

Annual
Report

2014-2015

DAWSON
C O L L E G E



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1. Message from the Chair of the Board of Governors

Monsieur le ministre de l'Éducation, de l'enseignement Supérieur et de la Recherche,

It is my pleasure, on behalf of the Board of Governors of Dawson College, to submit this annual report for the year 2014-2015 which will provide a comprehensive overview of the achievements and noteworthy events that have characterized the actions undertaken by the College during this academic year.

We are confident, Monsieur le ministre, that by reading this report you will gain a deep understanding of the dynamic character of Dawson College, an institution that can count on an active community that is committed to fulfilling its educational mission.

During the 2014-2015 academic year, the Board of Governors met on seven occasions to ensure the principles of good governance of the College's activities. During these meetings, the members of the Board had ample opportunity to learn about the main activities of the College to assess their relevance and to evaluate their effectiveness. Several resolutions were discussed and adopted that dealt with items related to the College's mission.

These resolutions included adoption of annual budgets and the annual management plan; changes to institutional policies; approval of programs that underwent revisions; approval of contracts under its jurisdiction; adoption of activity reports produced by the College's service areas, such as those pertaining to the Office of the Ombudsperson and the Centre for Research on the Inclusion of Persons with Disabilities (CRISPESH); renewal of agreements for the internationalization of academic programs; management of the process for the mandate renewal of the Director General. These are just some of the topics brought to the attention of the Board.

Despite a difficult financial situation as a result of significant budget cuts in 2014-2015, the College succeeded in pursuing its goals by remaining focused on developing its objectives through a firm commitment to provide a rich and stimulating educational environment that encourages student success and the achievement of students' full potential.

We are confident, Monsieur le ministre, that by reading this annual report, you will see the commitment of all members of the Dawson College community to the fulfillment of their mission as well as the relevance of educational values on which this commitment is based.

Respectfully submitted,



Louise Kralka
Chair of the Board of Governors

2. Mission Statement

As a College in the province of Quebec, aware of its responsibility 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 within 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.

3. Vision Statement and Values

Vision

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.

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.

4. Report from the Director General

The 2014-2015 academic year represents the final year of the Strategic Plan adopted by the Board of Governors of Dawson College in 2010. During the five years of its existence, the Strategic Plan has allowed Dawson College to demonstrate itself to be a dynamic institution, eager to offer students stimulating programs of study and learning activities using innovative and inspiring pedagogical approaches that promote student success.

However, the implementation of certain initiatives suffered as a result of successive budget cuts that have affected the level of resources available to the College. A not-insignificant contributing factor can be seen just in the year 2014-2015 with nearly \$ 1.2 million being cut from the operating budget, forcing the College to make some hard choices to safeguard the integrity of its mission and the continuity of strategic actions. As these cuts may only be applied to a restricted part of the annual budget allocation, the College was forced to manage operating costs while honouring contractual obligations.

Another element that had an important impact on the College was substantial turnover in senior management personnel. During 2014-2015, new senior managers filled the positions of Academic Dean and Director of Administrative Services. Moreover, academic administration also saw the need to fill positions due to the movement of personnel. These organizational changes represented significant challenges in terms of work integration and familiarity with the responsibilities inherent to the positions.

Notwithstanding the budgetary situation and the changing face of the organization, the Dawson community managed to persevere and kept on course pursuing its activities and important projects were completed in accordance with the annual management plan adopted by the Board of Governors of the College.

As highlights:

- The College conducted an audit of its quality assurance mechanisms, carried out in accordance with guidelines from the Commission d'évaluation de l'enseignement collégial (CEEC). This audit process aimed to validate the effectiveness of the processes and procedures by which the College ensures the quality of its operations, primarily in the academic field. The audit report was subject to approval by the Board before being submitted for consideration by the CEEC. An action plan was developed to address the shortcomings that were identified during the process. This action plan will be monitored during the next three years by the sectors concerned and should improve the College's ability to manage its quality assurance systems.
- An analysis was conducted of activities in Continuing Education. The rapid growth of student enrollment in this sector in recent years and the introduction of new program proposals such as Springboard DEC, as well as changes in the profile of the student population attending Continuing Education, led the Academic Dean to launch a review in 2014-2015 of various parameters related to the offerings and the delivery of services. The review will result in a set of actions for the improvement of services offered to this segment of the student population at Dawson College.

- In the wake of efforts in recent years to put in place mechanisms for ongoing evaluation of College activities, two service areas were evaluated in 2014-2015: the Academic Skills Centre and Counselling Services. Both services fall under the umbrella of Student Services and offer invaluable support to students with learning difficulties or those seeking career guidance. The findings of the evaluation process and recommendations will ensure improved services for students in helping them achieve student success and prepare for the future.
- Under the responsibility of the Office for Instructional Development, a three-year plan for the development of research activities was formulated to contribute to Dawson's mission and to encourage faculty-researchers to pursue projects for which the College is recognized or where the potential for growth is great: the application of technology in teaching and learning; accessibility and inclusion of students with disabilities; sustainability and education about the environment; social and cultural issues, communications and history; pure and applied science. This three-year plan sets the groundwork for actions the College will take in regards to research and supporting faculty-researchers, to make students aware of the benefits of research at their institution and to better support efforts to access funding from granting agencies.
- Acting on a will to enrich the learning environment for students, Dawson College embarked on the planning and realization of a project that allows teachers from all disciplines to use a project room dedicated to the development of innovative teaching practices. This project, borne of interdisciplinary collaboration calls for the creation of a space that responds to the needs and goals of teachers to innovate while developing professional practice. This collaborative space, coupled with active learning classrooms installed by the College over the past few years, will contribute to the establishment of a creative teaching hub through which teaching and learning approaches may be enriched. This space will be launched in Fall 2015.
- During 2014-2015, the College also committed to an initiative to better support First Nations students in the pursuit of their studies. Compared to the graduation rate of Dawson students of about 72 per cent, the graduation rate of First Nations students stands at 32 per cent. The College consulted with various representatives of indigenous communities to better understand and address the specific difficulties these students face. This initiative allowed the establishment of a community of teachers, professionals and support staff to explore measures to help First Nations students with improved language acquisition, among other important elements. In the short term, this project has as its goal the creation of a support centre for First Nations students and the development of a special Springboard DEC. The centre will facilitate better coordination of efforts to ensure students complete their programs for a better student success rate. In order to implement the project, the College will be seeking additional sources of financing.
- Following discussions with Ministry representatives on the space shortage experienced by the College, a plan to redress the issue was presented in 2014-2015 that foresees the implementation of preliminary steps to temporarily accommodate the deficit in anticipation of more permanent solutions. Whatever measures are adopted, these permanent solutions must take into consideration a number of constraints, not the least of which are budgetary concerns. This dossier will undoubtedly necessitate numerous discussions with Ministry officials in the coming years to establish fair and equitable decision-making processes in addressing the needs of the College and to guarantee that investment is put into a satisfactory solution.

