Dawson COLLEGE

Creating Caring Learning Communities

Strategic Plan 2024-2029

TABLE OF CONTENTS

INTRODUCTION

ORIENTATION 1 STUDENTS   11

ORIENTATION 2 COMMUNTIES   21

ORIENTATION 3 ENVIRONMENT   30

Valedictorian student Rotshennón:ni Two-Axe delivers his graduation speech during the 2023 graduation ceremony.

Commitment to
Indigenization

Dawson College is committed to the process of Indigenization. Taking leadership from Indigenous students and employees, we seek to weave Indigenous knowledges and worldviews into the college's culture and practices. As an academic institution, it is our responsibility to uphold the truth and we are dedicated to confronting the ongoing harm committed by settler colonialism. We endeavour to nurture a more inclusive and culturally safe environment for all.

Introduction from the Director General

The development of this Strategic Plan 2024-2029 has been foremost a process of extensive consultation and dialogue with the members of the Dawson community. It is thus with gratitude and appreciation that I acknowledge the participation of the many employees and students who contributed their ideas and offered their feedback on our strategic priorities for the next five years. This plan is founded on your reflections on our past and present, and on your aspirations for our future.

The period of 2024-2029 at Dawson College promises to be a time of disruption, adaptation and opportunity. Circumstances specific to Dawson, as well as forces acting across Quebec society and beyond, are requiring us to re-affirm our sense of community and identity, to refine our support for the well-being of students and employees, and to carefully shape our orientations for the next five years.

This Strategic Plan presents a bold vision. Our commitment to the over-arching value of well-being for all will entail significant changes to our institutional culture and what it means to learn and work at Dawson. Our promises in the areas of equity, diversity, inclusion and accessibility, as well as indigenization, will involve us in work stretching well beyond the timeframe of the next five years.

Some of the challenges facing us are already well defined. The revised Charter of the French Language is already requiring a reworking of our assumptions and practices. The Charter is likely to change the makeup of Dawson's student population. It may also have impacts on student progression and graduation; these are impacts that we will be monitoring carefully. However, I assert that we can also seize the occasion of the Charter to craft a new narrative for our community, one that speaks confidently in both English and French to Dawson's relationship to Montreal specifically and to Quebec society more broadly.

Introduction from Director General (continued)

Other challenges are taking shape or will emerge unexpectedly. The rapid evolution of artificial intelligence, for example, seems likely to create both transformative and disruptive waves in education and the workplace. I have confidence, however, in our ability to address what lies ahead because the specific orientations and goals of this plan reflect our institutional values and our traditional strengths in collaboration and innovation. Guided by the priorities established here, we will both forge ahead with critical initiatives and respond to new factors as they arise.

Introduction from Director General (continued)

As it maps out new directions, this Strategic Plan places special emphasis on two values. First is the over-arching value of *Well-being for All*. Each of the three orientations contains approaches that advance our primary mission of student success and, at the same time, support the well-being of our students, of the Dawson community of employees and of the environment that sustains us all. We have equally been guided by our commitment to *Institutional Excellence*. In the domain of higher education, this translates to an engagement to identify and employ evidence-based approaches in the conception, implementation and assessment of all strategies and actions.

The eight goals of this plan set a high bar for the Dawson community, but we have a history of exceeding expectations and providing leadership to the entire college network. I very much look forward to working together with employees and students alike over the next five years to deliver on the promise of this plan.

Diane Gauvin

Diane Gauvin
Director General, Dawson College

Dawson Peace Garden

Mission

Dawson College is a vibrant and inclusive community dedicated to providing quality higher education.

Our mission is to:

Educate

a diverse population of students through transformative and innovative learning activities;

Engage

learners and empower them to become active, responsible citizens;

Enrich

society by offering life-long learning opportunities, cultivating partnerships and contributing to a peaceful and sustainable future.

Vision

To be an institution of higher learning that fosters academic achievement and personal and collective flourishing, where integrated strategies to guide learning, enhance engagement and promote well-being combine to model the kind of world we want to live in.

Values

Well-being for All: An Over-arching Value

All Dawson students and employees are respected, valued and supported in the pursuit of their unique educational and professional goals. Together, we cultivate stimulating, inclusive and caring communities for learning and working. As individual and collective growth are grounded not only in supportive communities but also in a healthy environment, we encourage awareness and actions that contribute to our stewardship role in the natural world. In sum, we act in service to the long-term well-being of people, communities and ecosystems.

Student Achievement

By focusing on the quality of student learning and opportunities for growth, we help students develop their highest academic and personal potential. We accompany students as they define their interests and work towards the fulfilment of their educational goals.

Institutional Excellence

We aim for excellence in the quality of our academic programs and in the effectiveness of our support services. We commit to continual improvement in these areas through quality assurance and the promotion of evidence-based approaches.

Collaboration

The diverse members of our community are encouraged to share their insights, knowledge, and skills as we endeavour to refine our strategies for working together in service to our mission. We affirm that our community is strengthened by the representation and participation of all its members in college governance.

Innovation and Creativity

We create a supportive environment for innovation and creativity on the part of students and faculty, recognizing that inquiry and risk-taking are integral to authentic teaching and learning. We equally welcome employee innovations in college systems and services that improve both learning and working environments.

