



# Dawson College Annual Report 2013-2014

**D** I S C O V E R

**DAWSON**  
COLLEGE



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

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

## Dear Minister of Education, Research, Science and Technology,

On behalf of the Dawson College community, we are pleased to present to you the annual report of activities for 2013-2014 which will provide an overview of the achievements and accomplishments that have characterized the academic year.

We hope, monsieur le ministre, that upon reading it, you may get a sense of the dynamic qualities of this institution, taking note of the ideals that inspire the members of the community and the strategic directions that are pursued with vigour thanks to the commitment of more than 1,000 employees.

In line with the Strategic Plan 2010-2015 and through initiatives undertaken in recent years, the College is committed to achieving its objectives with the overarching goal of providing a rich and stimulating educational environment to Dawson students. The foundation of this commitment rests upon a conviction that the College's efforts must converge to create and offer opportunities for teaching and learning that go beyond traditional boundaries.

It is the responsibility of educational institutions to reflect the century in which they toil, to seize opportunities offered by the availability of information technology, to benefit from new ways of acquiring skills, to provide students with transformative educational experiences that break down barriers between disciplines and build bridges between them, and to encourage skill acquisition at a level that can meet the challenges presented by the complexity of modern society. We must give new generations the tools they need to evolve in a world becoming more interdependent and more immediate, an immediacy that sometimes leaves us overwhelmed.

You will have an opportunity to see, as you review this report, how we have persevered despite the recurrent budgetary compressions placed upon the colleges in 2013-2014, made inroads as outlined in the Strategic Plan and safeguarded our capacity to develop and offered an innovative college education. We hope you will also see the commitment of this learning community to embrace relevant educational values upon which our academic mission is founded.

*Bonne lecture, monsieur le ministre!*



**Richard Filion**  
DIRECTOR GENERAL

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



**Kenneth Elliott**  
CHAIR OF  
THE BOARD OF  
GOVERNORS

A handwritten signature in black ink that reads "Ken Elliott".

# Our Mission

## Mission Statement

The driving force of Dawson's commitment to education was articulated more than 25 years ago in its Mission Statement. During the consultation process for the Strategic Plan 2010-2015, the Dawson community reaffirmed the Mission Statement, indicating that it validates Dawson's understanding of its responsibilities as an educational institution. It reads as follows:

**As a College in the province of Quebec, aware of its responsibilities to contribute to the intellectual, economic and social development of our society, Dawson College believes that it is equally important to prepare students for further academic education and for immediate employment. Therefore, the Mission of Dawson College is:**

- to provide a sound education in English to the broadest possible student population;
- to value the ethnic and cultural diversity of our College and to celebrate this diversity in the context of an English education;
- to maintain standards of academic excellence essential to our students' future success and to provide the appropriate programs, services and technology to ensure that any student admitted has the opportunity to develop the skills necessary to achieve these standards;
- to continue to develop innovative and flexible educational approaches to serve the needs of our students;
- to affirm that the College, as a community, requires the participation and representation of all its members - students, staff and faculty - in its governance;
- to encourage the personal and social development of Dawson students through activities outside the classroom;
- to develop the role of the College as a community resource and as a centre for life-long learning.



# Our Vision 2015

Dawson College will be the college of choice for a diversity of students seeking to prepare themselves to succeed in a complex, rapidly changing world.

- We will be respected for our dedication to the pursuit of excellence in teaching and learning, and for our commitment to educating the student as a whole person.
- We will be acknowledged as an exemplary post-secondary institution that engenders a culture of learning and fosters a climate of innovation and continuous improvement among all its members.
- We will be recognized for our effectiveness in anticipating and responding to the needs of our communities, locally and internationally.
- We will be seen as a responsible organization whose members collaborate to create sustainable solutions to the most pressing issues of our society.

## Our Values

### **Collegiality**

As an educational community, we are committed to a shared mission, draw on common values to perform our daily tasks and are dedicated to the pursuit of common goals. Collegiality expresses the need to reach beyond the particular commonality of purpose to create conditions where respect, openness and integrity foster a general sense of the common good.

### **Accessibility**

Dawson's history has demonstrated the community's resolve to be accessible to the many students, young and adult, who show an interest in our institution. This commitment to accessibility for those with the will and aptitude to succeed in collegial studies has given rise to innovative, flexible and thoughtful educational projects that have become a Dawson hallmark and have made this College an attractive academic destination for so many people. Considering the projected shift in demographics, accessibility must remain an important value in the forthcoming period.

### **Responsibility**

We have been entrusted with a mission to provide the best education possible to all our students and to contribute to the best of our abilities to their intellectual, social and personal growth. This mission will not be fully achieved without the contribution of each member of the College. To state responsibility as a main educational value means that all of us, as members of a learning community, take seriously our role as educators. This also means that our ultimate goal is to educate young people and adults so that they act responsibly in their personal, professional and social lives.

### **Excellence**

As an educational value, excellence has played a key role in Dawson's quest for recognition. Over the years, the community has committed itself to the pursuit of excellence, accepting that this is the best way to remain consistent with the broad and generous reach of its educational mission. To remain faithful to the mission and to the importance the community has attached to it, excellence must be clearly seen in all our activities, throughout the programs and services we offer. We continue to uphold our high standards of quality and genuine care for student success.



STUDENTS ENGAGE IN LEARNING  
OPPORTUNITIES IN A  
VARIETY OF ENVIRONMENTS.



# Student Population

Fall 2013

Program

**TABLE 1**

<b>PRE-UNIVERSITY</b>	<b>FALL 2012</b>	<b>FALL 2013</b>
Creative Arts, Literature and Languages	893	830
Visual Arts	100	101
Liberal Arts	138	117
Science	1,080	1,078
Social Science	3,358	3,428
<b>CAREERS</b>	<b>FALL 2012</b>	<b>FALL 2013</b>
3D Animation & Computer-Generated Imagery	74	73
Accounting and Management Technology	124	125
Business Management (Marketing)	188	204
Biomedical Laboratory Technology	97	80
Civil Engineering Technology	126	115
Community Recreation Leadership Training	112	114
Computer Science Technology	150	151
Diagnostic Imaging	113	102
Electronics Engineering Technology	86	86
Graphic Design	134	133
Illustration & Design	148	158
Industrial Design	54	49
Interior Design	124	121
Laboratory Technology-Analytical Chemistry	63	58
Mechanical Engineering Technology	128	121
Nursing	327	315
Physical Rehabilitation	28	49
Professional Photography	127	114
Professional Theatre	91	93
Radiation Oncology	43	39
Social Service	173	171
Springboard to DCS	128	116
<b>TOTALS</b>	<b>FALL 2012</b>	<b>FALL 2013</b>
Pre-University and Springboard to DCS	5,697 (69.4%)	5,670 (69.5%)
Technical	2,510 (30.6%)	2,489 (30.5%)
<b>Total</b>	<b>8,207 (100%)</b>	<b>8,159 (100%)</b>

# Highlights of the 2013-2014 Academic Year

The academic year 2013-2014 represented the fourth year in the achievement of objectives contained within the Strategic Plan approved by the Board of Governors of Dawson College in October 2010, a plan that spans a period of five years, from 2010 to 2015.

The formulation of a strategic plan is an exercise that allows an institution such as Dawson College to determine, over a fixed period, the course of action it plans to take by setting priorities to promote its development and support the implementation of its academic mission.

These strategic directions are defined in consideration of environmental factors, both internal and external, which have an effect on the context within which the institution evolves in view of its strengths in the pursuit of attaining stimulating and relevant educational goals.

The three principles to which Dawson College is committed, identified in these strategic directions, are articulated by the following three axes:

- Pursuit of excellence in the delivery of services
- Enrichment of the learning environment
- Service to society

These three axes anchor the academic mission of Dawson College, to which the entire community is committed, and guides decision-making in the deployment of resources and the development of activities to meet the challenges and issues that a public educational institution such as Dawson College must provide.