- The Information Systems and Technology department advanced to the consolidation of its communication platforms in collaboration with the community. Together with the Communications Office, after a total redesign the website was migrated to a WordPress platform including mobile applications. In addition, the internal community shared in the deployment of processes and sites within SharePoint.
- In academic administration, activities were pursued to ensure relevant and high quality programs of study. During 2014-2015 after thorough revision, the Board of Governors adopted changes to four programs: Graphic Design (570.A0); Professional Theatre (561.C0); Liberal Arts (700.B0); Arts, Literature and Communication (500.A1). Evaluation of the Accounting and Management Technology (410.B0) and Business Management (Marketing) (410.D0) programs was begun. Modifications made to the Institutional Student Evaluation Policy and the Research Ethics Policy were approved by the Board of Governors. Two programs in the Science, Medical Studies and Engineering sector successfully passed the Canadian Medical Association accreditation process: Radiation Oncology (142.C0) and Diagnostic Imaging (142.A0) had their accreditation renewed for a period of six years.
- Pursuant to work begun the previous year, the academic administration continued to explore and develop academic articulation agreements with several Canadian and Quebec universities in an effort to offer students graduating from Dawson the opportunity to take advantage of well-structured and clear paths to continue their studies. At this date, Dawson has concluded 16 articulation and six others are on track to be finalized.
- Over the past few years, Dawson has seen its enrollment grow to unprecedented numbers, as permitted by the Ministry. This situation will be of limited duration and therefore, the College has prepared a planning exercise to manage student enrollment by returning to levels in line with its original capacity. The planning process, as rigorous as it may be, cannot predict how current or prospective students will progress in their studies, although the College has seen an increase in the number of returning students and in new students accepting offers of admission. This poses an inherent risk in view of the drop in demographics for this age group that has been foreseen for the CEGEP network and which deserves our full attention.
- In Administrative Services, a complete overhaul of financial management systems was undertaken to improve effectiveness and efficiency. These improvements have been effectuated within the context of growing demand by the government to address controls and accountability, especially as activities in certain sectors, such as research and institutional development intensifies.
- Finally, with the Strategic Plan 2010-2015 coming to an end, in 2014-2015 the College began its reflection on the third planning exercise for the next Strategic Plan, to determine pertinent strategic directions setting the course for the College's continued development over the next period of time. These strategic directions must build on the gains brought about by the 2010-2015 Plan if one were to imagine that this approach would serve as continuity for that which has been already achieved. To this end, research was conducted to give life to the concept of a "learning community" at the College that would establish both its organizational and semantic significance within the Dawson context, a concept that could define the College's central vision over the coming years.

In conclusion, the examples cited here illustrate that 2014-2015, despite its challenges, served to advance the College in the achievement of its strategic goals set out in the Strategic Plan 2010-2015. The pursuit of excellence, the enhancement of the learning environment and service to society – the three pillars of the Strategic Plan 2010-2015 – have guided the various initiatives undertaken by the Dawson community during the course of the year.

The activities mentioned above, as well as others throughout the sectors, for example, entrepreneurship, peace education, an online module for the acquisition of French-language skills for new immigrants, student participation in Model UN competitions, environmental education within the context of a “Living Campus,” all contribute to one goal: to offer those who demonstrate their confidence in us to provide a rich and stimulating learning environment, encouraging students to reach their full potential as informed citizens, but above all, as caring, engaged human beings.

Respectfully submitted,

A handwritten signature in blue ink that reads "Richard Filion". The signature is written in a cursive, flowing style.

Richard Filion

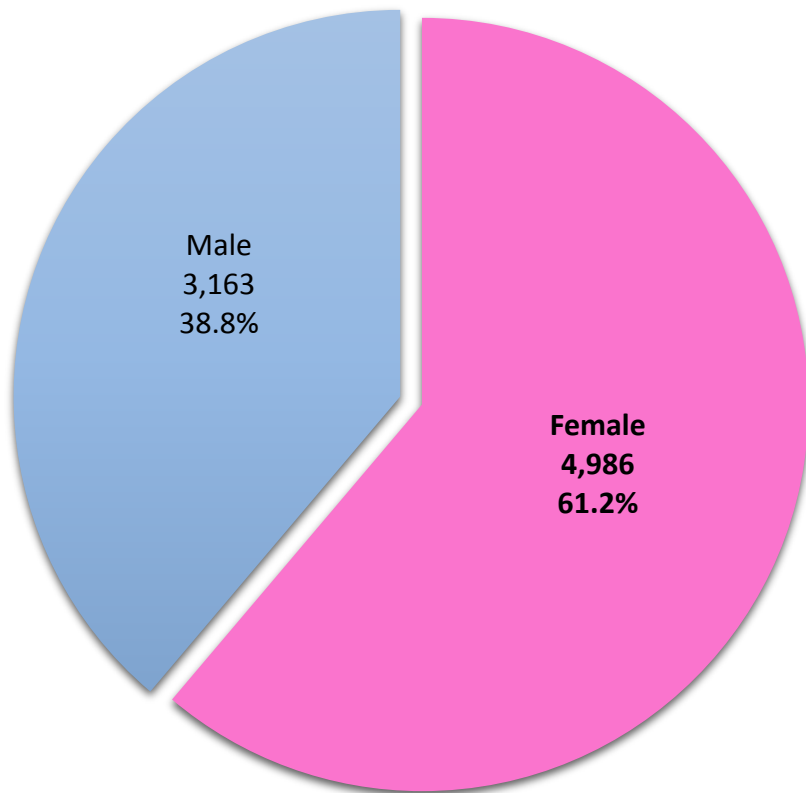
Director General

5. Student Populations

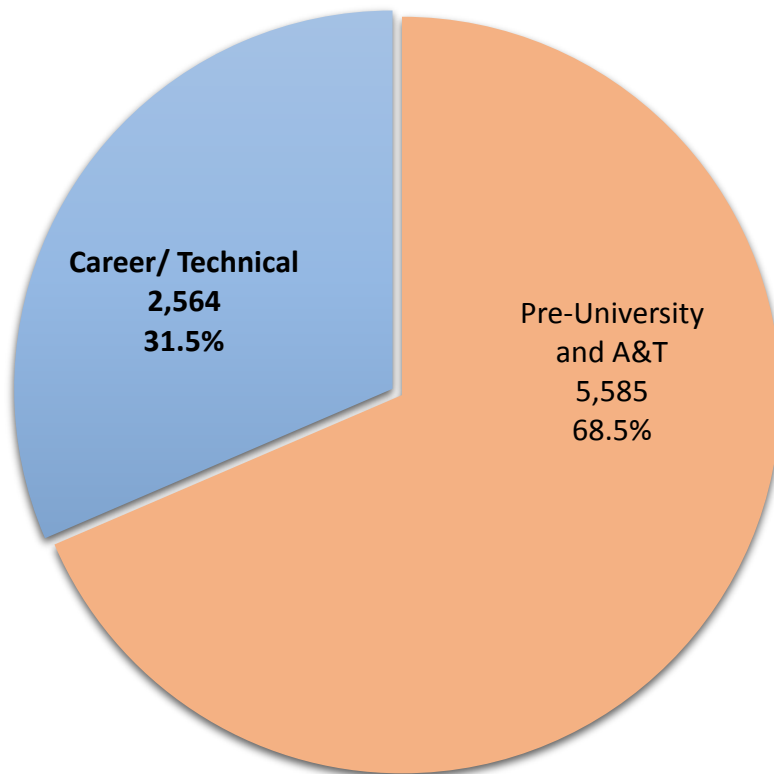
Full-Time Day Students by Program

	Fall 2013	Fall 2014
PRE-UNIVERSITY PROGRAMS		
Creative Arts, Literature and Languages	830	786
Liberal Arts	117	109
Science	1078	1040
Social Science	3428	3408
Visual Arts/Fine Arts	101	98
TECHNICAL PROGRAMS		
3D Animation & Computer-Generated Imagery	73	99
Accounting and Management Technology	125	136
Business Management (Marketing)	204	203
Biomedical Laboratory Technology	80	78
Civil Engineering Technology	115	119
Community Recreation and Leadership Training	114	115
Computer Science Technology	151	153
Diagnostic Imaging	102	102
Electronics Engineering Technology	104	99
Graphic Design	133	136
Illustration & Design	158	152
Industrial Design	49	52
Interior Design	121	121
Laboratory Technology - Analytical Chemistry	58	62
Mechanical Engineering Technology	121	125
Nursing	315	329
Physical Rehabilitation	49	59
Professional Photography	114	114
Professional Theatre	93	90
Radiation Oncology	39	40
Social Service	171	180
Accueil & Transition (A&T)	116	144
	Fall 2013	Fall 2014
PRE-UNIVERSITY and A&T	5670	5585
TECHNICAL	2489	2564
TOTAL	8159	8149

