



Annual Report
2005 - 2006



DAWSON
COLLEGE



Dawson College was founded in 1968 as the first English-language college in the CEGEP network. In September 1969, the College opened its doors to its first 1,200 students. Today, 7,450 full-time students enrolled in 25 programs of study attend Dawson College; more than 2,000 part-time students are pursuing in-program or independent studies.

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A Message from the Director General



In stating my objectives for 2005-2006, I pledged to pursue the implementation of the Strategic Plan 2004-2009, to ensure that the interests of Dawson College be fully expressed within the process of reviewing the ministerial guidelines for the future of CEGEPs undertaken by the *Ministère de l'Éducation, Loisir et Sport*, and to secure financial arrangements so that construction of the new theatre facility could begin.

In the achievement of these objectives, the year 2005-2006 was marked by new directions, the reaffirmation of the College's *raison d'être*, and new beginnings. But the year also ended with the announcement of the end of the long tenure of one of Dawson College's most dedicated members of the senior administration.

To support the Strategic Plan's goal of stronger support for teaching and learning, a major reorganization of the academic administration structure was undertaken. This exercise resulted in the creation of three distinct academic sectors grouped by general subject categories (Social Science and Business Technologies, Science, Medical Studies and Engineering, and Creative and Applied Arts) to replace the structure that had simply separated the pre-university programs from the career/technology programs.

The reorganization also brought forth the creation of the Office for Instructional Development and the Office of Program Services, both of which are presented in more detail in this Annual Report.

The entire Dawson community collaborated to voice its impassioned opinion on the value of a CEGEP education and its contribution to Quebec society. And, after serving 14 years as Academic Dean, Dr. Neville Gurudata, who had made it his life's work to advance college education, announced his decision to step down at the end of the year. He had been instrumental in the academic evolution of Dawson College as a CEGEP of choice.

The year also saw the election of Leslie Barker, the Chair of the Physical Education department, as the new Chair of Senate and we welcomed Isaac Sachs as the new Chair of the Board of Governors after serving as a parent representative.

With a view to the Strategic Plan's Goal 1 to "deliver relevant, high quality instruction, programs and services that meet the changing needs of students and society," Dawson College began revisions to the Science, Liberal Arts, and Interior Design programs, the evaluation of Community Recreation Leadership Training, and the six-year accreditation of the Biomedical Technology program. The College prepared for the evaluation of Social Service, Mechanical Engineering Technology and the Institutional Student Evaluation Policy.

Finally, funding commitment by the two levels of government was received, and ground was broken for the construction of the new theatre on June 12, 2006.

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

Populations Fall 2005 to Fall 2006

TABLE 1: PROGRAM	Fall '04	Fall '05
PRE-UNIVERSITY		
Creative Arts, Literature & Languages	821	818
Fine Arts	94	94
Liberal Arts	147	144
Science	966	998
Social Science	3,001	3,031
Commerce*	427	458
TECHNICAL		
Medical Laboratory Technology	83	
Biomedical Laboratory Technology		72
Business Administration	257	270
Chemical Technology	59	
Laboratory Technology/Analytical Chemistry		69
Civil Engineering Technology	80	84
Community Recreational Leadership Training	93	91
Computer Science Technology	162	134
Diagnostic Imaging	86	96
Electronics Technology	115	108
Graphic Design	126	109
Illustration and Design	133	139
Industrial Design	50	47
Interior Design	125	134
Mechanical Engineering Technology	111	127
Nursing	309	319
Office Systems Technology	47	31
Professional Photography	115	115
Professional Theatre	78	83
Radiation Oncology	37	38
Social Service	104	111
ACCUEIL & TRANSITION		
	214	184
Total	7,413	7,446

(*) Included in total for Social Science

2005 -2006 Year Two of the 2004-2009 Strategic Plan

In 2005-2006, the Strategic Plan (2004-2009), which was adopted in June 2004 by the Board of Governors, was in its second year of implementation. At the heart of this Strategic Plan is the Vision Statement that states: Dawson College will be a centre for excellence in learning and teaching for all Quebeckers.

The statement attests to the commitment of Dawson College to providing each student with the opportunity to succeed and to acquire all the tools needed to lead a productive life and to act as a good citizen in society.