At the centre of these strategic directions is a key concept related to student success, described as “developing the whole person” to help students achieve their full potential both inside and outside the classroom. This concept, which represents an added value to the educational activities students engage in is elaborated in the Graduate Profile and creates a common goal to which all members of the Dawson community ascribe in the fulfillment of the academic mission.

The following provides an overview of projects and activities that have marked the year 2013-2014, in line with the strategic directions of the 2010-2015 Strategic Plan.

## Orientation 1 – The Pursuit of Excellence

At the heart of the academic mission is a commitment to offering high-quality programs of study and services to the students enrolled at Dawson College.

This commitment is demonstrated in the care the College takes in developing and implementing efficient processes to measure the success of activities and learning strategies that Dawson students engage in.

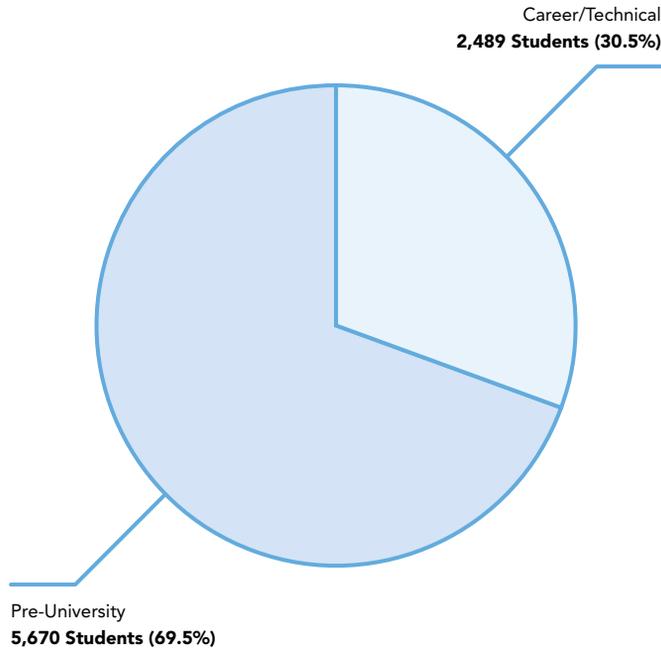
### **To this end, in 2013-2014, Dawson College undertook and achieved the following:**

- Over the past two years, Dawson has dedicated significant energy and resources to the implementation of practices contributing to ongoing evaluation, which ultimately adds in a timely manner to the College’s understanding and evaluation of activities for which it is responsible. The College considers the development of these practices to be not only indispensable in the efficient functioning of activities, but also to promote sound and responsible organizational processes.

# Enrolment in Pre-University/Career Programs Gender Distribution of Full-Time Students 2013 - 2014

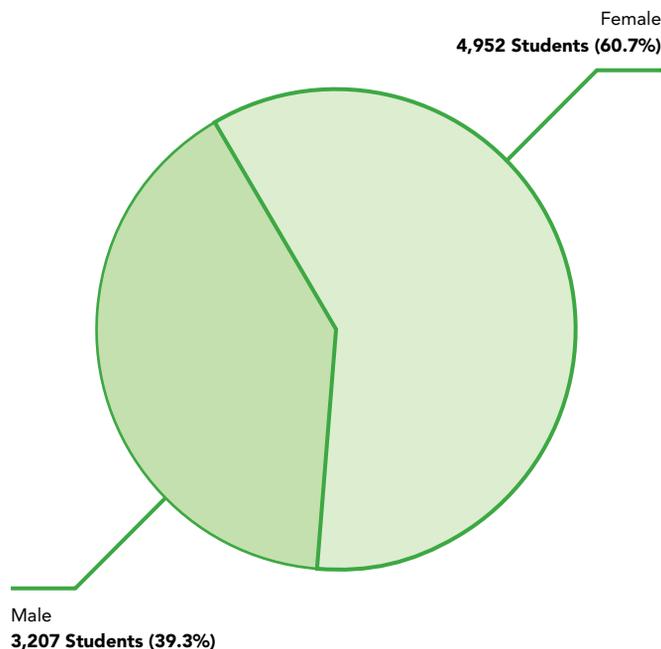
Enrolment in Pre-University/  
Career Programs Fall 2013

**CHART 1**



Enrolment in Pre-University/  
Career Programs Fall 2013

**CHART 2**



- Support for the development of practices tied to ongoing evaluation of activities continued throughout 2013-2014 through the expansion of the pilot-project begun two years earlier with four more programs of study (Visual Arts, Civil Engineering Technology, Community Recreation Leadership Training and 3D Animation and Computer-Generated Imagery) and to a General Education department (Physical Education). In total, there are nine programs of study and three departments in General Education that have taken part in ongoing evaluation processes within their activities.
- The implementation of such ongoing evaluation practices requires a judicious execution of resource allocation in order to adequately support the teams developing and testing processes associated with ongoing evaluation. This also necessitates the development of tools for gathering data and the interpretation of information. In 2013-2014, the expertise and involvement of several administrative units – Information Systems and Technology, Institutional Research and Program Evaluation – have made possible the elaboration of a set of tools for data retrieval which has been made available to programs of study participating in the pilot-project. Similarly, a dashboard has been developed with the aim of facilitating access and processing information. These instruments and specifications are now available to teams working via an internet portal.
- Ongoing evaluation also concerns those services that support learning among students and peripheral services to teaching. During 2013-2014, the Academic Skills Centre and Counselling and Career Development were also involved in a process of evaluation. The data collected through these evaluations will help Student Services to define the actions it undertakes in order to better assess the needs of students and to improve upon delivery of its services to the student population.
- A fundamental component of all learning is the capacity to communicate and the ability to acquire a sufficient level of linguistic skill. The diversity of origin among the students who attend Dawson College requires that the College pay special attention to this phenomenon and demands that specific educational strategies be deployed so that students who identify neither English nor French as mother tongue have every opportunity to master both languages.
- Dawson College has dedicated significant resources to the pursuit of language acquisition over recent years. The College hired two learning professionals, called ortho-pedagogues, whose role is not only to help students who present specific learning difficulties, but also to provide teachers with strategies to better deal with these students. These actions have met with success and have led to other promising initiatives. For example, a research-action project for teaching French as a second language supported by the College has allowed teachers to benefit from interesting didactic and pedagogical information in the application of the Universal Design for Learning and in the development of a community of practices.
- Finally, the College supported some 50 projects related to student success. These interdisciplinary projects promoted student engagement and active learning, and served to enrich the student as a whole person, a goal expressed in the Graduate Profile contained within the Student Success Action Plan.



