



DAWSON COLLEGE

Annual Report 2016–2017



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**EXTRAIT DU PROCÈS-VERBAL DE LA 490^e SÉANCE ORDINAIRE DU
CONSEIL D'ADMINISTRATION DU COLLÈGE DAWSON TENUE LUNDI LE
27 NOVEMBRE 2017 À COMPTER DE 18 HEURES DANS LA SALLE DE
CONSEIL 5B.13, 3040, RUE SHERBROOKE OUEST, MONTRÉAL, QUÉBEC**

It was moved by Anthony Williams, seconded by Sonya Branco, **THAT THE BOARD OF GOVERNORS RECEIVES THE DAWSON COLLEGE ANNUAL REPORT 2016-17.**

The motion was adopted unanimously with one abstention.

Je certifie que cet extrait est conforme au procès-verbal de la réunion du 27 novembre 2017 du conseil d'administration du Collège Dawson et à laquelle il y avait quorum.



François Paradis
Directeur, Affaires corporatives

Agenda item : 490.6.5

September 13: A Time to Reflect

To mark the 10th anniversary of the shooting tragedy of September 13, commemoration services were held in the Peace Garden at Dawson College in the presence of members of the Dawson Community, families and survivors of the tragedy, hospital and police services, and representatives from the three levels of government.

The service gave those assembled an opportunity to look back in remembrance, but also to look forward to the future with hope. Somber moments marked the day first-semester student Anastasia De Sousa lost her life in a senseless act of violence, but it was also time to pay tribute to her indomitable spirit, so vividly kept alive over the years by the many members of her family in attendance. It was also a time to salute the strength and resolve of the Dawson Community and the path it has taken to move beyond sorrow toward peace, non-violence, innovation and collaboration.

Director General Richard Filion spoke of Dawson's past, present and future and, recalling the words of Voltaire in *Candide*, who said, after seeing what the world is made of, we need only to cultivate our garden. This garden is humanity, the human in each of us. The voices of former Dawson Student Union chairperson Charles Brenchley, who was instrumental in bringing together the students and administration during the recovery phase in 2007, and current student leaders Anthony Williams (chairperson) and Annie Quadros (sustainability) reaffirmed the power of youth with their messages of hope. From the political arena, Chief Ghislain Picard of the Assembly of First Nations, Quebec and Labrador, Madame H  l  ne David, the Minister responsible for Higher Education, Montreal Mayor Denis Coderre and, representing Prime Minister Justin Trudeau, Peter Schiefke, Member of Parliament for Vaudreuil-Soulanges and Parliamentary Secretary to the Prime Minister on Youth, himself a Dawson graduate, who all made impassioned speeches about the role of education and the need for understanding, patience and collaboration in our society.

Chair of the Board of Governors Sylvain Richard closed the ceremony, but not before the more than 500 people assembled heard three moving musical performances. Graduate Cherylyn Toca sang a unique version of John Lennon's Imagine, Inuit throat singers Nina Segalowitz and Taqralik Partridge performed three pieces including one called appropriately Love Song. The service ended with Dawn Tyler Watson's powerful and emotional rendition of Forever Young by Bob Dylan.



MISSION

DAWSON COLLEGE IS A VIBRANT AND INCLUSIVE COMMUNITY DEDICATED TO PROVIDING QUALITY HIGHER EDUCATION. OUR MISSION IS TO:

- Educate a diverse population of students through transformative and innovative learning activities;
- Engage learners and empower them to become active, responsible citizens;
- Enrich society by offering life-long learning opportunities, cultivating partnerships and contributing to a peaceful and sustainable future.



VISION

TO BE A LEADER IN THE DELIVERY OF INNOVATIVE ACADEMIC OFFERINGS AND TRANSFORMATIONAL LEARNING EXPERIENCES THROUGH STUDENT-CENTRED PEDAGOGICAL PRACTICES THAT FOSTER STUDENT SUCCESS AND SEEK TO DEVELOP INFORMED AND ENGAGED CITIZENS

VALUES

EXCELLENCE

We seek to challenge our students and educate them to the highest standards. To that end, we commit ourselves to providing excellent teaching, programs and services that are attained through self-reflection, evaluation and evidence-based inquiry.

COLLABORATION

Recognizing that support for student learning engages us in diverse and multiple ways, we value a community in which our members feel encouraged to share their experiences, insights, knowledge and skills so as to nourish and enrich the learning environment. We affirm that the College, as a community, is strengthened by the participation and representation of all its members in its governance.

INNOVATION AND CREATIVITY

We promote innovation and creativity that acknowledge both success and failure and build upon authentic, rich and dynamic learning experiences, inside and outside the classroom, to provide cutting-edge pedagogical and technological approaches to teaching and learning.

WELL-BEING FOR ALL

We cultivate a healthy and inclusive learning and working environment in which all members of our community feel respected, valued and supported in the pursuit of their personal and professional goals. We aim to promote long-term health and well-being for all, sustainably.





MESSAGE FROM THE CHAIR OF THE BOARD OF GOVERNORS



Sylvain Richard

CHAIR OF THE BOARD OF GOVERNORS



Madame la ministre responsible for Higher Education,

It is with great pleasure that I am submitting, on behalf of the Board of Governors of Dawson College, this annual report in which you will find an overview of pertinent information and noteworthy achievements from the 2016-2017 academic year.

I am confident that upon reading this report you will gain an appreciation for the dynamic nature of Dawson College, an institution of higher learning that can count on the many contributions of a community of scholars and dedicated employees actively committed to achieving its educational mission, as shown in the results highlighted in the key performance indicators that appear on pages 15 and 17 of this report.

During 2016-2017, the Board of Governors met six times in the practice of sound governance over the activities of the College. In the course of these meetings, the members of the Board of Governors were apprised of the pertinence and effectiveness of the wide range of activities stemming from the College's annual management plan. Let me draw your attention on some of the most significant ones.

First, the 2016-2017 academic year began with a series of important events commemorating the 10th anniversary of the September 13th shooting at the College. These events provided Dawson as well as the greater Montreal community with the opportunity to look back in remembrance, but also to look toward to the future with hope. This period of commemoration gave us occasion to pay tribute to all those who were affected by this tragedy and to reaffirm the Dawson community's commitment to an educational mission that is bold and forward-looking.

Second, the Board of Governors approved in the Fall 2016 semester a new Strategic Plan for the next five-year period. This process gave the community and the Board members the opportunity to reflect upon the directions the College should be pursuing to maintain and strengthen its leadership position in college education here and abroad. As a result, new statements were adopted concerning our mission, values and vision to better express the thrust of our educational endeavours.

Third, to exemplify our commitment to serve and improve our society, we are dedicated to the notion of Dawson College as a Living Campus. Here, students and staff are guided by the principles of sustainability to "live the learning" through classroom, extra-curricular and work-related projects, finding innovative solutions to the most pressing challenges of our time.

Overall, madame la Ministre, 2016-2017 has been a very productive year that had benefited first and foremost those who are the College's raison d'être, our students!

Respectfully yours,

Sylvain Richard

Chair of the Board of Governors

DAWSON ACHIEVEMENTS



Achievement Awards highlight student excellence

A total of 73 achievement prizes were awarded at the November Awards Ceremony to recognize the academic accomplishments of 68 students attending at Dawson College.

Among the award recipients were three multiple winners: Rodrigo Diaz Llana took the second year Achievement Award in Nursing, the Montreal General Hospital School of Nursing Alumnae Association Award and the Aditya Youth Trust Fund award; Xeniya Balyberdina received the first year Achievement Award in Civil Engineering Technology and the Dawson Teachers' Union Women in Engineering Scholarship; and Jerry Huang was given the first year Achievement Award in Science and the Peter Berlow Award.

First and second year Achievement Awards are given to students with the highest averages in their programs over the previous year. Named scholarships are awarded through a nomination and jury selection process. Congratulations to all our award recipients.

Pictured are Marta Pogaccini, award recipient of the Languages Profile First Year Award in the Arts, Literature and Communication program, with the Dean of Creative and Applied Arts, Andr ea Cole. Photo: Mary Di Liello



Universal Design at Dawson, explained

The Universal Design for Learning (UDL) framework supports the growing need for the creation of pedagogy that responds to the increasingly diverse student demographic in post-secondary classrooms. At Dawson, we embrace this diversity and we understand that it includes students of varying cultures, backgrounds, abilities, learning preferences, ages and genders.

Universal Design for Learning's core principles of multiple means of representation, engagement, and action and expression, can be seen as a response to evidence from neuroscience about this very diversity. UDL states that learning is as individual as one's fingerprint and that learner variability is the norm.

Accepting the idea that diversity is the new "normal", the Student AccessAbility Centre at Dawson has been supporting inclusion through the promotion of UDL principles. In collaboration with 4 other post-secondary institutions (McGill, Marianopolis, Centennial and John Abbott) we partnered in a three year MESRST funded Chantier 3 project, Conception et implantation d'une trousse d'outils p dagogiques facilitant l'adoption durable de la conception universelle comme cadre d'acc s   l'apprentissage.

The project investigated faculty perceptions of Universal Design; specifically, the facilitators and stressors experienced by teachers in the implementation of UDL in their pedagogical practices. This research resulted in the creation of a bilingual,

on-line, user-friendly toolkit, ALLUDL. It provides a space for theoretical, practical and interactive resources by and for faculty, in order to support the integration of UDL in post-secondary pedagogy.

The ALLUDL website will be hosted here at Dawson and it will feature examples of pedagogical materials developed within a UDL framework, by faculty throughout the five partner institutions, and beyond.