WELL-BEING FOR ALL

ENVIRONMENT

COMMUNITIES

STUDENTS

Introduction to the **Orientations**

The nested structure of the three Orientations – the student within the community within the environment – represents the integrative design of this Strategic Plan. The specific goals, strategies, and actions at each level compose a larger system of interrelationships that echo and reinforce each other. Progress in any one action should have positive ripple effects on multiple other actions.

ORIENTATION 1: STUDENTS

Goal 1 Student success is enhanced through a coordinated, evidence-based approach to improving the quality of academic programs

Goal 2 Delivery of services to students contributes positively to the quality of the student experience

Goal 3 Students capitalize on the opportunities for academic, social and personal development as expressed in the outcomes of the Graduate Profile

ORIENTATION 2: COMMUNITIES

Goal 4 A comprehensive approach to the Indigenization of Dawson College is established

Goal 5 Dawson's learning and working communities are equitable, diverse, inclusive, and accessible

Goal 6 Foster an institution-wide culture of well-being

Goal 7 The physical environment is enhanced to support student success and employee collaboration and innovation

ORIENTATION 3: ENVIRONMENT

Goal 8 Social, economic and environmental sustainability are understood and practiced across the entire Dawson community

ORIENTATION 1

ENVIRONMENT

COMMUNITIES

STUDENTS

Overview

Dedication to student academic achievement is the core mission of Dawson College. New is our commitment to fulfilling this mission in the light of the over-arching value of well-being for all. Our students want a meaningful life and rewarding work – but not at the expense of their physical and mental health, and not at the expense of others and the planet.

RESILIENT, ADAPTABLE, SUCCESSFUL STUDENTS

Support well-being through academic, personal, and social development of the whole person, such that students are able to define their own purposes and realize their full potential.

Overview (continued)

To face the future with confidence, our students will need resilience and robust intellectual skills. A world buffeted by political and economic uncertainty awaits them. They will need to be civic-minded in the face of misinformation and polarization. They will have to be pragmatic in response to changing circumstances in the world of work. Looming environmental challenges will require collective, indeed global efforts that have no historical precedent. Preparing students for these challenges means supporting not just their intellectual development but also their physical and mental well-being. Our priorities under Orientation 1 will thus see evidence-based enhancements in both the quality of our academic programs, and in the quality of the full range of services to students.

"Evidence-based education means integrating individual teaching and learning expertise with the best available external evidence from systematic research." *What Is Evidence-Based Education? (Davies 1999)*

Overview (continued)

Academically, Dawson will support student achievement by expanding support for high-impact practices and interdisciplinary collaborations so that more students benefit from innovations in teaching and learning. A coordinated strategy for ongoing professional development will provide opportunities to develop and share effective pedagogical practices.
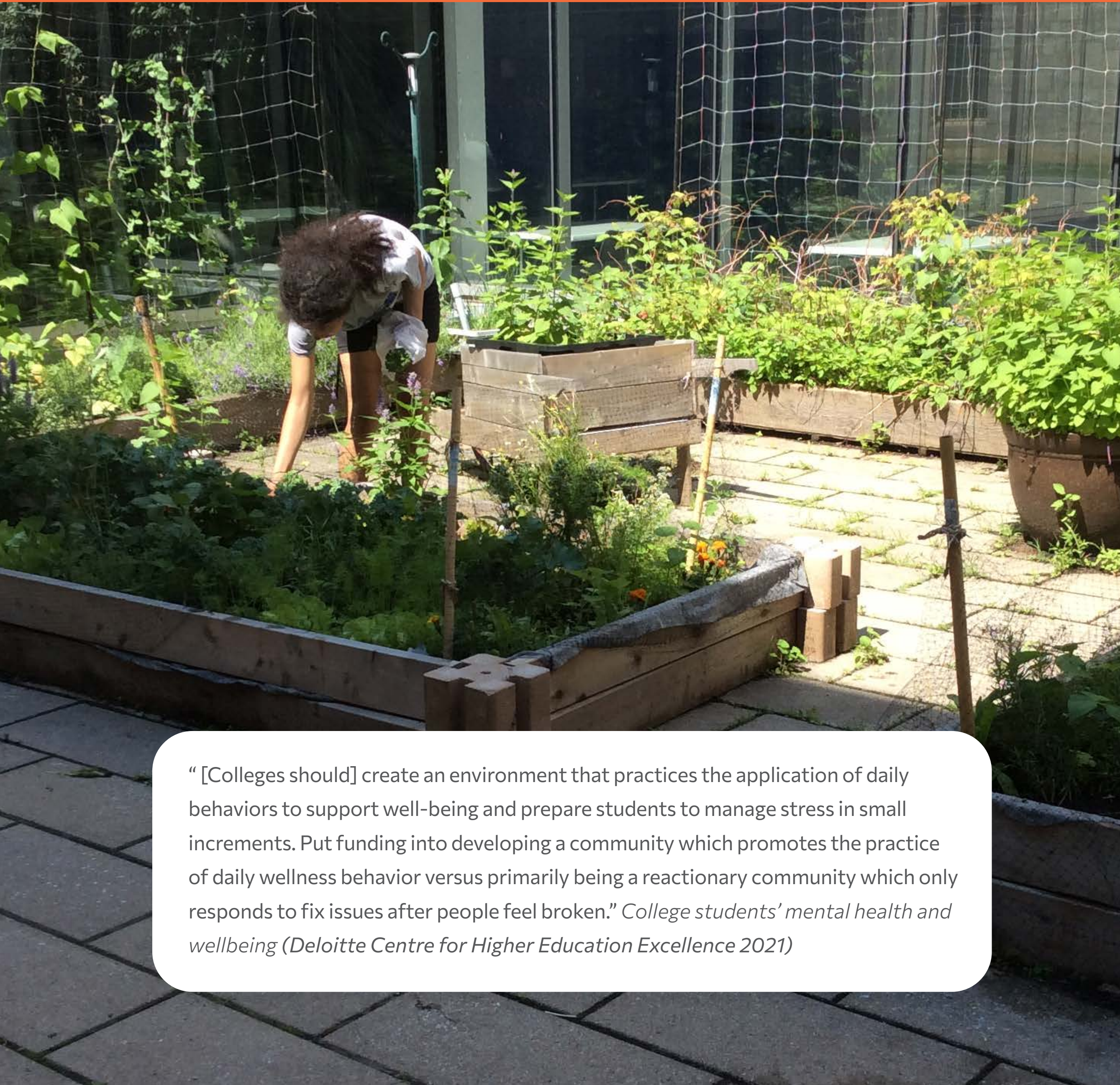
Conforming to the new requirements of the Charter of the French Language has already spurred changes in curricula in every program offered by the college. Additional ..." resources that support teaching and learning in French will be necessary to ensure retention and academic success. We will ensure support for student achievement with targeted measures in French language learning that reach all students: certificate holders, non-certificate holders and Indigenous students.

