



DAWSON
COLLEGE

Annual Report

2006 - 2007



In the days following the tragic events of September 13, 2006, a shrine of flowers, candles, messages and mementoes grew in front of the entrance at 4001 de Maisonneuve in a show of support for Dawson College by the greater Montreal community. On September 18, hundreds of students removed the flowers, moving them to the side of the building as thousands prepared to take back their school, returning for the first time since the attack, demonstrating the courage, dignity, solidarity and strength that would lead the College into recovery.

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

This document was produced by the
Communications Office of Dawson College.
For additional copies, call
(514) 931-8731, ext. 1348

Dawson College
3040 Sherbrooke St. W.
Montréal, Québec H3Z 1A4

Photos: Alain Habib, Roger Aziz
Design and Layout: Janice Bernath
Editor: Donna Varrica

Dedicated to the memory of
Anastasia De Sousa (1988 - 2006)

Annual Report

2006 - 2007



A Message from the Director General



Just three weeks into the new academic year 2006-2007, Dawson College was shaken to its core by an eruption of violence that took the life of Anastasia De Sousa, an 18-year old Social Science student in her first semester in the International Business profile, and injured 13 Dawson students and an employee, a Dawson graduate enrolled at Concordia University, and a visiting McGill student.

This catastrophic and tragic event marked our community deeply and set the tone for all our activities during the year. Expectations were realigned, resources redistributed and re-allocated, and the academic calendar readjusted, first to deal with the needs of a grieving community and second, to allow the healing process to lead back to our primary mission as an institution of higher learning.

In the immediate aftermath, the College and partner agencies were mobilized to provide psychological services, with careful monitoring systems put in place to take the pulse of the community ensuring that resources were sufficient to meet the need for support on an unprecedented scale.

Dawson College strived to strike a balance between ensuring the safety of all students, faculty and staff, and maintaining the freedom and openness the College had enjoyed since it opened its doors in 1969. We made a public commitment to improve security installations, but also promised not to turn the College into a fortress.

The Dawson community was recognized for its dignity and solidarity by *La Presse* in its *Personnalité de la Semaine* column of September 24, 2006. And at Convocation 2007, in addition to the stirring address by Professor Stephen Toope (*see next page*), a man all too familiar with the devastating effects of violence, the faculty of Dawson College was awarded the Director General's Award for Teaching Excellence for the unwavering compassion and commitment each teacher offered students in this most difficult year.

An important addition to the senior ranks was made mere days before the tragedy when Dr. Robert Kavanagh was approved by the Board Governors as the choice for the position of Academic Dean, replacing out-

going Academic Dean, Dr. Neville Gurudata. In the eight-week interim between his appointment and taking office, Dr. Kavanagh's duties were assumed by Donald Walker, Dean of Program Services.

Dean Donald Walker ably handled his responsibilities as head of academic administration and took a leadership role in the management of the crisis, providing me and the team with counsel and wisdom. His call for patience, flexibility and sensitivity became the credo that has guided us on the long road to recovery.

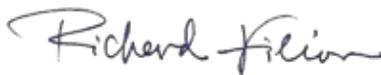
Despite the trauma caused by the tragic events of September 13, Dawson College worked hard to re-stabilize the learning environment so that we could achieve the goals and objectives set out in the Strategic Plan

2004-2009. These activities, from program revisions and evaluation to international cooperation, and breaking new ground with cutting-edge offerings, are outlined in the pages of this report.

September 13, 2006, however, remains the watershed moment in the history of Dawson College, an event that has left an indelible impression on the entire community, and beyond.

When the College was invited to share its experience, I and other members of the management team crisscrossed the country making presentations to a variety of organizations, including the Association of Community Colleges of Canada, the Canadian Council for the Advancement of Education, the Ontario Association of College and University Security Administrators, the Safe Schools Network, Ontario Association of Chiefs of Police, and the Canadian Association of University Business Officers.

Dawson College recognized that it had a social responsibility as a place of learning to help other academic institutions across Canada not only see the effects of violence and prepare for such an eventuality, but also understand that in our learning, we found strength, compassion and hope.



Richard Filion

**(Excerpt) Convocation Address, June 21, 2007
Montreal**

So, you are the strong class of 2007. At every graduation, students and their families can look back at hardships overcome, at difficult tasks accomplished, at successes that might not have seemed possible. But this graduation is unique. You are the class that transcended violence and fear. You are the class that fought back simply by getting on with your lives. You are the class that valued learning more than anger, friendship more than enmity, and a future you can shape more than a past you can't erase.

Dawson is a place where students, staff, faculty and families stood up and said: "We are part of a great tradition of learning and reflection. We are the tree under which Goethe wrote. We are the miracles that God made to taste the bitter fruit of time."

