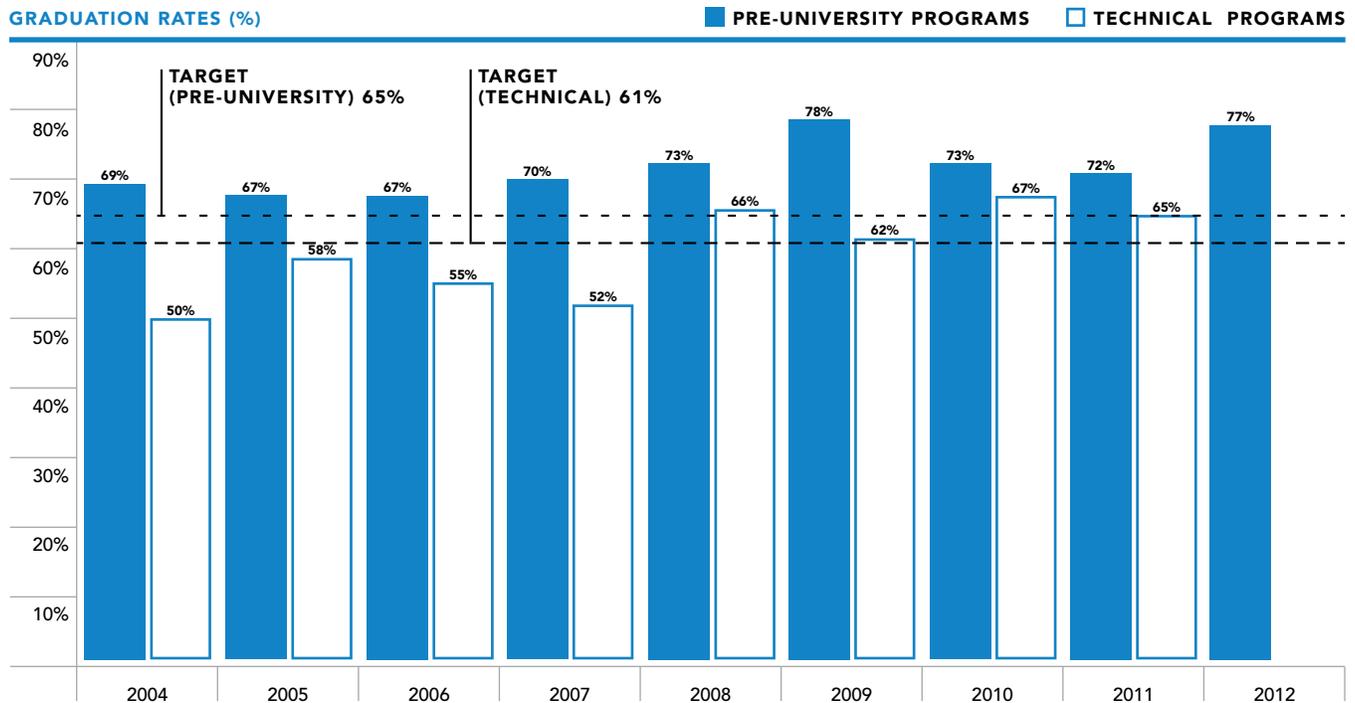
Julianna Joos of the Fine Arts Department took 18 of her students in the Visual Arts program with her to an exhibition of her work at Queensland College of Art, Griffith University, in Brisbane, Australia, so they could exhibit their work alongside hers.

For Melisa Badea, Rossana Chacon, Lucas Cormier-Afleck, Aidan Ferguson, Catherine Gagnon, Erin Gamble, Roberto Gutierrez, Maude Hallé, Antonina Kallaur, Anjali Kasturi, Maria-José Lara-Menéndez, Rachel McNeil, Caleigh Murphy, Eul Hee Park, Alice Picard, Édén Quail, Madeleine Stein-Sacks, Thierry St-Pierre-Langlois, and Florence Yee, it was an experience they will never forget.

Achievements of Targets

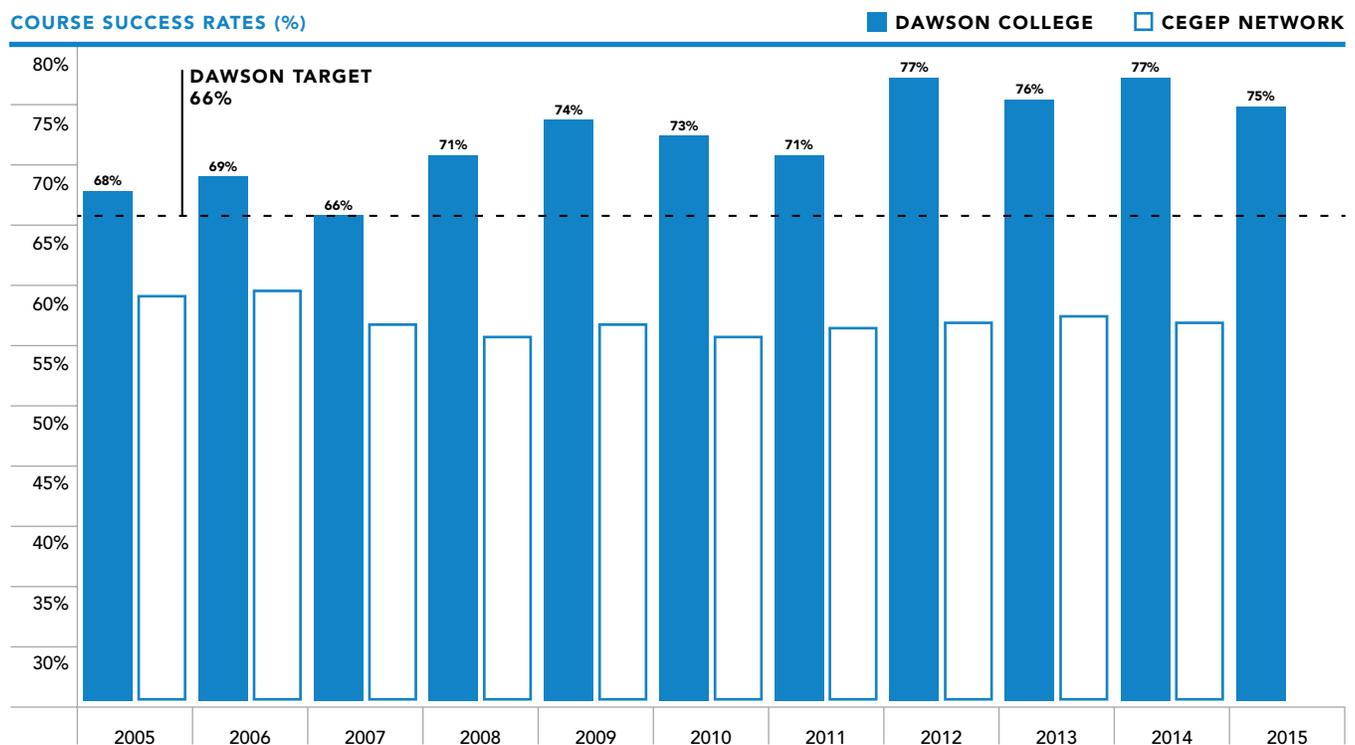
GRADUATION RATES IN PRESCRIBED TIME PLUS TWO YEARS IN ANY PROGRAM WITHIN THE COLLEGE