The Strategic Plan aims to embody this commitment by pursuing the following six strategic goals:

- Deliver relevant, high-quality instruction, programs and services that meet the changing needs of students and society;
- Provide every student the opportunity to succeed and to acquire knowledge and abilities to live a fulfilled life as a learner, a citizen and a member of the workforce;
- Recruit, develop and retain excellent personnel to form the next generation of Dawson faculty and staff;
- Build community within the College and with external partners;
- Maintain enrolment and budgetary stability in an uncertain external context;
- Make effectiveness, transparency and accountability the hallmarks of all College activities.

The framework for the College's priorities for 2005-2006 was set in the Annual Management Plan approved by the Board of Governors at the beginning of the year. These priorities focused on issues related to Program Management and Program Delivery (Goal 1), Student Success (Goal 2), Human Resources (Goal 4) and Effectiveness and Transparency (Goal 6).



Enrolment in Pre-University/Technical Programs Gender Distribution of Full-time Students 2005-2006

Chart 1:
Enrolment in
Pre-University/Technical Programs
Total Enrollment 7,446

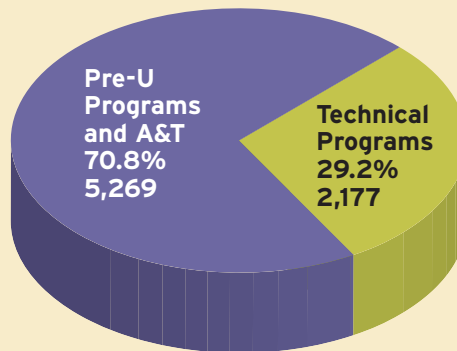
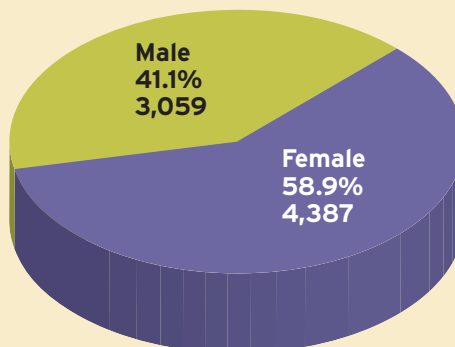


Chart 2:
Gender Distribution
of Full-time Students
Total Enrollment 7,446



Main Achievements 2005-2006

Reinforcing support for program management and program delivery

One of the main tasks of the year 2005-2006 was to ensure the full implementation of the new management structure within the Academic Administration, which was designed to improve the quality of support for program management and for program delivery.

The College sought to create greater cohesion and efficiency in its approach by redefining responsibilities and increasing resources. This was achieved by the establishment of two distinct offices, one dedi-

cated to instructional development and the other regrouping program evaluation, program revision, and program implementation under the auspices of the Office of Program Services.

A great deal of effort and care has been put into hiring, clarification of roles, ensuring appropriate resources and communication means necessary for productive collaboration.

In the same context, a Program Management Bylaw (Bylaw #9) that clarifies roles and responsibilities in the broad domain of program management was completed after wide consultation and was approved by the Board of Governors during the winter term.



Employment Statistics 2005-2006

TABLE 2: EMPLOYEE STATISTICS

	Number of Employees		Number of Employees	
	Permanent	Non-Permanent	Female	Male
Management Personnel	28	0	6	22
Teaching Personnel	442	332	393	381
Professional Personnel	41	9	33	17
Support Personnel (incl. non-permanent student employees)	190	548	461	277
TOTAL	701	889	893	697

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF

Doctorate - no less than	17.7%
Masters Degree or more	34.2%
Other (includes Masters/Doctors not yet at top of scale)	48.1%

TABLE 4: EMPLOYMENT RATES FOR DAWSON COLLEGE GRADUATES

PROGRAM NAME	GRADUATED IN MAY 2005
Biomedical Laboratory Technology	100%
Business Administration	100%
Civil Engineering Technology	100%
Community Recreational Leadership	100%
Computer Science Technology	100%
Diagnostic Imaging	100%
Electronics Technology	100%
Graphic Design	100%
Illustration and Design	100%
Industrial Design	N/A
Interior Design	88%
Laboratory Tech/Analytical Chemistry	100%
Mechanical Eng Tech	100%
Office Systems Technolog	50%
Nursing	100%
Professional Photography	100%
Professional Theatre	100%
Radiation Oncology	100%
Social Service	100%
N/A: Not available	



Main Achievements 2005-2006

Enhancing the quality of instruction

The creation of the Office of Instructional Development has brought new momentum to the professional development of faculty. The Master Teacher Program (MTP) continued to be successfully train teachers, many of them being close to completing the diploma portion and some commencing the research courses required for the Master's degree in Education. The involvement of teachers in this program has had a positive impact in the classroom and in the process of instruction itself.