**Professor Stephen Toope, President
University of British Columbia**

Student Populations

Fall 2006

TABLE 1: PROGRAM	Fall '05	Fall '06
PRE-UNIVERSITY		
Creative Arts, Literature & Languages	818	779
Fine Arts	94	97
Liberal Arts	144	141
Science	998	949
Social Science	3,031	3,108
TECHNICAL		
Biomedical Laboratory Technology	72	76
Business Administration	270	281
Civil Engineering Technology	84	82
Community Recreation Leadership Training	91	93
Computer Science Technology	134	105
Diagnostic Imaging	96	111
Electronics Technology	108	82
Graphic Design	109	116
Illustration and Design	139	136
Industrial Design	47	44
Interior Design	134	140
Laboratory Technology-Analytical Chemistry	69	58
Mechanical Engineering Technology	127	128
Office Systems Technology	31	43
Nursing	319	305
Professional Photography	115	112
Professional Theatre	83	87
Radiation Oncology	38	39
Social Service	111	101
Accueil & Transition	184	175
Total	7,446	7,388

2006-2007 Year Three of the 2004-2009 Strategic Plan

In 2006-2007, the Strategic Plan 2004-2009 was in its third year of implementation. Built on a vision that reflects Dawson's main objectives, such as being "a centre of excellence in teaching and learning for all Quebeckers," the Strategic Plan has acted, since its adoption by the Board of Governors, as a catalyst for the actions of the services the College offers.

The cornerstone of the Strategic Plan is its commitment to provide all Dawson students with the opportunity to succeed and to acquire the tools that will lead them to productive lives as engaged citizens within a society that is increasingly complex and in constant evolution.

This commitment is stated in the six fundamental goals that form the backbone of the Strategic Plan 2004-2009:

- To deliver relevant, high quality instruction, programs and services to meet the changing needs of students and society
- To provide every student the opportunity to succeed by acquiring the knowledge and abilities to lead a full life as a learner, a citizen and a member of the workplace
- To ensure the recruitment, development and retention of excellent personnel to form the next generation of Dawson faculty and staff
- To foster a strong and vibrant Dawson community that shares common values and goals, and to develop partnerships with external organizations to promote the College's mission and objectives

- To maintain enrollment and budgetary stability in an uncertain external context
- To set effectiveness, transparency and accountability as hallmarks of College activities

The annual management plan, adopted by the Board of Governors at its September 25 meeting, set the priorities for 2006-2007, reaffirming a commitment to continuing the efforts begun in previous years which have been elaborated in the guiding principles of the College's Strategic Plan. Essentially, the annual management plan allows Dawson College to continue to make inroads in the realization of its vision by raising the College to a level of maturity that addresses the quest for excellence so prominent on its list of objectives.

Enrolment in Pre-University/Technical Programs Gender Distribution of Full-time Students 2006-2007

Chart 1:
Enrolment in
Pre-University/Technical Programs
Fall 2006
Total Enrollment 7,388

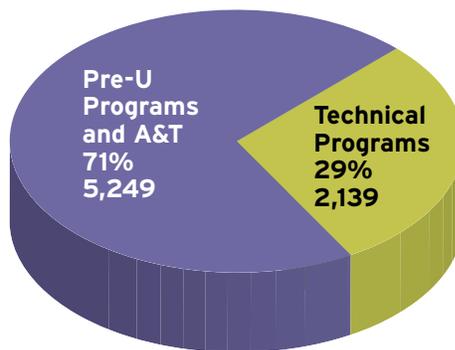
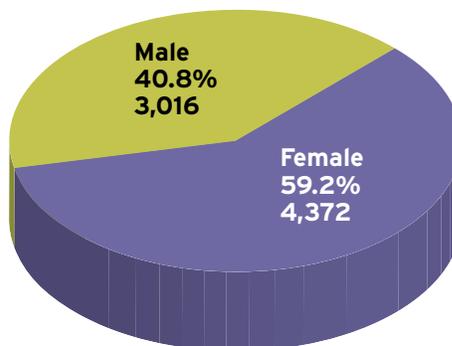


Chart 2:
Gender Distribution
of Full-Time Students
Fall 2006
Total Enrollment 7,388



Main Achievements 2006-2007

Ensuring institutional advancement

Actions carried out in 2006-2007 were formulated and implemented to ensure that Dawson College stood to benefit from every advantage for its development within a social, economic and political environment that continued to present numerous challenges and constraints.

Over the past 20 years, the institutional profile of Dawson College has been significantly transformed. It has become the college of choice for students in the pursuit of a college education and has taken a leadership position in various aspects of academic life in institutions of higher learning, not only in Québec, but in Canada as well.

In the aftermath of the tragedy that befell our entire College community at the beginning of the 2006-2007 academic year, Dawson College persevered, refocused its energies and trained its sights on its goals to achieve even greater milestones.

Among the activities tied to these goals was a continued commitment by the College to nurture an institutional culture of evaluation across every sector of activity. A number of evaluation processes were formalized and put to use within these sectors of activity; for example, evaluation processes were applied for reviewing the performance of employees within the different categories, as well as a systematic approach used in the evaluation of programs of study.

In 2006-2007, the College established a set of key performance indicators to be applied to every service and department to measure the quality of service provided to students. Each one engaged in deep reflection in considering their role and contribution to the mission of the College by examining the *raison-d'être* of their work.

These deliberations relied heavily on a clear understanding of the College's strategic goals and the role each service and department plays in the achievement of its objectives. Similarly, the impending exercise of strategic thinking which the College will embark upon in the formulation of the next generation of the Strategic Plan will also strive for a common understanding of goals and a cohesive effort in the use of resources.

Along the same lines, 2006-2007 saw important advances in the conversion of information operating systems to render more efficient the retrieval of data in the implementation of ongoing evaluation procedures. This process will require ample resources as implementation evolves over the years.

The Strategic Plan 2004-2009 centers on the building of partnerships with external organizations so that Dawson can engage more fully as a community resource. In this spirit, Dawson entered into an entente with the Université de Sherbrooke and Beijing Normal University to create the Confucius Institute in Quebec. The Institute offers opportunities to

learn about the languages and culture of China at a time when China is experiencing enormous growth, and to encourage better understanding of this key international player.