"Using data from the National Survey of Student Engagement (NSSE), George Kuh showed that enriching learning experiences such as learning communities, service-learning, undergraduate research, internships, and senior capstone experiences were positively associated with student engagement, deep and integrated learning, and personal and educational gains for all students—particularly for historically underserved students, including first-generation students and racially minoritized populations. ... These practices earned the label high-impact. ..." *From Delivering on the Promise of High Impact Practices: Research and Models for Achieving Equity, Fidelity, Impact and Scale. (Zilvinskis et al. 2022)*

Overview (continued)

Artificial intelligence promises to inform the evolution of certain programs and provide new tools that assist with analysis of student data; in the meantime, it is already placing pressure on colleges and universities to develop ethical guidelines that ensure that student learning is uncompromised. We will sustain the conversations already underway at Dawson regarding the rapid emergence of artificial intelligence and its implications for higher education.

Where services to students are concerned, new initiatives will be informed by research on student mental health. Increases in stress and anxiety among students predate the COVID pandemic but were significantly amplified by it. Understanding that mental health is an obvious premise for academic success, we must ensure that services effectively address student needs.

" [Colleges should] create an environment that practices the application of daily behaviors to support well-being and prepare students to manage stress in small increments. Put funding into developing a community which promotes the practice of daily wellness behavior versus primarily being a reactionary community which only responds to fix issues after people feel broken." *College students' mental health and wellbeing (Deloitte Centre for Higher Education Excellence 2021)*

Overview (continued)

Current studies notably recommend that to sustain student well-being, colleges should purposefully cultivate a sense of belonging. It can, however, be challenging for them to transition to the college, make friends and find their niche once they arrive. Orientation 1 thus aims to expand student participation in college life by developing outcomes of the Graduate Profile that encourages participation in para-academic and extracurricular activities. These activities can add significant value and meaning to a student's time in college, and participation has furthermore been shown to correlate positively with academic success. With an eye to developing the resilient, successful citizens of tomorrow, we want students to take full advantage of the opportunities for academic, social and personal growth that Dawson offers.

"...extra-curricular activities have a positive, though indirect effect on academic performance because of the non-academic and social benefits of participation. Turning first to the non-academic effects of participation in extra-curricular activities, many suggest that participants develop a wide range of competencies that support academic achievement such as time-management, personal organization and team-work (Larson et al., 2006). Also noted are personal development effects such as increased resilience (Thompson et al., 2013). Students with a strong social connection to their educational institution built by extra-curricular activities are likely to be more motivated and have improved academic performance (Osterman, 2000)." *The impact of extra-curricular activity on the student experience (Buckley 2021)*

GRADUATE PROFILE OUTCOMES

■ **Learning to learn**

Students will become active and engaged participants in their own learning through the effective use of learning and self-motivation strategies to enable them to achieve desired educational results.

■ **Mastery of program competencies**

Students will demonstrate the skills, knowledge and attitudes as expressed in the competencies of their program.

■ **Communication**

Students will demonstrate effective knowledge and skills in reading, writing, speaking, listening, and the presentation and delivery of information – using a variety of platforms including relevant software applications – in English and French.

