

DAWSON

C O L L E G E



Annual Report 2007 - 2008





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, 7,500 full-time students are enrolled in 25 programs of study; more than 2,000 part-time students are pursuing in-program or independent studies.

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

“Greatness [for an organization] is not only a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline”.
Jim Collins, Good to Great, 2001

The academic year 2007-2008 was both a challenge and a time of renewed hope. It was the first year following the tragic events of September 13, 2006, and it would be the barometer by which to measure the recovery of a teaching and learning community still dealing with the after-effects of a terrible shock.

Dawson College was heartened by a 10 per cent increase in applications. One of the College’s concerns after the tragedy was that questions would remain among the general population regarding Dawson’s ability to keep students, faculty and staff safe. Dawson College’s commitment to openness and transparency during the crisis stood the College in good stead as an unprecedented number of students, along with their families, entrusted Dawson with their education and their security.

The one-year anniversary of the tragedy was marked with a gathering of dignitaries, families of the injured and the family of fallen student Anastasia De Sousa, the Dawson community and the wider community, to remember, to reflect and to move forward.

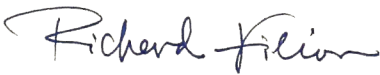
Several announcements were made on September 13, 2007, including plans for a Peace Garden to be located on the west lawn of the campus, anchored by a tree planted in Anastasia’s memory, a gift from the Montreal Police Service, and the launch of the Inspire Fund and the Love Project, initiatives at the College that embrace non-violence.

At the Convocation ceremony celebrating the Class of 2008, the first Anastasia De Sousa Memorial Graduate Awards were bestowed upon two deserving students who had shown drive and perseverance in their lives and in their studies to reach this milestone. The disbursements were made from the Anastasia De Sousa Memorial Award Fund, an endowment made possible through the generosity of ordinary Montrealers who had felt compelled to support the College in the weeks and months after the tragedy with a donation to the Fund in Anastasia’s name.

Every member of the Dawson community showed great heart in moving forward, dedicating him and herself to the College’s mission. We were rewarded with many positive indicators through the measurement of Key Performance Indicators compiled by the Office of Institutional Research. Graduation rates, pass rates and retention rates showed continued improvement year over year, and were consistently better than the network average.

Initiatives on the international front began to bear fruit in agreements forged with Instituts universitaires de technologie (IUTs) in France for student exchanges and the partnership with Université de Sherbrooke and Beijing Normal University resulted in the establishment of the Confucius Institute in Quebec.

The renewal of staff remained a priority for the College. Among the notable changes in staffing: Dawson bid farewell to Pierre Beaulieu, the long-serving Director of Plant and Facilities who had guided the College in the mid-1980s through the renovations, move and installation in the former Mother House of the Congrégation de Notre-Dame. He took retirement after the inauguration of the expanded Atrium and the new Theatre, or Phase V, the final phase of construction at Dawson College. Pierre Nadeau was selected to succeed Pierre Beaulieu as Director of Plant and Facilities.