Other important partnerships came to life in 2006-2007, including the agreement between Dawson College, the Cégep de l'Abitibi-Témiscamingue and the First Nations Education Council (FNEC) to begin development of a campus for college teaching in the training of aboriginal students.

In a similar vein, a partnership comprising Dawson College, Cégep du Vieux-Montréal, and Cégep de Matane, together with industry leader Ubisoft in the area of digital creation, was established with a view to developing training for students to fill the demand for qualified graduates in this growing economic sector of Montreal and Quebec.

The year also saw the establishment of the Dawson College Foundation. The incorporation was completed and the operational base put in place.

The Board of Governors passed a resolution supporting a committee that was formed at the College in the aftermath of the September 13 shooting to promote gun control across the country. This commitment was a testament to the importance of social responsibility for the Dawson community, as engendered in the College's mission as an institution of higher learning in Quebec.

Employment Statistics 2006-2007

TABLE 2: EMPLOYEE STATISTICS

	Permanent	Non-Permanent	Female	Male
Management Personnel	27	1	6	22
Teaching Personnel	434	354	417	371
Professional Personnel	43	13	39	17
Support Personnel (includes non-permanent student employees)	200	599	594	205
TOTAL	704	967	1,056	615

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF

Doctorate - no less than	17.5%
Masters Degree or more	35.1%
Other (includes Masters/Doctorates not yet at top of scale)	47.4%

TABLE 4: EMPLOYMENT RATES FOR DAWSON COLLEGE GRADUATES

PROGRAM	GRADUATED IN MAY 2006
Biomedical Laboratory Technology	80%
Business Administration	80%
Civil Engineering Technology	100%
Community Recreation Leadership Training	100%
Computer Science Technology	100%
Diagnostic Imaging	100%
Electronics Technology (Computer Option)	100%
Graphic Design	80%
Illustration and Design	88.9%
Industrial Design	100%
Interior Design	70%
Laboratory Technology - Analytical Chemistry	100%
Mechanical Engineering Technology	100%
Office Systems Technology	85.7%
Nursing	100%
Professional Photography	33.3%
Professional Theatre	100%
Radiation Oncology	100%
Social Service	100%

Main Achievements 2006-2007

Offering relevant programs of study that respond to the needs of students and of society

A main preoccupation of Dawson College throughout the years has been to ensure that resources that help us to deliver relevant, quality programs of study and services to students are sufficient. The academic year 2006-2007 continued on this track, launching initiatives to give academic administration the tools it needs to support the pursuit of excellence, the cornerstone of the Strategic Plan 2004-2009.

Thus, achievements stemming from increased support to teaching and professional development, additional resources for evaluation processes and for program development and implementation, breathed life into a number of new initiatives.

Under the guidance of the new Academic Dean, services regrouped under academic administration completed several activities in the delivery of quality programs. Among these accomplishments:

- The revision of the pre-university program Creative Arts Literature and Languages (500.A1) to give students more flexibility and relevance in their choice of courses as they prepare for further study at the university level. This revision was approved by the Board of Governors at its meeting in December.
- The complete revision of the technical program Interior Design (570.E0) to conform to

the competency approach to curriculum was approved by the Board at its March 2007 meeting.

- The partial revision of the pre-university program Liberal Arts (700.B0) and the North-South Studies profile of the Social Science program (300.DM) were approved at the June 2007 meeting of the Board.

The decision to close the technical program Office Systems Technology (412.AB) was formalized by the Board at its December 2006 meeting. This conclusion was reached after an exhaustive evaluation of the program and upon recommendation by the academic administration of the College.

The year also saw the realization of the College's efforts to position itself at the forefront of the emerging sector of digital animation. Reinforced by its expertise in applied arts, the College entered into an inter-CEGEP partnership with Cégep du Vieux-Montréal and Cégep de Matane.

This partnership, set in motion with the collaboration of the company Ubisoft, led to the development of an AEC offering in Video Gaming, and provisional approval of the DEC program 3D Animation and Computer Generated Imagery (574.B0).

Finally, 2006-2007 was the year that saw the completion of an important project for Dawson College. The conclusion of Phase V achieved consolidation of all of the College's facilities, including the new theatre space to be used by the Professional

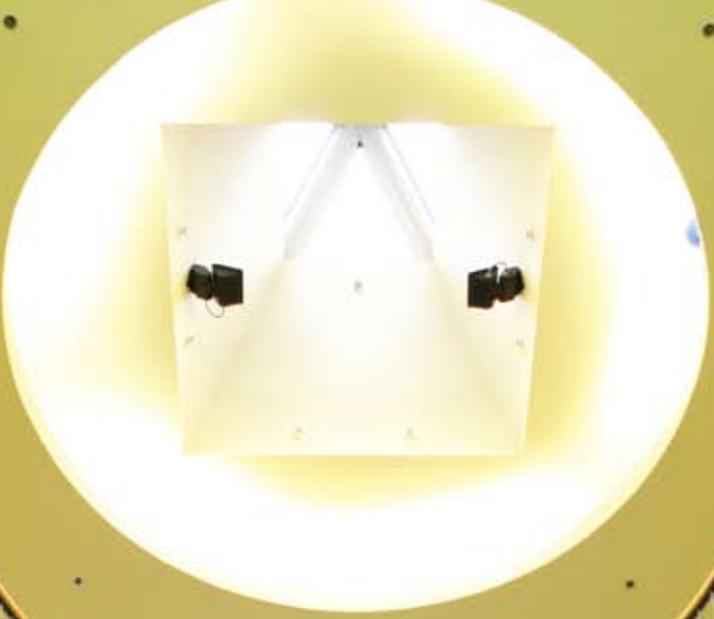
Theatre program (561.C0) and the expansion of the student area called the Atrium. The realization of this significant enhancement to student life required the financial support of the provincial and federal governments, and the Board of Governors agreed to a \$1.6 million contribution of the College's own funds.