■ **Critical thinking, problem-solving skills and creativity**

Students will be able to collect, organize and evaluate information from a variety of sources including electronic and web-based sources, and analyze and synthesize relevant information to draw informed conclusions and make judgments. Students will develop problem-solving skills in which they implement a strategy to answer an open-ended question or achieve a desired outcome. Students will demonstrate creative thinking by combining ideas or producing works in original ways.

■ **Teamwork and leadership skills**

Students will know how to collaborate with others, face-to-face and virtually, toward the setting of goals and priorities and implementing the means to achieve them. Students will learn to manage interpersonal relationships, resolve conflicts and assume responsibility for their own actions.

■ **Digital Literacy**

Students will be able to collect, organize and evaluate information from a variety of sources including electronic and web-based sources, and analyze and synthesize relevant information to draw informed conclusions and make judgments.

■ **Health and well-being**

Students will understand lifestyle choices that contribute to sustained health and well-being.

■ **Ethical understanding and behaviour**

Students will practice academic integrity and demonstrate ethical behaviour appropriate to citizenship in a democratic society.

■ **Social responsibility and community engagement**

Students will develop an informed concern for the larger good, appreciate social and cultural diversity, respect the values of others and act responsibly towards the environment. Students will be encouraged to make a difference in the quality of life of their communities through both political and non-political processes.

Orientation 1

STUDENTS

Goal 1 Student success is enhanced through a coordinated, evidence-based approach to improving the quality of academic programs

Goal 2 Delivery of services to students contributes positively to the quality of the student experience

Goal 3 Students capitalize on the opportunities for academic, social and personal development as expressed in the outcomes of the Graduate Profile

Goal 1 Student success is enhanced through a coordinated, evidence-based approach to improving the quality of academic programs

1.1 Expand awareness and application of evidence-based approaches to student-centered, competency-based learning for continuous improvement of student learning

Actions

1.1.1 Develop and implement a comprehensive plan for faculty development for Day and Continuing Education teachers widening the reach of evidence-based practices in teaching and student learning

High-level target: Professional development plan for faculty is developed, communicated and implemented

1.1.2 Expand awareness of and develop activities and resources supporting competency-based curriculum and assessment

High-level target: Resources to faculty on competency-based learning are developed and offered

1.1.3 Develop a comprehensive onboarding process for new faculty

High-level target: New faculty onboarding process is developed and implemented

1.2 Support the expansion of the use of High-Impact Practices (HIPs) and interdisciplinary initiatives that enhance academic quality of programs

Actions

1.2.1 Support High Impact Practices (HIPs) curriculum development across programs and departments

High-level target: Current HIPs are supported and new ones are developed and implemented in diverse programs and departments

1.3 Support students in developing their proficiency in French

Actions

1.3.1 Monitor the impacts of and develop recommendations to the implementation of the Charter of the French Language both for Day and Continuing Education divisions

High-level target: Task force monitoring of student success in French language courses

1.3.2 Review and revise the offerings of the Centre de langue écrite et orale (CLÉO) services

High-level target: The offerings of CLEO are reviewed and expanded

High-level target: New French Exit Exam preparation activities are developed

1.3.3 Develop and offer para-academic activities supporting French proficiency

High-level target: Para-academic activities supporting French proficiency are developed and offered

1.3.4 Provide support for teachers offering courses in French

High-level target: Provide support and professional development for teachers offering courses in French

1.4 Improve student achievement, retention and graduation rates, particularly in underperforming programs

Actions

1.4.1 Offer support to departments and programs on gathering, interpreting, and acting on data. Support the implementation of department and program student success projects that stem from recommendations in annual reports

High-level target: Recommendations and annual work plans of departments and programs reflect data-informed analysis of student achievement, retention and graduation

High-level target: Increase in number of student success project proposals that follow from recommendations in annual program and department reports

1.4.2 Pilot the implementation of artificial intelligence instruments for identifying and better supporting students at risk

High-level target: Artificial Intelligence instruments for identifying and better supporting students at risk are piloted and assessed

1.5 Review student workloads to optimize for academic success and well-being

Actions

1.5.1 Analyze and make recommendations regarding student workloads and course schedules and taking into consideration evidence on the relation between workload, academic achievement, and student well-being

High-level target: Departments respect ponderation across all courses, in consideration of program workload in the context of student well-being

1.5.2 Explore the causes of course failures leading to delays in student academic advancement

High-level target: Programs reflect on the relation between academic achievement, program workload and factors bearing on student well-being (employment, mental health, finances, etc.)

Goal 2 **Delivery of services to students contributes positively to the quality of the student experience**

Goal 3 **Students capitalize on the opportunities for academic, social and personal development as expressed in the outcomes of the Graduate Profile**

2.1 **Ensure that delivery of services to students and communications with students are accessible, consistent and effective**

Actions

2.1.1 Review the delivery of services taking into consideration best practices

High-level target: Task force assessment of delivery of services to students is completed, and recommendations are submitted for review and action

2.1.2 Ensure effectiveness, and accessibility of communications with students by reviewing and adapting messages, processes and platforms used by academic sectors and services to students

High-level target: Communication practices and platforms across academic services and sectors are assessed, and recommendations are submitted for review and action

2.2 **Review and refine approaches to welcoming new students, supporting their transition to college, and accompanying returning students on their college journey**