Richard Filion
Director General



Linda August
Chair of the Board of Governors

Student Populations

Fall 2007

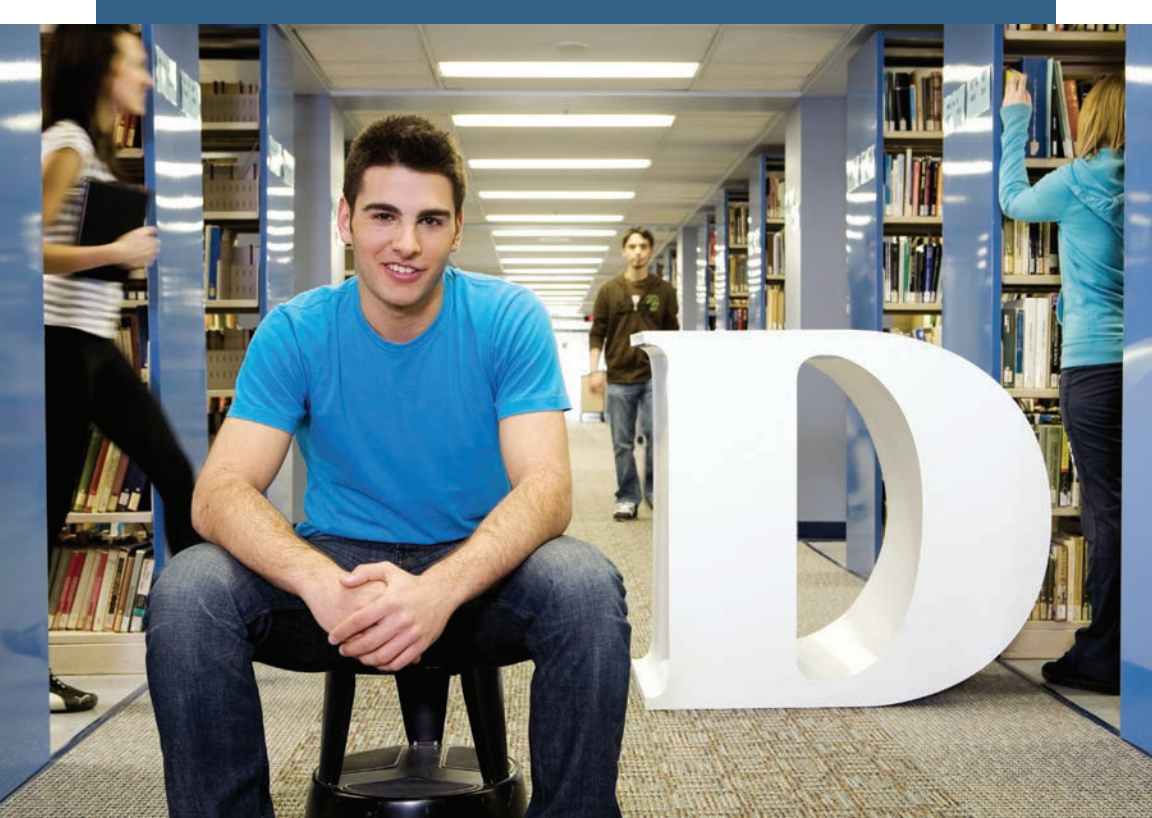


TABLE 1: PROGRAM	Fall '06	Fall '07
PRE-UNIVERSITY		
Creative Arts, Literature & Languages	779	900
Fine Arts	97	101
Liberal Arts	141	145
Science	949	986
Social Science	3,108	3,201
CAREERS		
Biomedical Laboratory Technology	76	72
Business Administration	281	274
Civil Engineering Technology	82	90
Community Recreation Leadership Training	93	99
Computer Science Technology	105	96
Diagnostic Imaging	111	110
Electronics Technology	82	65
Graphic Design	116	124
Illustration & Design	136	124
Industrial Design	44	39
Interior Design	140	129
Laboratory Technology - Analytical Chemistry	58	43
Mechanical Engineering Technology	128	119
Office Systems Technology	43	23
Nursing	305	306
Professional Photography	112	117
Professional Theatre	87	88
Radiation Oncology	39	36
Social Service	101	87
Accueil & Transition	175	189
Total	7,388	7,563

2007-2008

Year Four of the 2004-2009 Strategic Plan

During the academic year 2007-2008, Dawson College actively pursued the main goal of the Vision Statement articulated in the Strategic Plan adopted in 2004: to make of Dawson College “a centre for excellence in learning and teaching for all Quebecers.”

In view of the exceptional circumstances under which Dawson College operated during the year, the College pursued its activities while keeping a watchful eye on the lingering and painful effects of the tragedy Dawson suffered the previous year. Accomplishments stemming from the Annual Management Plan were testament to the vitality of the community and the commitment of its members toward the educational mission.

The Strategic Plan 2004-2009 put forward several issues and challenges Dawson College would have to meet, both in the internal and external context in which the institution continues to evolve. To better understand the manner in which the College has undertaken the goals and objectives of the Strategic Plan in this, its fourth year, these issues and challenges should be reiterated here:

- Continuous improvement in the quality of instruction, programs, services, and student performance.
- Stability in student enrolments and adequate financing of College operations.
- Recruitment, development and retention of high-quality faculty and staff.
- Improvement of internal communications and strengthening of the internal community.
- Strengthening of external involvement and partnerships.
- Establishment of clear and transparent mechanisms of institutional accountability.