Supporting the quality of education

The Strategic Plan's first priority is to assure the best possible college education for students, responding to their needs while taking into consideration the changing needs of our society. To this end, several activities unfolded in the academic year 2006-2007.

In response to a request by the *Commission d'évaluation de l'enseignement collégial (CEEC)*, the academic administration of the College undertook the evaluation of the Institutional Student Evaluation Policy (ISEP). This ambitious exercise took up where the evaluation plan designed by Senate the previous year left off.

This evaluation was a labourious, but crucial task that set out to validate the conformity and effectiveness of teaching practices with respect to institutional policies. This vast array of teaching activities takes place across hundreds of courses offered at Dawson College. A self-evaluation report will be deposited in the coming year subsequent to an intensive analysis of course outlines and



Support the Victims
DAWSON
09.13.06
On Sale:
Starting Monday, October 16th, 2006
Forum
RESERVE
All profits go towards the
Aurora Children's Museum Fund.




DISCOVER **DAWSON**
www.dawson.com



Main Achievements 2006-2007

evaluation practices used by different departments, as well as of the administrative processes that frame them.

The evaluation of two technical programs was carried out according to objectives outlined in the previous year. The two programs, Mechanical Engineering Technology (241.A0) and Social Service (388.A0), were not only evaluated, but also subject to plans of action included in the evaluation report submitted to the Academic Dean.

Under the auspices of the Office of Instructional Development, new initiatives were launched to enable teachers to benefit from the laptop computer program which aims to promote the use of information technologies in pedagogy. A number of training sessions were offered to teaching personnel to help familiarize the faculty with course management systems, such as WebCT.

The renewal of the workforce at Dawson College remained a priority across every category of employment, both teaching and non-teaching. This exercise called on the College to act effectively to ensure the next generation of employees while integrating new hires within their respective departments and service units. In the teaching ranks, much effort was put throughout the year into filling numerous vacancies in several key areas, notably within the medical studies disciplines.

Promoting student success

The Key Performance Indicators that appear in the Student Success Action Plan demonstrate constant improvement by Dawson College in the achievement of targets identified since they were adopted in 2004.

In terms of the graduation rate among students, the target of 64% (cohort A2004) set in the Student Success Action Plan was well on its way to being attained. As shown in *Table 5*, the cohort commencing in 2002 achieved a 63% graduation rate.

The same can be seen in retention rates. For the cohort of reference (A2006), the retention rate in the third semester was at 84.5% (*see Table 8*), an increase of 1.7% compared to the previous year. This indicator has seen improvement over the past 10 years, and surpasses the college network average by 7.4%.

Course pass rates increased to 88% by Fall 2006 (*see Table 7*), exceeding by four points the percentage of 84% achieved by the college network as a whole. This indicator has also shown a steady climb since 1993, having increased by 19% during this period.

Finally, according to the 2006 survey, the admission rate of Dawson graduates to university was 90% while the employment rate of graduates in the technical sector was 96.4%.

The sum of these indicators pointed to an exceptional performance by Dawson College in terms of student success in the pursuit of excellence that is the cornerstone of the College's strategic objectives.