## Continuing Education 2013 - 2014

### Continuing Education Enrolments

### TABLE 2

	NUMBER OF STUDENTS			SEATS		
	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME	TOTAL
Summer 2013	26	626	625	64	792	856
Fall 2013	765	1,751	2,516	2,877	2,967	5,844
Winter 2014	909	1,911	2,820	3,553	3,491	7,044

### AEC Graduates (Attestations)

### TABLE 3

	SUMMER 2013	FALL 2013	WINTER 2014	TOTAL
AEC - Accounting Principles		38		38
AEC - Civil Engineering Techniques			26	26
AEC - Commercial Photography		10	16	26
AEC - Mechanical Engineering Techniques			15	15
AEC - Network Administration and Support		15	19	34
<b>Total</b>		<b>63</b>	<b>76</b>	<b>139</b>

### Centre for Training & Development (Non-credit)

### TABLE 4

Summer 2013	523
Fall 2013	1,076
Winter 2014	900
Spring 2014	786
<b>Total number of course registrations 2013–2014</b>	<b>3,285</b>

*The research project on Universal Design for Learning (UDL) is now in its third year. Originally designed to develop pedagogical strategies for students presenting learning difficulties in French as a second language, the project has now broadened its scope and is increasingly being viewed as a solution that can be applied to all students regardless of their profile. The evaluation of activities led by the two teachers conducting the research has shown that this pedagogical approach yields interesting results, with*

*students who have been involved in the research demonstrate a deeper mastery within their learning processes and concomitant cognitive strategies.*

*Work undertaken within the framework of this research and results have been presented to both the internal community at Dawson College as well as to external audiences and will lead in 2014-2015 to a community of learning practices that will unite teachers in a variety of disciplines.*

- In the realm of mastering English as the language of instruction, a professional resource works in tandem with the professionals in the Academic Skills Centre, supervising students with difficulties in this area. She provides assistance and support to teachers in the development of pedagogical approaches that can be applied in the classroom to a larger number of students.
- In parallel with these actions, the community of practice rallies around the project Writing in the Disciplines, which completed its fifth year of activities in 2013-2014. This community of practice now unites some 25 disciplines and more than 60 teachers, keeping in mind that this project's aim is to equip teachers across the disciplines with the means to collaborate in the teaching of fundamental communication skills in English as the language of instruction.
- The pursuit of excellence goes hand in hand with continuous improvement in the delivery of programs and services. To support this process of continuous improvement, feedback delivered in "real time" is a major consideration. Another important factor is access to professional development that meets the needs of employees. The Office of Instructional Development accelerated its efforts in 2013-2014 in offering professional development opportunities for the enhancement of pedagogical practices to the ensemble of the teaching staff. They were also able to count on support in their teaching function, whether it was in the mastery of technological platforms such as Moodle or for the development of innovative teaching methods, such as the patient-simulation environment for students in Nursing.
- Discussions throughout the year between teachers and professional staff resulted in the creation of a project that encourages cross-sector involvement and experimentation of innovative teaching practices. This initiative generated enough excitement that it was granted a \$330,000 grant for its realization from the Canada-Québec Entente.
- With regards to programs of study, a thorough revision of Laboratory Technology – Analytical Chemistry (210.AB) was undertaken and was approved by the Board of Governors. The revision allows students to benefit from expanded learning and skill acquisition opportunities with an increase in hours for the work placement component and the introduction of a Work-Study Option.
- Finally, an exhaustive evaluation of the Professional Theatre program (561.C0) was completed, including a cohesive plan of action to improve the delivery of the program to students.



PHYSICS TEACHER CHRIS WHITTAKER LEADS A GROUP OF STUDENTS THROUGH A LESSON USING TECHNOLOGY IN ACTIVE LEARNING CLASSROOM.

## Orientation 2 – Enrichment of the learning environment

The strategic direction that focusses on continuous improvement has at its core the notion of educating the student as a whole person which has been elaborated in the Graduate Profile contained within the Strategic Plan 2010-2015.

Educating the student as a whole person translates into an academic mission that aims to develop students as informed, responsible, and fully engaged individuals through a multitude of activities offered by our programs and services.

Enhancement of the learning environment is an ongoing process and is supported by the College's commitment to offer students a rich and stimulating environment for a truly transformative educational experience.

**The following are among the most significant achievements linked to this strategic direction that were accomplished in 2013-2014:**

- Support for projects tied to the Student Success Action Plan contributed in 2013-2014 to the creation of an educational environment that favours and solicits student and teacher engagement in activities that enrich the curriculum. Projects initiated by dedicated teaching staff have allowed numerous students coming from every sector to exercise their creativity and develop their skills through innovative learning opportunities. These activities give students added-value to the education they have undertaken in their respective programs and contribute concretely to their academic success.

*Two examples of enriching initiatives:*

**S.P.A.C.E.** (*Sciences participating with Arts and Culture in Education*) involved some 600 students and more than 40 teachers in 2013-2014, actively participating in a variety of interdisciplinary activities around the theme *Collisions*. Although many of these activities are extracurricular, increasingly links between them and course content with programs the students are enrolled in have been made for a wholly enriching experience on both fronts.

**MODEL UN** for its part has allowed some 100 students studying in different disciplines to take on contemporary and complex political issues first-hand. This successful formula provides opportunities for students to present and debate positions within a framework of forums simulating discussions that take place at the United Nations. In 2013-2014, students took part in assemblies during competitions in Montreal, New York, Pennsylvania, Ottawa and at the international gathering in Brussels.

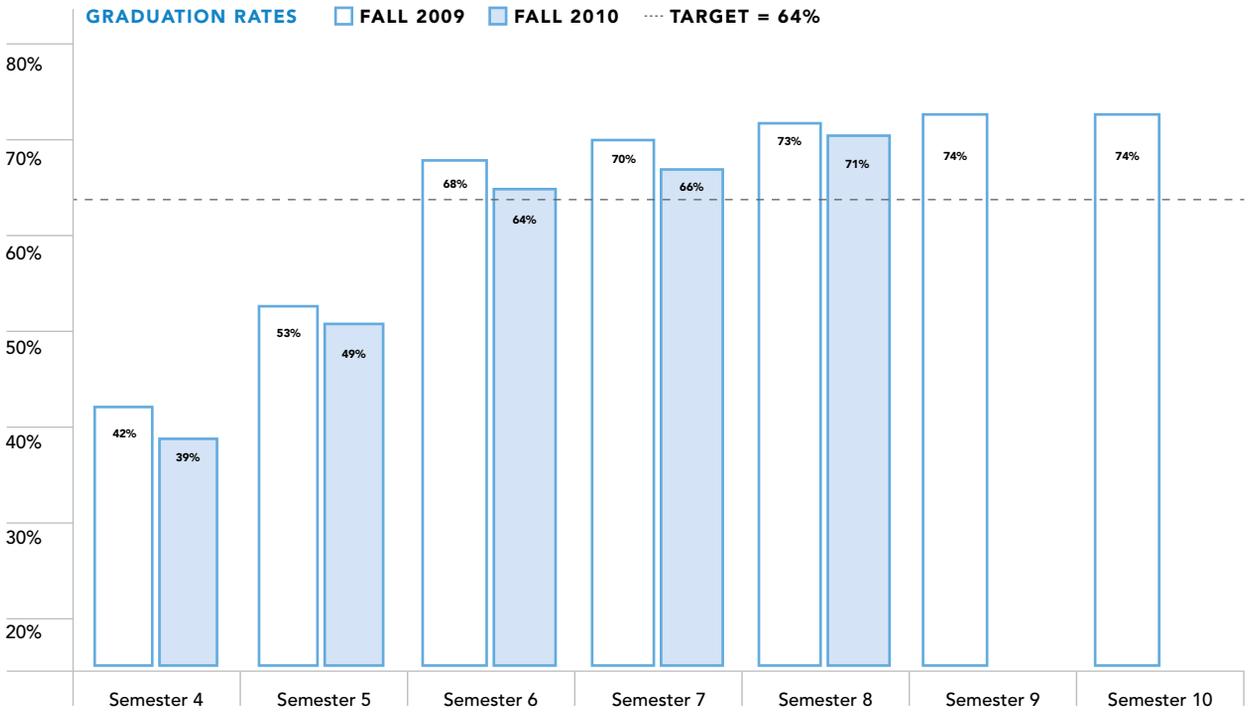
- The dossier pertaining to Academic Integrity progressed during 2013-2014 as a topic of discussion in several different venues throughout the College (academic departments, programs of study, sector groups, and Senate). These discussions opened the door to experimenting with practices and procedures to promote equity and fairness in the evaluation of academic work while respecting the rights of students in every instance. With the changing dynamic in accessing research documents and information, the preoccupation with academic integrity is of paramount importance to the educational institution and must be expressed in a positive and inspiring way, for both teachers and students.
- The use of information technologies and communications for the purpose of teaching and learning, particularly in regard to the course management system Moodle, made great strides in 2013-2014. In total, about 230 teachers and 8,400 students were active on Moodle, representing an increase of more than 10 per cent over the previous year. The expertise that resides at Dawson College in terms of the Moodle platform has been recognized beyond the College and as such, an agreement has been signed with the DECCLIC corporation to designate the College as a provider of services to anglophone colleges beginning in 2014-2015.
- Information technologies for use in educational institutions require considerable investment. In 2013-2014, Information Systems and Technology proceeded with a series of upgrades and installations to increase the capacity and efficiency of equipment for the benefit of users, particularly in the realm of infrastructure for virtual connections and storage capacity. The unit also dedicated efforts to comply with the requirements of legislation governing the deployment of information technology resources by collecting relevant data for the establishment of a three-year plan, as stipulated by the law.
- Finally, in collaboration with staff in Administrative Services, Information Systems and Technology put in place Clara Finance, new software for the management of financial operations.

