



**ANNUAL REPORT  
2010 - 2011**

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**DAWSON**  
C O L L E G E



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

**Cover Photo:** Donald Walker - Ecological Peace Garden in Spring 2011  
**Photos:** Roger Aziz, Jean-Claude Duval, Jonathan Perlman  
**Design and Layout:** Janice Bernath  
**Editor:** Donna Varrica

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, more than 8,000 full-time students are enrolled in 25 programs of study; more than 2,500 part-time students are pursuing in-program or independent studies.

**ANNUAL REPORT  
2010 -2011**



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

Madam Minister of Education, Leisure and Sport,

Dawson College is proud to present to you its Annual Report for 2010-2011, highlighting the accomplishments of the past academic year during a period of intense activity as we faced some great challenges.

First and foremost among the challenges was the admission of 300 more students to Dawson to accommodate the overwhelming demand for places. This entailed diligent work and commitment on the part of virtually every sector of the College, from arranging more physical space to staffing of teachers and professional resources.

The Strategic Plan 2010-2015 was approved on the advice of Senate after much consultation with large numbers of the College's internal and external stakeholders. Once approved, the College moved into the implementation phase and has begun to consider the processes for regular evaluation of the Plan to occur throughout its lifespan. It has proven a valuable tool to guide our daily activities at Dawson, especially in its view of educating the whole person, as presented in the Graduate Profile.

Dawson College actively pursued its academic mission with new initiatives in China, and with greater collaboration between the College and its educational partners: with Cégep Abitibi-Témiscaminque in the establishment of the First Nations Post-Secondary Institution at Odanak; with partner universities through Chantier 3 to develop articulation agreements for technical programs; and – a first for any anglophone college in Quebec – with Cégep du Vieux-Montreal, with the awarding of a CCTT-PSN to develop strategies to integrate fully persons with disabilities into the educational system and workforce, a priority stated by the Government of Quebec.

The Board of Governors also saw change with the end of the term of Linda August as Board Chair. She served the Board for eight years, first as a parent representative, then as a socio-economic representative before being elected Chair. We thank her for her service and support throughout her years of service. Vice-Chair Bruno Mital was elected to take over the Chair's position and as a proud alumnus of Dawson College, he has already demonstrated leadership on a number of occasions in the last year.

Basing themselves on a recommendation from Senate, the Board of Governors renewed the Academic Dean's term of office during the year 2010-2011.

Finally, the College prepared to commemorate the fifth anniversary of the tragic shooting that shook our community on September 13, 2006 with the inauguration of an Ecological Peace Garden. The Garden has become a focal point during the conception and building phases, as students, faculty and staff work side by side at community planting events and fundraising activities, breathing life into the College's commitment to peace and non-violence and imbuing everything in its path with a renewed sense of purpose and hope.



Richard Filion  
Director General



Bruno Mital  
Chair, Board of Governors

# Our Mission

## MISSION STATEMENT

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

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

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



## Our Vision

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

We will be respected for our dedication to the pursuit of excellence in teaching and learning, and for our commitment to educating the student as a whole person.

We will be acknowledged as an exemplary post-secondary institution that engenders a culture of learning and fosters a climate of innovation and continuous improvement among all its members

We will be recognized for our effectiveness in anticipating and responding to the needs of our communities, locally and internationally.

We will be seen as a responsible organization whose members collaborate to create sustainable solutions to the most pressing issues of our society.

## Our Values

### Collegiality

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

### Accessibility

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

### Responsibility

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

### Excellence

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

# Student Populations

## Fall 2010

TABLE 1: PROGRAM	Fall '09	Fall '10
<b>PRE-UNIVERSITY</b>		
Creative Arts, Literature & Languages	969	976
Fine Arts	92	91
Liberal Arts	152	131
Science	1,039	1,065
Social Science	3,064	3,250
<b>CAREERS</b>		
3D Animation & Computer-Generated Imagery	49	65
Biomedical Laboratory Technology	83	87
Business Administration	246	266
Civil Engineering Technology	113	119
Community Recreation Leadership Training	106	111
Computer Science Technology	102	111
Diagnostic Imaging	109	104
Electronics Engineering Technology	74	85
Graphic Design	145	152
Illustration & Design	148	141
Industrial Design	51	49
Interior Design	124	123
Laboratory Technology - Analytical Chemistry	55	67
Mechanical Engineering Technology	108	113
Nursing	287	309
Professional Photography	127	136
Professional Theatre	86	86
Radiation Oncology	40	39
Social Service	96	125
Accueil & Transition	133	136
<b>Total</b>	<b>7,598</b>	<b>7,937</b>



## Highlights of 2010-2011

The process of reflection and consultation leading to the renewal and restatement of strategic directions for the coming five-year period culminated in the adoption of the Strategic Plan 2010-2015 in October 2011 by the Board of Governors. The Plan is centered on three main points:

- the pursuit of excellence
- the enhancement of the learning environment
- service to society

These three points serve both to reinforce the ideals that the Dawson College community has committed itself to through its academic mission, and to guide the implementation of activities to ensure that the institution can meet the specific challenges presented by its environment. These points find inspiration in the College's mission statement which was reconfirmed during the strategic planning process; the vision statement and the statement of values represent ongoing commitment to principles Dawson has been building upon since it was founded more than 43 years ago.