Fall 2004 – Fall 2012, Cohort A



COURSE SUCCESS RATES % OF STUDENTS PASSING 100% OF COURSES IN THE FIRST SEMESTER

Fall 2005 – Fall 2015, Cohort A – Dawson vs CEGEP Network



santé
mentale

Musée McCord
690, rue Sherbrooke Ouest, Montréal
du 16 mars au 3 avril 2016

expression
artistique

DAWSON ACHIEVEMENTS



Graphic Design students featured at the McCord Museum

The work of several second-year students in the Graphic Design program at Dawson has been selected to be featured in a poster presentation of 30 artists at a vernissage at the McCord Museum. The students whose posters were selected are Marc-André Larouche, Sandrine Le Blanc, Amelie Lazure-Ratté, and Meghan Dove, under the supervision of faculty members Gyula Gefin and François Martin.

The presentation is a culmination of a juried selection of the best of the posters submitted by students from across the province for the Bourse Marc H. Choko, which is held yearly by the Société des designers du Québec. In addition to being on display for two weeks at the McCord, the posters will also be added to the permanent patrimonial collection of the Bibliothèque et archives nationales du Québec.



DAWSON ACHIEVEMENTS



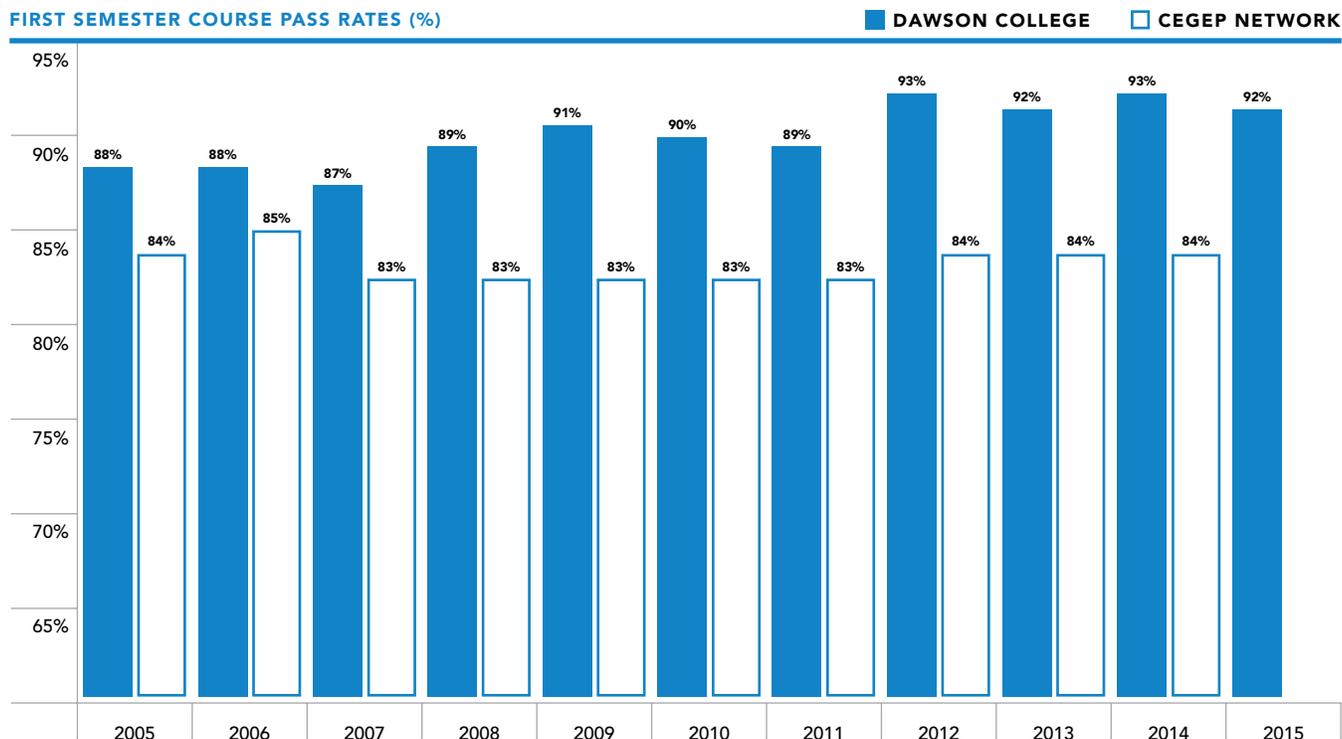
Supporting Sustainable Campuses initiatives in Mexico

Four students, two from Health Science and two from Social Science profiles at Dawson College went to Mexico as interns as a part of the Sustainable Campuses Initiative. Samantha Nesterenko, Aniela Walewicz, Emma Malcomber and Samantha Bennett worked on sustainability projects at the Preparatoria Tres Marías (Universidad Autónoma del Estado de Morelos) and at the UPEMOR (Universidad Politécnica del Estado de Morelos).