**Gender Distribution of Day Students
Fall 2014
Total Enrolment 8,149**



**Enrolments in Pre University/
Career Programs and A&T
Fall 2014
Total Enrolment 8,149**



Continuing Education Enrolments (credit, Includes AEC)

	Number of Students			Seats		
	Full-Time	Part-Time	Grand Total	Full-Time	Part Time	Grand Total
Summer 2014	54	914	968	143	1108	1251
Fall 2014	1077	1758	2835	4093	3042	7135
Winter 2015	1029	1798	2827	3922	3359	7281

AEC Graduates (Attestation)				
	Summer 2014	Fall 2014	Winter 2015	Total
AEC - Accounting Principles	13	30	49	92
AEC - Civil Engineering Techniques			28	28
AEC - Commercial Photography		15	12	27
AEC - Mechanical Engineering Techniques			38	38
AEC - Network Administration and Support		12	17	29
AEC - Prep. Cisco & Comptia Linux Cert.			19	19
AEC - Prep. for Microsoft Certification		27		27
Total	13	84	163	260

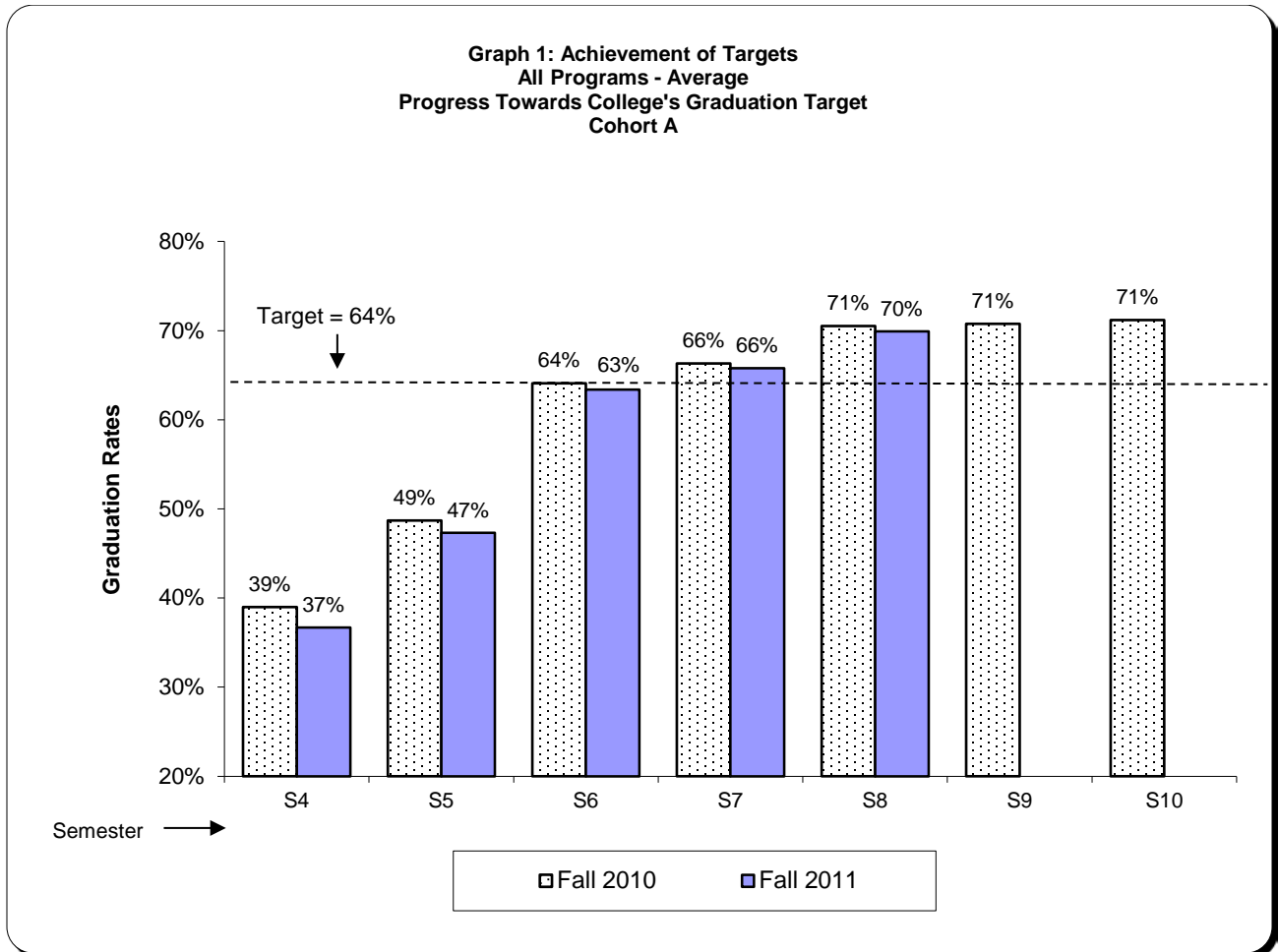
Continuing Education Enrolments (non-credit)

	Number of enrolments
Summer 2014	376
Fall 2014	1087
Winter 2015	928
Spring 2015	810
TOTAL	3201

DEC Graduates by Program (Diplomas)