Strategic directions have been formulated in relation to these issues and challenges. The six issues and challenges are as concerned with quality of programs of study and services to students as with specific measures that encourage student success and the development of innovative projects with partner institutions.

The section on Main Achievements 2007-2008 attests to the initiatives accomplished in the course of the year and achievements resulting from these strategic directions.



Enrolment in Pre-University/Career Programs

Gender Distribution of Full-Time Students

2007-2008

Chart 1:
Enrolment in
Pre-University/Career Programs
Fall 2007
Total Enrolment 7,563

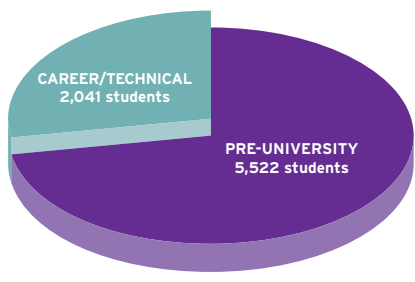
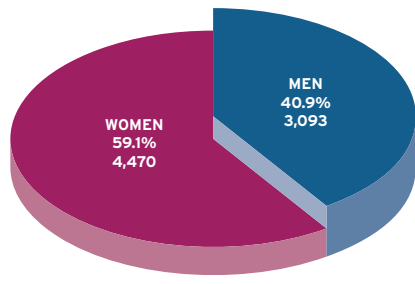


Chart 2:
Gender Distribution
of Full-Time Students
Fall 2007
Total Enrolment 7,563



Employment Statistics

2007-2008

TABLE 2: NUMBER OF EMPLOYEES				
	Permanent	Non-Permanent	Female	Male
Management Personnel	36	0	9	27
Teaching Personnel	428	339	406	361
Professional Personnel	42	16	43	15
Support Personnel (includes non-permanent student employees)	185	574	494	265
TOTAL	691	929	952	668

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF	
Doctorate - no less than	17.9%
Masters Degree or more	33.3%
Other (includes Masters/Doctorates not yet at top of scale)	48.8%

Main Achievements

2007-2008

In the area of the Academic Administration, several outcomes are worth mentioning:

- Program evaluation reports for Social Service and Mechanical Engineering Technology were presented to the Academic Dean on recommendation by Senate. The evaluation process that took place for each of these programs provided the College with the opportunity to identify issues to be addressed through appropriate action plans.
- The Institutional Student Evaluation Policy (ISEP) evaluation report was reviewed and adopted by the Board of Governors after an extensive process that lasted more than a year. The ISEP Evaluation was carried out subsequent to a request by the *Commission d'Évaluation de l'Enseignement Collégial* (CEEC) to the whole CEGEP network to proceed with the policy's evaluation. The Action Plan that flowed from this evaluation consists of 25 clearly defined recommendations. Both the Evaluation Report and the Action Plan will be examined by the CEEC in the near future.

Several program revisions were brought to the Board of Governors in 2007-2008 and recommended after careful consideration from all bodies, including Senate.

Biomedical Laboratory Technology (140.B0). The program revision took into consideration the program's on-going evaluation and the needs of industry to make appropriate changes.

Social Science (300.A0). The program now includes a graduation profile with two Mathematics courses, a modification in the International Business Studies Profile and a change in the credits required in the Integrative Seminar course in all thematic profiles, except Commerce.

Electronics Engineering Technology (243.B0). The sweeping revision responded to newly defined objectives and standards (competencies) set by the Ministry of Education. This is one of the last programs at Dawson College to be revised within the competency model. The program has begun to integrate digital technology and Problem Based Learning (PBL) in its pedagogical approach to all courses in the two profiles: Telecommunications and Computer and Networks.

Professional Photography (570.F0). This program revision responded to the Ministry's definition of the program by competencies and aimed to meet the demands of changing technology. The program now brings together courses from Fine Arts, Business Administration and Graphic Design in order to fully prepare students for the job market.