Achievements of Targets

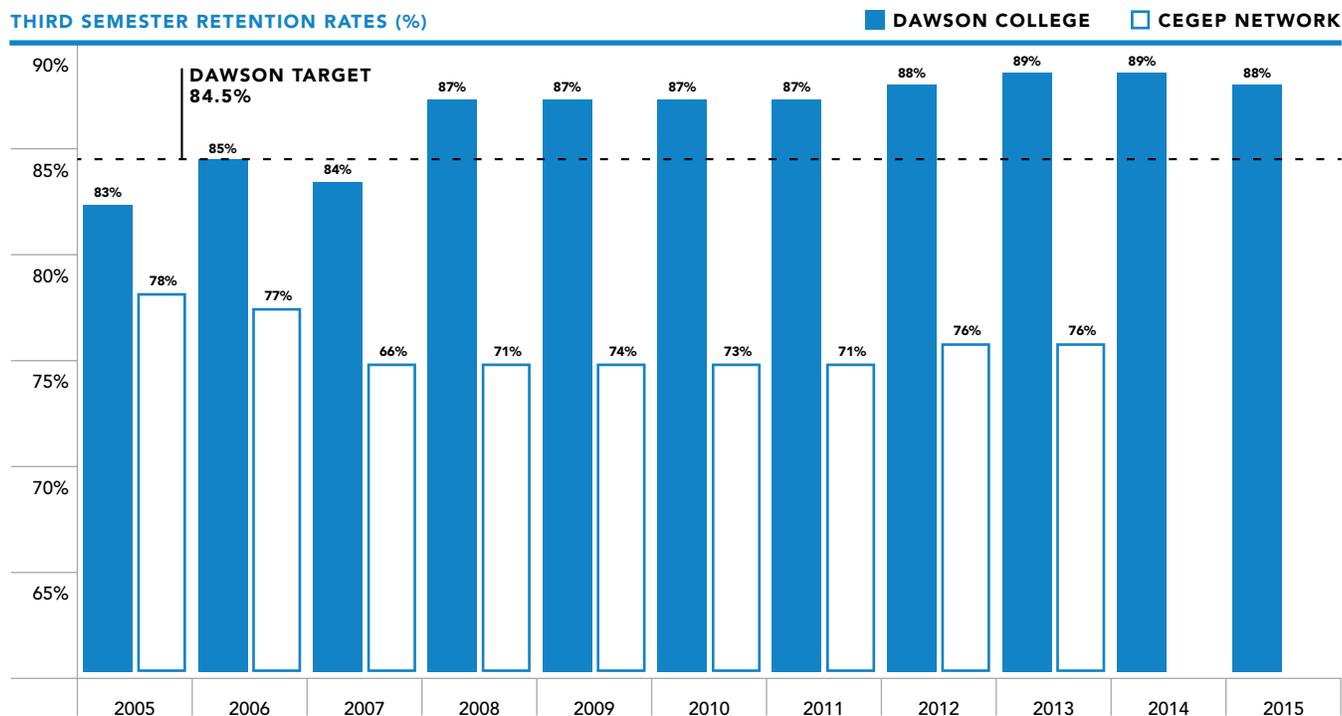
FIRST SEMESTER COURSE PASS RATES

Fall 2005 – Fall 2015, Cohort A – Dawson vs CEGEP Network



THIRD SEMESTER RETENTION RATES IN ANY PROGRAMS WITHIN THE SAME COLLEGE

Fall 2005 – Fall 2015, Cohort A – Dawson vs CEGEP Network





DAWSON ACHIEVEMENTS



Dawson women's hockey team win prestigious tournament in U.S.

Dawson's women's hockey team came home winners from the 9th annual JWHL Challenge Cup in Washington, D.C. Some of the top U19 women's hockey teams from across Canada and the U.S. took part in the prestigious tournament that is supported by the NHL's Washington Capitals and attracts scouts from high level NCAA programs.

The U19 portion of the tournament had a total of 22 teams of which Dawson College and Collège Édouard-Montpetit were the only Quebec representatives. Dawson was dominant in their group games amassing victories of 7-3, 6-1 and 10-0. The only tight collar moment came in their final preliminary game, a 2-1 victory over B.C.'s Okanagan Hockey Academy. Dawson advanced undefeated to the elimination rounds.

In the semi-finals they easily disposed of their Ontario opponents, Canadian International Hockey Academy, 5-0. Just a few hours later in the finals against NAHA White from Vermont, the close game was scoreless until NAHA pulled ahead 1-0 in the second. It was Dawson's leading scorer for the tournament, Jade Downie-Landry, who scored two goals in the 3rd period to give the Blues the 2-1 victory. Jade Downie-Landry finished the tournament as the overall leading scorer with 13 goals and 4 assists for 17 points over the 6 games.



DAWSON ACHIEVEMENTS



Dawson students win gold in China!

A delegation from Dawson College attended the second Sino-Canada Skills competition held in Nanjing, China. Two students, Joseph Fanaberia and Pietro Mosca, from the Mechanical Engineering Technology program, won first prize in the Design Innovation Competition.

The Design Innovation Competition presented an exciting challenge: design a new and innovative product. The Dawson team created a product called SwiftLift, which consisted of an electrically powered modular conveyor system that could carry loads of up to 500 kg up flights of stairs. The Chinese judges were extremely impressed by the professionalism of the presentation, the relevance of the product, and the thoroughness of the technical report.

Two other students, Roland Bienvenu and Daniel Krauss, also of the Mechanical Engineering Technology program, each won third prize in the CNC Milling Competition and the CNC Lathe Competition, even though they had little time to familiarize themselves with the machines.

Employment Statistics

NUMBER OF EMPLOYEES *	NON-PERMANENT	PERMANENT	FEMALE	MALE
Management Personnel	7	34	24	17
Teaching Personnel	460	507	507	460
Professional Personnel	27	54	67	14
Support Personnel †	671	207	566	313
Total	1,165	802	1,164	804

* Includes those who left during the year † Including non-permanent student employees

QUALIFICATIONS OF REGULAR TEACHING PERSONNEL

Doctorate - no less than	17.2%
Masters Degree or more	33.4%
Other (Includes Masters/Doctors not yet at top of scale)	49.4%

Note 1: The staffing level pertaining to Art. 38 of the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises for the period April 1, 2015 to March 31, 2016, does not exceed the level in the reference period of January 1 to December 31, 2014.