Evaluation of both "new" and "regular" teachers continued in a routine manner, as did the administrative follow-up to these evaluations by the three sector deans. For the year 2005-2006, some 240 teachers were evaluated, according to the Teacher Evaluation Policy.

Also, support of new instructional methods remained an on-going concern for the 2005-2006 year. The most widely used platform was Web-CT. In the Winter 2006 term, 5,029 students used Web-CT in the context of 255 courses with 153 teachers participating.

Two major achievements in program evaluation were also attained during the year: in the Fall 2005 term, the *Commission d'évaluation de l'enseignement collégial* (CEEC) completed its examination of the Community Recreational Leadership Training Program (CRLT) and deemed it to be a "program of quality" - the highest accolade the

Commission awards. The CEEC praised several key aspects of the program and also suggested ways in which the program can be further improved.

The Canadian Medical Association (CMA) survey team completed its evaluation of the Biomedical Laboratory Technology Program and indicated that the program will be accredited for six years. This is the longest period for which the CMA grants accreditation. Their written report contained several comments praising the program, faculty, resources and collaboration among the hospital sites contributing to the program.

The revision of the Science and Liberal Arts programs were approved by the Board of Governors for implementation in Fall 2006. Work on the Creative Arts, Literature and Languages Program (CALL) was undertaken with a view to implementation in Fall 2007. Revision of the Interior Design Program was also started in the year 2005-2006.

With a view to offering programs that respond to society's needs, a new AEC program in Nanobiotechnology was implemented during the course of the year.

Finally, the year 2005-2006 brought to fruition an important dossier for Dawson College. In the course of the 2006 Winter term, the College received official approval by the Quebec government for the financial aspects of the construction of Phase V which consists of the construction of a theatre and expansion of the Atrium.

These new facilities aim to improve both academic delivery of our Professional Theatre Program and areas dedicated to student life. This is a major achievement for Dawson College, a culmination of its long-held goal to consolidate all its activities on one campus.



Achievement of Targets Course Success Rates 2005 -2006

Table 5:
Achievement of Targets
All Programs - Average
Progress Toward College's Graduation Target

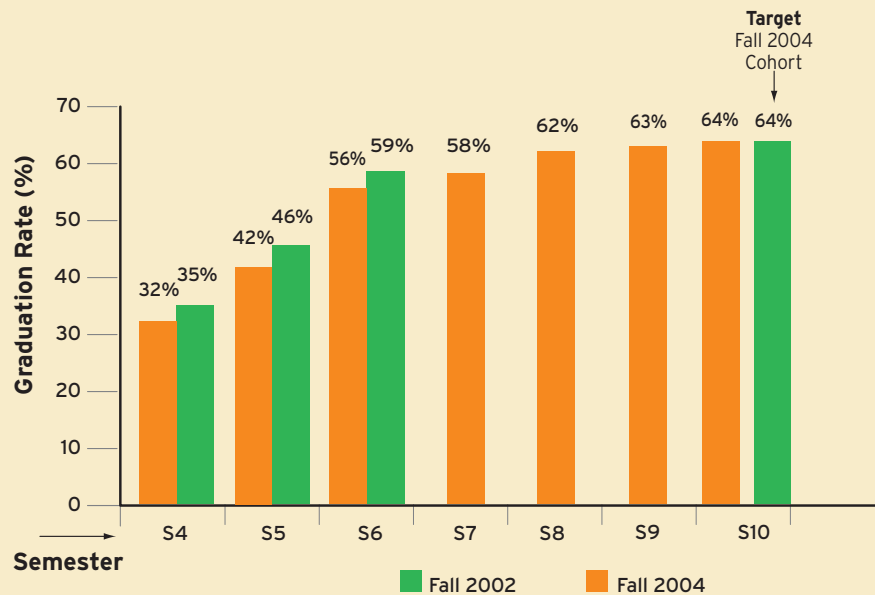
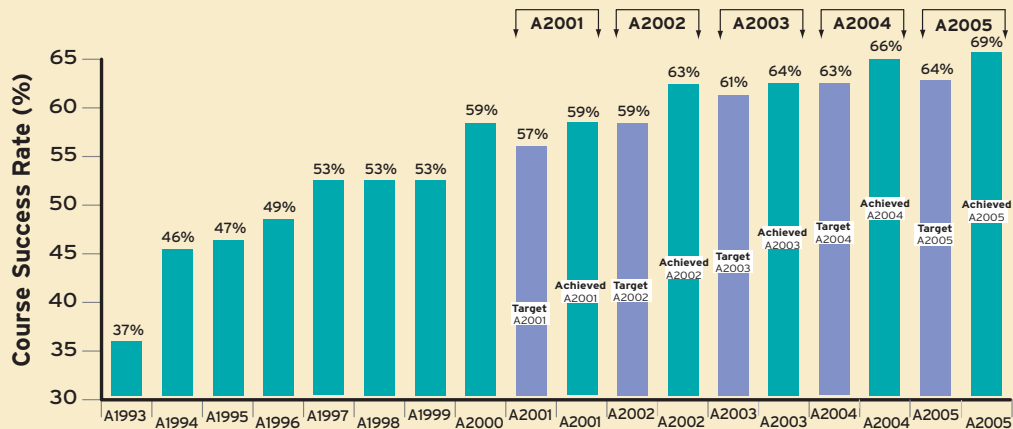