Throughout 2010-2011, Dawson College conducted its activities according to the strategic directions elaborated in the Strategic Plan 2010-2015.

### The pursuit of excellence

The strategic direction of the pursuit of excellence is rooted in two fundamental goals: to ensure that the programs and services offered by the College meet the needs of students, and to adequately develop the competencies of employees who provide these services through teaching and peripheral resources provided to students.

Consequently, several mechanisms were developed in 2010-2011 to promote ongoing evaluation of programs of study and auxiliary services. This evaluation initiative is an important tool for determining the College's ability to adjust and improve its processes in a timely manner, which can then be put in place to benefit the whole College. For example, a review was undertaken of the student registration process in order to identify areas that require improvement after a comprehensive evaluation.

The 2010-2011 academic year also saw the evaluation by Program Services of Nursing (180.A0) and Computer Science Technology (420.A0). Revisions were made to several programs of study subsequent to evaluations, such as Nursing (180.A0), Industrial Design (570.A0) and the Languages profile in Creative Arts. Literature and Languages (500.A1); a number of grid adjustments were made to Social Science (300.A0), Community Recreation Leadership Training (391.A0) and Electronics Engineering Technology (243.B0).

Radiation Oncology (142.C0) received accreditation through the Canadian Medical Association (CMA) for a six-year period, after more than a year of preparation.

In the Continuing Education sector, Video Gaming Level Design (NTL.0N) was revised to better reflect the needs of a growing industry.

In accordance with the strategic directions identified in the Strategic Plan 2010-2015, serious consideration was given to the development of pertinent intervention approaches for students with learning disabilities. The exercise resulted in a research study involving both teachers and professionals in the Student AccessAbility Centre. The project will develop pedagogical intervention methods using meta-cognitive practices in the learning process to ultimately strengthen basic language skills for students experiencing difficulties.

Currently under the auspices of French second-language acquisition, this project will eventually identify teaching and learning strategies transferable to the field of language instruction in general.

Similarly, Student Services has been exploring options for screening at-risk students and has developed an intervention program for frontline staff. The program, dubbed SOARS (Support

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## Highlights of 2010-2011

Options for At-Risk Students), is based on an approach that draws on the diverse areas of expertise of teachers and professionals who provide services to students through learning skills centres, and academic support.

Continued efforts have been made in the promotion of student success. In addition to regular activities conducted through teaching and academic support by individual programs of study, academic departments and the Academic Skills Centre, students are supported in approximately 50 projects that are academic or para-academic in nature, as well as extracurricular activities pertaining to student life.

### Improving the educational environment

Numerous initiatives linked to the strategic direction of improving the educational environment were put in place over the year. These initiatives focused specifically on two strategic objectives outlined in the Strategic Plan 2010-2015. The first relates to student success and seeks to promote the development of an educational approach focused on educating the student as a whole person. This objective is based primarily on an integrative perspective presented in the Graduate Profile contained within the Strategic Plan. The second objective aims to enhance the quality of the educational environment offered to students.

The year 2010-2011 saw the continuation of a project to establish a community practice for teachers using information technology in science education. This study has led to the development of a concept for a contemporary learning environment focusing on interactivity and constructivism: the “Active Learning Classroom.” This concept has resulted in the need for the transformation of some areas within the College and the allocation of significant budgets. This project shows promise in its quest to translate concrete operational and research data to lay the foundations for social constructivist pedagogy.

Also in the sciences, the College undertook the initial phase in the renovation of its chemistry laboratories by committing a significant sum to the refurbishment of areas designated for the teaching of Chemistry. This first phase will be followed by at least two subsequent phases to complete the work by Fall 2013.

This project shows promise in its quest to translate concrete operational and research data to lay the foundations for social constructivist pedagogy.

The initiative to improve the academic environment also included the establishment of programs offering a cooperative education formula. Accounting and Management Technology (410.B0) and Business Management (Marketing) (410.D0) adopted this formula to provide students with the opportunity to learn in a workplace setting.

Furthermore, the College took important steps toward establishing a policy on academic integrity. Following a survey that polled more than 1,600 students and 170 teachers, the Quality of Education Committee produced a report on the current state of academic integrity at Dawson. The results of this survey were shared with the community during work sessions facilitated by the Academic Dean. This report should soon lead to the development of an official policy that will be submitted to the Dawson community for consultation.