CATEGORY – APRIL 1, 2015 TO MARCH 31, 2016

REMUNERATED HOURS

Hors-cadres	5,502
Cadres	35,756
Managers	23,954
Professionals	104,335
Teachers	1,036,974
Technicians	193,481
Support Staff	182,966
Trade and Maintenance Workers	15,852
Total	1,598,819

Note 2: Service contracts with a value of \$25,000 or more, concluded between July 1, 2015 and June 30, 2016.

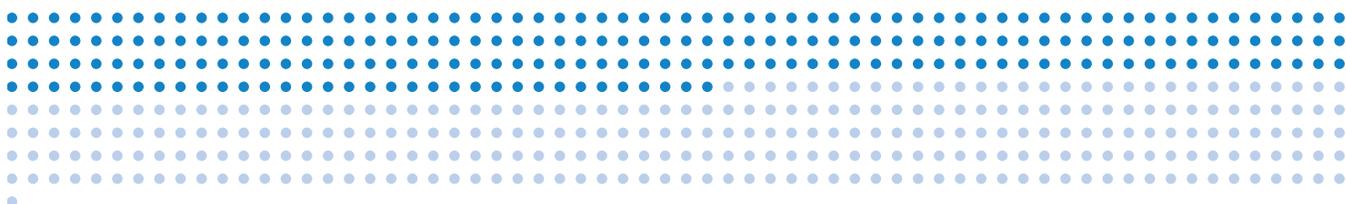
	NUMBER	VALUE
Service contracts with a person	3	\$ 105,000
Service contracts with a contractor other than a person	5	\$ 349,990
All service contracts	8	\$ 454,990

Demographics Report

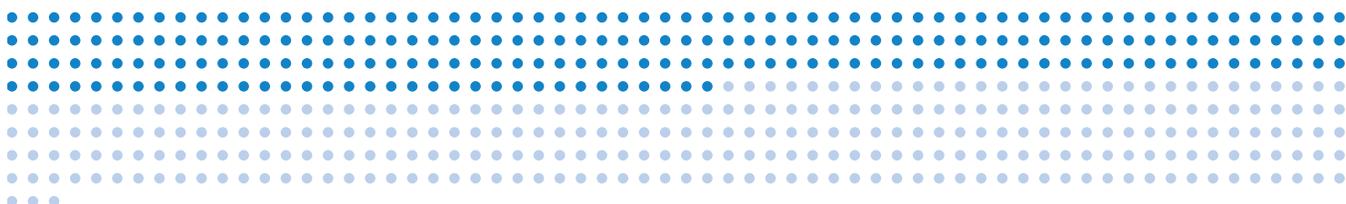
Enrolment of Full-Time and Part-Time Day Students by Session, by Gender

STUDENTS	FALL 2014	FALL 2015
Female	4,987 (61.2%)	5,062 (61.1%)
Male	3,162 (38.8%)	3,223 (38.9%)
Total Enrolment	8,149	8,285

Fall 2014



Fall 2015

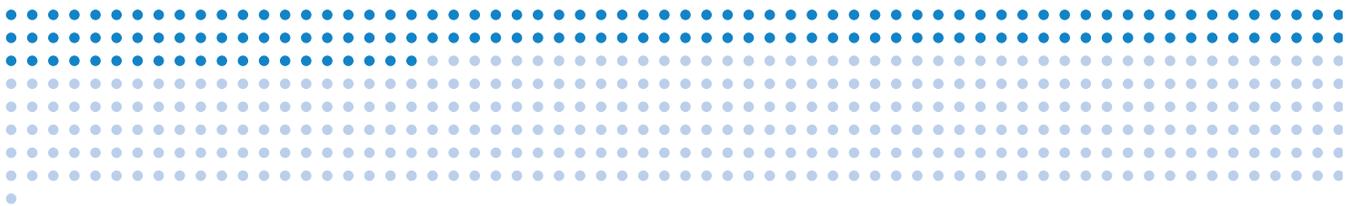


Demographics Report

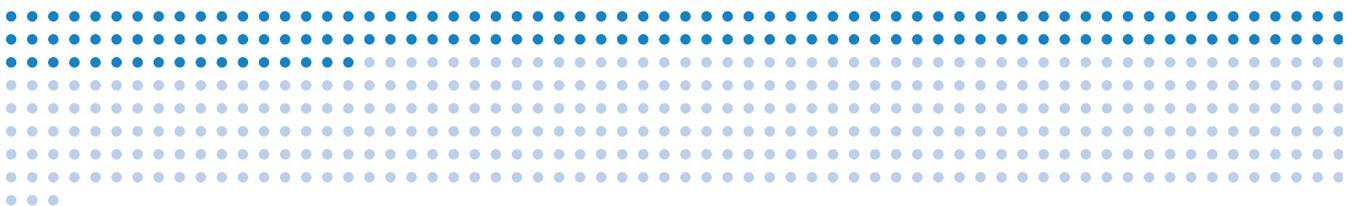
Enrolment of Full-Time and Part-Time Day Students in Pre-University/Technical Programs and Springboard to a DCS

	FALL 2014	FALL 2015
Pre-University and Springboard to a DCS	5,585 (68.5%)	5,654 (68.2%)
Technical	2,564 (31.5%)	2,631 (31.8%)
Total	8,149 (100%)	8,285 (100%)

Fall 2014



Fall 2015



DEC Graduates by Program (Diplomas)

All DEC Day Programs

PRE-UNIVERSITY PROGRAMS	SUMMER 2015	FALL 2015	WINTER 2016	TOTAL
Arts, Literature and Communication	35	70	151	256
Liberal Arts	2	3	37	42
Science	73	58	284	415
Social Science	177	357	647	1,181
Visual Arts	11	5	24	40
Sub-Total	298	493	1,143	1,934