# Achievement of Targets

## 2013 - 2014

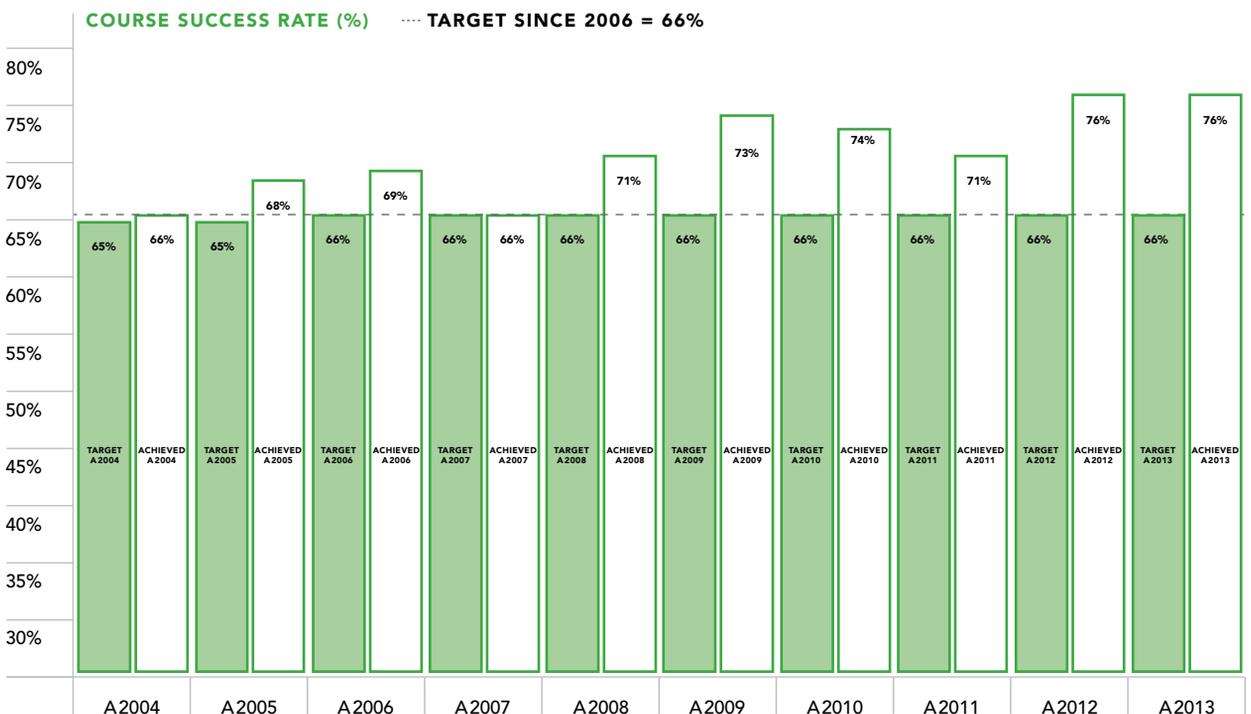
Achievement of Targets. All programs – Average  
Progress towards Dawson's Graduation Target – Cohort A

**GRAPH 1**



Course Success Rates. % of students passing 100% of courses  
Cohort A – Fall 2003 to Fall 2013