One of the main strategies in the Strategic Plan 2010-2015 is the use of information technology in education. In light of this, a significant increase in the use of the Moodle course management platform by both teachers and students from different academic departments and programs demonstrated a step in the right direction. Available data for 2010-2011 shows an increase of 130% in the number of courses delivered via this platform (for a total of 420).

As well, the number of teachers using Moodle increased by 57%, while the number of students using it increased by 48%, bringing the number of visits to this platform to more than 378,000 - an increase of 73% over the previous year's usage. These indicators illustrate the effect of a new trend in the way information and content is shared between teachers and students at Dawson and shows that the College is becoming a leader in this field.

# Enrolment in Pre-University/Career Programs and A&T Gender Distribution of Full-Time Students 2010-2011

Chart 1:  
Enrolment in  
Pre-University/Career Programs and A&T  
Fall 2010  
Total Enrolment 7,937

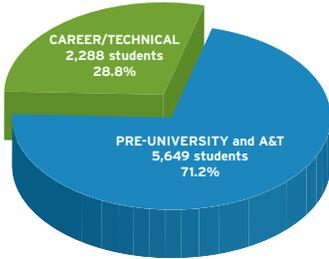
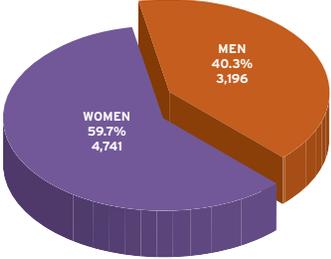


Chart 2:  
Gender Distribution  
of Full-Time Students  
Fall 2010  
Total Enrolment 7,937



## Employment Statistics 2010-2011

TABLE 2: NUMBER OF EMPLOYEES\*

	Permanent	Non-Permanent	Female	Male
Management Personnel	30	6	13	23
Teaching Personnel	454	423	458	419
Professional Personnel	46	31	60	17
Support Personnel (includes non-permanent student employees)	185	681	712	154
<b>TOTAL</b>	<b>715</b>	<b>1141</b>	<b>1243</b>	<b>613</b>

\* Includes those who left during the year

TABLE 3: QUALIFICATIONS OF REGULAR TEACHING STAFF

Doctorate - no less than	16.2%
Masters Degree or more	33.4%
Other (includes Masters/Doctorates not yet at top of scale)	50.7%



## Highlights of 2010-2011

The support of research at Dawson College is another element in the objective to enhance the academic environment. Several new developments in 2010-2011 contributed to this initiative, the most notable among them being the creation of a Research

**These indicators illustrate the effect of a new trend in the way information and content is shared between teachers and students at Dawson and shows that the College is becoming a leader in this field.**

Ethics Board in conformity with the framework of the Canadian granting agencies (CIHR, NSERC and SSHRC), and the confirmation of the College's eligibility to receive grants from the Natural Sciences and Engineering Research Council of Canada

(NSERC), which has already served to raise the College's research profile. This accomplishment has validated the months of efforts by multiple stakeholders in Dawson's research community.

The research community at Dawson also benefited from two successful events initiated by the Academic Administration, the first to promote research activity and to recognize researchers at Dawson, the second to share the results of a research project completed on the profile of Dawson students and their level of commitment towards their studies.

These initiatives reflect the importance the College places on research and the belief that research remains the anchor of a dynamic learning community firmly committed to achieving its educational mission.

### Service to Society

The third section of the Strategic Plan 2010-2015 refers to the College's commitment to initiate activities that support society's evolution, a goal that public institutions strive to fulfill. The objective of this strategic direction is to ensure that the College is a leader in anticipating and responding to the needs of society. In this regard, there were many highlights in 2010-2011.

To meet the local community's increased interest in college education, Dawson followed the example of other colleges on the island of Montreal, and agreed to welcome an additional 300 students. This necessitated the College adapt many aspects of its operations within a limited time period. To do so, the College negotiated with the Ministry of Education to come to an agreement that allowed Dawson to meet conditions to accommodate the enrolment overflow. Above all, the College counted on the steadfast support and commitment of the teaching and non-teaching staff to take on the tasks brought about by this last-minute arrangement.

Due to the enrolment situation, of the Fall 2010 semester, Dawson College welcomed the largest contingent of regular daytime students in its history, with a student body of more than 8,000. During this same period, Continuing Education recorded a remarkable registration increase of 20%. These numbers clearly illustrate the needs of today's society.

During the 2010-2011 academic year, Dawson College was formally recognized by MELS as a College Centre for Technology Transfer in Innovative Social Practices (CCTT-PSN). This was the result of a successful partnership with Cégep du Vieux-Montréal in recognizing the expertise developed in both research and services offered to students with a variety of disabilities.