TECHNICAL PROGRAMS

3D Animation and Computer Generated Imagery	2		17	19
Accounting and Management Technology	4	1	21	26
Business Management (Marketing)			23	23
Biomedical Laboratory Technology	9	1	43	53
Civil Engineering Technology	1	2	18	21
Community Recreation and Leadership Training			28	28
Computer Science Technology	2	3	25	30
Diagnostic Imaging			29	29
Electronics Engineering Technology	4		12	16
Graphic Design	2	1	30	33
Illustration & Design	2	1	25	28
Industrial Design	1		11	12
Interior Design	4		23	27
Laboratory Technology – Analytical Chemistry	1	1	12	14
Mechanical Engineering Technology	3	5	24	32
Nursing	1		82	83
Physical Rehabilitation			13	13
Professional Photography	9	1	16	26
Professional Theatre	4		13	17
Radiation Oncology			9	9
Social Service	6		38	44
Sub-Total	55	16	512	583
Total	353	509	1,655	2,517

Continuing Education

CONTINUING EDUCATION ENROLMENTS (INCLUDES AEC)

	NUMBER OF STUDENTS			SEATS		
	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME	TOTAL
Summer 2015	67	849	916	221	1,037	1,258
Fall 2015	1,118	1,643	2,761	4,095	2,859	6,954
Winter 2016	1,100	1,551	2,651	4,277	2,727	7,004

AEC GRADUATES (ATTESTATION)

	FALL 2015	WINTER 2016	TOTAL
Accounting Principles	26	27	53
Civil Engineering Techniques		36	36
Commercial Photography	22	13	35
Independent Video Game Design	11		11
Mechanical Engineering Techniques		30	30
Network Administration and Support	12	28	40
Total	71	134	205

CENTRE FOR TRAINING & DEVELOPMENT (NON-CREDIT)

Spring 2015	430
Fall 2015	1,055
Winter 2016	836
Spring 2016	541
Total number of course registrations 2015–2016	2,862



Live subjects give students in the Medical Studies technical programs an opportunity to experience their profession first-hand.



DAWSON ACHIEVEMENTS



Civil Engineering Technology builds bridges

Three Dawson teams from Civil Engineering Technology who competed against 20 teams in the the annual ETS PontPOP contest were asked to build scale model bridges using only popsicle sticks, glue and dental floss. Three Dawson teams collectively won seven awards. Louis Bourdon, Allison Nadeau, Karina Colagrosso and Brandon Gnann won two awards for their bridge, seventh place overall and the "Coup de cœur du comité organisateur" prize.

Jules Rodschat won two awards including the top Architectural award as well as 4th place overall. Vlad Danita stole the show by winning the top Engineering award, the award for the strongest bridge and the overall 1st place in the competition. Vlad's bridge, which weighed less than 3 kg actually supported over 3500 kg, that's more than 1000 times its own weight!



DAWSON ACHIEVEMENTS



Dawson takes top honours at CASE Competition

Dawson College's annual Bilingual Business Administration CASE Competition was held with Dawson teams taking some of the top honours. This unique competition offers teams from participating CEGEPs across Quebec the opportunity to demonstrate their presentation skills and business acumen by analyzing, assessing and solving complex business cases.

The event featured three streams: one with an Accounting/Finance focus, one with a Marketing focus and one with an Entrepreneurship focus.

Under the coaching supervision of Maria Blazkiewicz, the energetic team consisting of Vincenzo Calloccia, Jean-Paul Ngezigihe and Danica Sanchez won 1st place in the Accounting/Finance division. Dawson's team in the newly minted Entrepreneurial division also brought home an impressive second place finish. Vincenzo Calloccia and Zachary Therrien-Watts also received Best Presenter awards.

DAWSON ACHIEVEMENTS



Dawson's local winners of the OSEntrepreneure Challenge

The Centre for Innovation and Entrepreneurship Education received 28 project entries this year to submit to the Quebec Entrepreneurship Contest – OSEntrepreneure. Of the 28 projects, 10 qualified for entry in the contest where students and businesses compete for prizes. The Dawson College local winner, Melissa Robertson, was selected by a jury for her entrepreneurial project "Our Village – Bringing Togetherness back to Motherhood". The honorable mention prize went to Eric Hughes for his project RentProof which aims to take the guesswork out of renting an apartment in Canada for both landlords and tenants.