Actions

2.2.1 Implement an approach to onboarding and supporting new students throughout their first year

High-level target: A comprehensive strategy for onboarding and supporting new students throughout their first year is developed and implemented (including program orientation)

2.2.2 Explore approaches to providing guidance and advising services to students that increase student retention by supporting motivation, engagement and agency

High-level target: A review of best practices in guidance and advising with respect to retention and well-being is completed, and recommendations are submitted for review and action

3.1 **Increase community awareness of and student participation in academic and para-academic activities that develop facets of the Graduate Profile**

Actions

3.1.1 Define the benefits for students of the links between academic, para-academic and extra-curricular activities that develop Graduate Profile outcomes

High-level target: The connections between academic, para-academic and extra-curricular activities are mapped, and student awareness increases

3.1.2 Develop and promote new opportunities for holistic student development (academic, personal and social) as defined by the Graduate Profile

High-level target: New approach to increased participation in college life is implemented, and all students participate

High-level target: Comprehensive approach for recognition of student involvement in para-academic and extra-curricular activities is developed

3.1.3 Explore options for a college-wide, sector-specific or family of programs common time block for academic, para-academic, and extra-curricular activities

High-level target: Common time-blocks for meetings of students by sectors or programs are identified and scheduled, where feasible

ORIENTATION 2

ENVIRONMENT

COMMUNITIES

STUDENTS

CREATING JUST AND CARING LEARNING AND WORKING COMMUNITIES

Collaboration and innovation are enhanced by mutual respect and understanding across diverse communities and by support for the well-being and development of every individual.

Overview

Over time, Dawson's strengths as a community have allowed us to adapt to, and not be defined by, social, economic and political circumstances – and to ultimately advance the collective priorities of the Dawson community. While the Quebec government's cancellation of Dawson's long-planned-for expansion confirmed the beginning of a turbulent period, this and other challenges facing us can be met by building on our traditional strengths in collaboration and innovation of the full range of services to students.

Overview (continued)

Recognizing and addressing the needs of Indigenous students and communities is one such priority. Guided by the recommendations of the Truth and Reconciliation Commission and by the Colleges and Institutes Canada Indigenous Education Protocol, to which Dawson is a signatory, preliminary efforts under the 2016-2023 Strategic Plan created academic pathways such as Journeys; physical spaces and support services like the First Peoples Centre; and positions such as the Indigenous pedagogical counsellor. This first phase embarked on building a climate of respect and understanding to support the aspirations of Indigenous students. Pursuing the fulfillment of these efforts will entail the design and implementation of diverse new initiatives, including an Indigenous student success plan; an Indigenous protocol; strategies for strengthening relationships with Indigenous communities; and approaches to honouring land and territory. Resolve in these endeavours is even more important given the context of the Charter of the French Language and its potential impacts on Indigenous access to post-secondary education and student success.
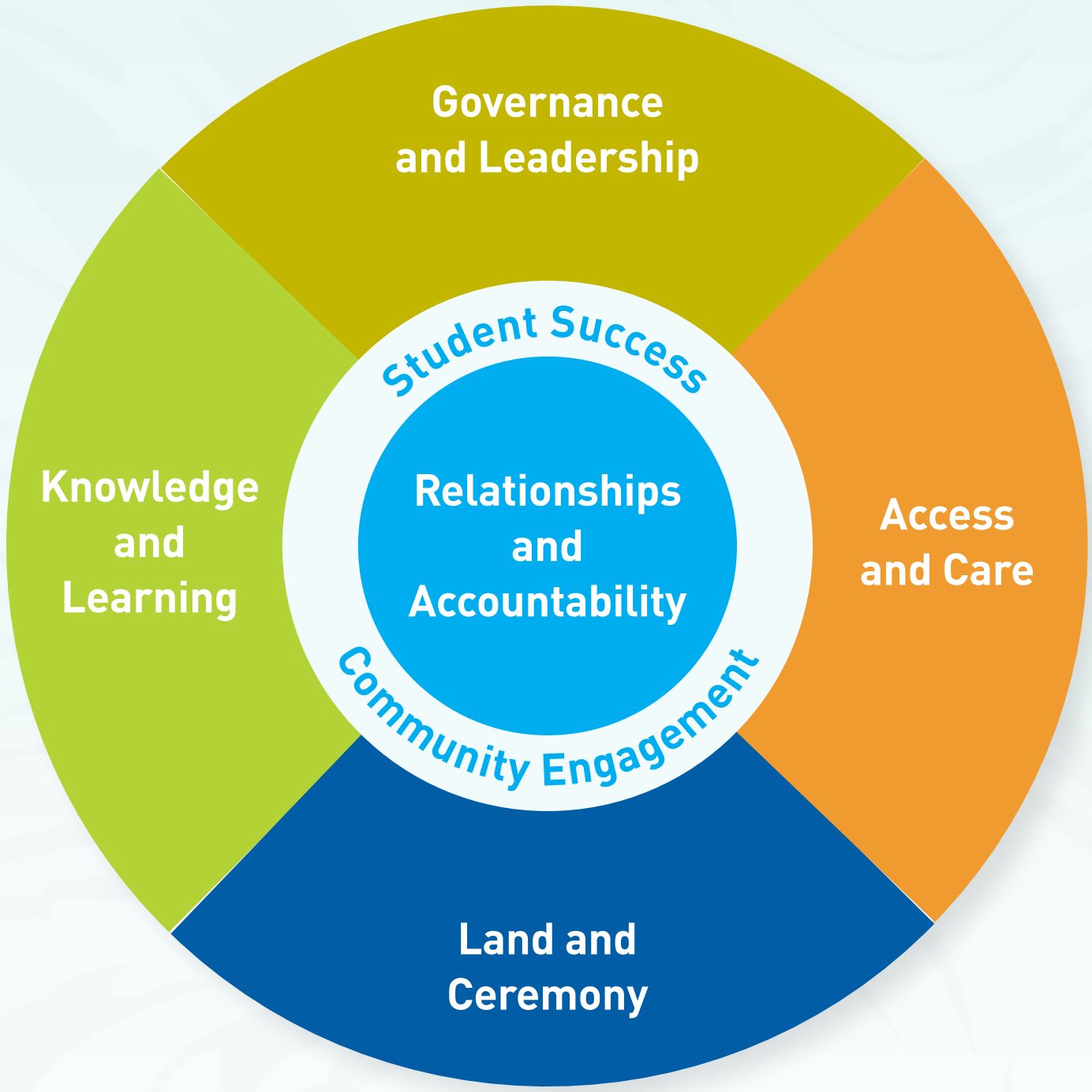
" Indigenizing the academy is not one strategy, or one policy change—it is a culminating and complex living movement that aims to see post-secondary institutions empowering Aboriginal peoples' cultural integrity through respectful relationships through relevant policies, programs, and services... Indigenization of the academy [will have] truly transformed higher education when Indigenous students leave the institution more empowered in who they are as Indigenous peoples and when non-Indigenous peoples have a better understanding of the complexities, richness, and diversity of Indigenous peoples, histories, cultures, and lived experiences." *More Than a Checklist: Meaningful Indigenous Inclusion in Higher Education (Pidgeon 2016)*