Liberal Arts (700.B0). Revision was necessary to modify the option course offerings to allow students to select certain courses that are offered in other programs. The recent revision in Social Science necessitated these changes.

Year 2007-2008 provided the opportunity to develop two new DEC offerings.

• **3-D Animation and Computer-Generated Imagery (574.B0).** This new program is a three-year career program designed to prepare graduates for entry level jobs in all areas of the field. It will combine disciplines such as cinema, theatre, modeling, texture, 2D and 3D animation.

• A new profile in Social Science will address the educational needs of First Nations. This new profile has been designed in collaboration with the First Nations Education Council (FNEC) and Cégep de l'Abitibi-Témiscamingue as part of an initiative to create a post-secondary educational institution for the First Nations in Québec to be called a "Centre d'études collégiales" (First Nations Centre for College Studies or CCS). It is important to note the changed competencies in History and Western Civilization versus Indigenous Civilization.

In the sector of Continuing Education, the following initiatives were brought to light:

• A new AEC program in **Video Gaming Level Design (NTL.0N)** was developed. This program targets a mature audience and will be offered together with two other short programs offered by Cégep de Matane (Animation) and Cégep du Vieux-Montréal (Modeling). The three programs will finish at about the same time, enabling students from the three CEGEPs to work as a team on their final integrating project which can later be included in their portfolio. Courses will be given at the Ubisoft Campus. Dawson has received a great deal of support from the video-gaming leader. The program was recommended by Senate and approved by the Board at its December meeting.

• **Accounting Principles and Related Computer Applications** AEC program (LCA.6X) has been revised in response to newly defined objectives and standards (competencies) set by the Ministry of Education based on feedback from industry.

Main Achievements 2007-2008



- A pilot-project was launched to develop Prior Learning Assessment Recognition (PLAR) in the area of Business Administration to experiment with procedures by which mature citizens, including immigrants, are duly recognized for their prior acquired skills to improve their employability. This initiative is part of Dawson's role to ensure the Quebec workforce is adequately trained for the future needs of the workplace and is seen as a growing issue for strategic purposes.

Related to professional development of faculty and staff, a Needs Assessment was carried out to evaluate and redefine services to be provided to faculty with respect to instructional development. A new set of measures will soon flow from this undertaking under the supervision of the Office of Instructional Development.

The 2007-2008 academic year saw the continuation of the Laptop Acquisition Program for faculty aimed at enhancing the use of information technologies for teaching and learning purposes. Records show that 166 teachers benefited from this program.

The Human Resources Department, along with the Center for Training and Development, investigated the needs for support staff professional training and launched an offer to address those needs.

In Student Services, services available to "at-risk" students and "out-of-town" students were investigated with the aim of strengthening them. Also, Student Health Services added a full-time position of Nurse to the staffing plan to enhance services delivered to the student population.

In Administrative Services, the Policy to Stem Violence, Harassment, Discrimination and Abuse of Power was developed in light of the College's Mission Statement, the Policy on Human Resource Management and the Quebec Charter of Human Rights and Freedoms. This policy was carefully examined by the Management Group and received approval from the Senate. The Policy was adopted by the Board of Governors and will come into effect in 2008-2009.

An analysis of the management structure of information technology services at Dawson was carried out. In light of this analysis, the Board of Governors moved to create a new senior management position: Director of Information Systems and Technology (IST).

The year 2007-2008 saw the launch of an innovative student project called SPACE (Science Participating with Arts in Culture and Education). This project consists of a multidisciplinary web-based magazine (webzine) that actively encourages students and teachers across the curriculum to contribute their talents and skills to explore the shared ground of science, arts and culture. At the heart of the operation are some 35 students, supported by a strong faculty advisory board, who drive all aspects of the webzine's production, from content to design.

Main Achievements 2007-2008

With the purpose of improving communications both internally and externally, a process to redesign the College's website was undertaken with the view to making it more dynamic and interactive.

In 2007-2008, the newly constructed Theatre and expanded Atrium were inaugurated. The integration of these new spaces in the overall management of our facilities had been a primary concern for Plant and Facilities, along with the installation and implementation of enhanced security systems in the wake of the September 13, 2006 tragedy. An analysis of our overall energy efficiency was also brought forward in preparation of a forthcoming Energy Savings Plan.