Achievement of Targets 2006-2007

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

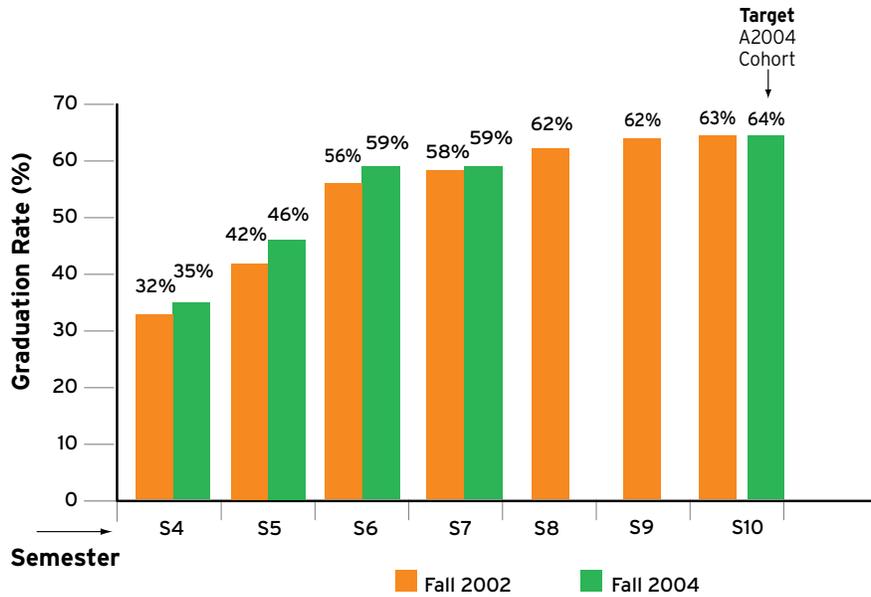
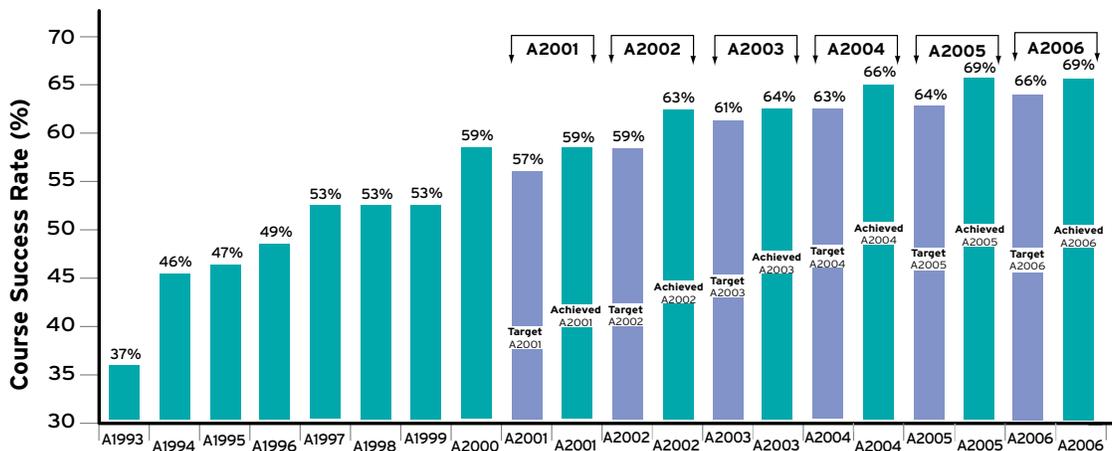


Table 6:
Course Success Rate
% of students passing 100% of courses
Cohort A
Autumn 1993 - Autumn 2006



Achievement of Targets 2006-2007

Table 7:
First Semester Course Pass Rates
1993-2006
Cohort A
Dawson vs CEGEP network

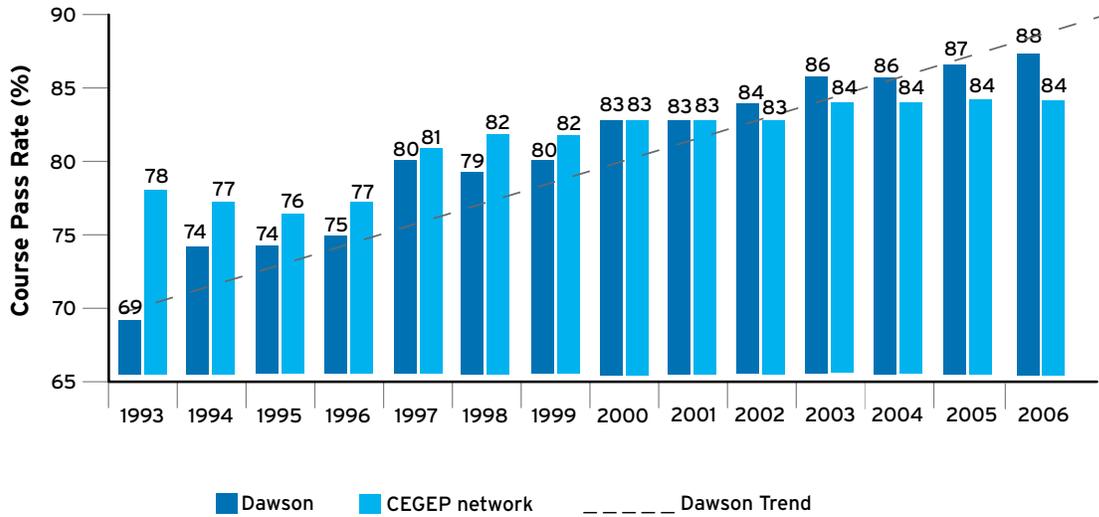
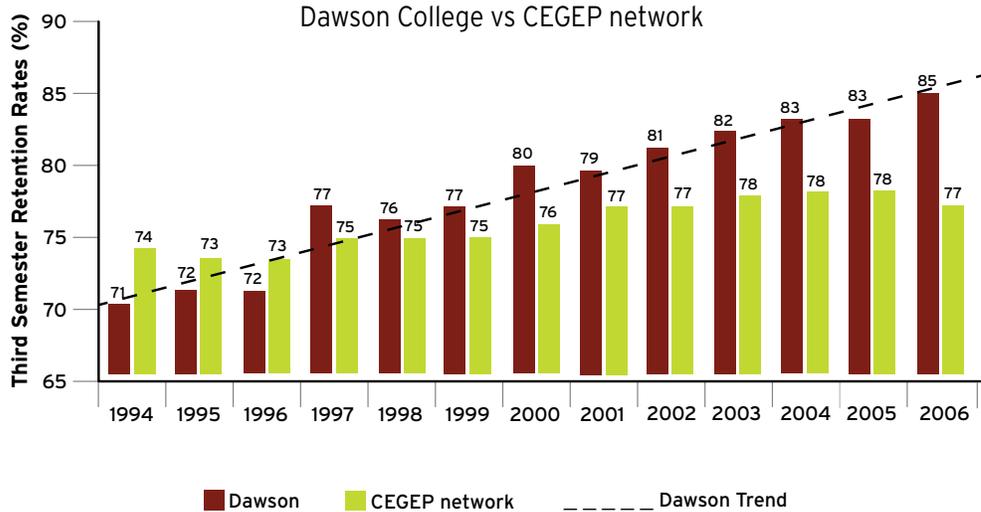