**GRAPH 2**

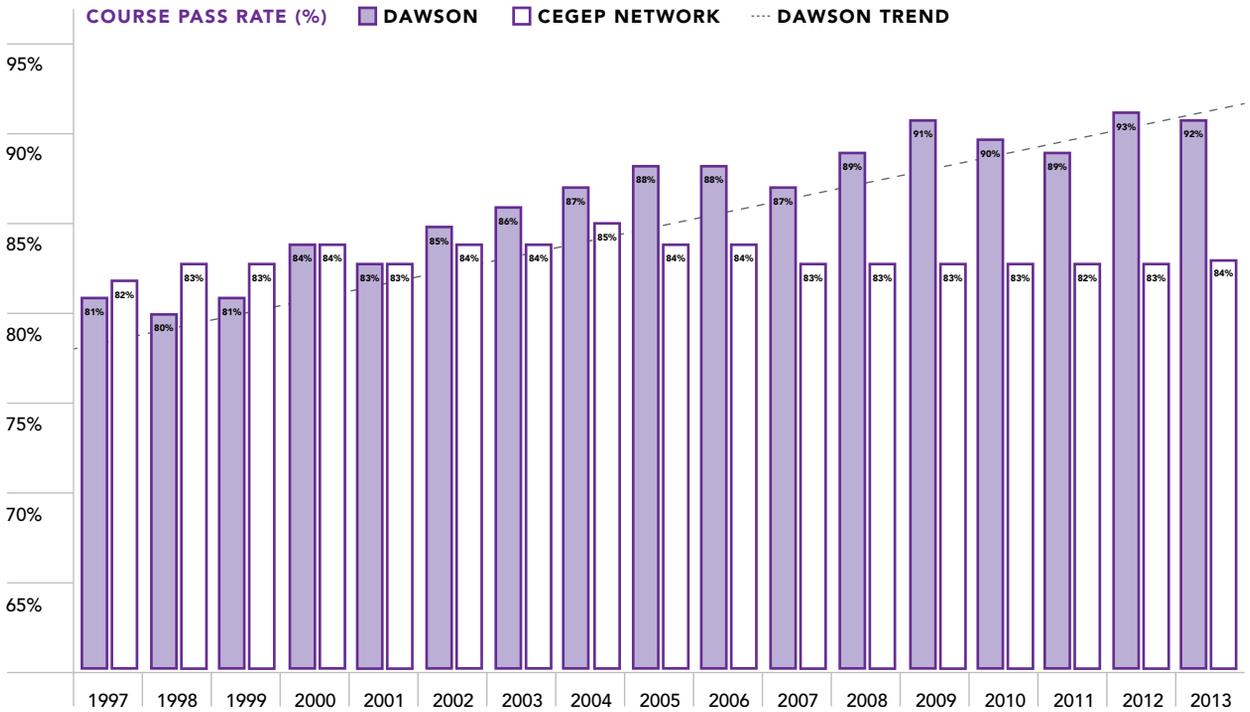


# Achievement of Targets

## 2013 - 2014

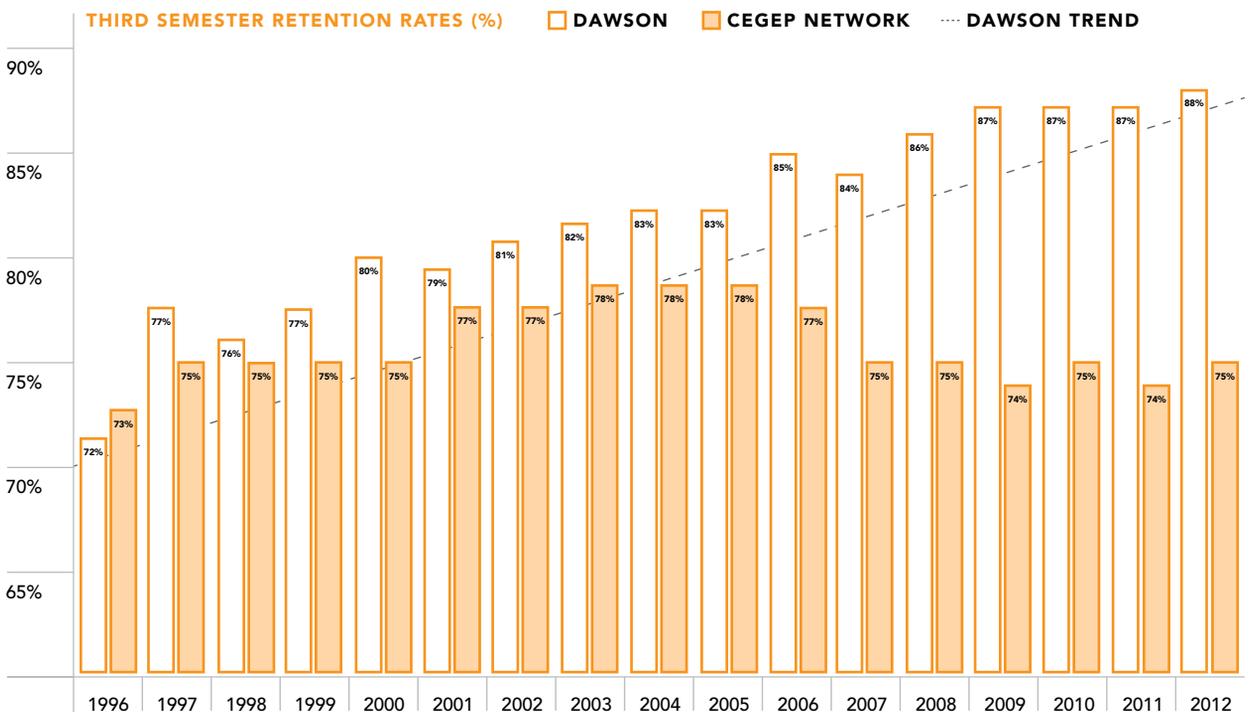
First Semester Course Pass Rates. Fall 1997 to Fall 2013  
Cohort A – Dawson vs. CEGEP Network

**GRAPH 3**



Retention of Cohort A students from semester 1 to 3 in any program  
with the same college. 1996 – 2012 Dawson vs. CEGEP Network

**GRAPH 4**



- The development of research activities played an important part in the work plan for the year 2013-2014. The Office of Instructional Development, which is responsible for the research dossier, conducted an assessment of the overall state of research at Dawson and also created a strategic plan for research activities which will allow the College to strengthen its position in this respect. A symposium gathering some 50 teachers and professionals interested in research at the college level was held in the winter session that allowed the group to exchange information and to identify common ground in the development of research at Dawson. At the same time, a significant increase in research revenues was seen in 2013-2014 generated by the different research projects, with a 56 per cent increase in grant funds by a number of agencies compared to the previous year.
- Student success, a primary concern for the College, received added support with a commitment by Student Services to further improve and enhance its services to students. Apart from the evaluation process applied to some services within Student Services, listed in the previous section of this report, the Recognition of Student Involvement program was also examined to reveal an increased interest on the part of students, with a marked increase in program participation, from 86 in 2006-2007 to 751 in 2013-2014. The need to promote the program more widely throughout the College has become evident.
- Student Services also became very active in the implementation of strategies to support students in achieving their academic goals. For students presenting learning or physical difficulties, a newly equipped computer lab was installed in the Student AccessAbility Centre. This lab permits students with difficulties to explore their full potential using adaptive technologies. Professionals in the Academic Skills Centre, Reference Library and Counselling and Development increased the number of workshops given within their services to 200 so that both teachers and students can benefit from the added assistance.
- The staff of Plant and Facilities has worked diligently to document the challenges Dawson College faces with regard to space, and has brought the situation to the attention of officials within the Ministry who are responsible for equipment. This analysis served to identify a significant deficit in space allocated to Dawson College that will result in important changes over the course of 2014-2015. In parallel, Plant and Facilities continued to seek solutions in optimizing existing space at the College, beginning with the installation of the patient-simulation environment in Nursing, as well as refitting certain spaces in Physical Rehabilitation for specific activities. The program will start its third year of implementation in 2014-2015.



## Orientation 3 – Service to Society

As a public institution in Quebec, with a mandate financed in large part by public funds, Dawson College has undertaken the strategic direction of anticipating and responding to the best of its abilities to the expectations and needs of a complex, changing society, whether they are socio-economic or demographic.

This strategic direction translates into the College's will to assume a leadership role and responsibility in this endeavour to be of service to society as it evolves in profound and sometimes unexpected ways.

### In 2013-2014, this will was expressed in the following ways:

- Continuing Education expanded its offerings. A new Attestation program (AEC) was developed and offered in video game design, Independent Video Game Design (NWE.33), a 900-hour program created within the context of a burgeoning Montreal-based video game industry. The program includes the development of technical, artistic and entrepreneurial skills.
- The College pursued the entrepreneurial portfolio through the Centre for Innovation and Entrepreneurship Education. The second edition of EWeek took place over four days of activities involving an array of entrepreneurs, students and teachers. More than 1,700 Dawson students participated in some part of the program, from an initiation into the basics of business to testing projects in a Dawson's Den contest.
- In the same vein, a group of students and teachers in the Interior Design and Industrial Design programs took part in the first edition of the Semaine de l'Innovation Citoyenne held in the spring of 2014 at the École de Technologie Supérieure (ÉTS), taking second prize. An active partnership between Dawson College and Concordia University in a Game Design incubator as well as the College's involvement with the Cégep du Vieux-Montréal for the creation of an incubator for entrepreneurs in the applied arts is testament that the development of an entrepreneurial spirit in students goes a long way toward responding to the future needs of society.
- The 2013-2014 academic year also saw the creation of an online French course for persons already employed in the field of healthcare, but who wish to improve their mastery of the French language. Developed by two teachers in the French department with expertise in teaching French as a second language, this project came to a successful conclusion in Spring 2014 and will be offered again in Fall 2014.
- In recent years, Dawson College has vigorously pursued the integration of sustainability activities into the curriculum. Through academic channels, such as the introduction of two profiles and various projects that focus on environmental issues, as well as through extracurricular activities that engage the community at large, the College aims to make a real and lasting contribution in tackling these important issues as a society, raising awareness among employees of the College as well as its students.
- Kiuna, an initiative designed to meet the needs of First Nations students seeking an education in the social sciences, entered its second year of operation. Dawson College was actively involved in the establishment of Kiuna and was proud to participate in the graduation of the first students in the program.
- The College's commitment to anticipating and meeting the needs of society deepened in 2013-2014 with the development of online courses for immigrants needing to improve their knowledge of the French language to increase their employment prospects. An initiative led by teachers in the French Department with expertise in the teaching of French as a second language was begun with the aim to help the College implement a program of *francisation* for the immigrant population allowing for smoother professional and social integration into Quebec society.
- Sustainable Dawson, the College's initiative to promote awareness and education on issues related to the environment and sustainable development, continued to gather momentum. Its efforts were rewarded with the reconfirmation of the College's "Excellence" designation by Cégep Vert while a growing number of students and their teachers benefitted from the integration of Sustainable Dawson's activities into the life of the College through para-academic projects and within programs of study themselves.