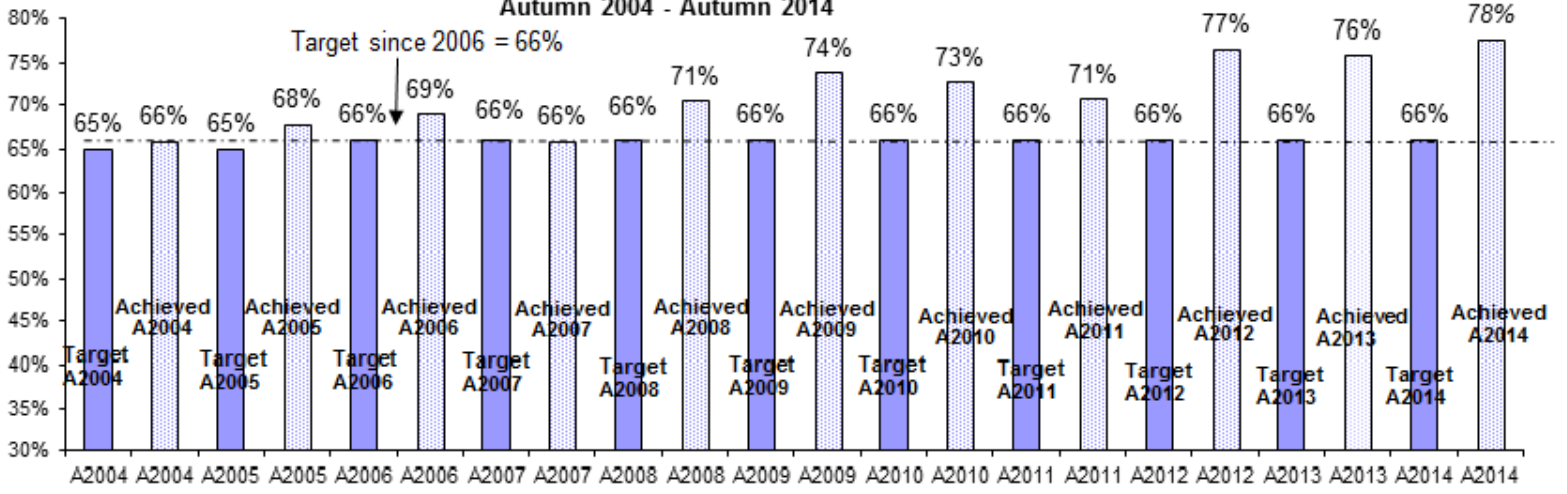
	Summer 2014	Fall 2014	Winter 2015	Total
Pre-University				
Creative Arts, Literature and Languages	36	80	163	279
Liberal Arts	5	4	33	42
Science	85	84	287	456
Social Science	227	328	675	1230
Visual Arts/Fine Arts	11	2	22	35
Pre-University Total	364	498	1180	2042
Careers				
3D Animation & Computer-Generated Imagery	1		14	15
Accounting and Management Technology	2	9	25	36
Biomedical Laboratory Technology			17	17
Business Management (Marketing)	5	4	38	47
Civil Engineering Technology	1	2	19	22
Community Recreational and Leadership Training	1	1	32	34
Computer Science Technology	2	2	17	21
Diagnostic Imaging			27	27
Electronics Engineering Technology	4	1	8	13
Graphic Design	6	2	30	38
Illustration & Design	2		43	45
Industrial Design	5		9	14
Interior Design	5	1	25	31
Laboratory Technology - Analytical Chemistry	1		6	7
Mechanical Engineering Technology	6	4	26	36
Nursing	1		65	66
Physical Rehabilitation			10	10
Professional Photography	2	4	14	20
Professional Theatre	2	2	21	25
Radiation Oncology			9	9
Social Service	5	1	30	36
Careers Total	51	33	485	569
Grand Total	415	531	1665	2611

