



2019-2020
Annual Management Plan
Approved by the Board of Governors
September 24, 2019

Perspective

Fifty years ago, Dawson College opened its doors to its first cohort of students, becoming the first college of the newly created CEGEP system to deliver education in English. Since then, through good times and bad, Dawson’s many accomplishments have contributed to its current reputation as a leading and forward-looking institution of higher education.

These accomplishments rely on a series of factors, starting with the contribution of highly dedicated employees – staff and faculty – committed to offering our student population an enriching and significant learning experience.

Through the years, Dawson College strove to remain faithful to its core educational mission. This continuous effort is now reflected in its 2016-2021 Strategic Plan where we are committing ourselves “to challenge our students and educate them to the highest standards”. Underlying this bold statement is a set of values that help impart a culture of *excellence, creativity* and *collaboration* among our community of educators, a culture that promotes a healthy, respectful and inclusive learning and working environment, which is precisely what the value *well-being for all* aims to encapsulate.

This bold educational mission has its own requirements and challenges. To concretize a vision statement aiming to make Dawson “a leader in innovative academic offerings and transformational learning experiences” assumes not only that we share a common understanding of what is currently at stake in the world we live in but that we offer responses to help prepare coming generations to tackle the many issues that are arising.

This is exactly what Dawson has done over the last decade, launching and supporting many strategic and innovative projects. In the academic sector, these projects include Sustainable Dawson (SD), the Learning Communities (LC), Dawson Active Learning Community (DALC), Writing in the Disciplines (WID) community of practice, Universal Design for Learning (UDL) applied research and, more recently, Artificial Intelligence (AI) three-year plan as well as the Inter-Professional Education

(IPE) approach. Among para-academic activities, Athletics, Model UN, and S.P.A.C.E. (Science Participating with Art and Culture in Education), are among the most popular.

By supporting these initiatives, Dawson has set the standard for the coming period, committing itself to offering our student population a learning environment conducive to the realization of our educational mission. The proposed annual management plan is consistent with this commitment.

Strategic priorities for 2019-2020

The recovery of the space deficit remains of paramount importance for the College considering the level of capital investment it may entail. This dossier will go through an important step in 2019-2020 with the submission of the feasibility study to the Quebec government and the launch of the final phase before construction, that is, the development of the business case (*dossier d'affaires*).

Therefore, it is essential to make sure that this process is addressing Dawson's key interests, in terms of location and functionalities. The first strategic priority will then stand as follows:

1. Ensure through proper representation that the feasibility study outcomes identify the best option for solving Dawson's space deficit.

Lead: Director General, with the collaboration of the Director of Plant and Facilities, the Academic Dean, the Director of Finance and the Director of Corporate Affairs.

Over the past year, the Office of Academic Development has surveyed faculty and worked with the various communities of practice to identify needs and develop orientations for training. While several important initiatives were undertaken, particularly concerning the orientation of new faculty and the launching of a new community of practice, progress in establishing a teaching and learning centre has been slower than anticipated due to a lack of resources. In the coming year, we will:

2. Implement an integrated model for the teaching and learning Centre, including professional development activities and support for communities of practice.

Lead: Academic Dean, in collaboration with the Dean of Academic Development, the Director of Human Resources and the Director of Information Systems and Technology.

Over the last four years, many sections of the Institutional Student Evaluation Policy (ISEP) were significantly revised to address the recommendations of the ISEP Evaluation as well as other issues as they arose. With this crucial work now complete, in 2019-2020 we will:

3. Restructure the Institutional Student Evaluation Policy to make it more accessible to students in terms of content and organization.

Lead: Dean of Science, Medical Studies and Engineering (SMSE), and the Dean of Social Science and Business Technologies (SSBT).