# DEC Graduates by Program

## 2013 - 2014

Program

**TABLE 5**

PRE-UNIVERSITY	SUMMER 2013	FALL 2013	WINTER 2014	TOTAL
Creative Arts, Literature and Languages	41	90	162	293
Visual Arts	10	7	15	32
Liberal Arts	2	5	44	51
Science	94	64	300	458
Social Science	190	304	673	1,167
<b>Pre-University Total</b>	<b>337</b>	<b>470</b>	<b>1,194</b>	<b>2,001</b>
CAREERS	SUMMER 2012	FALL 2012	WINTER 2014	TOTAL
3D Animation & Computer Generated Imagery	2		15	17
Accounting and Management Technology	1	12	11	24
Biomedical Laboratory Technology			27	27
Business Management (Marketing)	3		27	30
Civil Engineering Technology	5	1	32	38
Community Recreation Leadership Training	1	2	26	29
Computer Science Technology	1		25	26
Diagnostic Imaging	1		31	32
Electronics Engineering Technology	2	1	7	10
Graphic Design	2		20	22
Illustration & Design	4	2	40	46
Industrial Design	6	1	4	11
Interior Design	7		23	30
Laboratory Technology-Analytical Chemistry	3	3	8	14
Mechanical Engineering Technology	7	4	20	31
Nursing	2		75	77
Professional Photography	3	1	26	30
Professional Theatre	3		22	25
Radiation Oncology			10	10
Social Service	3	2	30	35
<b>Careers Total</b>	<b>56</b>	<b>29</b>	<b>479</b>	<b>564</b>
<b>Grand Total</b>	<b>393</b>	<b>499</b>	<b>1,673</b>	<b>2,565</b>

*In 2013-2014, Sustainable Dawson continued to develop sustainable strategies in education, sharing knowledge and skills within the College as well as with external partners. For example, urban gardening projects were successfully introduced into the College environment, as was a project to raise bees for honey on the College's roofs. The weekly Dawson Market was then able to sell its produce and products to the Dawson community, creating a sustainable system of fresh food.*

*An integral part of the project is Dawson as a Living Campus, where the College as a whole, including its buildings and grounds, would be seen as a place of learning, with areas of biodiversity that have been created to complement the Ecological Peace Garden as a living laboratory. The Monarch butterfly project involved more than 100 employees of all categories as well as several hundred students.*

*The Montreal group Espace Pour la Vie recognized this initiative by designating the Peace Garden as an oasis for the Monarch butterfly and an exemplary area for biodiversity.*

*These biodiversity projects, designed as an opportunity to experience nature first-hand in an urban environment, proved very popular with the entire community. During the Fall of 2013, more than 50 different classes took place in the Garden. In addition, it has received frequent visits from the children at the Dawson Daycare, allowing them the unique experience of coming into contact with nature from a very early age.*

*The completion of an applied-research project between Dawson College and two Mexican universities involved several teachers and students in an exchange of best practices in the realm of sustainable development. Related courses were developed and a number of applied research projects were carried out, including the installation of green roofs and medicinal plant gardens as well as composting of waste materials on campus. .*

*Research associated with this project, which saw the participation of the Mexican Ministry for Sustainable Development, allowed Dawson to gain valuable knowledge on the different ways to ensure that sustainable development becomes a global concern within an educational institution.*

- Dawson's commitment to this strategic direction took shape in 2013-2014 with the elaboration of a course of study offered to students around the theme of peace and nonviolence. The ensemble of courses offered in Peace Studies will result in the issuance of a certificate and will allow students to gain a deep understanding and the skills to effectively practice conciliation, mediation, and conflict resolution, paving the way for further study in the area of diplomacy and international relations. More than 80 students have signed up for courses to be offered in Fall 2014, a promising start.

The 2013-2014 academic year brought a good measure of satisfaction in the attainment of its goals and allowed the College to proceed on the path declared in its vision, as expressed in the Strategic Plan 2010-2015.

Overall, the success of Dawson's achievements is best reflected in the results of the two most recent surveys of current students and graduates in regard to key indicators: the Student Satisfaction Inventory (October 2013) and the Graduate Satisfaction Survey (July 2014).

In both cases, the results are conclusive. Data gathered indicate a steady rise over the past decade, with satisfaction rates related to the college experience, both in their program and in terms of student life. A sure sign that Dawson College is going in the right direction and that its efforts to enrich the college experience of students is bearing fruit.



## Reinvestment Funds 2013 - 2014

During 2013-2014, Dawson College, as did other colleges in the network, counted on specific budgetary allocations to support certain initiatives linked to student success and the enhancement of teaching and learning activities.

A summary of expenses incurred by these activities is presented here.

### Support for Student Success (S028)

In 2013-2014, Dawson College received \$172,400 to support activities that promote student success. A portion of this amount was used to maintain services to students in providing guidance to advance their course of study through the hiring of additional professional resources in academic advising. The balance was used to support activities in the enrichment of student life at the College.

#### Summary of expenses in 2013-2014

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

### Reinvestment Funds for College Teaching 2013-2014 (Annex S034)

Dawson College in 2013-2014 received \$708,507. The following measures were funded by this allotment:

- Support to teaching activities in certain targeted sectors **\$157,285**
- Support to activities related to professional development of teachers **\$143,608**
- Support to student activities and implementation of Student Success Plan **\$382,955**

# Employment Statistics

## Fall 2013

### Number of Employees

### TABLE 6

	PERMANENT	NON-PERMANENT	FEMALE	MALE
Management Personnel	35	1	18	18
Teaching Personnel	497	422	478	441
Professional Personnel	51	31	65	17
Support Personnel <small>(Includes non-permanent student employees)</small>	207	714	599	322
<b>Total</b>	<b>790</b>	<b>1,168</b>	<b>1,160</b>	<b>798</b>

### Qualifications of Regular Teaching Staff

### TABLE 7

Doctorate - no less than	17.0%
Masters Degree or more	34.4%
Other <small>(includes Master's/doctorates not yet at top of scale)</small>	48.6%