Table 8:
Retention of Cohort A Students from Semester 1 to 3
in any program within the same college
1994-2006
Dawson College vs CEGEP network



DEC Graduates 2006-2007

TABLE 9: GRADUATES (DIPLOMAS)

	Summer 2006	Fall 2006	Winter 2007	Total
PRE-UNIVERSITY				
Science	72	69	251	392
Social Science	129	265	530	924
Fine Arts	4	5	22	31
Creative Arts, Literature and Languages	32	65	147	244
Liberal Arts	7	2	44	53
Subtotal	244	406	994	1,644
CAREERS				
Biomedical Laboratory Technology			17	17
Radiological Technologies			37	37
Nursing			70	70
Laboratory Technology - Analytical Chemistry	3	1	12	16
Civil Engineering Technology	1		11	12
Mechanical Engineering Technology	2	5	22	29
Electronics Technology	2	1	11	14
Social Service	5	3	23	31
Community Recreation Leadership Training	1		12	13
Business Administration	5	7	41	53
Office Systems Technology			8	8
Computer Science Technology	4	1	16	21
Professional Theatre	1		16	17
Illustration & Design	1	2	32	35
Interior Design		1	32	33
Professional Photography	2	1	19	22
Graphic Design	2	4	18	24
Industrial Design	1	2	7	10
Subtotal	30	28	404	462
TOTAL	274	434	1,398	2,106

Continuing Education 2006-2007

TABLE 10: CONTINUING EDUCATION ENROLMENTS

	Number of students		Total	Number of Course Seats		Total
	Full-Time	Part-Time		Full-Time	Part-Time	
Summer	87	417	504	290	484	774
Fall	228	1,013	1,241	961	1,736	2,697
Winter	248	1,178	1,426	1,070	2,025	3,095

TABLE 11: AEC GRADUATES (ATTESTATION)

	Summer 2006	Fall 2006	Winter 2007	Total
Accounting Principles and Related Computer Applications	13		14	27
Biotechnology Lab Technician		17		17
Commercial Photography		14	14	28
Nanobiotechnology	12			12
Network Support Technician		13		13
Preparation for Cisco & Linux Certification		7		7
Preparation for Microsoft & Novell Certification	20			20
TOTAL	45	51	28	124

TABLE 12: NON-CREDIT CONTINUING EDUCATION

Session 2007/1:	339
Session 2007/2:	976
Session 2007/3:	960
Session 2007/4:	546
Total number of course registrations 2006-2007	2,821
Session 2007/1:	305
Session 2007/2:	876
Session 2007/3:	862
Session 2007/4:	525
Total number of students 2006-2007	2,568