Table 6:
Course Success Rates
% of students passing 100% of courses
Cohort A
Autumn 1993 - Autumn 2005



Main Achievements 2005-2006

Fostering Student Success

As the heart of the Strategic Plan (2004-2009) lies the Student Success Action Plan (SSAP): in 2005-2006, indicators again demonstrated significant improvement with respect to student success at Dawson College.

Analysis of graduation rates indicated that the College achieved the target set for the Fall 2004 cohort. Table 5 shows that the graduation target of 64 per cent across all programs had been attained.

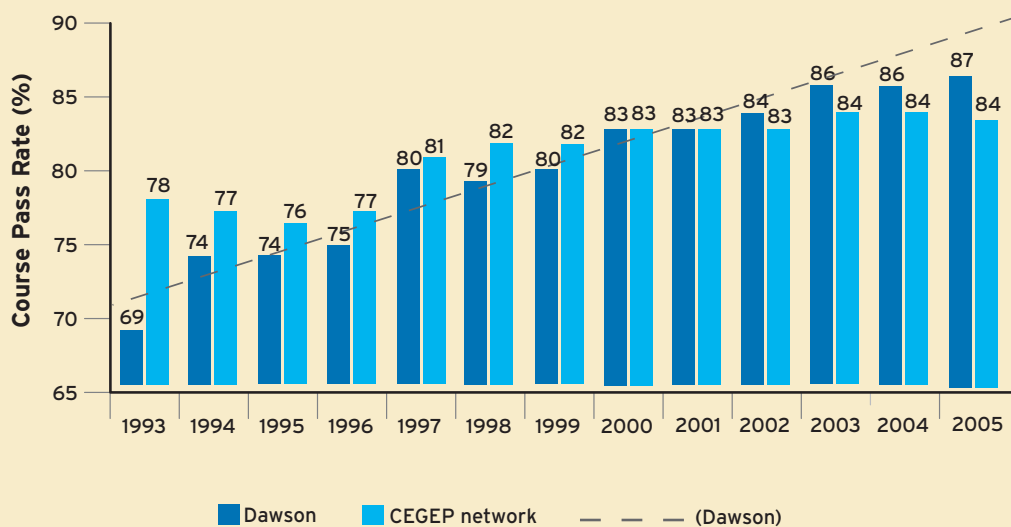
Course pass rates have also improved. As indicated in Table 7, in Fall 2005, the course pass rate was 87.6 per cent compared to 86 per cent in Fall 2004. It is worth mentioning that this rate exceeds the network average of 84 per cent in Fall 2005.

Finally, indicators show that the percentage of students passing all of their courses was 67 per cent in Fall 2005, surpassing the target of 64 per cent (see Table 6).

These results demonstrate the weight Dawson College has given to student success, especially through its learning activities and the special attention given to “at risk” students and to students with special needs.