Civil Engineering students from Nantong Vocational University visit Dawson

Dawson welcomed 5 students and a teacher from the Civil Engineering program at Nantong Vocational University in Nantong, China on October 12th, 2016. The group will attend courses along with Dawson students and faculty in Dawson's Civil Engineering program and will have an opportunity to tour the city of Montreal as a part of their three week exchange.

Dawson College established a partnership with Nantong Vocational University in 2007 when a joint program in Civil Engineering Techniques was established. The program, was built as an AEC (Attestation d' tudes coll giales) and is taught jointly by Dawson College and Nantong Vocational faculty. Five cohorts of students have successfully completed and graduated from the program at Nantong Vocational University.

This exchange between Dawson's and Nantong's Civil Engineering programs represents an opportunity for students from both schools to share their knowledge and to learn more about each other's culture.



DIRECTOR GENERAL'S REPORT



Richard Filion

DIRECTOR GENERAL

Madame la ministre responsible for Higher Education,

The 2016-2017 Academic year can be seen as a pivotal moment for Dawson College as the lifespan of the 2010-2015 Strategic Plan came to an end and the adoption of a new Strategic Plan covering the period 2016 to 2021.

Relying on a vision statement that had fostered the offering of educational activities aimed at developing the student as a whole person – the core of Dawson's student success plan as encapsulated in the Graduate Profile outcomes – the 2010-2015 Strategic Plan set the compass for the deployment of initiatives that were anchored upon the three pillars of our strategic directions:

- Quest for academic excellence
- Enhancement of the learning environment
- Service to society

Thus, elaborating the third generation of the strategic plan provided the community with the opportunity to discuss and reflect upon the directions that would be relevant in guiding the College's development for the next five-year period, building on the achievements of the previous years.

As a tangible result, a revised strategic plan covering the 2016-2021 period was approved by the Board of Governors in the Fall semester of 2016, pursuant to a wide consultation with members of the community. Through this consultative process, the mission statement was updated and reformulated to better reflect how the Dawson community relates to its educational mandate. Three key components emerged from this discussion that now form the conceptual framework of this renewed mission statement:

EDUCATE · ENGAGE · ENRICH

Furthermore, this exercise also gave occasion to revisit the existing set of values that orient our educational endeavours. The newly elaborated set of values – Excellence, Collaboration, Well-Being for All, Innovation and Creativity – reasserts the community's commitment to strive to provide our student population with educational pathways that respond to the highest quality standards possible.

Finally, these new statements of mission and values were crystallized into a vision statement that is bold and forward-looking:

To be a leader in the delivery of innovative academic offerings and transformational learning experiences through student-centred pedagogical practices that foster student success and seek to develop informed and engaged citizens.

From that point on, the stage was set to start working on the fulfilment of our strategic goals and actions as they are stated in the Strategic Plan 2016-2021.

STRENGTHENING OUR CAPACITIES

As stated in the 2016-2017 Annual Management Plan (AMP), the first priority of action was to “ensure that the key sectors of the College prepare an implementation plan according to the strategic priorities” as laid out in the Strategic Plan 2016-2021. Therefore, utmost attention was paid to building the capacity to develop a plan that would encompass every sector of activity within the College, in a coherent and integrated manner.

Three main decisions were then made to address that concern. The first decision was the creation a new office dedicated to the monitoring of our Quality Assurance system and planning activities. Responding to a recommendation stemming from the report coming from the Commission d'évaluation de l'enseignement collégial (CEEC) that followed the Quality Assurance Audit the College conducted in 2015, the Quality Assurance and Planning Office (QAPO) was established with the following mission:

“To manage and coordinate the development, implementation and improvement of the College’s main quality assurance mechanisms for strategic planning and student success and (...) to provide support to the academic administration for program and teacher evaluation and final examinations”.

With the assistance of this newly created office, all directorates were asked to identify the sequence of actions deemed to be relevant to the achievement of the strategic goals set in the 2016-2021 Plan. As per the first priority of the AMP 2016-2017 and after many iterations, a comprehensive implementation plan covering the lifespan of the Strategic Plan, a roadmap so to speak, was developed and presented to the Board of Governors at its June 2017 meeting.

A second decision was taken pursuant to the strategic direction the College has stated “to be a leading employer dedicated to employee development and engagement” (Goal #5). One of the key actions of the Strategic Plan 2016-2021 relates to the need for the College to strengthen its approach to the management and development of human resources, including the integration of employees into the College’s life. Consequently, it has become a matter of prime importance to provide focused attention to this vital dimension of our organization, even more since Dawson has begun to recruit a new generation of employees.

Therefore, a new directorship associated with Human Resources was created during the 2016 Fall semester with the view of crafting a vision for the development of human resources at Dawson, together with a comprehensive plan of action. The new director took office in January 2017 and work has begun to facilitate the installation and redefinition of roles and responsibilities formerly fulfilled by the Director of Administrative Services, notably with respect to the Finance Department. The development of a plan of action is currently in process and should soon be submitted for approval by the various key players in the College.

A third decision was taken in the Winter 2017 semester that paved the way to a major reorganization of services in the field of academic development. With the view to enhancing the capacity of key sectors of the College to better contribute to the achievement of the strategic goals, some of the resources dedicated to academic development were reassigned in sectors such as Human Resources, Information Systems and Technology, and Quality Assurance and Planning. In addition, it was decided through the budget building process for 2017-2018 to allot resources in sectors such as Plant and Facilities and Student Services to help these units cope with the various challenges arising from the Strategic Plan 2016-2021.

The resulting challenge of such a reorganization is to create conditions for greater collaboration between the various units of the College and to favour stronger ownership among them with respect to the strategic directions of the College.

In summary, at the strategic level of the organization, the year 2016-2017 was mainly dedicated to the planning process and the creation of conditions that will strengthen the College’s capacities to accomplish its vision for 2021. Following the decisions made in 2016-2017, the year 2017-2018 will serve to consolidate and benchmark our key activities, before the full deployment of our strategies as laid out in our Plan.

STUDENT SUCCESS AT THE HEART OF THE ACADEMIC EFFORT

While engaging in this important strategic thinking and planning exercise, the Dawson community remained committed to its core mission. During 2016-2017, the academic sector undertook and supported a number of focused activities that addressed student success in multiple ways, from academic offerings to the delivery of services.

Three new academic offerings stand out for the ways in which they address students: the Journeys pathway; grouped courses that comprise learning communities; and a specialized course in Continuing Education for new students.

After a year of planning and development, Dawson launched Journeys, its pathway to a DEC for Indigenous students. Designed as a one-year bridging pathway to provide First Nations, Inuit and Métis students with a welcoming, supportive and culturally relevant environment for learning at the post-secondary level, Journeys has had promising successes, including a 75% retention rate, a substantial increase from the prevailing 30%. Ninety-two per cent of Journeys students were accepted into Dawson programs for the Fall of 2017. Smaller class sizes, a supportive learning community, Indigenous content, and dedicated faculty are attracting students from across Quebec.

One of the innovations used by the Journeys pathway is its pedagogical approach, linking two discipline courses with an academic skills course so that the same group of students can develop skills which are then re-applied and reinforced seamlessly and rapidly. This learning community approach will also be introduced to other paired courses in the regular Day division to allow teachers from different disciplines to collaborate on courses that have integrative assignments.



These types of learning communities are highly effective in the acquisition of competencies and the development of the learning outcomes of the Graduate Profile.

In terms of activities to promote the outcomes of the Graduate Profile, one of the premier events was undoubtedly the World Model United Nations Conference held in Montreal in March, and hosted by Dawson College under the sponsorship of Harvard University. Organized by 125 Dawson students and 25 graduates, the five-day conference brought together 1,900 delegates from 115 nations. Representatives from all three levels of government welcomed the participants, who discussed global developments and future challenges in a series of workshops and simulated UN sessions.

Among the Dawson activities and offerings that contribute to the development of the Graduate Profile outcomes are two special areas of study – Women's/Gender Studies and Peace Studies with a total registration of 570 students. Although SPACE (Science Participating with Arts and Culture in Education) does not function in the same way as the special areas of study, it is similar in that it engages students from all parts of the College in themed curricular and co-curricular activities that are intended to expand and enrich student learning. Some 400 students were engaged in weekly activities and projects related to the SPACE theme.

In addition to these curricular and co-curricular efforts to promote student success, the academic administration, drawing upon funds provided by the Ministry, has encouraged teachers to develop pedagogy and support mechanisms that aim to assist students with particular needs and students with disabilities.

The range of funded projects – from helping students understand quantitative information, to adapting pedagogical activities and learning materials to align with inclusive pedagogical approaches and practices, to supporting the inclusion of gender non-conforming students, to providing support to students and faculty in the Journeys pathway – speaks to the challenges and diversities that characterize college education in the 21st century.

Changes to policies and procedures during the course of the year have also aimed at fostering student success. Bylaw 8 Concerning the Promotion of Academic Success has been revised and updated with the expectation that more robust interventions directed toward first-year students will lead to a decrease in the number of students who, for lack of early support, fall under the bylaw's provisions.

With a similar perspective to enhance the quality of services offered to our students, important support services dedicated to student life at the College underwent evaluations during the 2016-2017 year. Both the Academic Skills Centre (ASC) and the Counselling Department were submitted to these evaluations which led to some adjustments in terms of improving the delivery of services. In the same vein, the Student AccessAbility Centre (SAAC) has undergone a number of significant changes that translated in more streamlined procedures and greater clarity in the way services are provided to students and faculty.

PROGRAMS AND QUALITY ASSURANCE

The Institutional Policy on the Evaluation of Programs (IPEP) has been revised and now incorporates principles of continuous evaluation that make it more responsive to the needs of programs and promote a culture of ongoing improvement.

The Electronics Engineering Technology program was evaluated using this new approach. In addition, after in-depth evaluations, the Accounting and Management Technology and Marketing and Management Technology programs were revised. The Biomedical Laboratory Technology Program was also revised following a ministerial revision.