DAWSON ACHIEVEMENTS

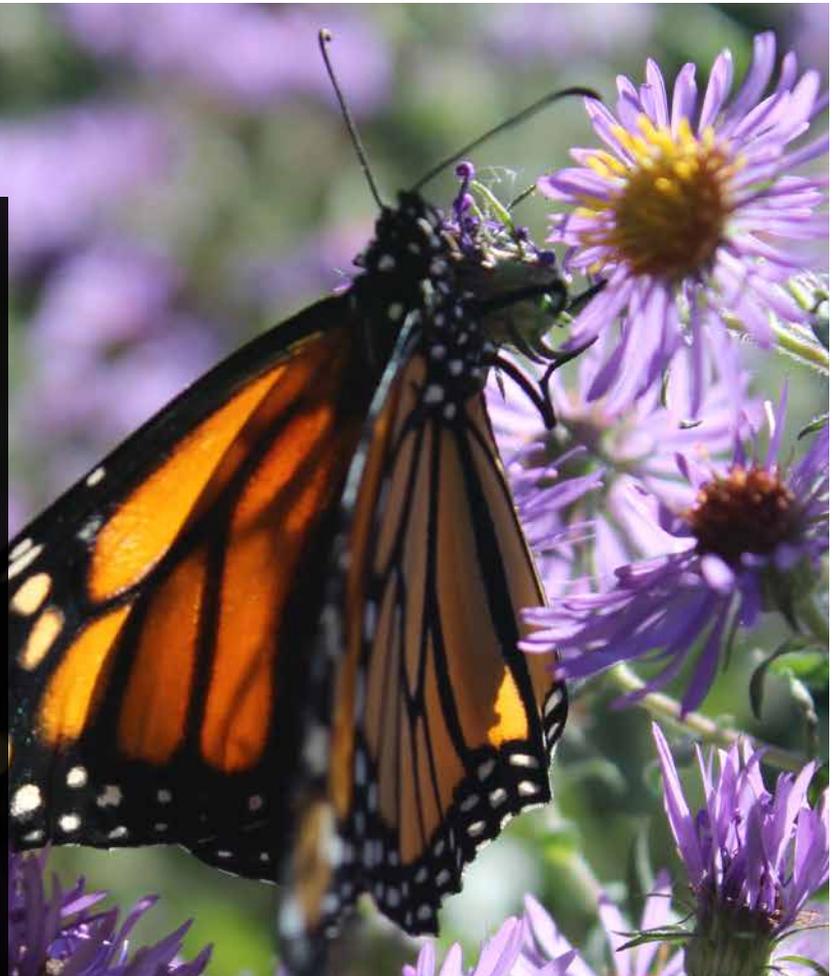


Dawson releases over 175 monarch butterflies

As part of the Living Campus initiative with Sustainable Dawson, faculty, students and staff nurtured monarch chrysalises and caterpillars over a period of three weeks. Once the monarchs emerged, more than 175 butterflies were tagged and released into the Ecological Peace Garden by members of the Dawson Community.

According to the World Wildlife Federation, the monarch butterfly will travel between 2,000 – 5,000 kilometres from Canada through the United States to reach its destination in the forested mountains of Mexico. Unfortunately, the monarch migration patterns are being severely affected by climate change and their survival is being threatened by a lack of places to reproduce and feed. Sadly, the WWF reports that the number of monarchs in Mexico in 2013 was the lowest in 20 years, estimated to have occupied only 1.65 acres compared to 27.5 acres in 2003.

The fostering of monarchs and boosting their chances of survival through increasing awareness of their plight is only one of the many initiatives of Living Campus and Sustainable Dawson.



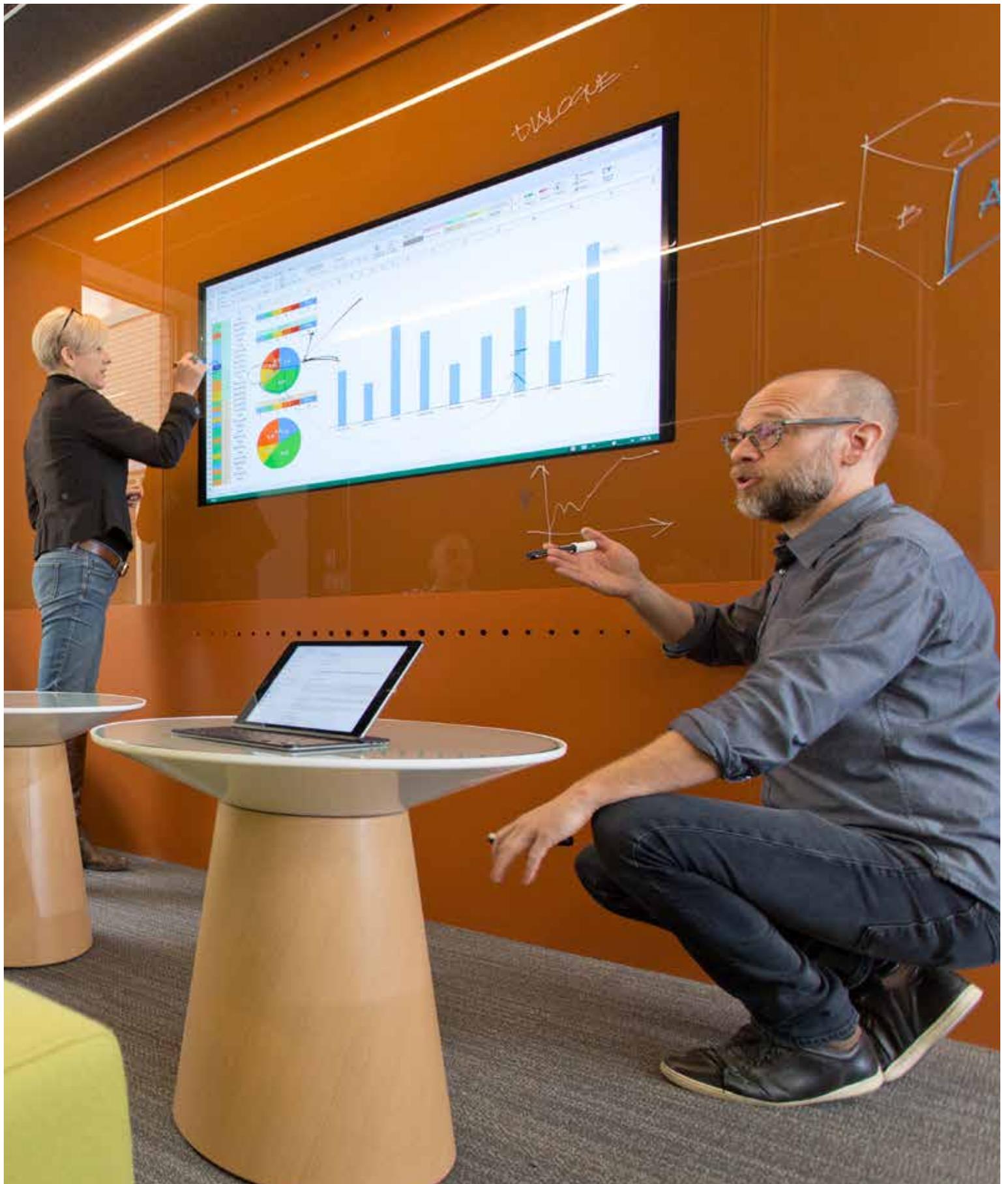
Financial Reporting

As of June 30, 2016 – Operational Fund, Dawson College

REVENUES	2016	2015
Day Division	71,342,508	71,922,195
Continuing Education	8,848,145	8,265,076
Ancillary Services	6,023,329	6,029,465
Total	86,213,982	86,216,736

EXPENSES	2016	2015
Salaries and Fringe Benefits - Teachers	52,833,109	52,529,893
Salaries and Fringe Benefits - Non-Teaching Personnel	19,493,865	19,518,332
Other Expenses	12,585,585	12,895,196
Total	84,912,559	84,943,421
Surplus	1,301,423	1,273,315

ANALYSIS OF SURPLUS	2016	2015
Analysis of Surplus		
Opening Surplus	6,867,056	5,992,612
Surplus for the year	1,301,423	1,273,315
Transfer to Fixed Assets		
Reimbursement of Borrowing (Autofinance)	(300,000)	(300,000)
Fixed Assets Acquisitions	(88,777)	(98,871)
Others	0	0
Total	(388,777)	(398,871)
Closing Surplus	7,779,702	6,867,056
Appropriated Surplus	298,080	
Unappropriated Surplus	7,481,622	6,867,056



New collaborative faculty spaces are an ideal cross-disciplinary setting for teachers to explore new pedagogical approaches.