First Semester Course Pass Rates

Table 7:
First Semester Course Pass Rates
1993-2005
Cohort A
Dawson vs CEGEP network



DEC Graduates 2005 -2006

TABLE 8: GRADUATES (DIPLOMAS)

	Summer 2005	Fall 2005	Winter 2006	Total
Pre-University				
Science	59	73	259	391
Social Science	127	238	532	897
Fine Arts	8	6	16	30
Creative Arts, Literature and Languages	20	68	165	253
Liberal Arts	3	4	48	55
Sub-total	217	389	1,020	1,626
Careers				
Medical Laboratory Technology	1		18	19
Radiological Technologies	1		26	27
Nursing	2		55	57
Laboratory Technology - Analytical Chemistry	5	1	13	19
Civil Engineering Technology	3	1	8	12
Mechanical Engineering Technology		5	21	26
Electronics Technology		3	11	14
Social Service		4	16	20
Community Recreation Leadership Training			17	17
Business Administration	6	10	36	52
Office Systems Technology		1	11	12
Computer Science Technology	7	2	28	37
Professional Theatre	1		15	16
Illustration & Design	2	1	26	29
Interior Design		2	19	21
Professional Photography	1	4	17	22
Graphic Design	3		16	19
Industrial Design	2	2	9	13
Subtotal	33	37	362	432
TOTAL	250	426	1,382	2,058

Continuing Education 2005 - 2006

TABLE 9: CONTINUING EDUCATION ENROLMENT

	Number of students		Total	Number of Course Seats		Total
	Full-Time / Part-Time			Full-Time / Part-Time		
Summer	41	417	458	123	470	593
Fall	224	1,131	1,355	882	1,834	2,716
Winter	245	1,204	1,449	1,184	1,987	3,171

TABLE 10: AEC GRADUATES (ATTESTATION)

	Summer 2005	Fall 2005	Winter 2006	Total
Accounting Principles			23	23
Biotechnology Lab Technician		16		16
Commercial Photography		9	16	25
Preparation for Cisco & Linux Certification		37		37
Preparation for Microsoft & Novell Certification	21			21
TOTAL	21	62	39	122

TABLE 11: NON-CREDIT CONTINUING EDUCATION

Session 2006/1:	196
Session 2006/2:	990
Session 2006/3:	1,409
* Total number of course registrations 2005-2006:	2,595
Session 2006/1:	195
Session 2006/2:	895
Session 2006/3:	1,208
* Total number of students 2005-2006:	2,298

Balance Sheets 2005 - 2006

TABLE 12: BALANCE SHEET

OPERATING FUND

Assets

Cash	\$ 11, 512, 287
MELS - Subsidy receivable	\$ 496, 069
Accounts receivable	\$ 1, 845, 387
Inventory	\$ 299, 201
Interfund advances	\$ 325, 339
Prepaid expenses	\$ 211, 415
Other assets	\$ 29, 192

Total Assets	\$ 14, 718, 890
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Liabilities

Accounts Payable	\$ 1, 071, 906
Salaries and fringe benefits payable	\$ 6, 096, 796
Deferred revenues	\$ 2, 545, 007
Provision for professional development	\$ 136, 915
Accumulated surplus	\$ 4, 868, 266

Total Liabilities	\$ 14, 718, 890
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CAPITAL FUND

Accounts Receivable	\$ 1, 002, 043
Immovable property	\$ 90, 846, 062
RISQ	\$ 375, 030

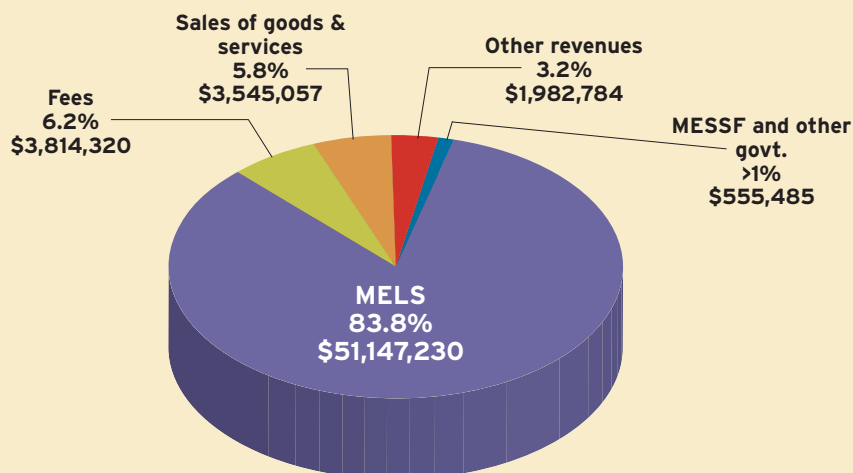
Total Assets	\$ 92, 223, 135
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Short-term loans	\$ 2, 880, 875
Accounts payable	\$ 881, 017
Contract withholdings	\$ 23, 540
Interfund advances	\$ 325, 339
Long-term financing	\$ 69, 451, 640
Accumulated surplus	\$ 18, 660, 724