An audit undertaken by the Ministry in the spring of 2019 raised some issues about students who fail the same course multiple times and about the conditions under which students who are expelled from the Day division are permitted to continue their studies in Continuing Education. These questions are directly related to Bylaw 8 concerning the promotion of academic success and the standing and advancement policies of programs. . In 2019-2020, we will:

4. Undertake a review of Bylaw 8 and of the standing and advancement policies of all college programs.

Lead: Dean of Academic Systems, in collaboration with the Deans of CAA, SMSE, SSBT and CECS, and the Senate.

The College has worked to strengthen Continuing Education and Community Services by creating a development plan to identify potential areas of growth and improve and develop credit and non-credit offerings. To consolidate the changes which have been initiated and ensure a more efficient and flexible management of operations, in 2019-2020 we will:

5. Continue the implementation of the development plan for CECS, together with the revision of processes and procedures, and clarify the operational boundaries between Continuing Education and Day programs with regard to students, programs, and faculty and staff.

Lead: Dean of CECS, in collaboration with the Deans of Academic Systems, Creative and Applied Arts, SMSE and SSBT.

At the core of Dawson's current Strategic Plan, is a commitment to ensure that "programs and educational offerings are relevant to the needs of society". Considering the fast-paced development of digital technologies and artificial intelligence in various sectors of human activities, Dawson believe it is essential to assess the impact of these developments on educational pathways.

To this end, the Board of Governors approved a three-year plan last spring. Bold and ambitious, this plan encompasses all disciplines and programs, from Social Science to Pure and Applied Science, Ethics to Engineering, from Arts to Literature. The successful achievement of this undertaking rests on a collaborative approach that crosses and mobilizes all sectors. It will certainly help Dawson maintain its profile as an innovative and forward-looking educational institution. Therefore, in 2019-2020, we will:

6. Begin implementation of the goals of the Artificial Intelligence Project, particularly with regard to the creation of an Advisory Group and links with potential collaborating institutions, establishing a community of practice and the development of initiatives to support research.

Lead: Dean of Academic Initiatives, in collaboration with the Dean of Academic Development, the Director of Information Systems and Technology and the Communications Office.

As part of this priority, the IST Department will play a role in the AI project by enabling or deploying AI technologies in services to the community. For instance, IT Solutions will work with the First Year Students Office to launch a new Chatbot service, and will also help with the investigation of data analytics in support of student success.

Moreover, as mandated by the Information Resources Governance Act, the IST sector will establish the contribution of information resources to the College's mission and objectives, as well as identify opportunities for new and innovative projects in support of pedagogy. Therefore, the following priority is set for this sector:

7. To develop a strategic plan leading to the full deployment of information resources, in accordance with ministerial requirements.

Lead: Director of Information Systems and Technology, in collaboration with various stakeholders, in particular from the Academic Sector and the Quality Assurance & Planning Office.

Last year, the evaluation of IST was initiated under the leadership of the Quality Assurance & Planning Office (QAPO) and with the collaboration of stakeholders from academic and administrative areas. The evaluation will be completed this year, with student and faculty surveys to be held in October and a recommendation report to be produced in May.

With respect to the shift from paper to digital records, the main initiatives in 2019-2020 will be in Human Resources and Finance. IT Solutions will guide and assist the project for the digitization of employee files. It will also guide the investigation and deployment of new modules to replace paper-based forms.

The implementation in 2019-2020 of the new Policy on Sexual Violence will occupy both Student Services and the department of Human Resources, since this policy applies to students as well as employees of Dawson. The policy contains stipulations and requirements related to sensitization

and education of the community in order to help prevent sexual violence. Therefore, we will in 2019-2020:

8. Deploy a comprehensive approach for sensitizing and educating our community – students and employees – about sexual violence and ways to prevent it.

Lead: Director of Student Services jointly with the Director of Human Resources.