In international partnerships, Dawson College finalized steps initiated the previous year with two Chinese institutions by signing agreements that now allow them to offer credit courses. Consequently, programs such as Civil Engineering at the Nantong Vocational College and Mechanical Engineering at the Nanjing College of Chemical Technology are now being offered. These partnerships focus on the specific expertise developed at Dawson in these disciplines.

**These initiatives reflect the importance the College places on research and the belief that research remains the anchor of a dynamic learning community firmly committed to achieving its educational mission.**

## Highlights of 2010-2011

Dawson College acknowledged an important social need by leading an extensive study in 2010-2011 on the feasibility of establishing a Centre for Innovation and Entrepreneurship Education. Teaming up once again with Cégep du Vieux-Montréal, this study involved consulting various stakeholders supporting entrepreneurship while reviewing the current practices in effect both in Quebec and in North America. The research proposes a three-step plan focusing as much on the development of tools to be used for training in the entrepreneurial culture, as on the implementation of a business incubation model that engages graduates in the artistic and cultural sectors.

Finally, the Sustainable Dawson project that was initiated a few years ago has continued to thrive, giving the College community ample opportunities to participate in numerous initiatives to raise awareness of sustainability in the field of education and its activities. The program's most impressive accomplishment so far has been the conception and building of the Peace Garden in preparation for the five-year commemoration of the September 2006 tragedy at Dawson.

**The selection of initiatives, events and achievements illustrate Dawson's firm commitment to serving the community and society as a whole... and allow the Dawson community to continue to use its collective expertise in support of this Plan with conviction and determination.**

Planning for this event will rely on the support of the entire College. Also, a major international conference on the role of education in peace and non-violence will be hosted by the College and the Association of Canadian Community Colleges as part of the commemorative events of September 2011.

The selection of initiatives, events and achievements described herein illustrate Dawson's firm commitment to serving the community and society as a whole. Moreover, they pave the way for the goals outlined in the Strategic Plan 2010-2015 and allow the Dawson community to continue to use its collective expertise in support of this Plan with conviction and determination.



# Achievement of Targets 2010-2011

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

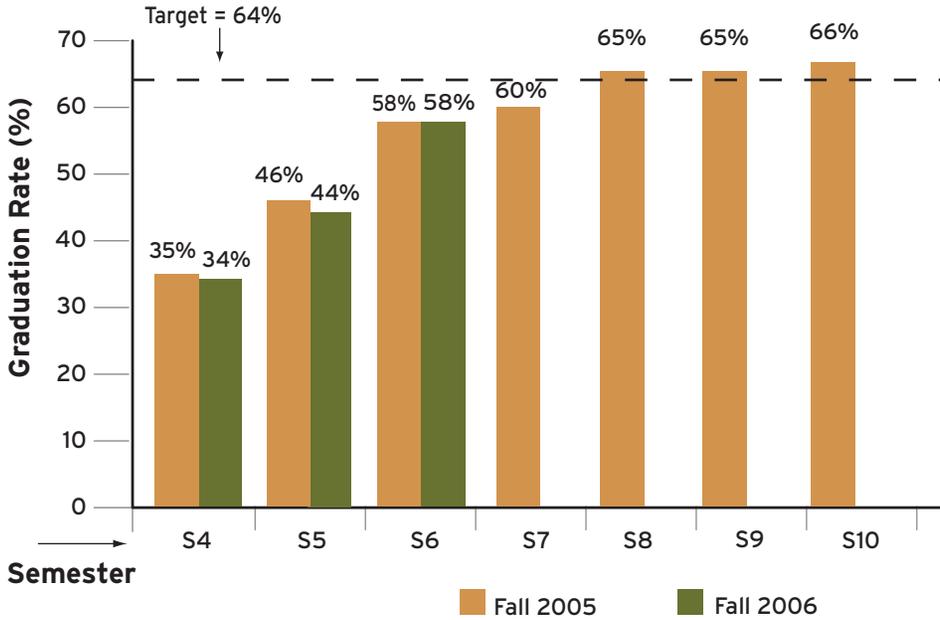
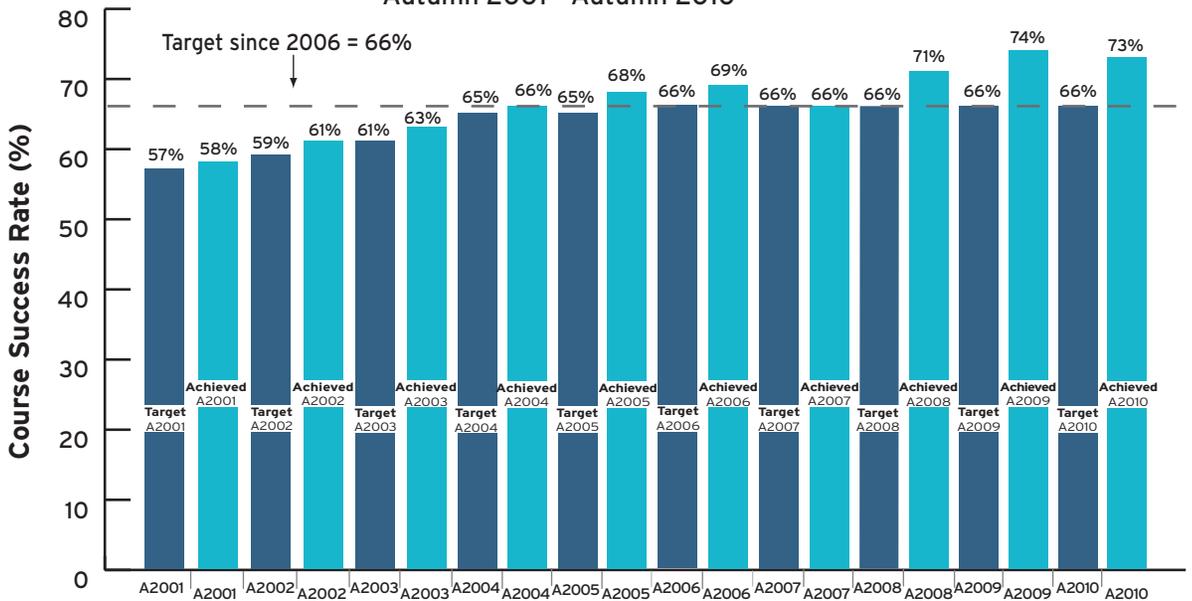