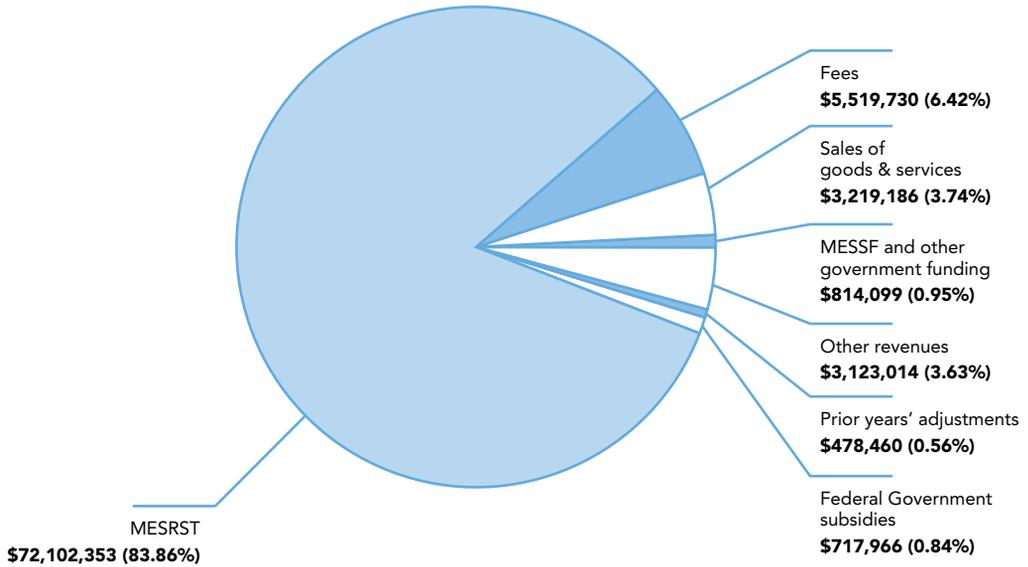


# Revenues/Expenses

## 2013 - 2014

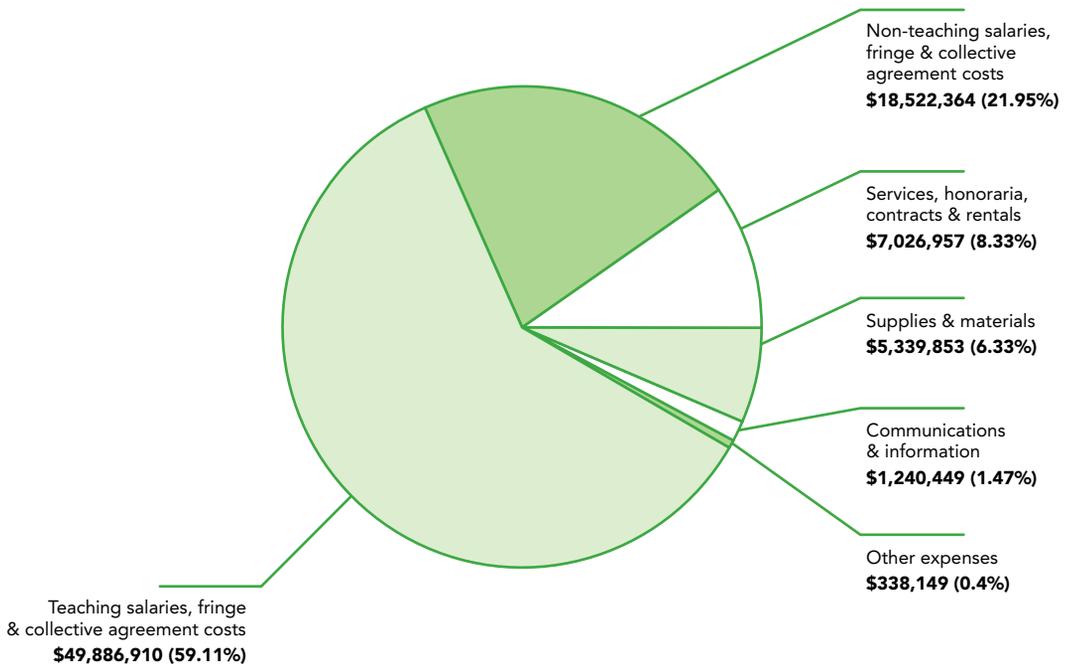
**Total Revenues 2013 - 2014**  
**\$85,974,808**

### CHART 3



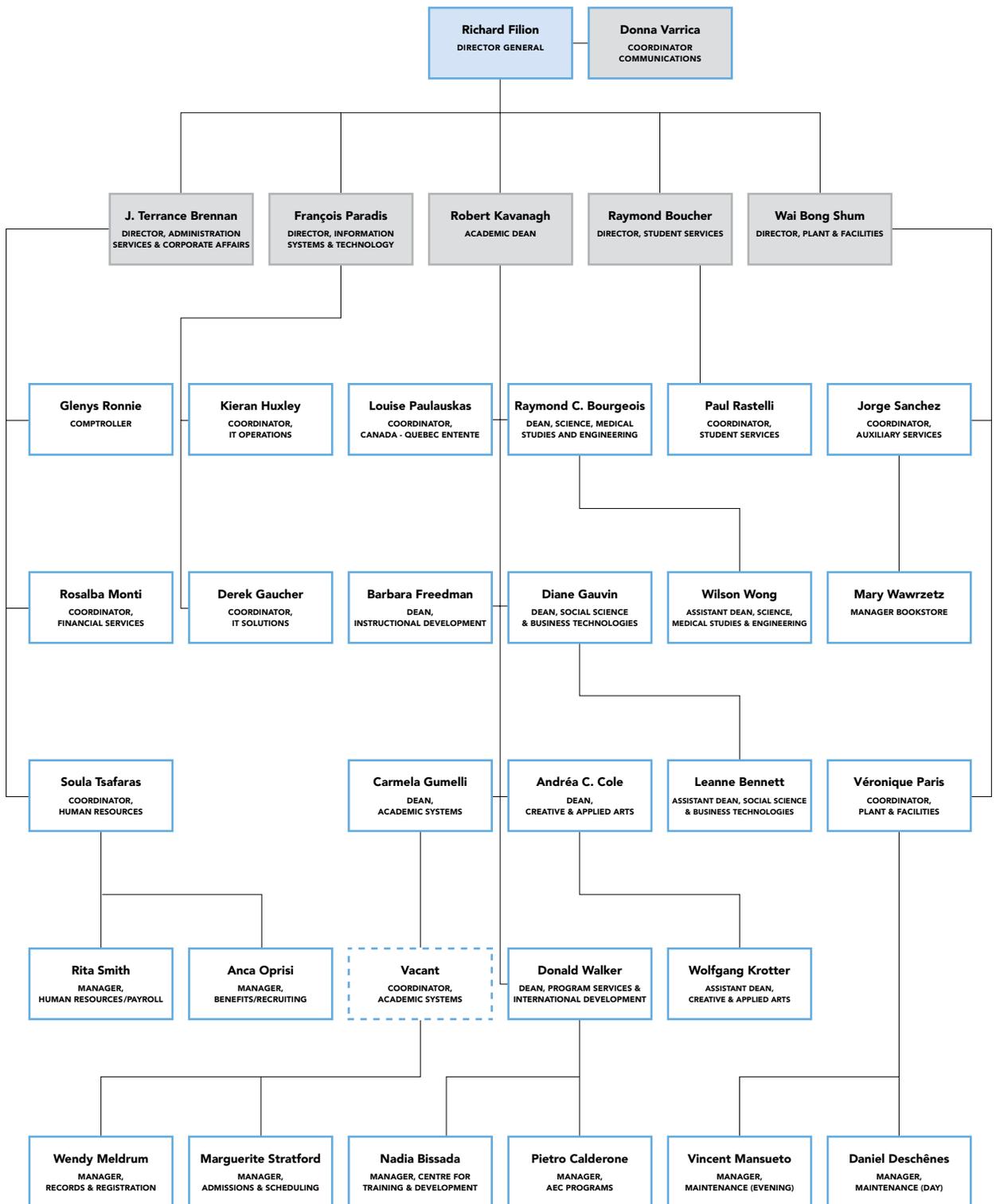
**Total Expenses 2013 - 2014**  
**\$84,397,328**

### CHART 4



# Organizational Chart

## 2013 - 2014



## Board Members 2013 - 2014

Branco, Sonya	(Enterprise Representative)
Cuffaro, Francesca	(Support Staff)
D'Apollonia, Silvia	(Faculty)
Drouin, Sarah	(Pre-University Student)
Elliott, Kenneth (Chair)	(School Commission)
Filion, Richard	(Director General) (ex officio)
Gabriele, Karen	(Faculty)
Goldwax, Michael	(Parent)
Hatajlo, Steve	(Technology Graduate)
Kavanagh, Robert	(Academic Dean) (ex officio)
Kralka, Louise (Vice-Chair)	(Enterprise Representative)
Laing, Malcolm	(Technology Student)
Mavridis, John	(Parent)
McNeil, David	(Socio-economic)
Muldowney, Maeve	(Professional)
Richard, Sylvain	(Labour Market Partners)
Pelletier, Johanne	(University)
Singerman, Jamie	(Socio Economic)
Tatner, Lauren	(Pre-University Graduate)

### EXECUTIVE COMMITTEE MEMBERS

D'Apollonia, Silvia	(Faculty)
Elliott, Kenneth	(Board Chair) (ex officio)
Filion, Richard (Chair)	(Director General) (ex officio)
Kavanagh, Robert	(Academic Dean) (ex officio)
Kralka, Louise	(Board Vice- Chair) (ex officio)
Mavridis, John	(Parent)
Pelletier, Johanne	(University)

### AUDIT COMMITTEE MEMBERS

Goldwax, Michael	Internal Board Member
Pelletier, Johanne	External Board Member
Richard, Sylvain	External Board Member