The new AEC program on Venture Creation in the Creative and Cultural Industries was launched in the Fall of 2016. It is designed to take students through the development steps of an early-stage company or organization in the creative or cultural sector. Nineteen students participated in this eight-month program, which is carried out in an incubator setting in Old Montreal.

In the last few years, the Physiotherapy Technology program encountered significant difficulty in finding quality internships for its students. To solve this problem the Dawson College Health Clinic was opened in January 2017. The clinic has become an important source of affordable physiotherapy care for the Dawson community. Under the guidance of a licensed physiotherapist, student interns served 162 clients over the course of 1,033 visits.

Among its initiatives regarding the functioning of programs, the academic administration reviewed and revised Bylaw 9 concerning the Management of Programs of Study and its related policy. This undertaking had two principal goals: 1) to reinforce the presence and contribution of advisory mechanisms to program activities, mainly with respect to their relevance; 2) to ensure that programs create and use mechanisms to address the six criteria outlined in the Institutional Policy on Program Evaluation (IPEP).

In addition, as part of an ongoing review process, the Institutional Student Evaluation Policy (ISEP) was revised. In particular, this revision provided the opportunity to discuss expectations and clarify dispositions in the policy regarding summative assessment in courses.

The Continuing Education division was also, in 2016-2017, a matter of important consideration, both at the organizational and operational levels. A needs analysis was conducted to better situate the management structure relevant for this sector of activities while discussions were held to find the optimal use of the teaching resources allocated for Continuing Education activities.

The hiring of a dean responsible for this sector and the impact of added teaching resources should lead the way in the near future to significant changes in the way services are delivered, both for credit and non-credit activities while reinforcing the College's capacity to address the daunting challenges rising from that area of activities.

Finally, the very successful year the College had in 2016-2017 with respect to funding of activities related to research and development (R&D) with the granting of more than \$2 million coming from third-party agencies greatly contributed to the enhancement of the learning environment and the enrichment of the student experience at Dawson, as stated in our Strategic Plan.

UPGRADING OUR SYSTEMS FOR THE SAKE OF OUR EDUCATIONAL MISSION

In educational institutions, the use of Information Technologies has a tremendous influence on the ways knowledge and information are accessed and reshaped. Accordingly, the maintenance and upgrading of the College's information technologies is a constant challenge.

In 2016-2017, with respect to network performance and robustness, we have upgraded our network's capacities with the deployment of 45 new access points to improve coverage and reliability and we started upgrades to our core network infrastructure to increase bandwidth. Also, a review of IT security strategy and equipment was conducted and a sensitization campaign with users was launched. To better support these new requirements, a new position for network security analyst was created and a report on our network security weaknesses was produced that will help drive several projects for the next few years.

Also the IST Department, together with the Finance Department and with Plant and Facilities which is responsible for Purchasing, successfully led and pilot-tested the process of implementing a new requisition system for capital assets in Clara as a way to improve operating efficiency and financial control.

In addition, following the two-year audit from the Vérificateur Général du Québec (VGQ), the Finance Department has carried out extensive work and has satisfactorily met the recommendations regarding dispositions of fixed assets and realignment of the Fixed Assets Register. This department also participated in 2016-2017 in a meticulous provincial sales tax and goods and services tax audit conducted by Revenu-Québec. As a result of this verification, the College is now setting the ground for new and more detailed procedures to deal with its ever-growing volume of financial transactions.

Finally, in collaboration with the Plant and Facilities Department, the Finance Department managed to successfully settle four years of passive environment claims.

DAWSON ACHIEVEMENTS



Dawson student Madison Gold is recipient of first Irwin Cotler Award

Madison Gold, a first-year student in the Child Studies profile in Social Science was named on Monday evening as the recipient of the first-ever Irwin Cotler Award. Named for the long-standing former Member of Parliament for Mount-Royal and Minister of Justice in honour of his five decades championing social justice, the award recognizes outstanding community service.



Three Sisters Garden lauded as place to learn and share

After just one growing season, the Three Sisters Garden has provided aboriginal students at Dawson with an inspiring place to gather, to commune with nature and to harvest traditional foods. And as a Gazette article recently reported, "It is also a place of sharing and learning, a bridge between indigenous and non-indigenous students."

Talented veteran reporter Susan Semanak went on to explain: "What is a Three Sisters garden? It is a vegetable plot in which the three "sisters" of the Mohawk Creation Story coexist as companion plants. First Peoples believe that corn, beans and squash are precious gifts. Legend has it that the seeds of these vegetables were scattered by Sky Woman as she fell to Earth from another world, tamped into the dirt as she danced, and then watered by her tears."



5 Environmental Science Students in Mexico for the Sustainable Campuses Internship

Five students from the Environmental Science profile have landed in Mexico for a six week Sustainable Campuses internship. The students will spend six weeks at two partner schools: the Preparatoria Comunitaria de Tres Marías (UAEM) and the Universidad Politécnica del Estado de Morelos. The students will work to advance sustainability projects within each school and community and will participate in and provide workshops in each location. Check out the students' daily blogs to learn about their experiences!



A witness to history: Second Regard

History teacher Frédéric Bastien led his class last semester to the War Museum in Ottawa to pay heed to the words of Hans Uthoff, a veteran of German origin with a remarkable story to tell. The visit was captured by Radio-Canada and broadcast as a mini-documentary as part of its Second Regard series.

DAWSON ACHIEVEMENTS



Black Theatre Workshop honours Winston Sutton

Winton Sutton from the Theatre department has joined an illustrious group of people who have received the Dr. Martin Luther King Jr. Achievement Award which according to the citation is awarded "to a Black artist or cultural leader who has made significant contributions to the Canadian arts and culture landscape."

Winston Sutton is described as an accomplished actor and director who has dedicated his life to the development of emerging theatre professionals. He was a part-time professor at Concordia University prior to becoming a permanent teacher here in the Theatre department in 1994, a position he still holds today. He also served as Artistic Director of Black Theatre Workshop from 1988-1993.

The Black Theatre Workshop Mentorship program has also selected three Dawson graduates to take part in this inspiring project. Congratulations also to Patrick Abellard, Daniela Sandiford and Anton May who were chosen as mentees.

Pictured, Winston Sutton and his wife Maxine



STUDENT POPULATION

Full-Time and Part-Time Day Students by Program

PRE-UNIVERSITY PROGRAMS	FALL 2015	FALL 2016
Arts, Literature and Communication /CALL	772	757
Liberal Arts	119	107
Science	1095	1094
Social Science	3437	3436
Visual Arts/Fine Arts	102	100
TECHNICAL PROGRAMS		
3D Animation and Computer Generated Imagery	116	127
Accounting and Management Technology	122	117
Biomedical Laboratory Technology	85	81
Business Management (Marketing)	200	198
Civil Engineering Technology	111	112
Community Recreation and Leadership Training	113	115
Computer Science Technology	173	181
Diagnostic Imaging	102	102
Electronics Engineering Technology	105	114
Graphic Design	132	127
Illustration & Design	133	130
Industrial Design	67	68
Interior Design	128	121
Laboratory Technology – Analytical Chemistry	66	59
Mechanical Engineering Technology	140	140
Nursing	334	323
Physical Rehabilitation	70	68
Professional Photography	108	117
Professional Theatre	82	82
Radiation Oncology	44	46
Social Service	200	188
Springboard to a DCS	129	73
Pre-University and Springboard to a DCS	5,654 (68.2%)	5,567 (68.0%)
Technical	2,631 (31.8%)	2,616 (32.0%)
Total	8,285 (100%)	8,183 (100%)

DAWSON ACHIEVEMENTS



Harvard WorldMUN: Dawson triumphs in hosting, organizing monumental event

The organizers of Harvard Model UN, hosted by Dawson in partnership with the Palais des congrès and Tourisme Montréal, and endorsed by the Quebec government, the City of Montreal and the Canadian government, delivered a rousing conference to more than 1,900 delegates from 115 countries last week. The event was a resounding success, due in large part to the host team, made up of Dawson graduates and current students who have participated in DCMUN (Dawson Model UN) under the leadership of faculty advisers Chris Bourne and Ted Irwin.

A long list of speakers opened and closed the 5-day event, including Quebec Ministers Christine St-Pierre (International Relations and la Francophonie), Martin Coiteux (Municipal Affairs and Land Occupancy, Public Security and Minister responsible for the Montréal region), Hélène David (Higher Education), Peter Schiefke, Member of Parliament, Vaudreuil—Soulanges, and Parliamentary Secretary to the Prime Minister (Youth), as well as Dawson's Director General Richard Filion, and Harout Chitilian, Vice-Chair of the Executive Committee of the City of Montréal.