Overview (continued)

Another priority will be a Dawson-wide approach to equity, diversity, inclusion and accessibility. Colleges and universities across Canada are taking steps to create more just and caring environments for students and employees. Every student and employee has the right to be treated respectfully and to feel confident that the college is monitoring practices and evaluating policies for equity, diversity, inclusion and accessibility.

In community consultations, Dawson employees expressed a desire for greater participation in the life of the college, beyond the strict confines of their job. If well-being for all is to truly be an over-arching value, we must offer all employees pathways to learn and grow in the same spirit as we contribute to the growth of our students. These commitments point to the importance to stay abreast of best practices in higher education. Realizing our value of *Institutional Excellence* signals committing time and resources to the implementation and assessment of evidence-based approaches across the college.

" Although EDI education holds promise for boosting awareness and promoting inclusive conduct, its success is largely tied to its positioning within an institution. Three principal elements determine its effectiveness: EDI educational initiatives' situation within a larger organizational plan; its framing as welcoming and non-threatening, while recognizing that sessions may provoke a level of disquiet; and the provision of iterative opportunities to review and apply knowledge gained through EDI training... [The academy] presents a uniquely promising site for EDI education, as an organization that subscribes to the principles that learning is ongoing and lifelong, that received wisdom should be open to testing and scrutiny, and that knowledge is advanced through convergence of, and debate among, diverse voices." *Equity education initiatives within Canadian universities: promise and limits (Campbell 2021)*

" [Learning organizations are] organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." *The Fifth Discipline (Senge 1997)*

Overview (continued)

Finding adequate and appropriate space for our students and employees remains an urgent priority. Current space constraints hamper our ability to maintain optimal learning environments for our students. Even as new solutions are investigated, we will take specific measures to improve the functionality and aesthetics of our existing facilities, with particular attention to more accessible and welcoming common spaces, and greater visibility of Dawson's history and identity.

" A supportive physical space is a strategic opportunity to enhance both student well-being and the student experience. The quality of physical learning environments has a significant and measurable impact on student well-being, engagement, productivity, and satisfaction." *Principles for Enhancing Wellbeing Through Physical Spaces at SFU (SFU 2014)*

Orientation 2

COMMUNITY

Goal 4 A comprehensive approach to the Indigenization of Dawson College is established

Goal 5 Dawson's learning and working communities are equitable, diverse, inclusive, and accessible

Goal 6 Foster an institution-wide culture of well-being

Goal 7 The physical environment is enhanced to support student success and employee collaboration and innovation

Goal 4 A comprehensive approach to the Indigenization of Dawson College is established

4.1 Work to close the educational achievement gap between Indigenous and non-Indigenous students

Actions

4.1.1 Increase access of Indigenous students to college studies and to STEM programs in particular

High-level target: Indigenous student protocol is drafted and adopted, relevant service units and personnel are familiar with protocol, and community partners and feeder schools are aware of the provisions of the protocol

High-level target: Pathways to STEM programs are developed and implemented

High-level target: Recommendations of Journey's assessment are submitted for review and action