Board Members

MEMBERS

Enterprise Representative
 Technology Student
 Support Staff
 Director General (Ex Officio)
 Pre-University Graduate
 Academic Dean (Ex Officio)
 Parent
 Faculty
 Technology Graduate
 Parent
 Professional
 Enterprise Representative
 Labour Market Partners
 Faculty
 Socio-Economic
 Pre-University Student
 School Commission
 Socio-Economic
 University

Sonya Branco
 Padraic Burke
 Francesca Cuffaro
 Richard Filion
 Anna Gagliardi
 Diane Gauvin
 Michael Goldwax
 Fiona Hanley
 Steve Hatajlo
 Michael Judson
 Azra Khan
 Louise Kralka (Chair)
 Sylvain Richard (Vice-Chair)
 Benjamin Seamone
 Jamie Singerman
 Kevin Slezak
 Vacant
 Vacant
 Vacant

EXECUTIVE COMMITTEE MEMBERS

Support Staff
 Director General (Ex Officio)
 Academic Dean (Ex Officio)
 Parent
 Enterprise Representative (Ex Officio)
 Board Vice-Chair (Ex Officio)
 Socio Economic

Francesca Cuffaro
 Richard Filion (Chair)
 Diane Gauvin
 Michael Goldwax
 Louise Kralka
 Sylvain Richard
 Jamie Singerman

AUDIT COMMITTEE MEMBERS

External Board Member
 Internal Board Member
 External Board Member

Sonya Branco
 Francesca Cuffaro
 Sylvain Richard

Senate Membership

CHAIR OF SENATE

Michael Wood

ADMINISTRATION

Academic Dean Diane Gauvin (President)
 Director, Student Services Raymond Boucher
 Dean, Science, Medical Studies & Engineering Ray Bourgeois
 Dean, Creative & Applied Arts Andréa Cole
 Dean, Social Science & Business Technologies Leanne Bennett
 Dean, Program Services Vacant

ADMINISTRATION REPRESENTATIVES

Dean, Academic Systems Carmela Gumelli
 Coordinator, Academic Systems Julie Brosseau
 Dean, Office of Academic Development Barbara Freedman

SECTOR OR PROGRAM CHAIRS / COORDINATORS

Arts, Literature and Communication Program Nelly Muresan
 Social Science Program Vivien Watson
 Science Program Jaleel Ali
 Council of Career Programs Karen Gabriele

FACULTY

Arts, Literature and Communication/Visual Arts Julianna Joos
 Social Science/Liberal Arts Marianne Pelton
 Cynthia Martin
 Jonathon Sumner
 Sylvain Muise
 Science/Mathematics
 Technical Programs
 Arts Technologies Bob Marcy
 Medical Technologies Mylène Saucier
 Engineering Technologies Jubrail (Gaby) Rahil
 Social Technologies Chris Adam
 Business Technologies Alex Simonelis
 General Education
 English Alyson Grant
 French Laurent Duval
 Physical Education Tim Miller
 Humanities Michael Wood