ACHIEVEMENTS OF TARGETS

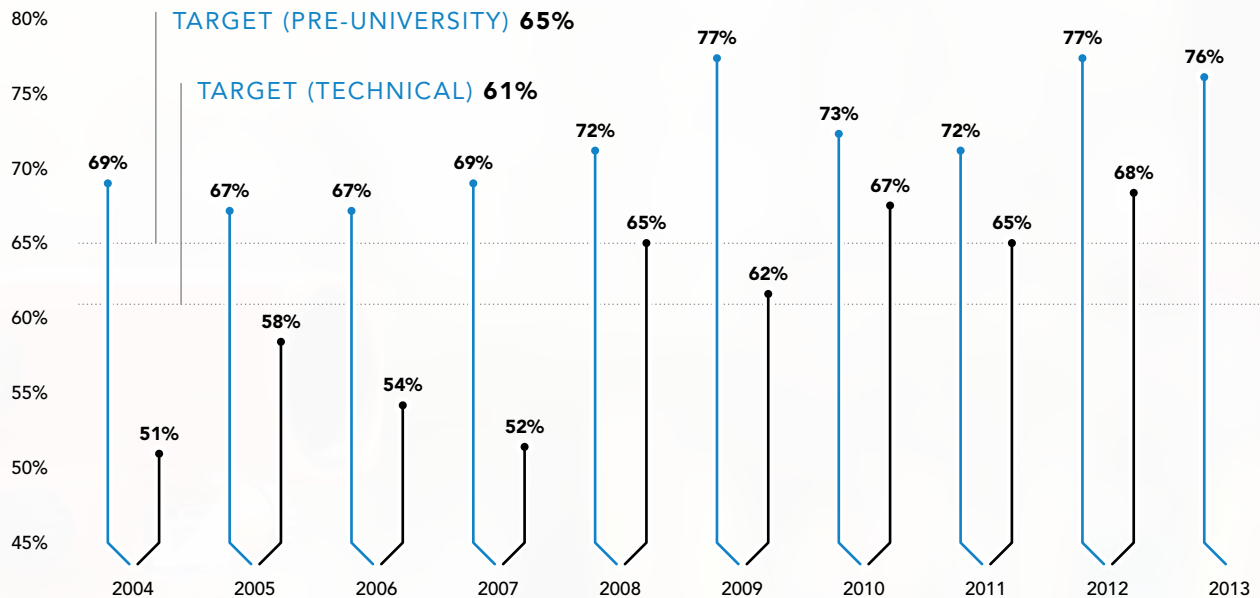
Graduation rates in prescribed time plus two years in any Program within the College

FALL 2004 – FALL 2013, COHORT A

GRADUATION RATES (%)

PRE-UNIVERSITY PROGRAMS

TECHNICAL PROGRAMS



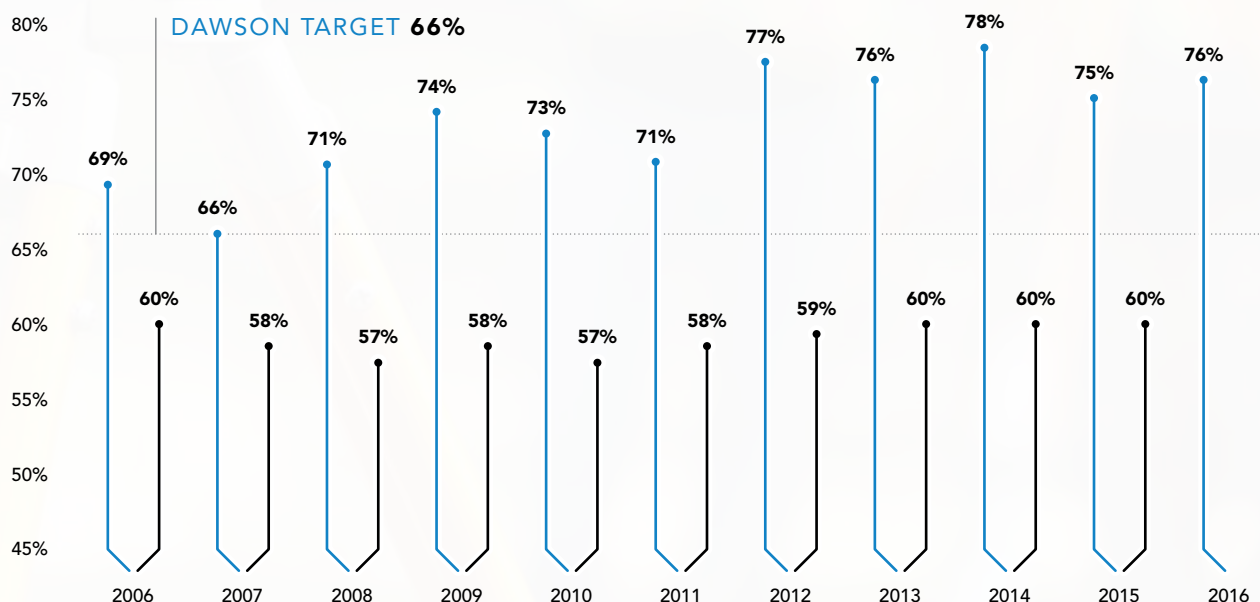
Course Success rates % of students passing 100% of courses in the first semester

FALL 2006 – FALL 2016, COHORT A – DAWSON VS CEGEP NETWORK

COURSE SUCCESS RATES (%)

DAWSON COLLEGE

CEGEP NETWORK



DAWSON ACHIEVEMENTS



Dawson Blues women's basketball goes all the way, captures silver

It was a heartbreaking final after going so far for the women's Dawson Blues basketball team, but in the end, it was the Lethbridge Kodiaks, who had gone undefeated in their entire season, who took gold. Dawson's silver in the CCAA Women's Basketball National Championship came after a grueling season and a hard fought battle in Edmonton on March 18. The final score was Lethbridge Kodiaks 81, Dawson Blues 57.

The Silver Medalists were led by Player of the Game Eleanore Marciszewski, who applied consistent defensive pressure while also producing 18 points on offense. The Blues' Tamara Farqhar and Sorelle Ineza managed 13 and 11, respectively.

Dawson Blues were one of eight teams who advanced to the Nationals in Edmonton, one of two teams representing Quebec, along with Collège Montmorency, who came in first in the provincial RSEQ league. The whole team, and head coach Trevor Williams, and assistant coaches Stephanie Bergeron, Farid Charles, Patrick Smith, and manager Wanda Kagan made Dawson proud.

Dawson Athletics also hosted the Division 2 Men's and Women's Basketball RSEQ tournament with some of the biggest crowds in attendance seen all season.



ACHIEVEMENTS OF TARGETS

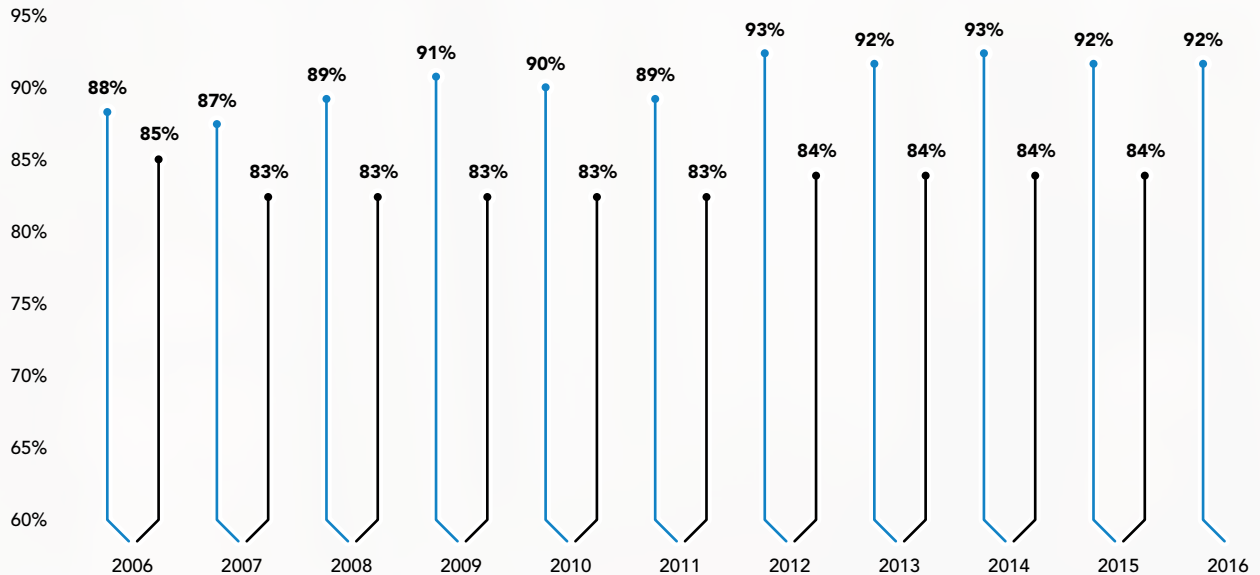
First Semester Course Pass rates

FALL 2006 – FALL 2016, COHORT A – DAWSON VS CEGEP NETWORK

FIRST SEMESTER COURSE PASS RATES (%)

DAWSON COLLEGE

CEGEP NETWORK



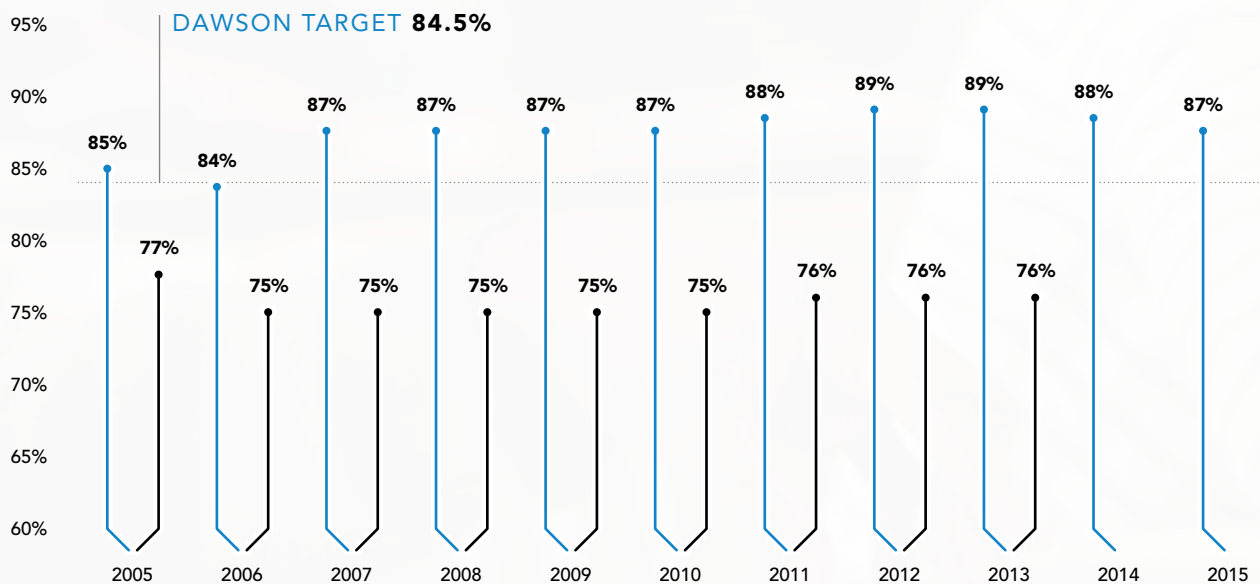
Third Semester Retention rates in any programs within the same college