Table 6:  
Course Success Rates  
% of students passing 100% of courses  
Cohort A  
Autumn 2001 - Autumn 2010



# Achievement of Targets 2010-2011

Table 7:  
First Semester Course Pass Rates  
2001 - 2010  
Cohort A  
Dawson vs CEGEP network

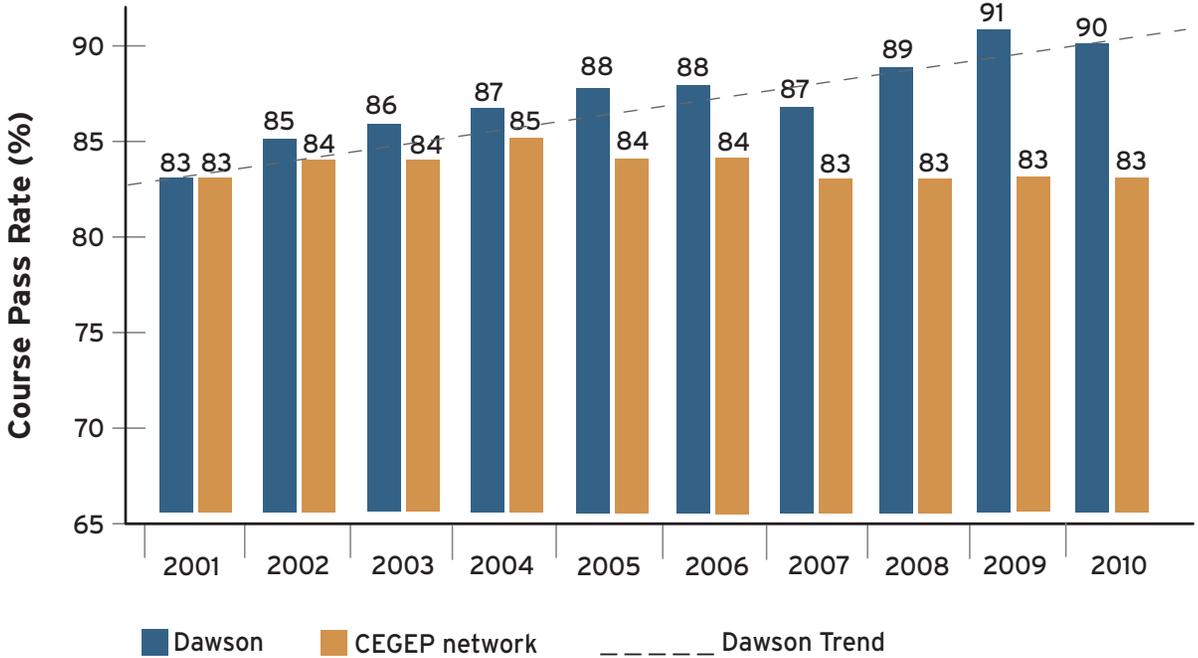
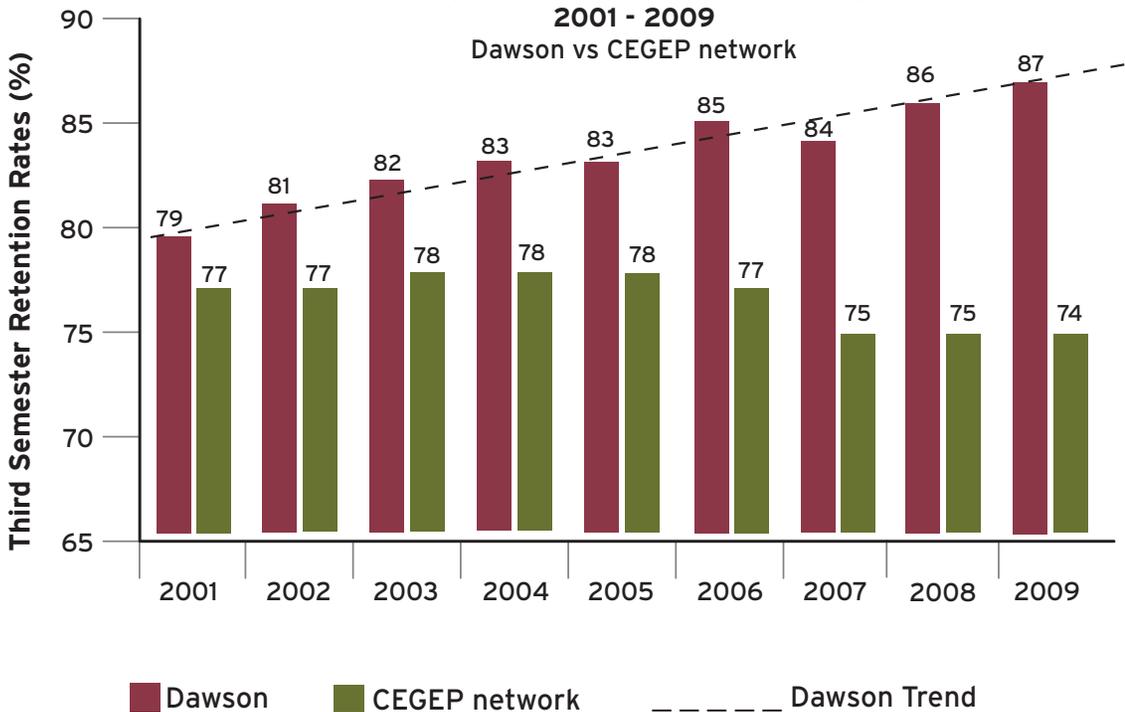