## Senate 2013 - 2014

### CHAIR OF SENATE

Leslie Barker

### ADMINISTRATION

Academic Dean	<b>Robert Kavanagh</b> (President of Senate)
Director, Student Services	<b>Raymond Boucher</b>
Dean, Science Medical Studies & Engineering	<b>Ray Bourgeois</b>
Dean, Creative & Applied Arts	<b>Andréa Cole</b>
Dean, Social Science & Business Technologies	<b>Diane Gauvin</b>
Dean, Program Services	<b>Donald Walker</b>

### ADMINISTRATION REPRESENTATIVES

Dean, Academic Systems	<b>Paul Pemberton</b>
Coordinator, Academic Systems	<b>Carmela Gumelli</b>
Dean, Instructional Development	<b>Barbara Freedman</b>

### SECTOR OR PROGRAM CHAIRS/COORDINATORS

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

### FACULTY

#### Creative Arts, Literature & Languages/Visual Arts

**Michael R. Smith**

#### Social Science/Liberal Arts

**Emmanuelle Simony**  
**Cynthia Martin**

#### Science/Mathematics

**Jonathon Sumner**  
**Jaleel Ali**

#### Technical Programs

Arts Technologies	<b>Bob Marcy</b>
Medical Technologies	<b>Jocelyne Napias-Pfeiffer</b>
Engineering Technologies	<b>Jubrail (Gaby) Rahil</b>
Social Technologies	<b>Chris Adam</b>
Business Technologies	<b>Alex Simonelis</b>

#### General Education

English	<b>Neil Hartlen</b>
French	<b>Christian Paré</b>
Physical Education	<b>Leslie Barker</b>
Humanities	<b>Michael Wood</b>

### STAFF

Professionals	<b>Azra Khan</b> <b>Jane Valihora</b> <b>Gail Edwards</b>
Support Staff	<b>Kinga Breining</b>

### STUDENTS

Dawson Student Union	<b>Louis Philippe Boulanger</b> <b>Alexander Rigante</b>
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# Code of Ethics and Professional Conduct for Members of the Board of Governors

## Preamble

The rules of ethics and professional conduct stated in this document are in conformity with the Act to amend the Act respecting the *Ministère du Conseil exécutif* and other legislative provisions as regards standards of ethics and professional conduct. These provisions complement the rules of ethics and professional conduct already outlined in Articles 321 to 330 of the Quebec Civil Code (Appendix 2) and Articles 12 and 20.1 of the Colleges' Act. Public order legislative provisions, notably Articles 12 and 20.1 of the Colleges' Act, take precedence, in the case of conflict, over the provisions of this Code.

## ARTICLE 1

### General Provisions

#### 1.01 Definitions

In the present Code, the following expressions mean:

- a) "BOARD MEMBER": a member of the Board of Governors;
- b) "STAFF BOARD MEMBER": the Director General, the Academic Dean as well as the two faculty, one professional and one support staff members of the Board of Governors;
- c) "CODE": the Code of Ethics and Professional Conduct for the Members of the Board of Governors;

#### 1.02 Intent

The intent of the Code is to establish rules of ethics and professional conduct governing the members of the Board of Governors of the College in order to:

- a) ensure public confidence in the integrity, objectivity and transparency of the Board of Governors;
- b) allow Board members to exercise their mandate and carry out their duties and obligations with confidence, independence and objectivity for the better realization of the College mission.

#### 1.03 Scope

This Code applies to Board members and, in the case of Article 2.03, to former members of the Board of Governors of the College.

## ARTICLE 2

### Duties And Obligations Of Board Members

#### 2.01 General

Board members carry out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

#### 2.02 Duties and Obligations While in Office

In the fulfilment of their obligations, Board members shall:

- a) respect the obligations laid down in the Colleges' Act and the College's constituent charter and by laws and act within the limits of the College's powers;
- b) avoid placing themselves in situations that constitute a conflict between their personal interest, or that of the group or person who elected or nominated them and their duties and obligations as Board members;
- c) be guarded in their comments, avoid attacks on other people's reputations and treat other Board members with respect;
- d) not use College property for the personal benefit of themselves or others;
- e) not divulge nor use privileged or confidential information about the College for the personal benefit of themselves or others;
- f) not abuse their powers or use unduly their position to gain a personal benefit;
- g) not directly or indirectly solicit or accept from a person who has dealings with the College an advantage or benefit of any kind;
- h) not accept a gift, a token of appreciation or other advantages other than those customarily granted and of nominal value.

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**2.03 Duties and Obligations After Leaving Office In the year following the termination of their mandate, former Board members shall:**

- a) act in such a manner so as not to take any undue advantage of their former position on the Board of Governors;
- b) not act on their own behalf or on behalf of others with respect to a process, a negotiation or any other operation to which the College is a party. This rule does not apply to staff Board members with regard to their employment contract;
- c) not use confidential or privileged information about the College for the personal benefit of themselves or others;

**ARTICLE 3**

**Remuneration**

Board members are not entitled to any remuneration for the carrying out of their duties as Board members. Also, they shall not receive any remuneration from the College other than the reimbursement of expenses authorized by the Board of Governors.

The above stipulation shall not prevent staff Board members from receiving their salary and other advantages foreseen in their employment contract.

**ARTICLE 4**

**Conflicts of Interest**

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**4.01 Intent**

The following rules are meant to assist Board members in their understanding of conflict of interest situations and establish administrative procedures for members in a conflict of interest situation with the view of best serving the interest of the College

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**4.02 Conflict of Interest Situations**

- a) A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member's independence and impartiality, attributes necessary to the role of governor.
- b) Without restricting the meaning of Article 4.02 a), the following examples are considered to be conflict of interest situations:
  - a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
  - a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College;

- a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;
  - a situation where a Board member accepts a gift or benefit from an enterprise which deals, or is likely to deal with the College, with the exception of customary gifts of nominal value.
- .....

**4.03 Situations Constituting a Conflict of Interest for Staff Board Members**

In addition to the rules outlined in Article 4.02, a staff Board member is in a conflict of interest in the cases defined in Articles 12 and 20.1 of the Colleges' Act.

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**4.04 Disclosure of Interests**

Within thirty (30) days following the coming into effect of the Code, or in the thirty (30) days following nomination, Board members shall submit to the Chair of the Board a declaration of their interests in organizations which, to the best of their knowledge, have done or are doing business with the College and disclose, if applicable, any conflict of interest, whether real, potential or perceived. This declaration shall be revised and updated annually by the Board members. (Appendix 1)

Within thirty (30) days of becoming aware of new situations of conflict of interest, Board members shall submit to the Chair of the Board a revised declaration.

Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges' Act.

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**4.05 Restrictions**

In addition to the conflict of interest provisions foreseen in Articles 12 and 20.1 of the Colleges' Act, Board members in a conflict of interest with regard to an agenda item under discussion shall after having had an opportunity to present their views withdraw from the room and allow deliberation and voting to take place in their absence and in complete confidentiality.

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**4.06 The Role of Chair**

The Chair shall decide on any question concerning the right to vote at a Board meeting. In the case of a challenge on the right to vote on a resolution, the Chair shall hear the representations from Board members on this issue and make a decision on the right to vote. In any event, the Chair has the power to intervene and order a Board member to refrain from voting and to withdraw from the room during the deliberation and vote. The decision of the Chair is final.

## ARTICLE 5

### Administration of the Code

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#### 5.01 *The Role of Professional Conduct Counsellor*

Director of Corporate Affairs or any other person designated by the Board shall act as Professional Conduct Counsellor. This person is responsible for:

- a) informing Board members of the provisions of the Code and on its application;
  - b) advising Board members on matters concerning ethics and professional conduct;
  - c) investigating allegations of irregularity with respect to the Code and reporting findings to the Board of Governors;
  - d) publishing the Code in the College's annual report and the other information prescribed by Law.
- .....

#### 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.

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