FALL 2006 – FALL 2016, COHORT A – DAWSON VS CEGEP NETWORK

THIRD SEMESTER RETENTION RATES (%)

DAWSON COLLEGE

CEGEP NETWORK



DAWSON ACHIEVEMENTS



Sandrine Carle-Landry is the 2017 regional winner of the Quebec Osemprendre Challenge

Liberal Arts student Sandrine Carle-Landry has been announced as the winner of the regional OSEmprendre Challenge in the individual and small team category. Her submission and entrepreneurial project was recognized over submissions from all Cégeps on the island of Montreal.

Her friend Corinne Pelletier who was one of the subjects in a series of videos produced for Sandrine's project, Refus global now and, Kim Simard who coordinates the Women Studies Certificate were in attendance to cheer her on. Sandrine eloquently presented her project to the crowd at City Hall when she collected her \$800 prize.

Sandrine's entrepreneurial project is an independent media and a pro-inter-sectional production box. Through the use of social media, the goal of Refus global now is to create media content that promotes the convergence of various social struggles and highlights causes usually ignored by traditional media. One of her videos, Parlons pois: LA PILOSITÉ FÉMININE was viewed over 345,000 times in a very short period of time.

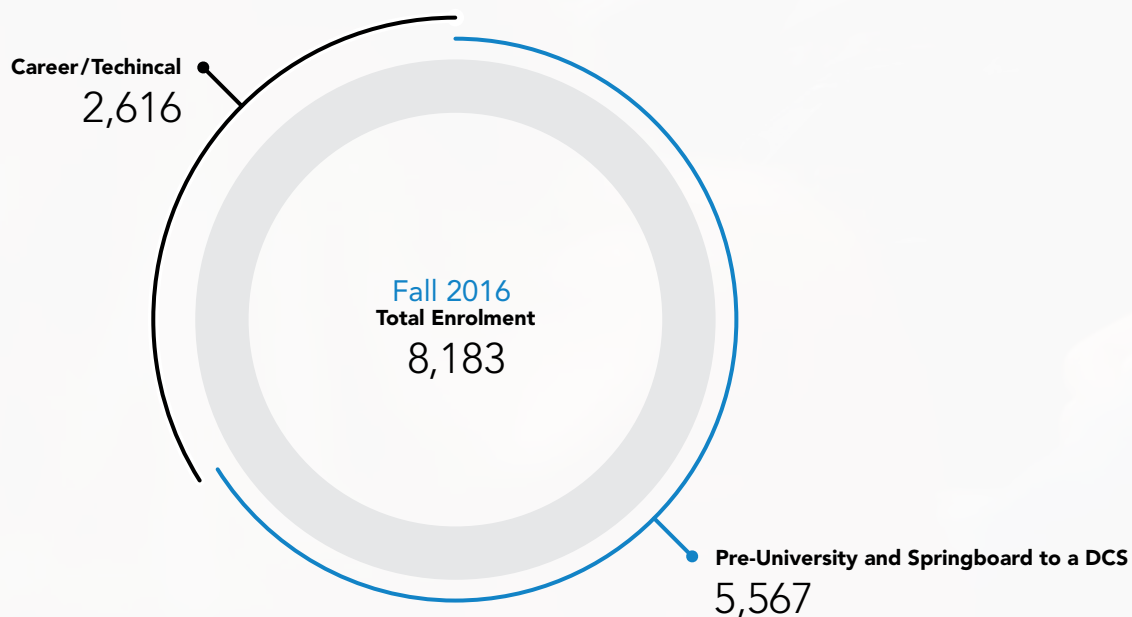
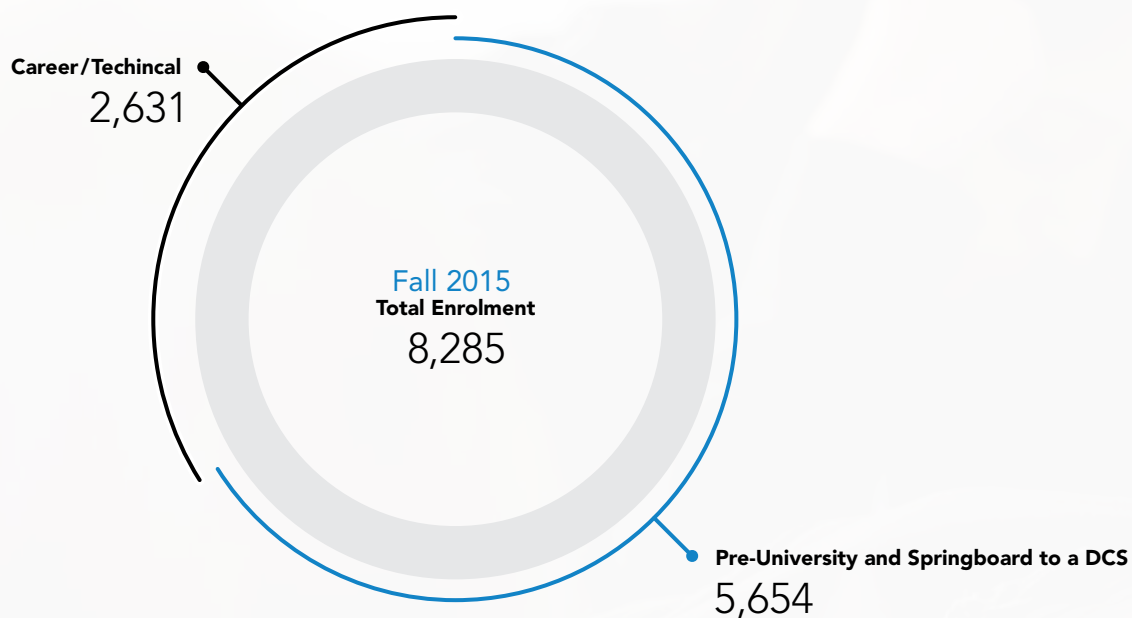
The OSEmprendre Challenge recognizes students who demonstrate an entrepreneurial spirit by acting on an idea and bringing it to life. Student-initiated projects were evaluated on impact, scope, originality and innovation as well as the student's capacity to mobilize resources and take the project from start to finish.



DEMOGRAPHICS REPORT

Enrolment of Full-Time and Part-Time Day Students in Pre-University / Technical Programs and Springboard to a DCS

	FALL 2015	FALL 2016
Pre-University and Springboard to a DCS	5,654 (68.2%)	5,567 (68.0%)
Career/Technical	2,631 (31.8%)	2,616 (32.0%)
Total	8,285 (100%)	8,183 (100%)



DAWSON ACHIEVEMENTS

Congratulations to our 2017 graduates!

In another record year, more than 2,900 students received DEC and AEC statements after having completed their programs of study between Summer 2016 and Winter 2017. More than 600 of those graduates attended ceremonies held at Place des Arts' Théâtre Maisonneuve on June 20.

The afternoon ceremony celebrated graduates in Social Science, Liberal Arts and the technical programs of the Social and Business Technologies. Community Recreation and Leadership Training and inaugural Peace Studies Certificate graduate Shanti Pierce, who was also on the DSU executive, delivered an emotional valedictory address that showed that the path to success doesn't always come easy or in a straight line.

The evening ceremony honoured graduates in Arts, Literature and Communication, Visual Arts, Science, and technical programs in Applied Arts, Medical Studies and Engineering, as well as those completing AEC programs. Chris Olimpo, a 2011 graduate in Illustration & Design who now runs a successful Virtual Reality/Augmented Reality company called 5th Wall delivered the Convocation address, telling graduates to be audacious, to find that thing they love to do and to pursue it, despite conventional wisdom.

Nearly 3,000 people attended the ceremonies, which were presided by the Director General, Richard Filion, the Academic Dean, Diane Gauvin, the Chair of Senate, Michael Wood, and the Dean of Academic Systems, Registrar Carmela Gumelli.



DEC GRADUATES BY PROGRAM (DIPLOMAS)

All DEC Day Programs

PRE-UNIVERSITY PROGRAMS	SUMMER 2016	FALL 2016	WINTER 2017	TOTAL
Arts, Literature and Communication /CALL	33	63	152	248
Liberal Arts		4	46	50
Science	76	74	256	406
Social Science	198	334	655	1187
Visual Arts/ Fine Arts	9	3	12	24
Sub-Total	316	478	1,121	1,915

TECHNICAL PROGRAMS				
3D Animation and Computer Generated Imagery	3		17	20
Accounting and Management Technology	2	2	16	20
Biomedical Laboratory Technology			20	20
Business Management (Marketing)	7	4	27	38
Civil Engineering Technology		1	22	23
Community Recreation and Leadership Training			25	25
Computer Science Technology	1	1	23	25
Diagnostic Imaging			23	23
Electronics Engineering Technology			12	12
Graphic Design	2		34	36
Illustration & Design	1		22	23
Industrial Design	3		10	13
Interior Design	2	1	25	28
Laboratory Technology – Analytical Chemistry		3	8	11
Mechanical Engineering Technology	3	1	25	29
Nursing		1	76	77
Physical Rehabilitation		1	14	15
Professional Photography	3	2	18	23
Professional Theatre	4		17	21
Radiation Oncology			13	13
Social Service	2		47	49
Sub-Total	33	17	494	544
Total	349	495	1,615	2,459

DAWSON ACHIEVEMENTS



Living Campus initiative launched with projects to be implemented throughout the year

Dawson College is a Living Campus where students and staff “live the learning”. Hallmarks of our Living Campus are experiential and integrative learning guided by sustainability principles, which takes place in classroom, extracurricular and work-related projects that produce innovative solutions for complex challenges. Through Living Campus, Dawson College contributes to well-being for all.