6. Achievement of Targets

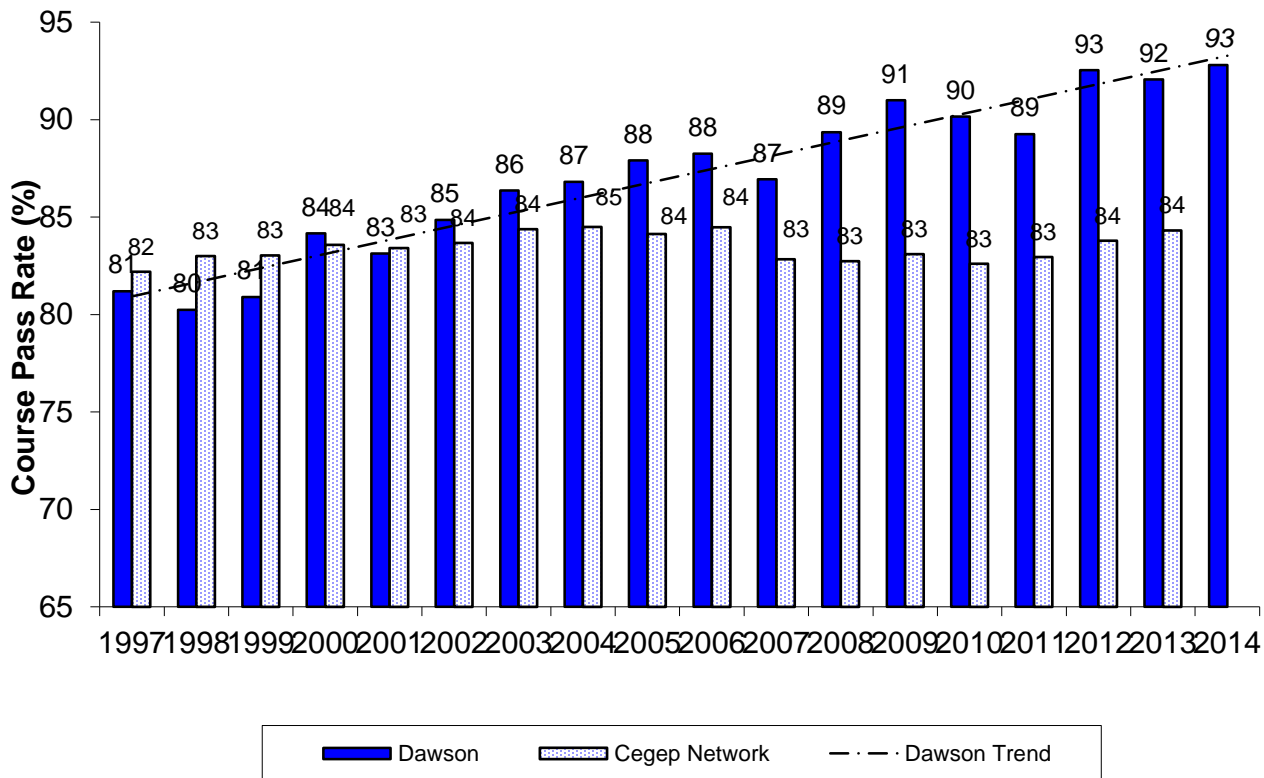


Graph 2: Course Success Rates
% of Students Passing 100% of Courses
Cohort A

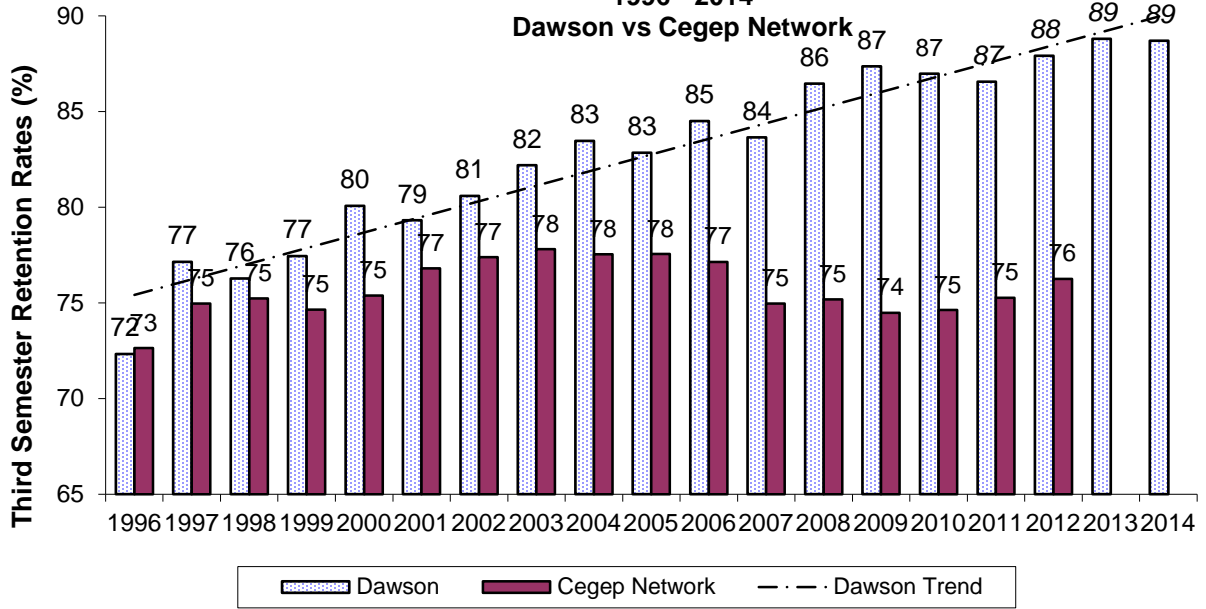
Autumn 2004 - Autumn 2014



**Graph 3: First Semester Course Pass Rates
Autumn 1997 - Autumn 2014
Cohort A
Dawson vs CEGEP Network**



**Graph 4: Retention of Cohort A Students from Semester 1 to 3
in Any Program within the Same College
1996 - 2014**



7. Employment Statistics

Reporting on certain articles of the Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises

2014-2015	Number of employees*		Number of employees	
	Permanent	Non-permanent	Female	Male
Management Personnel	38	3	21	20
Teaching Personnel	505	465	510	460
Professional Personnel	53	34	71	16
Support Personnel (incl. non-permanent student employees)	206	737	574	369
TOTAL	802	1239	1176	865
	* includes those who left during the year			

Qualifications of Regular Teaching Personnel	
Doctorate - no less than	21.7%
Master's Degree or more	33.0%
Other (includes Masters/Doctors not yet at top of scale)	45.3%

Note 1: The staffing level pertaining to Art. 38 of the Law for the period January 1 – March 31, 2015 exceeds the level of the corresponding period in 2014 by 3,323.90 hours, for a surplus ratio equivalent to 0.82 per cent. This minor surplus is attributed essentially to the increase in teaching needs, particularly in the area of Continuing Education.

Note 2:

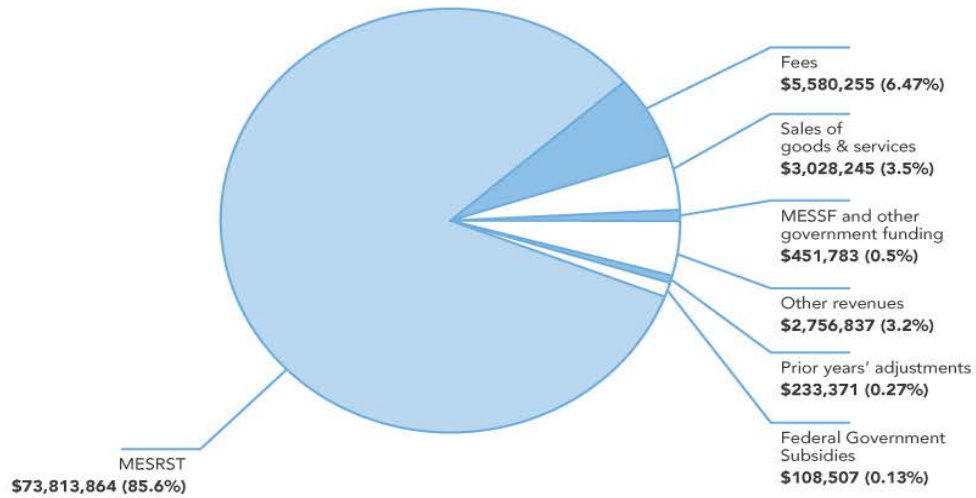
Service contracts with a value of \$25,000 or more, concluded between January 1 and June 30, 2015		
	Number	Value
Service contracts with a person	0	\$0
Service contracts with a contractor other than a person	1	\$180,000
All service contracts	1	\$180,000