A consequence arising from the development of the Policy on Sexual Violence , a revision of the Policy to Stem Violence, Discrimination, Harassment and Abuse of Power is required. This revision will provide a better understanding of the responsibilities and obligations of Dawson as an employer and of employees and students. We will also create a procedure to assist employees or students when they are dealing with an incident of this nature. In 2019-2020, we intend to:

9. Conduct a review of the Policy to Stem Violence, Discrimination, Harassment and Abuse of Power.

Lead: Director of Human Resources with the other Directors.

The creation and revision of these two policies has underlined the necessity of updating the Code of Conduct that was developed two decades ago. This revision will be undertaken in 2019-2020 and will apply to all members of the Dawson Community, students and employees alike.

10. Revise the Code of Conduct of the College with the intent to extend its application to the entire Dawson Community

Lead: Director of Student Services in collaboration with the Director of Human Resources.

Furthermore, in the wake of the evaluation process of the Student Access Ability Centre (SAAC) that was completed last Winter and in light of the growing diversity of our student body, the College needs to reinforce its response to the various challenges and issues it poses. Therefore, in 2019-2020, we will:

11. Fully develop and submit to the Board of Governors for adoption a comprehensive policy on Inclusion.

Lead: Director of Student Services with the other Directors

The purposes of an annual employee performance evaluation are to promote communication and provide useful feedback, to provide an historical record of performance and to contribute to

professional development. As continuous feedback on employee performance is an important aspect of our responsibilities as management, it is essential to review this procedure, to review the format, to establish guidelines and to provide training and assistance to our managers on the best practices for providing constructive feedback on a regular basis as well as during the annual performance evaluation. In 2019-2020, year, we will:

12. Revise and reactivate our performance evaluation procedures and prepare managers to apply them in their respective responsibilities.

Lead: Director of Human Resources in close collaboration with other Directors.

Revisiting and reactivating our evaluation procedures will help in designing professional development activities for all categories of employees. The ongoing process of professional development is part of our strategic vision. As such, our responsibility is to enable all employees to develop the knowledge and skills they need to address their daily challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to the needs.

In 2018-2019, a multi-year plan was to be developed to redesign Dawson's general classrooms and common spaces. The development of this plan is still in process. Meanwhile, a model for redesigning classroom redesign has been realized.

Consequently, in 2019-2020, a first step for redesigning our classrooms will be undertaken through pilot-testing the new model.

13. Begin the redesign of classrooms and common spaces and complete the development of the multi-year plan.

Lead: Director of Plant and Facilities, in conjunction with the Academic Dean, the Dean of Academic Initiatives and the Dean of Creative and Applied Arts

In the past 20 years, the Physical Athletic Recreation Center (PARC) has served many thousands of students and employees, and is now reaching a state where an upgrade will be imperative in the coming years. Consequently, we will:

14. Elaborate a plan to upgrade the PARC infrastructure to meet today's needs.

Lead: Director of Plant and Facilities, in conjunction with the Director of Finance and the Director of Student Services.

With respect to the overall availability of resources, the Ministry has established a funding formula that significantly modifies the allocation of funds to the college network. The new funding formula, that becomes effective in the Fall 2019, tends to benefit small- and medium- sized colleges to the detriment of large colleges like Dawson. Furthermore, at a local level, the deployment of our teaching activities has created greater pressure on the amount of available resources. Therefore, in 2019-2020, we will have to:

15. Monitor closely the impact of the new funding formula on the availability of College resources and equally monitor the growing pressure weighing on the teaching envelope availability.

Lead: Director of Finance, jointly with the Academic Dean, the Dean of Academic Systems and the Director of Human Resources.

Conclusion

In addition to the priorities listed above, there are a number of operational actions that will be undertaken by each sector. These priorities are set to provide the managerial team with a roadmap that will ensure a coherent deployment of resources based on our educational mission and strategic direction. The focus remains to behave as a forward-looking institution and to strive offering our students learning opportunities that will help them to develop to their full potential and to grow as human beings as well as responsible citizens.

The proposed course of action will ensure Dawson remains a leader in college education.

Richard Filion
Director General