Some of our activities this year included:

- Reduction in greenhouse gas emissions - 54% in six years!
- Cleaning products used within college are 95% biodegradable
- Completed phase 1 of a natural habitat project on the roof
- Supported over 25 sustainability action and/or research projects in Mexico through the Sustainable Campuses initiative, including women as entrepreneurs and carbon neutrality
- Implemented ongoing yoga and meditation sessions to foster well-being
- Transitioned the recurring monarch tagging program & research into a breeding program
- Provided lessons on urban agriculture and food security through Dawson Gardens
- Harvested honey from bee hives maintained on Dawson rooftops
- Adoption of an internationally recognized Sustainability Tracking, Assessment & Rating System that aligns with the with the strategic plan



Dawson students win PontPop Competition for second year in a row

The annual PontPOP contest at École de technologie supérieure (ETS) is a province-wide competition where students must build scale model bridges using only popsicle sticks, glue and dental floss. The bridges are evaluated for their design, originality, aesthetic and their weight tolerance. Last year, Dawson Civil Engineering Technology student, Vlad Danita, won overall first place. This year, Dawson stole the show again with Science program students Christian Ivov Ivanov and Alexandra Zajda not only winning first place, but also breaking the all-time weight record for the competition. The bridge was named the “Behemoth” due to its design philosophy and relatively large weight. It supported 5250kg while weighing 2.564kg. The former record for student-built bridges was around 4600kg, from a high school student in 2006.

Christian came up with his design in high school for the same competition 2 years ago but it originally had a flaw; the supports exploded prematurely at “only” 1600kg, a much lower weight than originally hoped. This year he decided to try again and started sticking his 2000 popsicle sticks together at his home using only sandpaper and clamps, so it ended up being a very crude (and not very pretty) build. This is why it took everyone by surprise when the rushed, poorly built bridge demolished the weight record by such a margin that it managed to score a high enough weight efficiency to win.

There is no denying, that the appropriately named Behemoth of a bridge accomplished Christian's personal goal from two years ago and stole the spotlight while leaving the judges in shock and awe. What seemed to amaze them most is how he used far simpler tools and techniques to build it when compared to other bridges and yet still came out on top by a long-shot, which may have been a deciding factor in winning first place.

Civil Engineering Technology also had a team competing this year with three students; Moustafa Elshebshirq, Michael Lacourse and Gasser Aly.



Blues basketball players receive full scholarships to American university

Two players from our Women's Basketball team have accepted full scholarships at a major American university. Both Tamara Farquhar and Leony Boudreau will see their dreams come true as they pursue their studies at Purdue University, Indiana. Tamara will study Psychology and Kinesiology whereas Leony will study Biomedical Engineering.



Dawson graduate wins Bronze medal for Canada at the 2016 Olympic Games

Bianca Farella, a former Dawson College Blues Rugby player, has along with her teammates won a Bronze Medal for Canada in Rugby Sevens at the 2016 Olympic Games. Bianca played women's rugby at Dawson College from the fall of 2009 until the winter of 2011. She graduated from the Pure and Applied Science program at Dawson College and attended University at Concordia where she played Rugby and was nominated as Rookie of the Year in 2012. After one year at Concordia University she was selected for the Canadian National Team and moved to British Columbia.



Dawson Blues men's hockey lends a helping hand at Thanksgiving

Along with some members of the Montreal Alouettes, six members of the Dawson Blues Men's Hockey team (David Kronish, Marco Lento, Jacob Meltzer, Emile Badji, Ben Kreyzerman and Coach Carl Benoit) volunteered their time during the annual Thanksgiving dinner event at Welcome Hall Mission's Men's shelter.

Thanksgiving is an occasion to celebrate blessings with friends and family, but this is not the case for many Montrealers who are alone, hungry and often living on the streets. The Blues were thankful for the opportunity to help WHM and served meals to 350 Montrealers in need on Thanksgiving Monday.



Dawson's Boustan Hirji honoured by Boston University

Dr. Boustan Hirji of the Religion Department at Dawson College has been selected by the Alpha Chapter of the Boston University Association of Alumni as the 2016 Distinguished Alumna of the School of Theology. The honour cited Dr. Hirji for excellence as a teacher, an author and a leader in helping others on a path to greater spirituality. A celebration of her career was held at Boston University on September 21 and 22 that included a panel discussion.



Dawson College welcomes students and teachers from Rotteck Gymnasium in Freiburg, Germany

On Thursday, October 13th, 2016, Arts, Literature and Communication (ALC) welcomed a group of 17 exchange students from Freiburg, Germany. This German language exchange brings together students from Dawson, Vanier and Collège Ahuntsic in Quebec and students from the Rotteck and An Gymnasiums in Freiburg, Germany. The German students are currently participating in a homestay exchange with their counterparts in Canada and will join in classroom activities at both Dawson and Ahuntsic. They will also have the opportunity to visit and learn about Montreal, Quebec City and Mont Tremblant.

Students from Dawson and Ahuntsic will travel to Freiburg, Germany to participate in an immersive German language exchange next May 2017, where they will rejoin their homestay guests and build on relationships forged here in Montreal.

This language exchange was originally spearheaded by Collège Ahuntsic and has had an increasing number of participants from Dawson College. Ahuntsic will continue to participate in the exchange however the ALC program and the Office of International Development will establish a formal partnership between Dawson College and the Rotteck Gymnasium in Freiburg to ensure that future Dawson students can benefit from this excellent travel and learning opportunity.

DAWSON ACHIEVEMENTS



Science, on tourne! competition recognizes two Dawson students

The national finals of the 25th edition of the Science, on tourne! science competition were held on May 6 at Cégep Garneau in Québec City with 36 CEGEP teams competing. The challenge was centred on the theme of Masquerade Ball, with the aim to build an autonomous engine that could pick up golf balls and place them in a container. Close to 400 people were on hand to watch the competition play out, with the team from Cégep de Trois-Rivières taking the top prize.

Two Dawson students were recognized for their individual achievement: Justin Simard, a student in Mechanical Engineering Technology, was awarded the ETS prize, which gives Justin \$1,500 for tuition costs at the École de technologie supérieure, while Adrian Barraza-Borzone took the Prix de participation Hydro. Adrian is also a student in Mechanical Engineering. Congratulations to them both and to all the Science, on tourne! competitors.



CONTINUING EDUCATION

CONTINUING EDUCATION ENROLMENTS (INCLUDES AEC)

	NUMBER OF STUDENTS			SEATS		
	FULL-TIME	PART-TIME	TOTAL	FULL-TIME	PART-TIME	TOTAL
Summer 2016	90	778	868	337	977	1,314
Fall 2016	1,250	1,553	2,803	4,618	2,671	7,289
Winter 2017	1,203	1,533	2,736	4,638	2,919	7,557

AEC GRADUATES (ATTESTATION)	SUMMER 2016	FALL 2016	WINTER 2017	TOTAL
Independant Video Game Design			19	19
Accounting Principles		22	30	52
Civil Engineering Techniques			23	23
Commercial Photography		24	19	43
Mechanical Engineering Techniques			10	10
Network Administration and Support		22		22
Preparation Cisco & Comptia Linux+ Certification			23	23
Preparation for Microsoft Certification	18			18
Venture Creation in the Creative and Cultural Industries			18	18
Total	18	68	142	228

CENTRE FOR TRAINING & DEVELOPMENT (NON-CREDIT)

Spring 2016	457
Fall 2016	1,071
Winter 2017	1,042
Spring 2017	603
Total number of course registrations 2016–2017	3,178

DAWSON ACHIEVEMENTS



Catherine Fichten adds latest research award to her list of honours

Dr. Catherine Fichten of the Psychology department and Adaptech at Dawson was honoured with the Prix ACFAS Denise-Barbeau for research in social and human sciences at the college level. A reception held for nine ACFAS award-winning scholars noted Catherine's exemplary vocation for the integration of students with disabilities, but also paid tribute to her perhaps lesser-known research passion that affects a great number of people, sleep disorders such as apnea, insomnia and chronic fatigue syndrome.

At Dawson, Catherine's strides in adaptive technologies has led to the creation of the Adaptech research centre, a leader in its field. The Adaptech Research Network has involved a team of academics, students and consumers who have conducted research since 1996 with Canadian college and university students with a variety of disabilities. She was honoured last March with the Fred Strache Leadership Award by California State University at its Annual International Technology & Persons with Disabilities Conference in March 2016.



EMPLOYMENT STATISTICS

NUMBER OF EMPLOYEES *	NON-PERMANENT	PERMANENT	FEMALE	MALE
Management Personnel	7	32	23	17
Teaching Personnel	479	502	521	460
Professional Personnel	23	54	65	12
Support Personnel †	619	212	512	319
Total	1,129	800	1,121	808

* Includes those who left during the year † Including non-permanent student employees

QUALIFICATIONS OF REGULAR TEACHING PERSONNEL

Doctorate - no less than	19.5%
Masters Degree or more	33.1%
Other (Includes Masters/Doctors not yet at top of scale)	47.4%

Note 1: The staffing level pertaining to Art. 385 of Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises for the period of April 1, 2016 to March 31, 2017, does not exceed the level in the reference period of January 1 to December 31, 2014.