8. Financial Statements

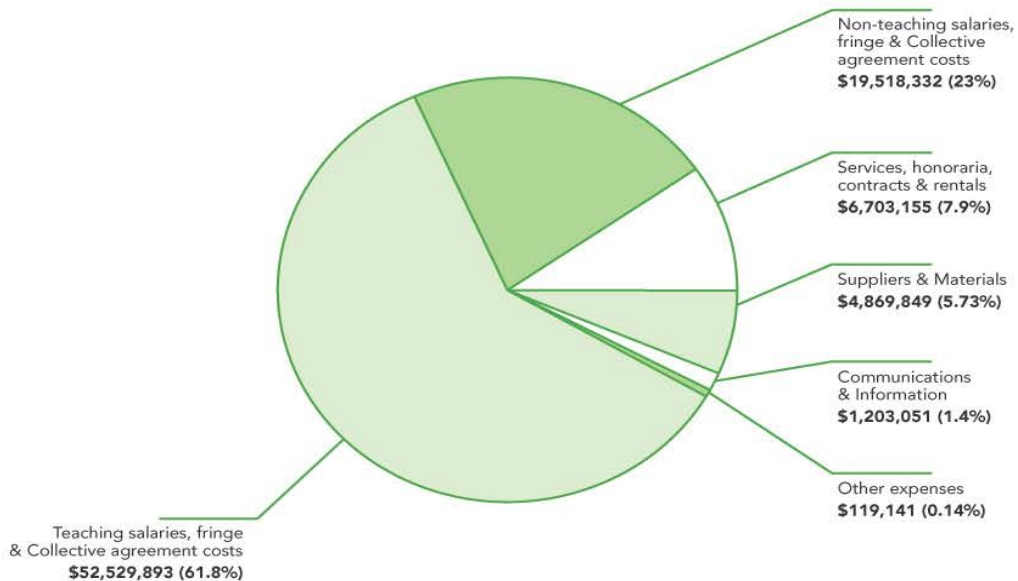
Revenue/Expenses

2014 - 2015

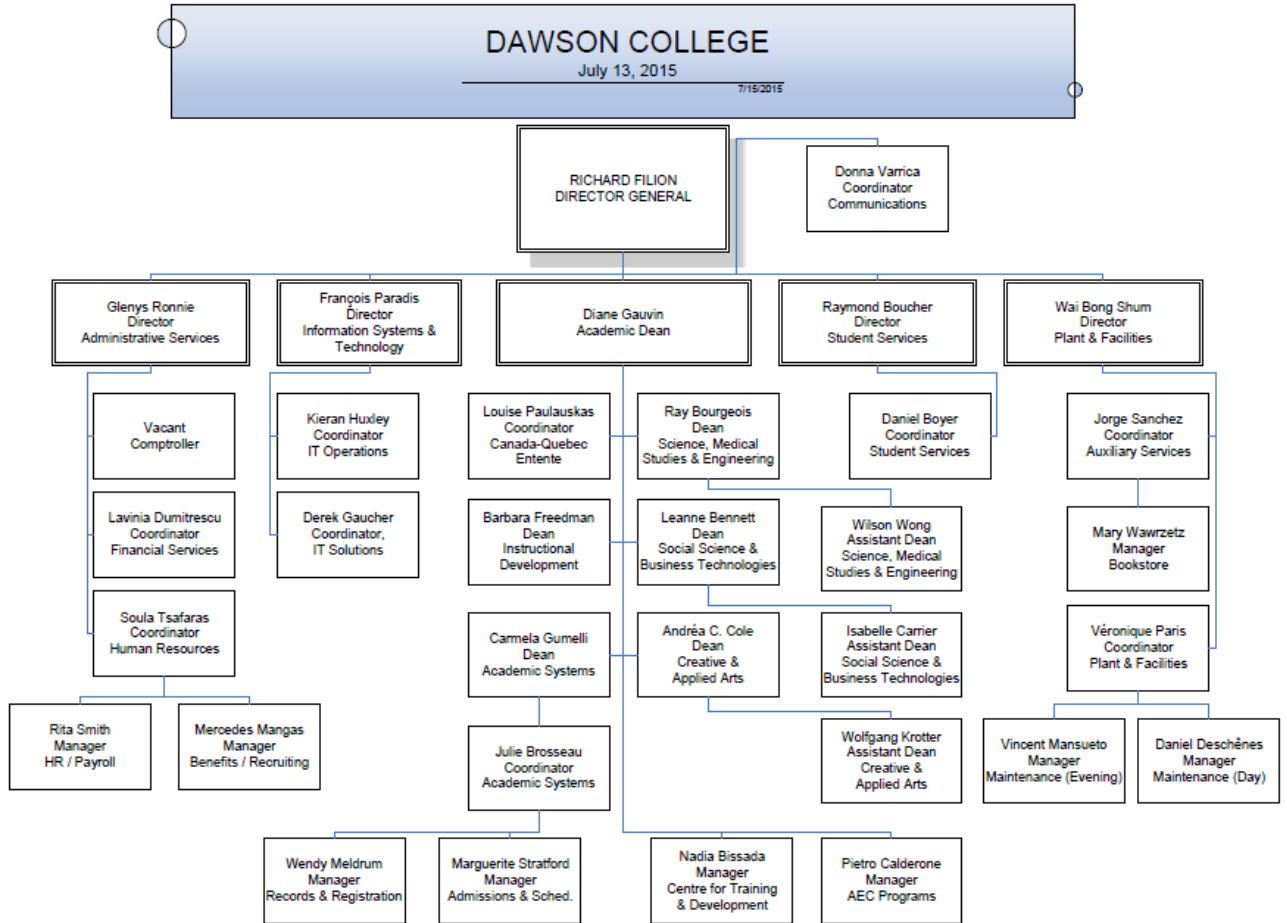
Total Revenues 2014 - 2015
\$86,216,736



Total Expenses 2014 - 2015
\$84,943,421



9. Organizational Chart



10. Board of Governors Membership and Committees

MEMBERS	
BRANCO, Sonya	Enterprise Representative
BURKE, Padraic	Technology Programs Student Representative
CUFFARO, Francesca	Support Staff Representative
ELLIOTT, Kenneth	School Commission Representative
FILION, Richard	Director General (ex officio)
GABRIELE, Karen	Faculty Representative
GAGLIARDI, Anna	Pre-University Program Graduate Representative
GAUVIN, Diane	Academic Dean (ex officio)
GOLDWAX, Michael	Parent Representative
HATAJLO, Steve	Technology Program Graduate Representative
KRALKA, Louise (Chair)	Enterprise Representative
LAMONTAGNE, Yann	Faculty Representative
MAVRIDIS, John	Parent Representative
McNEIL, David	Socio-economic Representative
MULDOWNEY, Maeve	Professional Representative
RICHARD, Sylvain (Vice-chair)	Labour Market Partners
PELLETIER, Johanne	University Representative
SINGERMAN, Jamie	Socio-economic Representative
SLEZAK, Kevin	Pre-University Program Student Representative
EXECUTIVE COMMITTEE MEMBERS	
FILION, Richard (Chair)	Director General (ex officio)
GAUVIN, Diane	Academic Dean (ex-officio)
KRALKA, Louise	Board Chair (ex officio)
MAVRIDIS, John	Parent Representative
MULDOWNEY, Maeve	Professional Representative
PELLETIER, Johanne	University Representative
RICHARD, Sylvain	Board Vice-Chair (ex-officio)
AUDIT COMMITTEE MEMBERS	
GOLDWAX, Michael	External Board Member
MAVRIDIS, John	External Board Member
McNEIL, David	External Board Member

11. Members of Senate

CHAIR OF SENATE		Michael Wood
ADMINISTRATION		
President	Academic Dean	Diane Gauvin
	Director of Student Services	Raymond Boucher
	Dean Science, Medical Studies & Engineering	Ray Bourgeois
	Dean Creative & Applied Arts	Andréa Cole
	Dean of Social Science & Business Technologies	Leanne Bennett
	Dean of Program Services	Donald Walker
ADMINISTRATION REPRESENTATIVES (3)		
	Registrar	Carmela Gumelli
	Registrariat	Julie Brosseau
	Dean of Instructional Development	Barbara Freedman
SECTOR OR PROGRAM CHAIRS/COORDINATORS		
	Creative Arts, Literature and Languages Program	Nelly Muresan
	Social Science Program	Vivien Watson
	Science Program	Chris Whittaker
	Council of Career Programs	Leigh Barnett-Shapiro
FACULTY	Creative Arts, Literature and Languages/Fine Arts	Michael R. Smith
	Social Science/Liberal Arts	Marianne Pelton
		Cynthia Martin
	Science/Math	Jonathon Sumner
		Jaleel Ali
	<i>Technical Programs</i>	
	Arts Technologies	Bob Marcy
	Medical Technologies	Jocelyne Napias-Pfeiffer
	Engineering Technologies	Jubrail (Gaby) Rahil
	Social Technologies	Chris Adam
	Business Technologies	Alex Simonelis
	<i>General Education</i>	
	English	Neil Hartlen
	French	Christian Paré
	Physical Education	Tim Miller
	Humanities	Michael Wood
NON-TEACHING STAFF		
	3 Professionals	Anja Vroomen
		Jane Valihora
		Gail Edwards
	1 Support Staff	Daniel Tesolin
STUDENTS (4)	Kevin Slezak	Dawson Student Union
	Julia Rose Johnson	Dawson Student Union
	Padraic Burke	Dawson Student Union
	Michael Reda	Part-Time Student

12. 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:

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

1.03 Scope

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

ARTICLE 2

Duties and Obligations of Board Members

2.01 General

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

2.02 Duties and Obligations While in Office in the fulfilment of their obligations, Board members shall:

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

2.03 Duties and Obligations after Leaving Office

In the year following the termination of their mandate, former Board members shall :

- a) act in such a manner so as not to take any undue advantage of their former position on the Board of
- b) Governors;
- c) 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;
- d) 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

4.01 Intent

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

4.02 Conflict of Interest Situations

- a) A conflict of interest exists in any situation, whether real, potential or perceived that, by objective standards, is of a nature to compromise or likely to compromise a Board member's independence and impartiality, attributes necessary to the role of governor.
- b) Without restricting the meaning of Article 4.02 a), the following examples are considered to be conflict of interest situations:
 - a situation where a Board member has a direct or indirect vested interest in a deliberation of the Board;
 - a situation where a Board member has a direct or indirect vested interest in a contract or contract proposal with the College
 - a situation where a Board member, directly or indirectly, would personally benefit from a decision of the College;
 - a situation where a Board member accepts a gift or benefit from an enterprise which deals, or is likely to deal with the College, with the exception of customary gifts of nominal value.

4.03 Situations Constituting a Conflict of Interest for Staff Board Members

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

4.04 Disclosure of Interests

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

Within thirty (30) days of becoming aware of new situations of conflict of interest, Board members shall submit to the Chair of the Board a revised declaration. Furthermore, Board members shall disclose any situation constituting a conflict of interest in the manner and situations outlined in the first paragraph of Article 12 of the Colleges' Act.