In forging external partnerships, Dawson College was successful in linking with major partner institutions to secure funds and launch a research project that aims to examine the impact of the September 13 shooting on employees and students. This research project, led by psychiatrists from the McGill University Health Centre and involving researchers from Centre Fernand-Séguin, is based on the answers to three main questions: Were the initial responses provided by various responders (medical, paramedics) adequate? What impact did the tragedy have on students and employees? Can these findings lead to a protocol that can help other institutions deal with a similar event?

Also, the Confucius Institute in Quebec was formalized with an agreement between Dawson College, the Université de Sherbrooke and Beijing Normal University that concretizes the partnership between the three institutions. A management structure for the Confucius Institute in Quebec will be determined.



Dawson's new theatre.

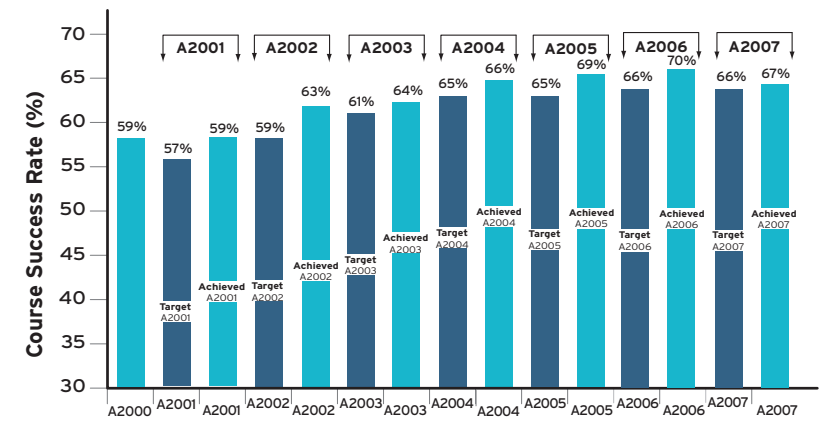
Achievement of Targets

2007-2008

Table 5:
Achievements of Targets
All Programs - Average
Progress Toward Dawson's Graduation Target
Cohort A



Table 6:
Course Success Rate
% of students passing 100% of courses
Cohort A
Autumn 2000 - Autumn 2007



Achievement of Targets

2007-2008

Table 7:
First Semester Course Pass Rates
2000 - 2007
Cohort A
Dawson vs CEGEP network

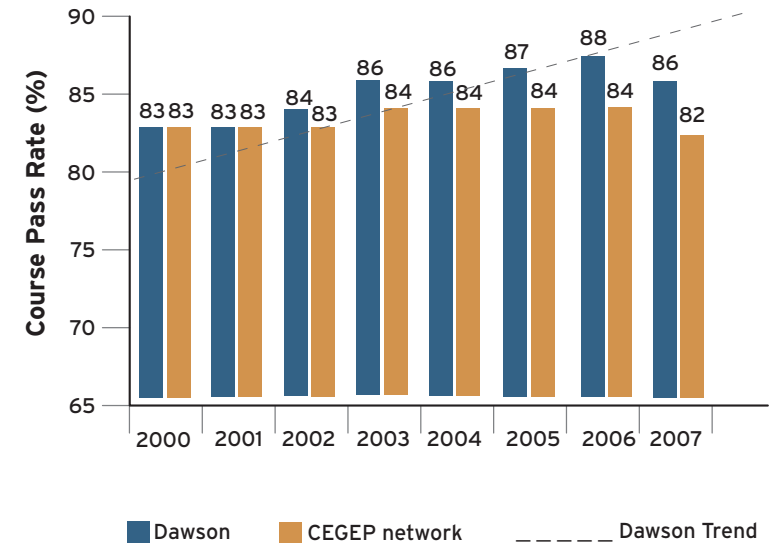
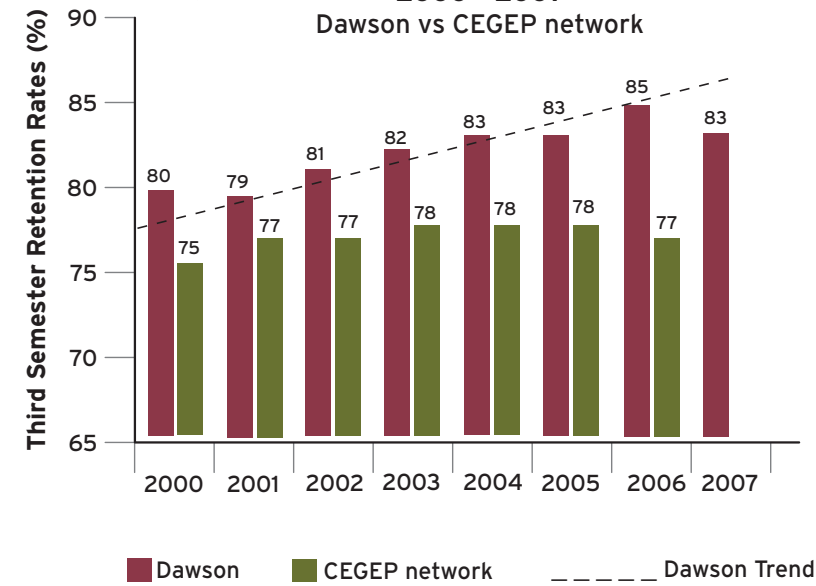