SUPPORT STAFF

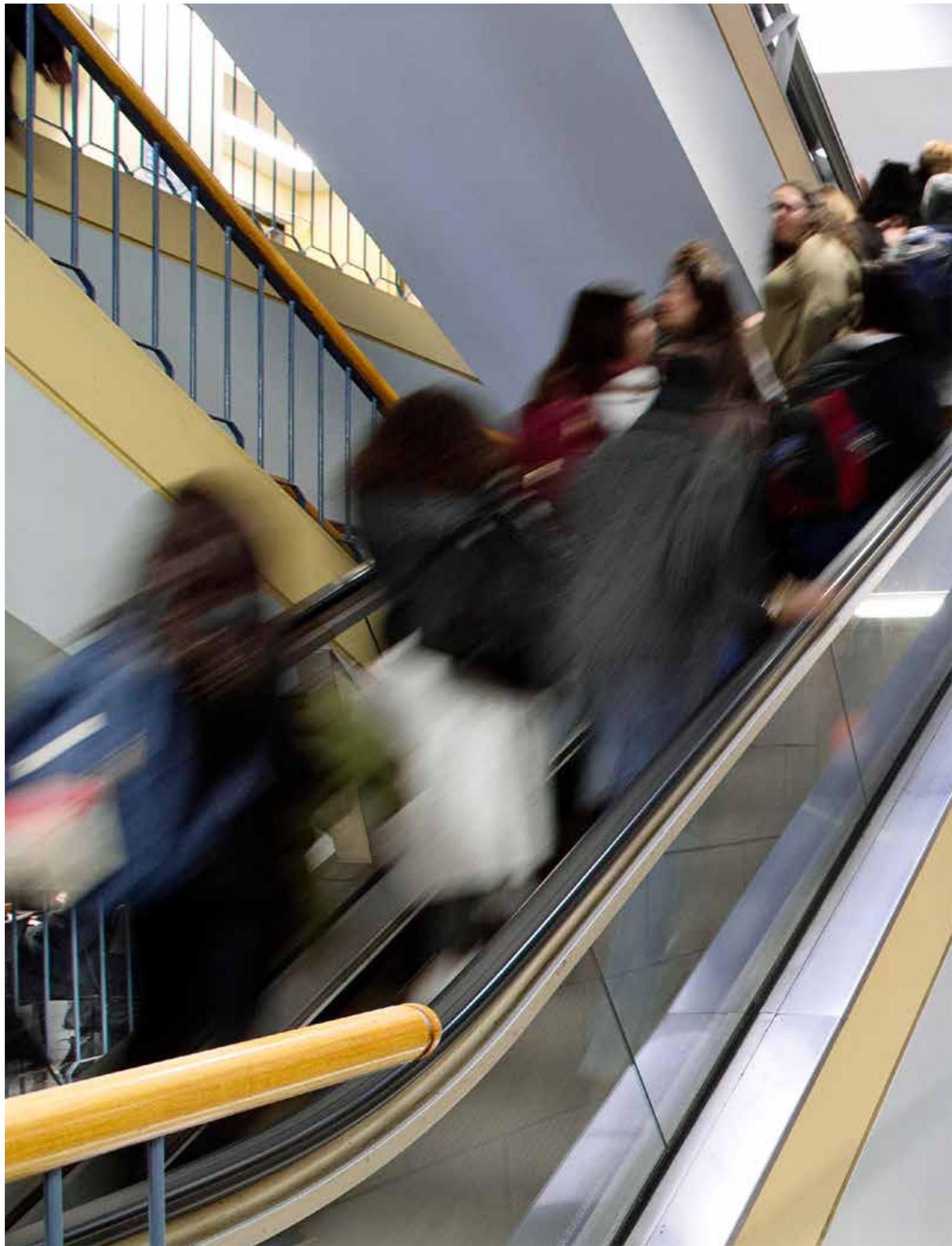
Kinga Breining

PROFESSIONALS (NON-TEACHING STAFF)

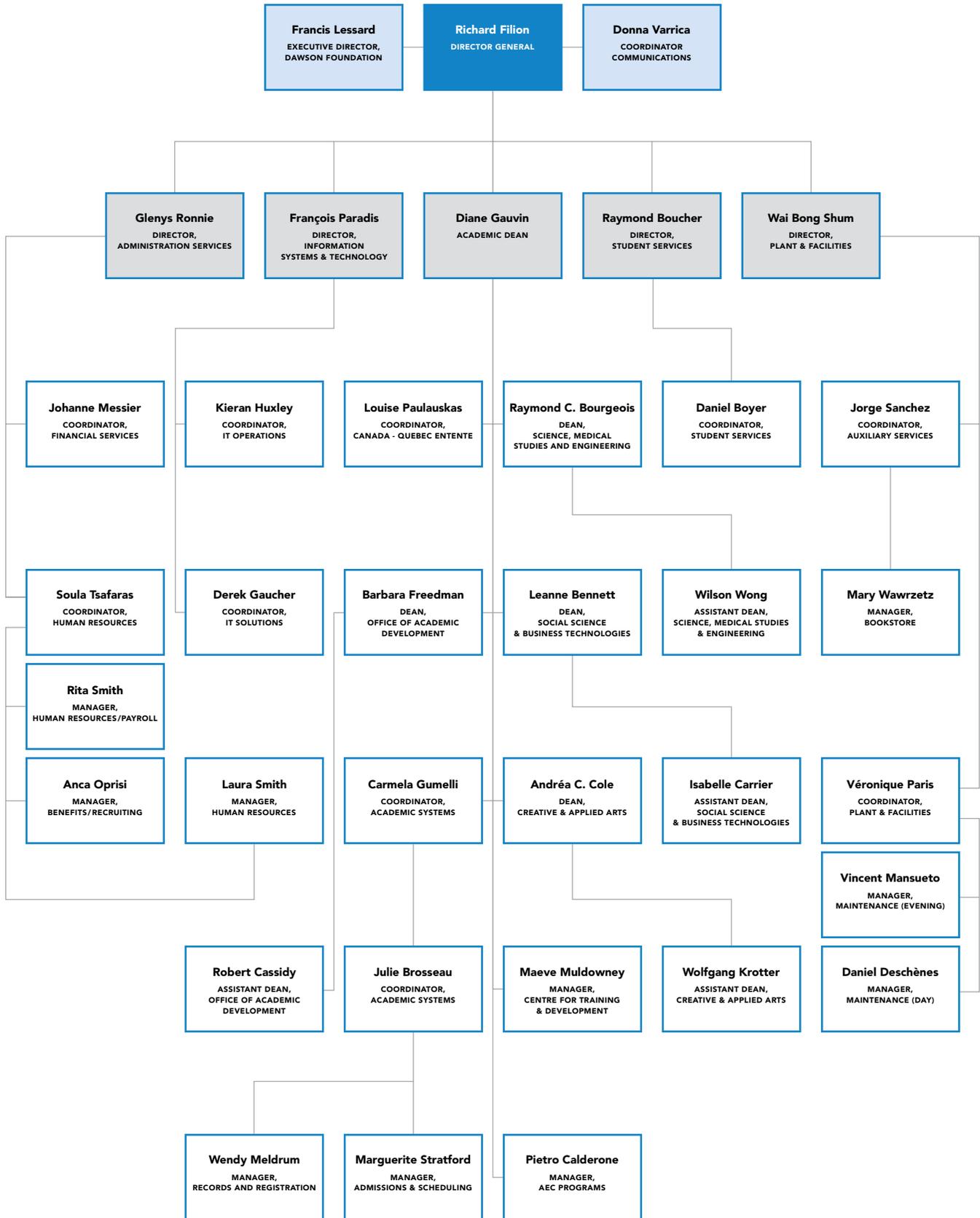
Kelly Ann Morel
 Jane Valihora
 Anja Vroomen

STUDENTS

Dawson Student Union Vacant (3)
 Part-time Student Vacant



Organizational Chart 2015-2016



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;
- 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.

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.

NOTE: In the year 2015-2016, no breach of the Code of Conduct of Ethics and Professional Conduct for Members of the Board of Governors was committed.

Statistics provided by the **Office of Institutional Research**

This annual report was produced by the **Communications Office of Dawson College**

Design **Tom Crilley, Visual Communication Source**

Photography **Roger Aziz**

The cover photo depicts students standing in front of the living wall in the new collaborative space at Dawson College. The two-story room also features new wireless technology, ergonomic and modular furniture, and promotes pedagogical exchange between inter-disciplinary faculty members in a conducive environment. Megan Jutras, pictured second from left, from the Community Recreation and Leadership Training program is the recipient of the 2016 Anastasia De Sousa Graduate Memorial Award.

Dawson College Annual Report 2015–2016

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