



# 2022-2023 ANNUAL REPORT

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 **MOHAWK**  
COLLEGE

## Table of Contents

Section 1: Board of Governors.....	2
Section 2: Strategic Plan .....	3
Section 3: Message from the President.....	4
Section 4: Report on Previous Year’s Priorities .....	6
Section 5: President’s Advisory Council Activities Report .....	17
Section 6: Statement of Operations .....	20
Section 7: Performance.....	21
Appendix A: Audited Financial Statements .....	24
Appendix B: Summary of Advertising and Marketing Complaints Received.....	25

## Section 1: Board of Governors

<b>External Members</b>	<b>LGIC/ Appt</b>	<b>First Term Started</b>	<b>Term Expires</b>	<b>Current Term</b>
Bill Chisholm <i>Chair</i>	Appt	Sept 1, 2018	Aug 31, 2024	2 <sup>nd</sup>
Anna Filice <i>Vice Chair/GHR Chair</i>	Appt	Sept 1, 2020	Aug 31, 2023	1 <sup>st</sup>
Lisa Knap	LGIC	May 7, 2020	Aug 31, 2025	2 <sup>nd</sup>
Sheri Longboat	Appt	Sept 1, 2020	Aug 29, 2022	1 <sup>st</sup>
Rocco Passero	Appt	Sept 1, 2020	Aug 31, 2023	1 <sup>st</sup>
Karen Belaire	Appt	Sept 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Mila Ray-Daniels <i>AF&amp;I Chair</i>	Appt	Sept 1, 2017	Aug 31, 2023	2 <sup>nd</sup>
Brian Henry	LGIC	Sept 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Vacant	LGIC			
Kathy Lurette	Appt	Sept 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Shaun Padulo	LGIC	March 4, 2022	Aug 31, 2024	1 <sup>st</sup>
Steve Stipsits	Appt	Sept 1, 2016	Aug 31, 2022	2 <sup>nd</sup>
<b>Internal Members</b>	<b>Dept</b>	<b>Date Started</b>	<b>Term Expires</b>	<b>Term</b>
Ron McKerlie	President	Aug 5, 2014	July 31, 2024	2 <sup>nd</sup>
Amanda White	Admin	June 29, 2022	Aug 31, 2024	1 <sup>st</sup>
Matt Schnarr	Admin	June 4, 2021	May 20, 2022	1 <sup>st</sup>
Wayne Collins	Faculty	Sept 1, 2021	April 18, 2023	1 <sup>st</sup>
Tracey Richardson	Support	Sept 1, 2017	Aug 31, 2023	2 <sup>nd</sup>
Akanksha Berry	Student	Sept 1, 2022	Aug 31, 2023	1 <sup>st</sup>
Keeleigh Donkervoort	Student	Nov 11, 2021	Aug 31, 2022	1 <sup>st</sup>

## **Section 2: Strategic Plan**

### ***Vision***

Future Ready. Learning for Life

### ***Mission***

We educate and prepare highly skilled graduates for success and contributions to the community, Canada and the world.

### ***Values***

- We are student focused.
- We are committed to excellence.
- We engage our community.
- We are inclusive.
- We are accountable.

### ***2022-2025 Strategic Themes and Priorities***

#### ***Aspirations***

- Meaningfully advance Truth and Reconciliation
- Enable Future Ready education, research, programs, services and experiences—for students, employees and our community
- Be a place that honours, values and celebrates the whole of every person
- Ensure access to education and reduce barriers for all
- Lead in workforce development
- Make a measurable impact on climate change

## Section 3: Message from the President

I am incredibly proud of how our college community responded and adjusted to the new realities of higher education following the pandemic. This was a year of recovery, rebuilding and renewal for our college. And it has been a year of great milestones, too.

We welcomed more students back to our campuses in September and reintroduced many more in-person learning and social opportunities for students and employees. The First Year Experience program, designed to help students access support and services both on and off campus, saw a substantial rise in student participation.

In October, Mohawk College officially opened its new Mississauga Campus, in partnership with triOS College. The campus welcomed about 1,800 international students this year and offers promising new areas of growth for the whole college. Our international recruitment strategies have been successful, providing more international student enrolment and greater diversity in countries of origin, including Nigeria, Nepal, Philippines, Colombia, and Ghana.

As part of the college strategy for internationalization, a Collaborative Online International Learning (COIL) framework and program was developed and, in Winter 2023, five faculty-led COIL projects were launched with four different countries.

Workforce development continues to be a high priority, and partnerships with various organizations have been established to launch relevant demand-led training.

With a number of its goals already met, we published the mid-term report for Challenge 2025 in November and announced a transition in leadership to our community partners, providing a greater level of community involvement as the program continues to grow locally and across the country. The college also opened the Rapid Skills Training Lab (RSTL) at City School at the Fennell campus to provide essential skills and technical qualifications training to learners for starting careers in in-demand fields.