4.1.2 Improve retention by strengthening the holistic support network for indigenous students

High-level target: Across the Dawson community, existing supports for retention of Indigenous students are consolidated and new ones are developed and implemented

High-level target: Processes to facilitate the hiring, onboarding and professional development of teachers in Journeys are developed and implemented

High-level target: Peer and professional tutoring for Indigenous students is expanded

High-level target: In departments and service units, professional development activities focusing on understanding and responding to needs of Indigenous students are offered

4.2 Involve Indigenous people in responsive and collaborative leadership regarding Indigenous matters as well as broader college concerns

Actions

4.2.1 Ensure appropriate Indigenous representation in decision-making

High-level target: Mandate of Indigenous Community Table is formalized

High-level target: Indigenous Office is created and staffed

High-level target: Initiative for developing Indigenous student leadership is designed and launched

4.2.2 Implement measures to increase, develop and retain Indigenous employees for all sectors of the college and at all levels

High-level target: Increase in recruitment and retention of Indigenous personnel

4.3 Engage the entire Dawson community in learning historical and contemporary truths to move forward decolonizing and indigenizing together

Actions

4.3.1 Engage students in decolonization and Indigenization through teaching, curriculum development and campus activities

High-level target: Opportunities for exposure to Indigenous cultures are developed and offered

High-level target: Existing courses with Indigenous content and pedagogies are consolidated, and new courses developed

High-level target: Expansion of number of Indigenous cultural activities on campus

4.3.2 Support all employees in acquiring knowledge in Indigenous history, contemporary realities, pedagogies, as well as strengths-based trauma-informed approaches to student support

High-level target: Professional development, focussing on Indigenous history, pedagogies and support strategies, is developed and offered to the general community and to programs and departments

4.4 Build and nurture meaningful relationships with Indigenous communities and lands

Actions

4.4.1 Honour land and territory by indigenizing Dawson grounds

High-level target: Land acknowledgement is created through a collaborative learning process

High-level target: Indigenous elements are included in landscaping

High-level target: Campus grounds are used for place-based learning

4.4.2 Strengthen relationships with Indigenous communities

High-level target: Mandate of the Indigenous Education Council is formalized

High-level target: Community Accountability and Engagement protocol is created and implemented

High-level target: Meetings with communities occur regularly

4.4.3 Increase the visibility of Indigenous cultures and languages on campus

High-level target: Acquisition plan is developed for Indigenous cultures in areas of the college

Goal 5 Dawson's learning and working communities are equitable, diverse, inclusive, and accessible

5.1 **Engage the Dawson community in developing awareness of and implementing Equity Diversity Inclusion and Accessibility (EDIA) principles**

Actions

5.1.1 Develop and implement an EDIA plan

High-level target: EDIA campus climate assessment is completed

High-level target: EDIA Action Plan is developed and training, policy reviews and associated actions are launched

5.1.2 Improve support to underserved students

High-level target: Measures in the EDIA Action Plan addressing underserved students are implemented

5.1.3 Support processes to collectively reflect, learn, and bring into focus EDIA principles in program and departmental approaches

High-level target: Measures in the EDIA Action Plan that raise awareness and support practices are implemented across programs and departments

5.2 **Ensure that access to employment at Dawson complies with Equity Diversity Inclusion and Accessibility (EDIA) principles**

Actions

5.2.1 Develop and implement a college-wide training plan that creates common language on EDIA with regard to equal access to employment principles and practices

High-level target: Training programs are implemented for selection committees and the college as a whole

5.2.2 Revise and implement pre-and post-selection committee hiring processes and practices in keeping with EDIA principles

High-level target: Job postings include the use of inclusive language and broader selection criteria to encourage hiring of diverse candidates

High-level target: Recruitment and selection criteria are broadened to reach out to a wider variety of groups, outside the "usual" areas

High-level target: An onboarding/welcome process, including a retention plan, is established for new employees

Goal 6 Foster an institution-wide culture of well-being

6.1 Develop and implement a strategic approach that promotes well-being

Actions

6.1.1 Provide the Management Team with opportunities for sharing and exploring approaches that promote well-being across the community

High-level target: Capacity for promoting the well-being across the community is increased

6.1.2 Implement strategies that foster the well-being of students and employees

High-level target: Improvement of the well-being of students and employees

6.3 Recognize employee innovation, creativity, collaboration, excellence

Actions

6.3.1 Identify and meaningfully recognize employee achievements that reflect Dawson's values

High-level target: Programs recognizing the contributions and achievements of employees are implemented

6.2 Facilitate for all employees a greater sense of belonging to and contributing to the larger Dawson Community

Actions

6.2.1 Develop comprehensive employee life cycle programs (including onboarding, professional development and evaluations)

High-level target: New onboarding processes, professional development programs and evaluations are launched for employees

6.2.2 Evaluate and address obstacles to effective communication across college units

High-level target: Communication strategies support both well-being and effectiveness

6.2.3 Facilitate employee participation in the development and enrichment of the Dawson community

High-level target: Participation of employees in College activities is increased

Goal 7 The physical environment is enhanced to support student success and employee collaboration and innovation