Table 8:
Retention of Cohort A Students from Semester 1 to 3
in any program within the same college
2000 - 2007
Dawson vs CEGEP network



DEC Graduates 2007-2008



TABLE 9: GRADUATES (DIPLOMAS)

	Summer 2007	Fall 2007	Winter 2008	Total
PRE-UNIVERSITY				
Science	82	78	200	360
Social Science	171	263	540	974
Fine Arts	2	5	18	25
Creative Arts, Literature and Languages	34	67	159	260
Liberal Arts	7	3	42	52
Pre-University Total	296	416	959	1,671
CAREERS				
Biomedical Laboratory Technology			18	18
Diagnostic Imaging			32	32
Radiation Oncology			8	8
Nursing	2		71	73
Laboratory Technology - Analytical Chemistry	1		7	8
Civil Engineering Technology	1	2	14	17
Mechanical Engineering Technology	7		17	24
Electronics Technology	1	1	7	9
Social Service	5	5	14	24
Community Recreation Leadership Training	1		25	26
Business Administration	6	4	36	46
Office Systems Technology	2		7	9
Computer Science Technology	2	1	18	21
Professional Theatre		1	16	17
Illustration & Design	2	1	18	21
Interior Design		2	23	25
Professional Photography	1	2	20	23
Graphic Design	4		20	24
Industrial Design		1	7	8
Careers Total	35	20	378	433
GRAND TOTAL	331	436	1,337	2,104

Continuing Education 2007-2008

TABLE 10: CONTINUING EDUCATION ENROLMENTS

	Number of students		Total	Number of Course Seats		Total
	Full-Time	Part-Time		Full-Time	Part-Time	
Summer 2007	77	424	501	286	518	804
Fall 2007	224	1,107	1,331	932	2,190	3,122
Winter 2008	283	1,251	1,534	1,484	2,492	3,976

TABLE 11: AEC GRADUATES (ATTESTATION)

	Summer 2007	Fall 2007	Winter 2008	Total
Accounting Principles	20		14	34
Basic Construction Engineering Technology			14	14
Commercial Photography		8	8	16
Computer Numerical Control	11			11
Preparation for Cisco & Linux Certification	16	13		29
Preparation for Microsoft & Novell Certification	15			15
TOTAL	62	21	36	119

TABLE 12: NON-CREDIT CONTINUING EDUCATION

Session 2008/1:	454
Session 2008/2:	1064
Session 2008/3:	1012
Session 2008/4:	795
Total number of course registrations 2007-2008	3,325



Summary of Expenses Related to Reinvestment in College Teaching 2007-2008

Support to Student Success (S026)

In 2007-2008, Dawson College received \$178,400 in government grants to support measures that promote student success. These funds were used to increase the staffing level of personnel who provide academic advising services to students and to support activities related to student life.