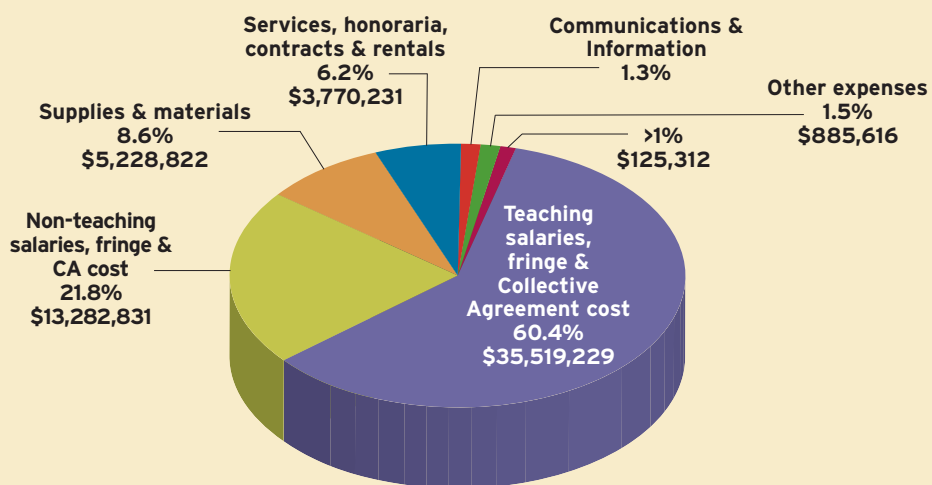
Total Liabilities	\$ 92, 223, 135
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Revenues/Expenses 2005 - 2006

**Chart 3:
Total Revenues
\$61,044,876**



**Chart 4:
Total Expenses
\$60,852,296**



Board of Governors

Executive of the Board of Governors

Chair

TERRY-NAN TANNENBAUM

Vice-Chair

ANTONIO LACROCE (School Commission)

Socio-Economic Members

LINDA AUGUST

ISAAC SACHS

University Member

EMINE SARIGOLLU

School Board Member

ANGELINE ROUMELIOTIS

Labour Market Partner

JOHN ORAM

Enterprise Representatives

DENISE CLOUTIER

DIANA McDOUGALL

Parent Members

GENNARO STABILE

DAVID BERGER

Graduate Members

GRACE FONTES (Technology)

DIANE NALINI de KERCHKOVE (Pre-University)

Student Members

MELANIE HOTCHKISS (Pre-University)

VACANT (Technology)

Faculty Members

JUDY ADAMSON

KEN FOGEL

Support Staff Member

JUDY BAHEN

Professional Staff Member

MARION MURPHY

Members of Administration

RICHARD FILION

NEVILLE GURUDATA

RICHARD FILION, Chair

LINDA AUGUST

NEVILLE GURUDATA

DIANA McDOUGALL

MARION MURPHY

ISAAC SACHS

TERRY-NAN TANNENBAUM

Senate

Chairperson
LESLIE BARKER

Administrators
NEVILLE GURUDATA
RAYMOND BOUCHER
RAYMOND BOURGEOIS
BARBARA FREEDMAN
DIANE GAUVIN
CARMELA GUMELLI
PAUL PEMBERTON
RON SPIVOCK
DONALD WALKER

Support Staff Member
CATHERINE LEISSER

Student Members
*The Dawson Student Union
did not name any students to sit
on Senate during 2005 - 2006.*

Professional Members
DENIS DAIGNEAULT
SHIRLEY JORGENSEN
GAIL EDWARDS

Faculty Members
LESLIE BARKER
JACKIE COHEN
SILVIA D'APOLLONIA
MICHAEL DEL BALSIO
KAREN GABRIELE
JOCELYN GUINDON
LUCIE LAMBERT
IAN MACKENZIE
BOB MARCY
SUE McKENZIE
JACQUES MÉLANÇON
CERISE MORRIS
DAVID NAGELS
GRETA NEMIROFF
JIMMY PLAITIS
ANNIE-HÉLÈNE SAMSON
ALEX SIMONELIS
WENDY THATCHER
GEORGE TURSKI
CHRIS WHITTAKER