7.1 Develop and implement a plan to acquire space

Actions

7.1.1 Acquire new spaces to correct the space deficit

High-level target: Space deficit is resolved

7.1.2 Develop and implement plan for the transition to the new spaces

High-level target: A transition plan for new spaces is implemented

7.2 Redesign learning, study, work and collaboration spaces to support student learning and promote employee engagement

Actions

7.2.1 Develop and implement plans for the design, renovation and repurposing of academic and common spaces that facilitate student learning and employee engagement

High-level target: A plan for academic spaces is developed and implemented

High-level target: A plan for redesigning common indoor and outdoor spaces to highlight biophilic design, Dawson identity and Indigenous cultures is developed and implemented

7.3 Evaluate the accessibility of college spaces and redesign as necessary

Actions

7.3.1 Analyse the accessibility of the facilities

High-level target: Assessment of college facilities for accessibility is completed and recommendations are submitted for review and action

7.3.2 Conduct a campus wayfinding analysis

High-level target: Campus wayfinding analysis is completed and recommendations are submitted for review and action

ORIENTATION 3

HEALTHY, SUSTAINABLE ENVIRONMENT

Infuse sustainability – environmental, social, economic – throughout the academic sector and all services to expand awareness and create opportunities for individual and collective action

Overview

It is widely understood that human social and economic development must respect planetary environmental boundaries. When economic, social and ecological systems are healthy and sustainable, the result is well-being for all. The movement in public and private sectors to adopt clear environmental, social and governance (ESG) guidelines speaks to the recognition that our future depends on our capacity to simultaneously protect healthy ecosystems, maintain democratic societies, and create sustainable economies.

At the same time, recent studies indicate alarming levels of eco-anxiety among children and youth around the world. Contributing factors, reported on practically every day in the media, include a narrowing window of opportunity to avoid catastrophic global warming, and accelerating rates of extinction across global ecosystems. These and other trends signal that our responses, locally and globally, are falling short.

Overview (continued)

As we prepare students academically for university and the world of work, we also have a moral obligation to inform and engage students in view of the environmental challenges of the decades ahead. This obligation means equipping students with sustainability knowledge and skills, and with a pragmatic eco-optimism that can counter anxiety and fatalism.

Dawson has established itself as a leader in sustainability in higher education, but we can and must do more to ensure that all Dawson graduates understand the interrelated nature of environment, economy and society in the context of their chosen program. How might the economy of a sustainable future render obsolete the extractive industries of the past? What values are sufficient for sustaining stable democracies and healthy ecosystems? How might Indigenous ways of knowing help us to forge a new *rapprochement* with nature? These and similar questions engage students because they are of profound importance for our common future. We thus envision an expansion of academic and para-academic initiatives that involve the entire college community in learning about and practicing sustainability.

" Addressing the challenges of the Sustainable Development Goals will require new knowledge, new ways of doing things, hard choices between competing options, and in some cases profound transformations. Universities drive technological and societal progress through research, discovery, knowledge creation, and adoption. They attract and nurture talent and creativity and are central players in regional and national innovation systems. These services are critical for helping the global community understand the challenges, opportunities, and interactions between the SDGs; develop and implement solutions; develop and assess policy options and transformation pathways; and monitor progress… Achieving the SDGs will need everyone to contribute. Universities therefore need to ensure that they are equipping current and future leaders, decision-makers, teachers, innovators, entrepreneurs, and citizens with the knowledge, skills and motivation that will help them contribute to achieving the SDGs." *Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. (SDSN Australia/Pacific 2017)*

Overview (continued)

Sustainability at Dawson has long involved the careful development and protection of the natural assets of the Dawson campus. A comprehensive Landscape Management Plan will see ecological design principles guiding the renewal of outdoor green and common spaces. With the creation of flexible new areas for outdoor learning, recreation and reflection, the campus environs will be a true expression of Dawson's educational and stewardship values.

Orientation 3

SUSTAINIBILITY

Goal 8   Social, economic and environmental sustainability are understood and practiced across the entire Dawson community

Goal 8 **Social, economic and environmental sustainability are understood and practiced across the entire Dawson community**

8.1 **Expand opportunities for student and employee learning and action on sustainability and well-being**

Actions

8.1.1 Raise awareness of the three components of sustainability - environmental, social, and economic - through academic, para-academic and professional development activities

High-level target: Initiatives to raise awareness of three-part definition of sustainability are developed, and implemented across Dawson community

8.1.2 Create opportunities for students and employees to learn about and practice social entrepreneurship

High-level target: New opportunities are created for students and employees to learn and practice social entrepreneurship

8.1.3 Support new curriculum development projects across programs, based on the United Nations Sustainable Development Goals

High-level target: New projects in curriculum mapping and curriculum development for United Nations Sustainable Development Goals are developed across programs

8.2 **Strengthen Dawson's leadership role in sustainability, share knowledge and build collaborative capacity**

Actions

8.2.1 Research and communicate the positive impacts of enhanced sustainability on academics and physical operations

High-level target: Community awareness of positive institutional impacts of sustainability is increased

8.2.2 Create opportunities for knowledge sharing and collaborative projects within the college network, across Canada and internationally

High-level target: New projects with new partners to share knowledge and collaborate on projects

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