4.05 Restrictions

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

4.06 The Role of Chair

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

ARTICLE 5

Administration of the Code

5.01 The Role of Professional Conduct Counsellor

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

- a) informing Board members of the provisions of the Code and on its application;
- b) advising Board members on matters concerning ethics and professional conduct;
- c) investigating allegations of irregularity with respect to the Code and reporting findings to the Board of Governors;
- 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

NOTE: In the year 2014-2015, no breach of the Code of Conduct of Ethics and Professional Conduct for Members of the Board of Governors was committed.

13. Institutional and Individual Accomplishments in 2014-2015

CROSS-DISCIPLINARY INITIATIVES

- The **Dawson College Model UN** team was especially active and productive during this academic year. More than 80 Dawson College students were trained to be delegates at Model UN conferences. They organized the second annual Montreal United Nations Conference at Dawson which was attended by 65 Dawson delegates attended along with 165 delegates from other schools, with another 15 Dawson students who participated in running the conference.

The Dawson College Model UN team also participated in several conferences internationally: McMUN (McGill University) with 65 delegates, winning one prize (Honorable Mention), one of only two Montreal-area students who won an award; NAMUN (University of Toronto) with 26 delegates, five prizes won (two Outstanding Delegates, Best Delegate, Best Position Paper, Honourable Mention); CANIMUN (United Nations Association in Canada, Ottawa) with 22 delegates, four prizes won (Gagné Prize for Diplomacy, Best Journalist, Outstanding Delegate, Best Delegate); WorldMUN (Harvard University, held in Seoul, South Korea) 12 delegates; also attended MariMUN (Marianopolis College) with 15 delegates; JACMUN (John Abbott College) with 20 delegates; and, LCCMUN (Lower Canada College) with 10 delegates.

- The innovative collaboration of teachers and students called **SPACE** (Sciences Participating with Arts and Culture in Education) initiated a number of intra and extracurricular projects in 2014-2015 under the banner theme of Trans— in addition to established activities of the SPACE strategic initiative. SPACE hosted 30 events with just under 1,800 students, staff and faculty actively participating in and/or attending the events.

SPACE published over 35 new pieces of student and faculty content across three issues on its webzine. In excess of 200 people attended the vernissage of the TRANS— exhibition. The exhibition showcased the works of 68 individual participants including students, faculty and staff from across the disciplines, with representation from the Visual Arts, Cinema-Communication, Illustration & Design, Health Science, Professional Photography, Graphic Design, Creative Arts, Literature and Languages, Social Science, 3D Animation & Computer-Generated Imagery, and Liberal Arts.

Other cross-disciplinary collaborations included:

- **Webzine Illustrations:** two classes of graduating students in the Illustration and Design Department are creating 65 original illustrations for the SPACE webzine. This is the second year of this project.
- **Translating Science Project:** a year-long extracurricular knowledge-driven project in which 40 students from across the disciplines worked together in collaboration with a class of 51 Illustration & Design students.

- **TransLuminal Project:** an extracurricular project involving 40 students from Science, Visual Arts, Industrial Design, Mechanical Engineering Technology, Electronics Engineering Technology, Community Recreation and Leadership Training and Cinema-Communication. Over 160 individuals from the broader Dawson Community participated in an afternoon creativity event in the atrium. Over 200 students, faculty and staff were involved in the project.
- **Miles Gloriosus:** a Roman play involving a cast and production crew of 34 students from Social Science, Liberal Arts and Professional Theatre. The students met weekly throughout the Winter semester.

AWARDS

- Four Dawson College Mechanical Engineering Technology students embarked on a trip to China, along with teacher Bryn Hughes and Dean Donald Walker, to participate in the **Nanjing Polytechnic Institute's Mechanical Engineering Skills Competition**. This was the second time in three years that Dawson has sent students to represent the College in the Competition. Two Dawson students, Joseph Fanaberia and Pietro Mosca, won the design part of the competition while the two others won various 2nd and 3rd prizes in the CNC lathe and mill parts of the competition.
- Two second-year **Industrial Design** students (Samuel Elharrar and Patrick Marois) won the Prix du Jury in the Mitchel-Lincoln Concours étudiant Design industriel. They entered their Design Studio 1 course's seating project called "La Thai Box" working with teacher Michel Séguin. The Mitchel-Lincoln jury members were impressed with their design concept, assembly instructions, and the manufacturability of their entry. They shared a prize of \$3,000.
- Michael MacDonald, Corey Price and Simon Ranger, students in **Mechanical Engineering Technology**, took third place in *Science, on tourne!* professional category. They built a reliable machine that could hurl a racquetball at a wall, catch it on the rebound, and throw it again several times in 60 seconds. In the amateur category, Tze Chiu Chan, technician in Mechanical Engineering Technology, showcased a cleverly recycled machine.
- Chris Whittaker (**Physics** and SALTISE) and Julie Mooney (**Peace Studies Certificate**) have been awarded the 2015 College Sector Educator Award of the Society for Teaching and Learning in Higher Education (STLHE). The award was presented at the STLHE Annual Conference in Vancouver, B.C. during the Awards Ceremony in June 18.
- **Interior Design** graduating students Annesophie Granger, Amy Spingle and Claire McKenzie Grilo were selected by Interior Design Canada as three of their top 40 intern and final-year interior design students. They spent two days at a conference in Montreal where they met leaders in the industry.

- First year **Graphic Design** student Meghan Dove won the Quebec Entrepreneurial Award Regional First Prize for Individuals at the Collegiate Level. The prize was for an extracurricular project that focussed on designing, developing and promoting an application to connect students in different programs and department in the same school, as well as students in different educational institutions across Montreal, Quebec and Canada, (with aspirations of eventually expanding to international proportion).
- Dawson's **Alice Havel**, one of the College's longest serving professionals and a pioneer and visionary in the design and implementation of services provided through the Student AccessAbility Centre was recognized for her long and illustrious career at a ceremony in Chicoutimi by the Association québécoise de pédagogie collégiale (AQPC) at its annual conference. The award cites her professional affiliations with several organizations dedicated to the inclusion of students with disabilities, her commitment to the hundreds of students who have passed through her doors, and her research to change pedagogical approaches.
- The annual Director General's Awards for Teaching Excellence were celebrated at the Ped Day cocktail honouring **Inti Chauveau** from the French Department, **Joelle Dayan** from the Psychology Department, **Cynthia De Luca** from the History Department and **Boris Lorkovic** from the Electronics Engineering Technology Program. These awards recognize outstanding teaching performance in the classroom, laboratory and/or fieldwork; winners are nominated by their students and peers.
- Two Dawson graduates awarded **Fulbright Scholarships**: Stephanie Broos and Hayley Laxer were named the Canadian recipients of Killam Fellowships for 2014-2015 (also known as Fulbright Scholarships). Stephanie Broos graduated from Cinema, Video and Communications, and is studying Communications at Concordia University, although she is currently on exchange at San Francisco State University. Haley graduated from Social Science in the Law, Society and Justice profile, and is at University of Ottawa in Political Science and Public Administration, and is also currently on exchange at the America University in Washington D.C. Haley was a Parliamentary Page last year.