Director General Group

RICHARD FILION
Director General

NEVILLE GURUDATA
Academic Dean

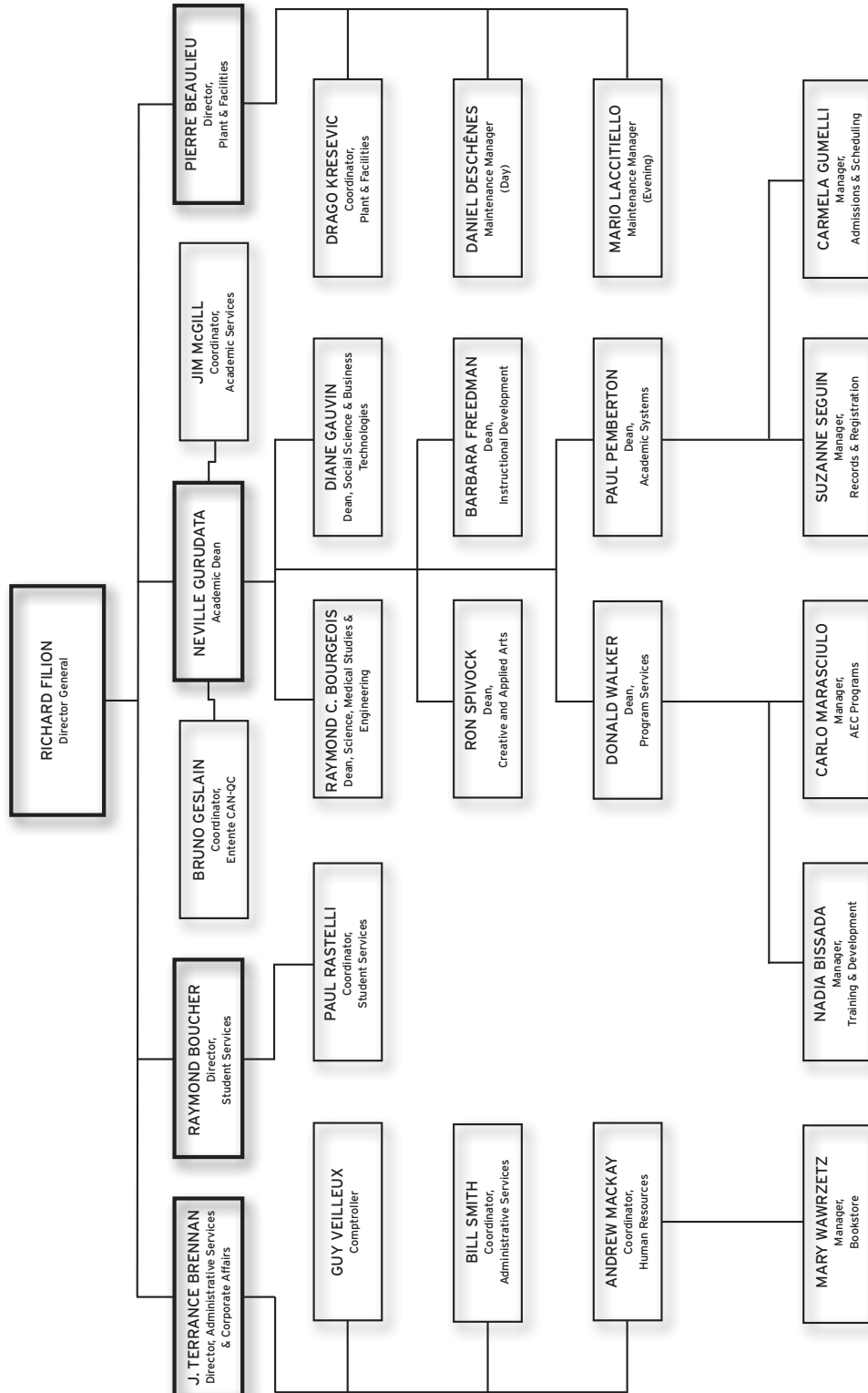
PIERRE BEAULIEU
Director of Plant & Facilities

RAYMOND BOUCHER
Director of Student Services

J. TERRANCE BRENNAN
Director of Administrative Services &
Corporate Affairs

Organizational Chart

Dawson College 2005 -2006



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;

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

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;

Code of Ethics and Professional Conduct for Members of 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.