Table 8:  
Retention of Cohort A Students from Semester 1 to 3  
in any program within the same college  
2001 - 2009  
Dawson vs CEGEP network



# DEC Graduates 2010-2011

**TABLE 9: GRADUATES (DIPLOMAS)**

	Summer 2010	Fall 2010	Winter2011	Total
<b>PRE-UNIVERSITY</b>				
Creative Arts, Literature and Languages	40	82	216	338
Fine Arts	10	4	10	24
Liberal Arts	2	4	45	51
Science	75	58	301	434
Social Science	203	307	642	1,152
<b>Pre-University Total</b>	<b>330</b>	<b>455</b>	<b>1,214</b>	<b>1,999</b>
<b>CAREERS</b>				
3D Animation & Computer			9	9
Biomedical Laboratory Technology			19	19
Business Administration	9	6	48	63
Civil Engineering Technology	1	3	28	32
Community Recreation Leadership Training		1	16	17
Computer Science Technology	1	2	11	14
Diagnostic Imaging			33	33
Electronics Engineering Technology			6	6
Graphic Design	4		25	29
Illustration & Design	6	2	37	45
Industrial Design	1	4	7	12
Interior Design	5	2	14	21
Laboratory Technology - Analytical Chemistry	3	1	4	8
Mechanical Engineering Technology	4	4	13	21
Nursing	1		59	60
Professional Photography	3	1	17	21
Professional Theatre	2	3	16	21
Radiation Oncology			6	6
Social Service	4	1	14	19
<b>Careers Total</b>	<b>44</b>	<b>30</b>	<b>382</b>	<b>456</b>
<b>GRAND TOTAL</b>	<b>374</b>	<b>485</b>	<b>1,596</b>	<b>2,455</b>

## Continuing Education 2010-2011

**TABLE 10: CONTINUING EDUCATION ENROLMENTS**

	NUMBER OF STUDENTS		TOTAL	NUMBER OF COURSE SEATS		TOTAL
	Full-Time	Part-Time		Full-Time	PartTime	
Summer 2010	40	785	825	160	932	1,092
Fall 2010	277	1,891	2,168	1,075	3,938	5,013
Winter 2011	325	2,046	2,371	1,469	4,243	5,712

**TABLE 11: AEC GRADUATES (ATTESTATION)**

	Summer 2010	Fall 2010	Winter 2011	TOTAL
Accounting Principles		37	23	60
Basic Construction Engineering Technology			8	8
Commercial Photography		14	12	26
Network Administration and Support			21	21
Preparation for Cisco & Comptia Linux Certification		19		19
Preparation for Microsoft Certification			21	21
Video Game Level Design			13	13
<b>TOTAL</b>		70	98	168