As well, through our leadership with the Canadian Colleges for a Resilient Recovery, the Government of Canada announced a \$46.5M investment in C2R2 and the QuickTrain micro-credential training program. That program has developed and launched more than 30 rapid-skills training programs across the country, supporting a resilient recovery and the emerging green economy.

In Academics, autumn also saw the launch of the new Bachelor of Analytics and Data Management Honours degree—Mohawk's second four-year degree

to this point, with other demand-led, career-focused degrees being contemplated. As well, dozens of new micro-credentials have been launched, and the Micro-credential Framework has been finalized.

Mohawk College and Schlegel Villages launched a new satellite college campus location in January 2023 at The Village of Tansley Woods retirement and long-term care home in Burlington. This is the second Living Classroom created in partnership with Schlegel Villages, following the model embedded at The Village of Wentworth Heights.

Throughout the year, important work was done in the areas of equity, diversity and inclusion and, separately, in Truth and Reconciliation. Mohawk joined more than 50 other colleges and universities across Canada to endorse the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education. The college also received a Foundational Award Designation for Applied Research leadership through the Dimensions Canada program. Our Indigenous Knowledge Learning Outcomes (IKLOs) were expertly developed and launched this year and the foundation has been laid for development of the new Centre for Indigenous Knowledge and Learning. We look forward to further embedding these important educational and social elements into all aspects of college activity moving forward.

As our college and all of society reemerged from two turbulent years, we have done incredible work to provide students with the skills and training they need to lead and succeed in the new resilient, equitable and prosperous recovery ahead.

Regards,

Ron J. McKerlie, President & CEO



## Section 4: Report on Previous Year's Priorities

These priorities for 2022-2023 were compiled, vetted and approved by the Mohawk Executive Group and Board of Governors in June 2022. The priorities aligned with the budget development and performance management reporting process of Mohawk College. Below each of the Aspirations and priorities is the report back on performance to achieve the priorities for 2022-2023.



### **Meaningfully Advance Truth and Reconciliation**

*The path towards Truth and Reconciliation is sharing and understanding the truth of Indigenous history and people, working towards decolonization and Indigenization, and building relationships in order to do good reconciliation work.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Develop the Indigenous Learning Outcomes in alignment with the Truth and Reconciliation (TRC) calls to action and begin implementation for students at the program level.
- Complete concept design and begin implementation of the Centre for Indigenous Relations, Knowledge and Learning (CIRKL).
- Map our commitments, strategic directions and aspirations to the Colleges and Institutes Canada (CICan) Indigenous Education Protocol and the TRC Calls to Action. Through external funding, develop a protection and access to drinking water research project in collaboration with community partners.

### **REPORT BACK ON PERFORMANCE**

The development and launch of Indigenous Knowledge Learning Outcomes (IKLOs) was achieved. The initiative involved creating and sharing a draft of seven IKLOs at six community events and gathering feedback from various groups, including the Indigenous Education Council, Indigenous students and alumni, and members of the Hamilton Urban Indigenous Community and other First Nations communities. The feedback was gathered and incorporated into the final IKLOs in preparation for Phase 3 of the implementation process.

The concept, design and structure of CIRKL was presented to the Mohawk Executive Group along with the action plan to identify priorities and timelines to launch CIRKL including options for a physical space.

As part of our strategic and action planning process, we included mapping and inventory of current and future activities that demonstrate our achievements in meeting the Truth and Reconciliation Calls to Action and the Indigenous Education Protocol principles.

There is continued growth in our partnership with the Suncor Energy Foundation. Scheduled first-year activities will be complete by Fall 2023 and implementation for the second-year activities is underway. This includes the creation of student fellowship positions and a partnership with Kayanase to create a seedbank of traditional plants and medicines.

The CIRKL project is progressing with the completion and approval of the vision, plans, timeline, budget and KPIs (Key Performance Indicators), which will be used to develop a working case for support.



### ***Enable Future Ready Education, Research, Services, Experiences – for Students, Employees and Our Community***

*We are transforming the way we deliver the educational experience. We've redefined the meaning of campus to meet our students' needs and to support the balance of school, work and family commitments.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Develop a multi-year Digital Learning Strategy and begin implementation, including differentiated delivery methodologies (e.g. flexible learning, definition of campus, simulation-based learning, etc.).
- Develop a strategic program portfolio framework including dedicated micro-credentials, degree and part-time learning strategies to reflect the changing needs of learners and employers.
- Develop and implement a hybrid student services delivery model, including hours of operation and virtual options – reflective of the diversity of our learners and their individualized needs.
- Continue with the integration of technology into the redefined student service delivery model including the IBM Chatbot, implementation of a Customer Relationship Management (CRM) system, and block-chain enabled credentials and transcripts.
- Develop and implement the new Applied Research framework.