Balance Sheet

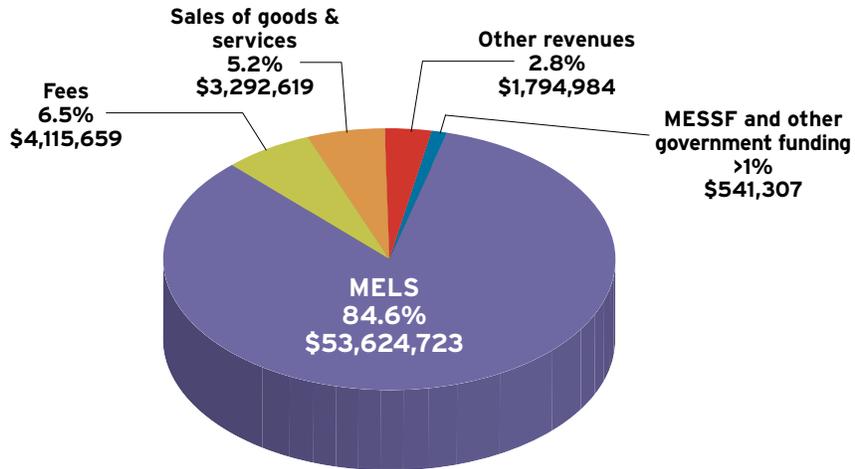
2006-2007

TABLE 13: BALANCE SHEET

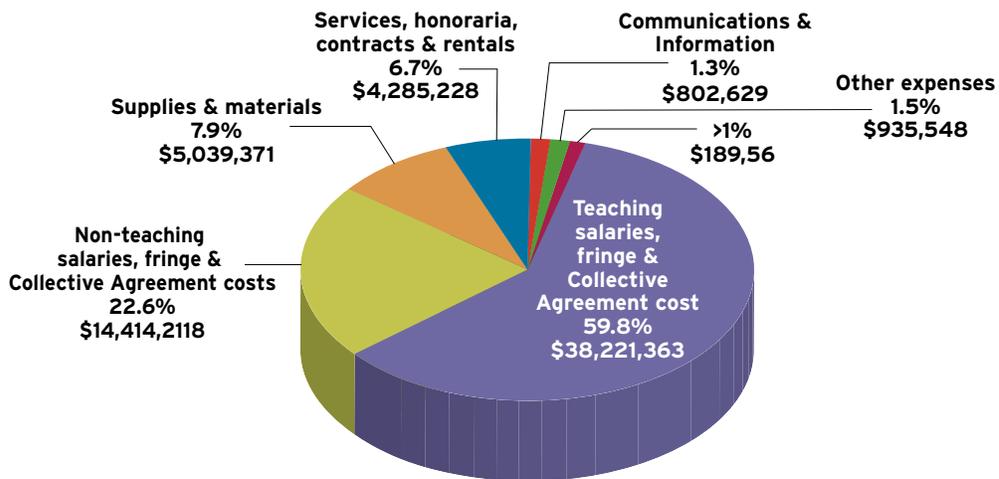
OPERATING FUND	
Assets	
Cash	\$ 11,033,072
MELS - Subsidy receivable	\$ 999,302
Accounts receivable	\$ 1,083,463
Inventory	\$ 314,261
Interfund advances	\$ 267,545
Prepaid expenses	\$ 190,738
Other assets	\$ 29,192
Total Assets	\$ 13,917,573
Liabilities	
Accounts Payable	\$ 1,145,011
Salaries and fringe benefits payable	\$ 5,025,191
Vacations payable	\$ 1,262,139
Sick days payable	\$ 8,786
Deferred revenues	\$ 3,465,329
Provision for professional development	\$ 176,763
Accumulated surplus	\$ 2,834,354
Total Liabilities	\$ 13,917,573
CAPITAL FUND	
Accounts Receivable	\$ 218,509
Immovable property	\$ 96,278,301
RISQ	\$ 354,195
Total Assets	\$ 96,851,005
Short-term loans	\$ 513,793
Accounts payable	\$ 1,825,795
Interfund advances	\$ 267,545
Long-term financing	\$ 69,204,320
Accumulated surplus	\$ 25,039,552
Total Liabilities	\$ 96,851,005

Revenues/Expenses 2006-2007

**Chart 3:
Total Revenues 2006-2007
\$63,369,292**



**Chart 4:
Total Expenses 2006-2007
\$63,887,922**



Board of Governors

Chair
ISAAC SACHS

Vice-Chair
LINDA AUGUST

Socio-Economic Members
LINDA AUGUST
ISAAC SACHS

University Member
EMINE SARIGÖLLÜ

School Board Member
ANGELINE ROUMELIOTIS

Labour Market Partner
JOHN ORAM

Enterprise Representatives
FRANÇOIS GIROUX
VACANT

Parent Members
GENNARO STABILE
DAVID BERGER

Graduate Members
BRUNO MITAL (Technology)
KATIA OPALKA (Pre-University)

Student Members
MARIE VIGOUROUX (Pre-University)
ELENA D'APOLLONIA (Technology)