**TABLE 12: CENTRE FOR TRAINING & DEVELOPMENT (non credit)**

Session 2010/1: (Summer 2010)	603
Session 2010/2: (Fall 2010)	1,216
Session 2011/3: (Winter 2011)	1,160
Session 2011/4: (Spring 2011)	713
Total number of course registrations 2010-2011	3,692



## Summary of Expenses Related to Reinvestment in College Teaching 2010-2011

### • Support for Student Success (S028)

In 2010-2011, Dawson College received \$171,800 to support activities that promote student success. This amount was used primarily to hire personnel to provide academic advising and guidance in students' course of study. It also supported activities related to the enrichment of student life.

#### Summary of expenses in 2010-2011

• Academic Advising	\$128,850
• Support to activities related to student life	\$42,950

### • Reinvestment in College Teaching (S034)

The amount given to Dawson College in 2010-2011 was \$665,054. An amount of \$302, unspent from last year, was added to this amount.

#### Summary of expenses in 2010-2011

• Support to teaching activities in certain targeted sectors	\$151,481
• Support to activities related to professional development for teachers	\$137,980
• Support to student activities and implementation of Student Success Plan	\$375,639

### • Québec Reinvestment Plan resulting from partial re-establishment of federal transfer payments to post-secondary education (S036)

By virtue of the partial re-establishment of federal transfer payments to post-secondary education, the Québec government allotted to Dawson College in 2010-2011 a sum of \$2,266,929, to which was added a budgetary transfer from the previous year in the amount \$200,971. The triennial action plan submitted by the College illustrated its intent to use the funds to support four priorities identified for reinvestment.

In 2010-2011, the College used the funds in the following ways:

#### *Priority #1: To contribute to the economic development of Québec*

In 2010-2011, the College set aside a sum of \$467,896 to implement actions linked to this priority which was invested in activities related to the following areas:

• Development and promotion of short programs linked to emerging economic sectors	\$142,709
• Support for recognition of acquired competencies (RAC)	\$35,240
• Support for the implementation of an ongoing evaluation system for programs and services	\$142,259
• Support for student mobility and the internationalization of study	\$80,724
• Support for student recruitment in programs tied to specific economic sectors for which a skilled workforce is required	\$66,968

**Priority #2: To adapt and strengthen educational services for the student population**

In 2010-2011, the College committed \$617,621 to this priority to support activities linked to this objective:

- Strengthen professional services offered to specific categories of students \$225,031
- Increase in resources to enrich the academic experience of students \$195,488
- Development of measures to enhance language skills \$91,612
- Modernization of information systems that track student success \$105,490

**Priority #3: To assure the renewal of teaching staff and accentuate its role as first-line support for the student population**

In 2010-2011, the College committed \$486,611 to support activities toward the realization of this priority.

- Support to teachers' use of information technology \$199,527
- Increase in technical assistance for teaching activities \$197,794
- Improve recruitment and retention strategies for new teachers \$89,290

**Priority #4: To explore the full research, knowledge transfer and innovation potential of the College**

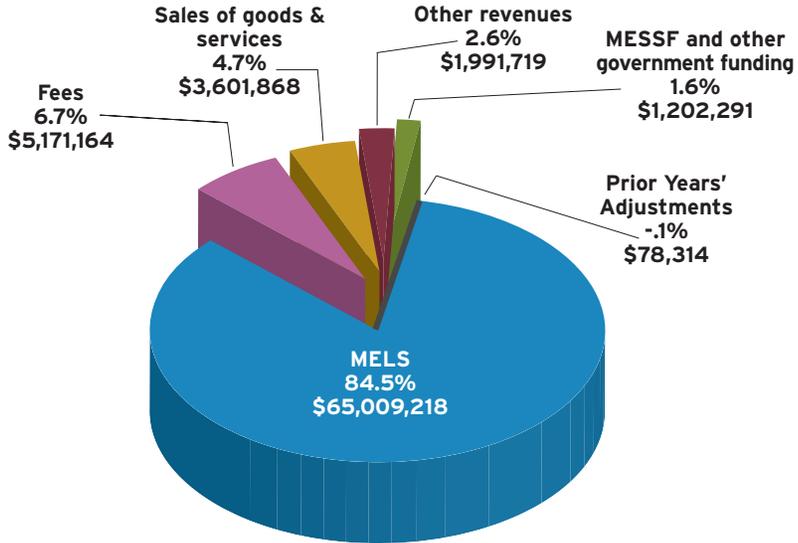
In 2010-2011, an amount of \$299,452 was allotted to these activities:

- Support and develop research at the College \$214,118
- Pursuit of institutional research in sustainable development \$85,334