DAWSON IN THE COMMUNITY

- Veterans' Affairs joined Dawson College for a Remembrance ceremony in the Peace Garden to pay tribute to the fallen and those who served in defence of freedom, peace and democracy for Canada. The event, entirely organized by 18- and 19-year old students in the **Community Recreation and Leadership Training** program at Dawson College, was featured in various media reports. Reservist Derrick Farnham, who served in Afghanistan and teaches **Humanities** at Dawson, shared his memories of service while students recited In Flanders Field and veterans pronounced "L'Acte et la promesse du souvenir".

- The inauguration of the new **MUHC** hospital facility began with a walk stretching from Dawson College to the new Glen site. The College proved to be a beautiful and ideal setting for the festivities which included a kickoff by Montreal Mayor Denis Coderre and a number of dignitaries and participants from hospitals, community groups and partners and other educational institutions.
- The **Montreal Canadiens** organization selected Dawson's Spring BBQ to visit with its Escouade, a travelling road show featuring Youppi during the playoffs to support the Habs on game days, home and away.
- Dawson braved one of the coldest St. Patrick's Day parades in recent memory, taking the Best Amateur Float award for the second year running. The float, designed by members of **Campus Life and Leadership** in conjunction with some creative students, and assembled painstakingly by Dawson locksmith Mike Sheehan and Dawson maintenance employees.

MILESTONES

- The official opening and dedication of the **Dawson Centre for Peace Education** took place at announcing a new certificate in Peace Studies offering courses geared toward peace and non-violence education. Inspire Solutions, another peace initiative at Dawson, launched a collection of memories by Dawson students, faculty and staff, on subjects related to war called War Stories. The event also marked the start of the Whirled Peas Podcast.
- More than 200 people were in attendance to celebrate the 40+ anniversary of the **New School**, an alternative way of doing English and Humanities courses that was founded in 1973 and takes a critical humanistic approach to education. Teachers, students, graduates, facilitators, friends of the program came from far and wide to mark the important occasion.
- Dawson College celebrated the largest **graduating class** of its history with close to 3,000 students fulfilling the requirements of their DEC or AEC over the past year. The College has been bestowing diplomas since 1971 and with this graduating class, a total of 80,000 diplomas have been awarded to Dawson students who have completed DEC and AECs.

KUDOS

- French teacher **Ghayas Hachem** released his first book, *Play Boys*, to much popular and critical acclaim.
- Richard Filion, **Director General** of Dawson College, was named to a four-year term on the Conseil supérieur de l'éducation. He is one of nine new members to the 22-member Conseil, a body that advises the Ministry of Education on any number of issues and concerns on education. Members range from representatives of educational establishments at every level and different regions of Quebec.

- Dawson **Professional Theatre** graduate Michael Mando received rave reviews for his part in *Better Call Saul*, the prequel of *Breaking Bad*. He gives the program and his former teacher, Steven Lecky in particular, credit for his success.
- **Métro stations inspire flashes of beauty:** Chris Forsyth, a 19-year-old **Professional Photography** student at Dawson College, first noticed the impressive architecture present throughout Montreal's métro system while commuting to school every day, from Snowdon to Atwater station. His work has been recognized by media around the world.
- **Research** coordinator Kaila Folinsbee spoke at length with *Infolettre du réseau collégial du Québec* who published an extensive article on Dawson College's reputation to support research while building an active community of researchers.
- Two students from the **Law, Society and Justice** profile students participated in the Montreal Bar Debating Competition at the Montréal Courthouse. Réginal Labonté and Inès Vieux Francoeur, both first year students, competed against nine other CEGEP teams in a debate on the theme of Legal Protection for Whistleblowers: for or against.
- **Julianna Joos** of the Fine Arts Department is having a solo exhibition at the Queensland College of Art, Griffith University, in Brisbane, Australia. She has invited 18 students from the Visual Arts Program, registered in her Printmaking I classes, to exhibit with her; the students are : Melisa Badea, Rossana Chacon, Lucas Cormier-Afleck, Aidan Ferguson, Catherine Gagnon, Erin Gamble, Roberto Gutierrez, Maude Hallé, Antonina Kallaur, Anjali Kasturi, Maria-José Lara-Menéndez, Rachel McNeil, Caleigh Murphy, Eul Hee Park, Alice Picard, Éden Quail, Madeleine Stein-Sacks, Thierry St-Pierre-Langlois, Florence Yee.
- The Dawson **Mathematics** department has led the charge in recent years, hosting several events including the Dawson Weekly Mathematics Challenge (started in 2009), which provides students with challenging weekly problems from many different areas of mathematics that help students improve their problem solving skills, the Dawson Annual Mathematics Competition (started in 2007), as well as getting students involved in External Math Competitions from other organizations and universities.

SUSTAINABILITY

- The **Rooftop Gardens Project** gained much-deserved media attention due to its innovative approach to urban sustainability that brings fresh, healthy, affordable and locally grown food to the Dawson Community. With students and faculty working on three on-site locations, the Rooftop Gardens is not only a source of delicious produce, but a place to question and re-imagine the current state of food systems.

- **Sustainable Dawson** was recognized at Sustainable Campus book launch in Mexico: 1,000 books titled *Campus Sustainability: Sharing our Knowledge for Social and Environmental Sustainability*, captured the work implemented by dedicated staff and students in both countries. The 112-page book has caught the imagination of Mexico's ministry of education and the ministry of sustainability in Mexico, and will be distributed to universities there.
- Four students from Dawson's **Environmental profiles in both Science and Social Science** spent six weeks in Mexico on internships at two Universities in the State of Morelos, Mexico to share ideas about sustainability and learn new practices. While in Mexico, they worked on the day to day maintenance of existing projects at the Universities and returned to Dawson to share new knowledge.

ENTREPRENEURSHIP

- Colleges and Institutes Canada (CICan) announced the winners the first CICan Entrepreneurship Awards. Dawson College's **Centre for Innovation and Entrepreneurship Education** is one of the proud winners in the Student Entrepreneurship category. The winning colleges and institutes were celebrated at CICan's Enabling Entrepreneurship Symposium, which was hosted by Cégep F.X. Garneau in Québec City. CICan's Entrepreneurship Awards recognize colleges and institutes' excellence in promoting entrepreneurial values as a means of fostering innovation and supporting local economies.
- Students involved in the Centre for Innovation & Entrepreneurship won at the Quebec Entrepreneurship Contest for the second year in a row. **Eweek's** Dawson Den finalist Meghan Dove Designs represented the college as the winner of a \$2000 grant from Desjardins for her idea for an educational social network project 'Ped Day', an application for schools that combines the best of Facebook groups, LinkedIn and Omnivox.

ATHLETIC ACHIEVEMENTS

Dawson College has one of the largest athletics programs in Canada. Some 400 students participate in a variety of sports in **16 intercollegiate and competitive teams**. The 2014-2015 season saw many achievements: both the Division 1 Women's Basketball and Men's place fourth respectively at the provincial tournament; Division 1 Women's hockey captured the provincial bronze medal; Division 2 Men's Basketball placed second in the regionals; the Division 2 Competitive Cheerleading squad captured first place at the Division 5 Regional Championship; the Division 3 Badminton Coed team were the Regional Gold Medalists; in intercollegiate competition, the Men's Lacrosse team placed second in the regionals, Men's Rugby were silver medalists and Volleyball Coed were Bronze Medalists.

Joel Tyrell, Recreation Technician in Athletics, was honoured by CJAD as Hero of the Month for his work with Dawson Community Basketball Program of which he is the founder and volunteer coordinator, a program that hosts 16 basketball teams with 240 players ages 10 to 17.