Summary of expenses for 2007-2008

• Academic advising for students	\$133,800
• Support for activities related to student life	\$ 44,600

Institutional Success Plans and Career Planning Resources (S019)

As per the provisions of Annex S019, Dawson College was awarded \$765,700 in 2007-2008 to support the enhancement of student services in counseling and development and in career planning, as well as in improving the College's ability to provide services to students in need of academic skill training (library research, peer tutoring and aid to students in difficulty).

Summary of expenses for 2007-2008

• Counselling services	\$250,253
• Career planning services	\$118,627
• Academic skills training	\$396,820

Measures Related to the Reinvestment Plan 2006-2009 (S034)

Dawson College received \$330,200 in 2007-2008 through the deferred maintenance plan (non-recurring grant over two years). The unused portion of \$262,646 from the previous year was added to this sum.

Summary of expenses for 2007-2008

• Computer laboratory equipment	\$ 94,289
• New cafeteria furniture	\$ 63,849
• Updating of the telephony system	\$166,292
• Installation of locking mechanisms on classroom and laboratory doors	\$ 43,640
• Installation of a new public address system	\$184,174

The cost of reinvestment projects carried out during 2007-2008 totaled \$552,244. Of the available \$592,846, an amount of \$40,602 was carried forward to the 2008-2009 academic year.

The amount attributed to Dawson College in 2007-2008 to support operations (recurring grant on three years) was \$669,054. The amount of \$412,264 not used in the previous year was added to this sum.

Summary of expenses for 2007-2008

• Increase in dedicated resources for teachers' professional development	\$ 57,973
• Increase in technical support for teaching activities in certain sectors (targeted programs)	\$151,940
• Support for activities in student life (Sports-Study and Health)	\$ 57,948
• Increase in support for program management and development	\$ 83,751
• Support for the implementation of information technology in College activities	\$ 95,470

Dawson's commitment to expenditures for projects covered by the 2007-2008 grant tied to the provincial reinvestment plan was set at \$509,780. Expenses totalling \$164,806 were spent on various activities of the College, from support for the operations of academic departments and of the second-language learning centre (CLEO), to student mobility and the implementation of information technologies in teaching and learning. The amount not spent, \$406,703, was transferred to the 2008-2009 academic year.

Revenues/Expenses 2007-2008



Chart 3:
Total Revenues 2007-2008
\$66,479,203

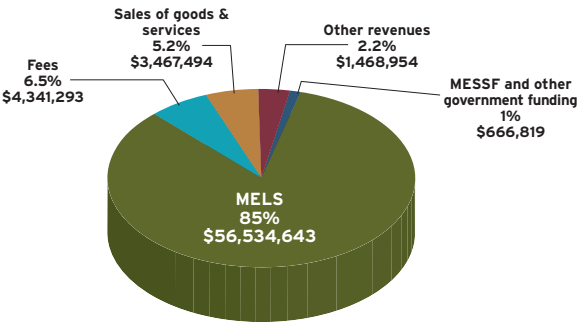
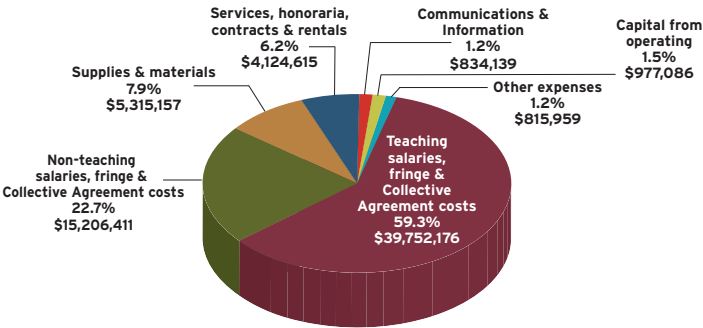


Chart 4:
Total Expenses 2007-2008
\$67,025,543



Board of Governors/Senate 2007-2008

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Organigram 2007-2008

Dawson College 2007 - 2008 (June 30, 2008)