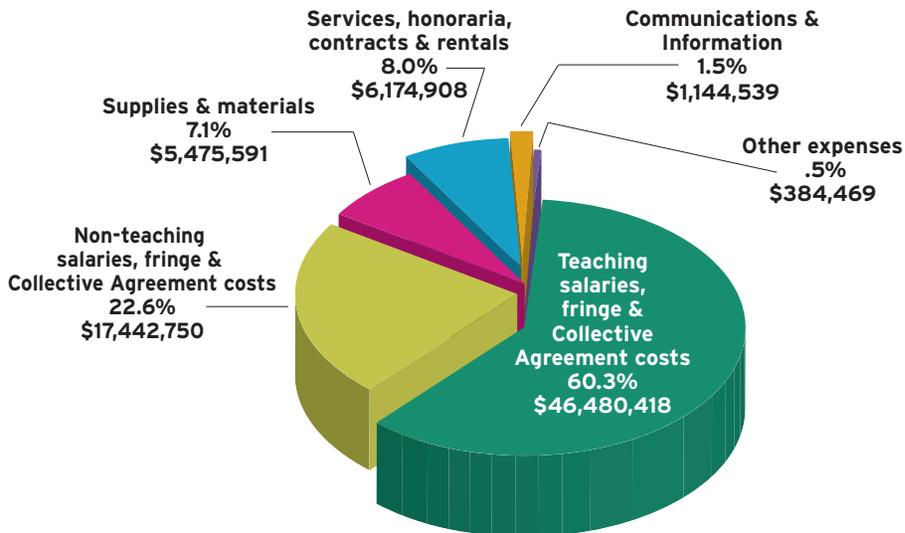


# Revenues/Expenses 2010-2011

**Chart 3:  
Total Revenues 2010-2011  
\$76,897,946**



**Chart 4:  
Total Expenses 2010-2011  
\$77,102,675**



## **Board of Governors 2010-2011**

### **Director General**

**RICHARD FILION**  
(Chair, Executive Committee)

### **Academic Dean**

**ROBERT KAVANAGH**  
(Executive Committee)

### **Socio-Economic Representatives**

**KARIN MARKS**  
**REGINA ZVER**

### **School Commission Representative**

**KENNETH ELLIOTT**  
(Executive Committee)

### **University Representative**

**ELIZABETH MOREY**

### **Labour Market Partner**

**JOHN ORAM**  
(Audit Committee)

### **Enterprise Representatives**

**FRANÇOIS GIROUX, Vice-Chair**  
(Executive Committee and Audit Committee)  
**LOUISE KRALKA**

### **Parent Representatives**

**JOY BENNETT**  
**LOUISETTE LAROCHELLE**

### **Pre-University Graduate**

**TIFFANY PINCHUK**  
(Executive Committee)

### **Careers Graduate**

**BRUNO MITAL, Chair**  
(Executive Committee)

### **Pre-University Student**

**AMANDA ARELLA**

### **Careers Student**

**PATRICIA DESCHÊNES**

### **Faculty**

**SILVIA D'APOLLONIA**  
**KAREN GABRIELE**

### **Professional**

**KATHERINE McWHAW**  
(Executive Committee)

### **Support Staff**

**JOHN CUFFARO**

## **Senate**

### **Chair**

**LESLIE BARKER**

### **Administrators**

**ROBERT KAVANAGH, President**  
**RAYMOND BOUCHER**  
**RAYMOND BOURGEOIS**  
**ANDRÉA COLE**  
**BARBARA FREEDMAN**  
**DIANE GAUVIN**  
**CARMELA GUMELLI**  
**PAUL PEMBERTON**  
**DONALD WALKER**

### **Support Staff Member**

**KINGA BREINING**

### **Student Members**

**LEONARD LEPRINCE**  
**KATHLEEN LIGHT**  
**MADISON McLEOD**  
**VACANT**

### **Professional Members**

**GAIL EDWARDS**  
**GERRY LAGIOS**  
**JANE VALIHORA**

### **Faculty Members**

**CHRIS ADAM**  
**JALEEL ALI**  
**LESLIE BARKER**  
**LEIGH BARNETT-SHAPIRO**  
**MICHAEL DEL BALSÒ**  
**JOCELYN GUINDON**  
**STEPHANIE HARRISON**  
**JANICE HARVEY**  
**RONAN KEARNEY**  
**LUCIE LAMBERT**  
**GRETA NEMIROFF**  
**ROBIN SIMMONS**  
**ALEX SIMONELIS**  
**TODD STARKE-MEYERRING**  
**FRANCESCA THERIAULT**  
**LOIS VALLIANT**  
**MICHAEL WOOD**  
**KOUROSH ZARABI**



# 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;

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

## Article 3

### REMUNERATION

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

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

## Article 4

### CONFLICTS OF INTEREST

#### 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.

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## 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 1<sup>st</sup>, 1998.

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