Faculty Members
WORKU ABERRA
MICHAEL LEON

Support Staff Member
BRIAN RAHILLY

Professional Staff Member
JAMES SPARKS

Members of Administration
RICHARD FILION
ROBERT KAVANAGH

Executive of the Board of Governors

RICHARD FILION, Chair
LINDA AUGUST
ROBERT KAVANAGH
BRUNO MITAL
ANGELINE ROUMELIOTIS
ISAAC SACHS
JAMES SPARKS

Senate

Chair

LESLIE BARKER

Administrators

ROBERT KAVANAGH, President

RAYMOND BOUCHER

RAYMOND BOURGEOIS

BARBARA FREEDMAN

DIANE GAUVIN

CARMELA GUMELLI

PAUL PEMBERTON

RON SPIVOCK

DONALD WALKER

Support Staff Member

CATHERINE LEISSER

Student Members

AUDREY BENOUALID

ELENA D'APOLLONIA

CHLOE KODRUN

JONATHAN -B. MAILHOT

Professional Members

GAIL EDWARDS

SHIRLEY JORGENSEN

BILL MANNARD

Faculty Members

LESLIE BARKER

SILVIA D'APOLLONIA

ANNA DE AGUAYO

JOCELYN GUINDON

TED IRWIN

LUCIE LAMBERT

IAN MACKENZIE

BOB MARCY

CERISE MORRIS

DAVID NAGELS

GRETA HOFMANN NEMIROFF

JIMMY PLAISIS

ANNIE-HÉLÈNE SAMSON

ROBIN SIMMONS

ALEX SIMONELIS

WENDY THATCHER

GEORGE TURSKI

CHRIS WHITTAKER

Director General's Group

RICHARD FILION

Director General

ROBERT KAVANAGH

Academic Dean

PIERRE BEAULIEU

Director of Plant & Facilities

RAYMOND BOUCHER

Director of Student Services

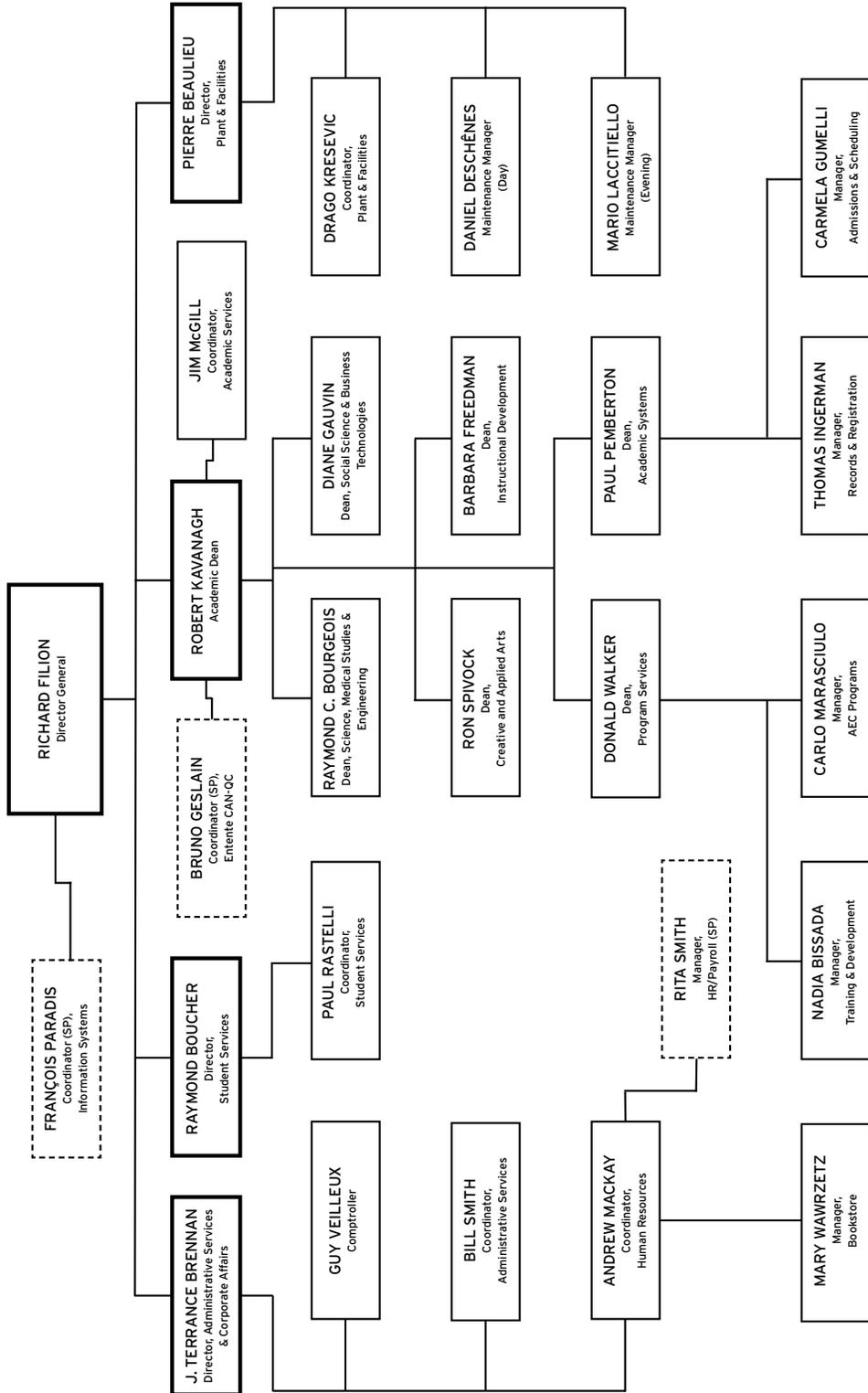
J. TERRANCE BRENNAN

Director of Administrative Services &

Corporate Affairs

Organizational Chart

Dawson College 2006 - 2007



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

PREAMBLE

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

Article 1

GENERAL PROVISIONS

1.01 Definitions

In the present Code, the following expressions mean:

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

1.02 Intent

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

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

1.03 Scope

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

Article 2

DUTIES AND OBLIGATIONS OF BOARD MEMBERS

2.01 General

Board members carry out their duties with independence, integrity and good faith in the best interests of the College and for the realization of its mission. They

shall act with prudence, diligence, honesty, loyalty and assiduity as would any reasonable and responsible person in similar circumstances.

2.02 Duties and Obligations While in Office

In the fulfilment of their obligations, Board members shall:

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

2.03 Duties and Obligations After Leaving Office

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

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

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

Article 3

REMUNERATION

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

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

Article 4

CONFLICTS OF INTEREST

4.01 *Intent*

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

4.02 *Conflict of Interest Situations*

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

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

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

4.04 *Disclosure of Interests*

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

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

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

4.05 *Restrictions*

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

4.06 *The Role of Chair*

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

Article 5

ADMINISTRATION OF THE CODE

5.01 *The Role of Professional Conduct Counsellor*

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

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

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

d) publishing the Code in the College's annual report and the other information prescribed by Law.

5.02 *Disciplinary Committee and Sanctions*

- a) The Professional Conduct Counsellor shall notify the Board of any complaints or of any other irregular situation foreseen in the Code and report the results of the investigation into the matter.
- b) The Board, or a committee set up for that purpose by the Board, shall act as the disciplinary committee and decide on the validity of the infraction and, if warranted, determine the sanction to be imposed.
- c) The disciplinary committee shall notify the Board member in writing of the alleged infraction(s). Also, the Board member shall be informed of a 30 day delay to submit in writing to the committee personal comments on the alleged infraction(s) and sanction and of the possibility of meeting the members of the committee, if requested.
- d) In the case of an urgent situation requiring immediate action or in the case of a serious offense, the Chair may temporarily suspend a person from office.

e) If the disciplinary committee concludes that a Board member has contravened the law or Code, it shall impose the appropriate sanction. The only sanctions which may be imposed are a reprimand, a suspension or dismissal from office.

Article 6

EFFECTIVE DATE

The Code of Ethics and Professional Conduct comes into effect on January 1st, 1998.

Approved by the Board of Governors on November 24, 1997.