CATEGORY – APRIL 1, 2016 TO MARCH 31, 2017

REMUNERATED HOURS

Hors-cadres	4,788
Cadres	38,363
Managers	23,016
Professionals	106,569
Teachers	1,048,799
Technicians	190,263
Support Staff	177,286
Trade and Maintenance Workers	19,863
Total	1,608,947

Note 2: Service contracts with a value of \$25,000 or more, concluded between July 1, 2016 and June 30, 2017.

	NUMBER	VALUE
Service contracts with a person	2	\$ 105,408.28
Service contracts with a contractor other than a person	6	\$ 719,295.25
All service contracts		\$ 824,703.53

DAWSON ACHIEVEMENTS



SALTISE recognizes Dawson Director General and John Abbott Academic Dean

Dawson's Director General Richard Filion and the Academic Dean of John Abbott College Erich Schmedt were honoured at the SALTISE annual conference 2017 with the Lifetime Achievement Award in recognition of their support to SALTISE in "exceptional ways that have been complementary and timely."

In the citation to pay tribute to both administrators, SALTISE writes: "What makes [them] particularly special to SALTISE is their openness to those from outside their own institutions. This willingness to entertain ideas that extend beyond their College has made it possible for SALTISE to grow within the provincial network. Over and over again, both men have demonstrated their support of the SALTISE vision. For this, we are forever grateful!"



SUPPORT FOR STUDENT SUCCESS (S051)

Support for students having particular needs and those having disabilities

PROJECT / ACTIVITY	RELEASE	STUDENTS ASSISTED THROUGH INTERVENTIONS
Universal design for learning	\$95,370	840
Physical education for students with physical disabilities	\$26,775	63 students with physical and mental disabilities assisted directly; provided resource to other PE teachers and pedagogical counsellors
Courses and pathways to facilitate integration into the College	\$76,245	64 (Journeys pathway and Strategies for College Success course)
Develop language skills in English and French	\$53,380	Approximately 2400 placement tests; Approximately 1500 users of CLÉO; 80 students with disabilities given specific tutoring in French
Develop pedagogical techniques for writing in the disciplines	\$111,690	Approximately 840
Assess the experiences of students with particular needs in the Active Learning Classrooms	\$10,115	Provided information and resources to about 50 teachers using the Active Learning Classrooms
Develop pedagogical strategies for two sections of Research Methods courses to support at-risk students in General Social Science	\$20,230	Approximately 80
Assist students with various perceptual challenges overcome their problems understanding quantitative methods	\$20,230	Approximately 80
Develop a flexible model for on-line courses for students with particular needs / Développer un modèle adaptable de cours à distance pour les étudiants à profil particulier	\$27,115	Approximately 230
Develop planned activities and simulation to provide Nursing students with additional assistance in learning/performing skills, physical assessments and/or communication	\$17,000	Developed a system to refer students and identify how they would be assisted (evaluation of need, review materials, practice in simulation lab and progress review)
Develop an introductory transgender and gender non-conforming (GNC) patient care resource booklet for physiotherapy professionals	\$12,750	Prepared a resource booklet that will be used for sensitivity training in 2017-2018 for about 35 students
Total	\$470,900	

A number of the projects undertaken within the S051 funding envelope involved the training and mentoring of teachers in how to assist students with disabilities or particular needs. These resources further extended the outreach to students with disabilities or particular needs.

DAWSON ACHIEVEMENTS



Dawson celebrates first graduates with Peace Studies Certificates

On Friday, May 12th, the Dawson College Peace Centre was proud to present 25 exceptional students with the Peace Studies Certificate. By completing three Peace Studies courses, participating in a Peace 101 workshop, and devoting six or more (often much more) hours to community engagement, these students graduated from Dawson with a better understanding of peace and non-violence.

The ceremony was held at the Musée de Beaux-Arts in the Inuit Art Gallery, and friends, family, teachers and fellow students came out to congratulate them on their achievements. Some of those achievements include hosting the Dawson Peace Conference, organizing a student-art exhibition to promote peace, and building a "Meal Team" to serve lunch to the guests at Benedict Labre House Mission in Griffintown, to name a few.



FINANCIAL REPORTING

As of June 30, 2017 – Operational Fund, Dawson College

REVENUES	2017	2016
Day Division	73,333,827	71,342,508
Continuing Education	9,426,541	8,848,145
Ancillary Services	5,423,355	6,023,329
Total	88,183,723	86,213,982

EXPENSES	2017	2016
Salaries and Fringe Benefits - Teachers	54,455,818	52,833,109
Salaries and Fringe Benefits - Non-Teaching Personnel	20,627,787	19,493,865
Other Expenses	12,277,313	12,585,585
Total	87,360,918	84,912,559
Surplus	822,805	1,301,423

ANALYSIS OF SURPLUS	2017	2016
Analysis of Surplus		
Opening Surplus	7,779,702	6,867,056
Surplus for the year	822,805	1,301,423
Transfer to Fixed Assets		
Reimbursement of Borrowing (Autofinance)	(300,000)	(300,000)
Fixed Assets Acquisitions	(261,836)	(87,777)
Others	0	0
Total	(561,836)	(388,777)
Closing Surplus	8,040,671	7,779,702
Appropriated Surplus	1,872,684	298,080
Unappropriated Surplus	6,167,987	7,481,622

DAWSON ACHIEVEMENTS

Teaching Excellence Award recipients honoured

Each year, students and teachers alike nominate teachers and colleagues that exemplify the qualities of the Director General's Awards for Teaching Excellence: those who embody teaching excellence through their outstanding performance in the classroom, lab and/or field work, but also those who have gone above and beyond to make a difference in the lives of their students and colleagues.

After a rigorous process overseen by the assistant deans in the three academic sectors, the following teachers are the recipients of this year's Teaching Excellence Awards:



CORY LEGASSIC
SOCIOLOGY DEPARTMENT

Cory came to Dawson with a background in Equity Studies in Education, as well as in Feminist Studies. He started working with students when employed by Katimavik, before coming to Dawson initially as a New School Facilitator. He has since taught courses in Humanities, Sociology, Methods and New School at Dawson, for which he is currently acts as coordinator.



ERIC VAN DER WEE
HUMANITIES DEPARTMENT

Eric has been teaching at Dawson since 2010, after teaching for 14 years at the secondary level. He describes his position in the Humanities Department at Dawson as the "best job ever". Eric can attest to the fact that his coursework often overflows into his life outside of Dawson, where his courses are discussed around the dinner table and that his children even enjoy sitting in on his lectures.



RAY CLAUDIO PINO
HISTORY DEPARTMENT

Relatively new to Dawson's History Department, Ray has already left quite an impression on his students and colleagues. Though his background includes passions as diverse as journalism and filmmaking (he graduated from the Film Studies program at Ryerson before continuing his education in History), his expertise lies in the history of international relations, where he has specialized in Modern Italy and Germany.



RAYMON FONG
3D ANIMATION & COMPUTER GENERATED IMAGERY PROGRAM

Raymon is not only considered a great teacher by his students and peers, but is also a Dawson alumnus. After graduating with honours from the Illustration & Design Program, Raymon spent 15 years in industry before returning to Dawson to teach in the 3D Animation & CGI program.



Forum: Linking North-South through research on campus sustainability

In Spring 2017, Dawson faculty, staff and students participated in the Third Sustainable Campuses Research Forum, which took place at three partner institution campuses in the state of Morelos in Mexico. Dawson's delegation was comprised of lead Sustainable Campuses Researcher and Dawson faculty member Gisela Frias, Sustainable Dawson's Chris Adam, Community Recreation and Leadership Training (CRLT) faculty member Sarah Cartier and the Coordinator of the Dawson College Peace Centre and Community Life Programming, Diana Rice. Also joining the group were two CRLT students, Keera Taylor and Jessica Rouillier, who were completing a 6 week internship experience at partner schools.

The Dawson group received the warmest of welcomes as the Third Sustainable Campuses Forum kicked off at the Universidad Autónoma del Estado de Morelos (UAEM) Preparatoria Comunitaria Tres Marias Campus, with whom the College has a newly penned partnership. At Tres Marias, the Dawson group was shown the groundwork that has gone into construction of a classroom made of completely sustainable materials. The participants got their feet dirty as they stomped through mud mounds in an effort to rid them of stones that could create lumps in the adobe mud bricks being made to create the structure's walls. They were also treated to a presentation of an indigenous medicinal plant garden, underlining the importance of the preservation of traditional knowledge

and implementation of experiential learning curriculum. Finally, they enjoyed a theater performance "A Time to Act", where our two students performed.

At the Universidad Pedagógica Nacional (UPN) Ayala Campus, Forum participants took in the grounds that had been transformed from manicured lawns into a home for local plant life like cacti and other native tree species: its own living campus! Presentations at UPN Ayala centered on food justice and security, which demonstrated how small initiatives can have a big impact in the formation of action-based communities. Participants also visited the community of Huitchila where they met with a group of rural women working in collaboration with the UPN to learn about traditional medicine.

The final day of the Forum was held at the Universidad Politécnica del Estado de Morelos (UPEMOR) where the group of Canadian and Mexican participants had a chance to share personal experiences around sustainability, reminding them that we each have a role to play in our personal and professional lives toward creating sustainable change in the world. Finally, the inauguration of the UPEMOR's Mural for the soon to come Aquatic Peace Garden which will celebrate the creation of serene, natural spaces inhabited by myriad local biodiversity was the perfect way to end another successful Forum.



Dawson marks another banner year in research

Dawson College continues to set the standard for research activity within the CEGEP network with 31 active funded projects under way, including nine new grants, totaling over \$1 million in external funding. These exceptional projects investigate important research questions across the disciplines and contribute to both knowledge construction and mobilization. You can read more about them in our annual research report.

Dawson has a long history of supporting and encouraging innovative projects that allow faculty to develop professionally, as well as support students' success. There are also a number of non-research institutional projects involving many members of the Dawson Community that distinguish themselves for their scope and importance at Dawson.

Non-research projects, coordinated by Azra Khan and Daniel Tesolin in the Office of Academic Development under outgoing Dean Barbara Freedman, this year received over \$800,000 in funding from sources such as the Canada-Quebec Entente, the Programme de soutien aux autochtones, and the Programme de soutien aux productions étudiants. For some perspective on activities in this area, in 2012-2013, \$150,000 of funding was granted; the next year that amount rose to \$502,000 to the current level of \$915,000 in 2015-2016. A slight decrease due to the withdrawal of TIPS funding was felt in 2016-2017 for a funding level of \$800,000.

For the coming year 2017-2018, Dawson has submitted requests totaling over \$2.5 million to non-research grant programs for projects such as Dawson College Learning Communities, Model UN, the inter-institutional community of practice on Active Learning – SALTISE, French language acquisition through games and activities, projects combining peace studies and sustainability studies, and our on-going initiatives through First Peoples Initiative, iCMTL incubator, on-line learning in French, to name just a few of the 19 projects proposed this year.

New grants received for Dawson researchers in 2017-2018 include the following:

Liz Charles, Chris Whittaker, Yann Brouillette – PAREA, who will continue their pedagogical research on active learning classrooms in a project titled "Overcoming Challenges to the successful implementation of active learning instruction: How to orchestrate and leverage feedback to increase learning opportunities."

Ben Seamone – FRQNT, who will continue his work in fundamental mathematics, in a project titled "New directions in the 'cops and robbers' graph searching model."

Elizabeth Kirkland – FRQSC, who will continue her historical research on women's political roles in Montreal, part of a team research grant on "Modernity and knowledge in Montreal, 1815-1985."

BOARD MEMBERS

MEMBERS

University Representative	Anila Asghar
Enterprise Representative	Sonya Branco
Director General (Ex Officio)	Richard Filion
Pre-University Program Graduate	Anna Gagliardi
Academic Dean (Ex Officio)	Diane Gauvin
Parent Representative	Michael Goldwax (Vice-Chair)
Faculty Representative	Fiona Hanley
Technology Program Graduate	Steve Hatajlo
Professional Representative	Azra Khan
Support Staff Representative	Jean Nagy
Pre-University Student Representative	Annie Quadros
Labour Market Partners Representative	Sylvain Richard (Chair)
Faculty Representative	Benjamin Seamone
Socio-Economic Representative	Jamie Singerman
School Commission Representative	Anna Villalta
Technology Student Representative - DSU	Anthony Williams
Socio-economic Representative	Vacant
Enterprise Representative	Vacant
Parent Representative	Vacant

EXECUTIVE COMMITTEE MEMBERS

Director General (Ex Officio)	Richard Filion (Chair)
Academic Dean (Ex Officio)	Diane Gauvin
Board Chair (Ex Officio)	Sylvain Richard
Board Vice-Chair (Ex-Officio)	Michael Goldwax
Technology Graduate Representative	Steve Hatajlo
Professional Representative	Azra Khan
Socio-economic Representative	Jamie Singerman

AUDIT COMMITTEE MEMBERS

External Board Member	Sonya Branco
External Board Member	Michael Goldwax
External Board Member	Sylvain Richard

SENATE MEMBERSHIP

CHAIR OF SENATE

Michael Wood

ADMINISTRATION

Academic Dean	Diane Gauvin (President)
Director, Student Services	Raymond Boucher
Dean, Creative and Applied Arts	Andréa Cole
Dean, Science, Medical Studies and Engineering	Ray Bourgeois
Dean, Social Science and Business Technologies	Leanne Bennett
Dean of Continuing Education and Community Services	Vacant
Dean of Academic Systems	Carmela Gumelli
Coordinator of Academic Systems	Julie Brosseau
Dean of Academic Development	Barbara Freedman

SECTOR OR PROGRAM CHAIRS / COORDINATORS

Arts, Literature and Communication Program	Nelly Muresan
Social Science Program	Vivien Watson
Science Program	Jaleel Ali
Council of Career Programs	Karen Gabriele

FACULTY

Arts, Literature and Communication / Visual Arts	Julianna Joos
Social Science / Liberal Arts	Jonathon Sumner
	Sylvain Muise
	Laura Shea
	Cynthia Martin
<i>Technical Programs</i>	
Arts Technologies	Leigh Barnett-Shapiro
Business Technologies	Alex Simonelis
Engineering Technologies	Jimmy Plaitis
Medical Technologies	Mylène Saucier
Social Technologies	Chris Adam
<i>General Education</i>	
English	Alyson Grant
French	Laurent Duval
Humanities	Michael Wood
Physical Education	Tim Miller

PROFESSIONALS (NON-TEACHING STAFF)

Kelly Ann Morel
Jane Valihora
Anja Vroomen

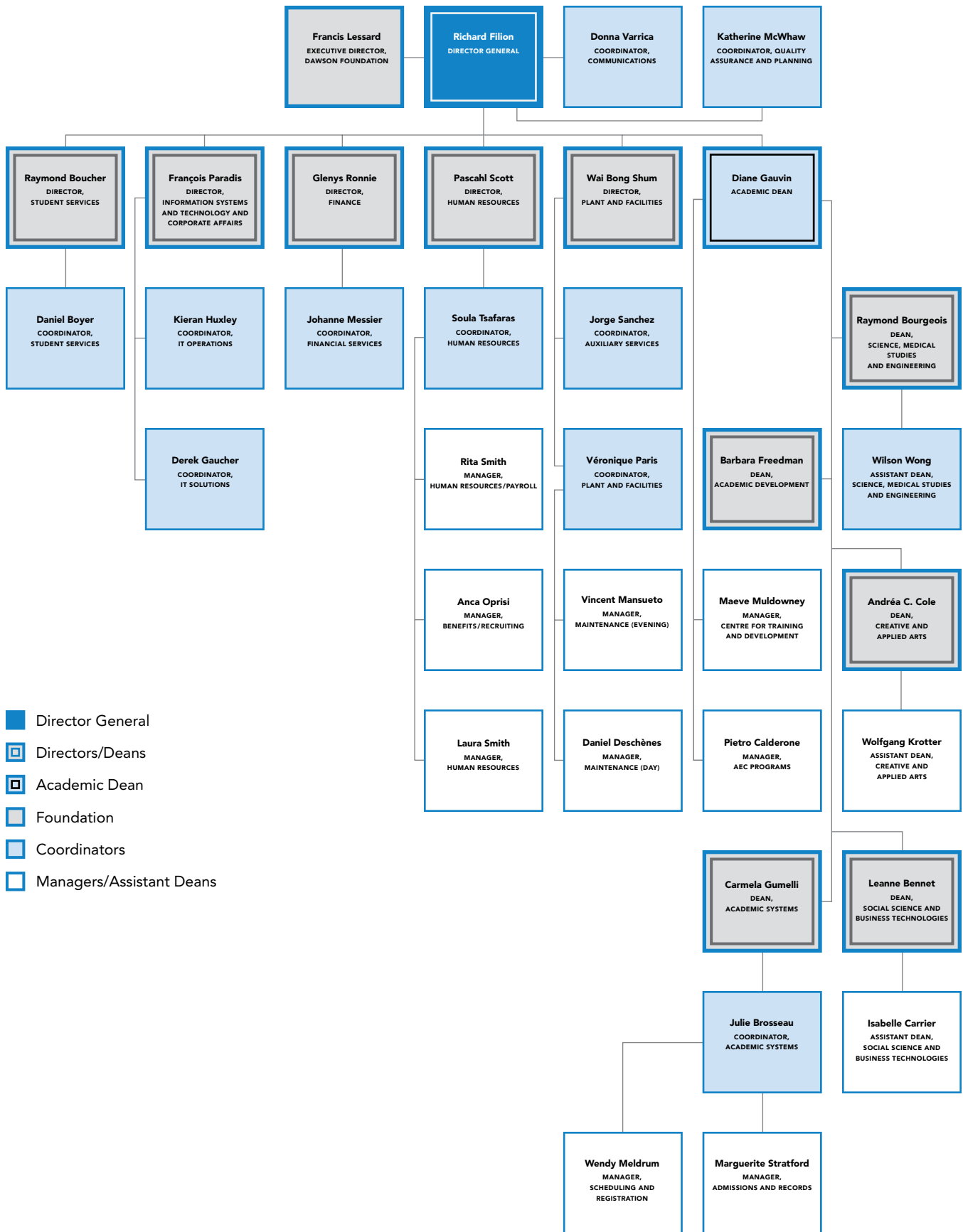
SUPPORT STAFF

Daniel Tesolin

STUDENTS

Dawson Student Union	Shanti Pierce
Dawson Student Union	Jesse Torossian
Dawson Student Union	Anthony Williams
Part-time Student	Camilo Mejia

ORGANIZATIONAL CHART 2016 - 2017



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;

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

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5.01 The Role of Professional Conduct Counsellor

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

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

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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 2015-2016, no breach of the Code of Conduct of Ethics and Professional Conduct for Members of the Board of Governors was committed.

STATISTICS

Quality Assurance and Planning Office

PRODUCED BY

Communications Office of Dawson College

DESIGN

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