## **REPORT BACK ON PERFORMANCE**

Mohawk College has made significant progress in implementing activities across its four Digital Learning Strategy (DLS) pillars, which are Agile Learning Scape, Innovation/Experimentation, Mobilize Faculty Capacity and Increase Student Digital Fluency.

Some notable achievements in each pillar include the support of DLS incubator projects, which currently have 16 separate projects focusing on the business cluster programs to ensure preparedness for online programs. Additionally, new XR simulations have been developed and integrated into the curriculum to enhance the student learning experience.

Over eight new micro-credentials have been launched, and the Micro-credential Framework has been finalized.

To increase faculty capacity, the college has delivered 18 faculty workshops and provided learning management system (LMS) and instructional design support. The college has integrated technology certifications/badges into and outside of the curriculum, solved 723 student support requests and had 736 students/faculty/staff attend digital skills workshops. The Makerspace outreach now includes alumni, Social Inc, Deaf Empowerment, Mechanical Engineering, Chess Club and ECE. Overall, Mohawk College has made significant strides in enhancing its students' learning experiences and faculty members' teaching skills through digital innovation and integration.

The Program Portfolio Framework to improve academic quality, meet learners' needs, and respond to industry and community demands has been completed and includes creating a new governance structure to chart the college's strategic direction and oversee the program mix and enrollment strategy. The team have established a Degree Development Framework and Multi-Year Degree Development Plan to support the college's degree priorities and resource requirements. A new Program Suspension and Cancellation procedure and refined new program development and quality assurance processes have been established through the work of various committees and teams. Continuous improvements in strategy and processes are critical for the college to achieve its strategic enrollment targets.

The First Year Experience program assists students in accessing support and services both on and off-campus. The program has seen a substantial rise in student participation at on-campus and virtual events, aided by ongoing promotion through social media and weekly emails. MyCanvas was used to highlight resources to ensure students are informed about proactive and on-demand academic support services. Student Forums were conducted to identify student needs, and new service delivery models were piloted and revised based on feedback.

A new Applied Research Framework has been completed and presented to various councils at the college. The Applied Research Skills Development course suite and mentoring has been launched under the name Applied Research 101 and is open for registration on the LMS platform.

The development of a prioritized prospect list is necessary to understand the priority initiatives and their financial requirements and to measure success. A supporter list is being developed and maintained to ensure a solid base of supporters. A new position was created to secure corporate and industry partnerships, FRPP support and in-kind opportunities across all Mohawk campuses.



### ***Be a Place That Honours, Values and Celebrates the Whole of Every Person***

*We are committed to nurturing an equitable, diverse and inclusive culture and environment for everyone who learns and works at Mohawk.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Develop a framework to support the integration of equity, diversity and inclusion (EDI) into curriculum, advisory committee structures, program development and review processes, promotion and recruitment.
- Identify core EDI competencies for each employee as part of the Performance Management Process.
- Continue with implementation of the EDI Action Plan; oversight by the EDI Steering Committee, sub-committees and Mohawk Executive Group.
- Development of an International student recruitment strategy to increase diversity of the student population and mature differentiated revenue opportunities including management of public college private partnership.
- Increase access to global learning opportunities through introduction of the Collaborative Online International Learning (COIL) framework and program.

## **REPORT BACK ON PERFORMANCE**

Consultations for the equity, diversity and inclusion framework were completed. A process is being designed for employee awareness and training on how to use the EDI framework and equity lens, and will be led by a new position, the EDI Education Trainer & Consultant.

The progress of each EDI Divisional Subcommittee is being reviewed, and a summary report of achievements and challenges will be prepared and reported out to the college community. The Enterprise Project Management team has completed a gap analysis for an employee demographic survey and dashboard, which can be executed in-house. The college has been awarded a Foundational Award Designation by NSERC for an EDI award for Applied Research leadership through the Dimensions program. The college was among only two colleges and eight universities in Canada to be recognized. The new Multi-Year Accessibility Plan for 2023-2025 is being prepared and a draft document was shared with the AODA Steering Committee in March 2023, following the completion of the organization-wide Accessibility Audit.

The international recruitment strategies have been successful as evidenced by the Fall 2022 and Winter 2023 Semester 1 intakes, with growth seen in enrollment from India as well as other markets such as Nigeria, Nepal, Philippines, Colombia and Ghana. Diversification has improved at the triOS partnership campus in Mississauga, and new program selections are being targeted to appeal to more markets to continue on that path.

In Fall 2022, a COIL (Collaborative Online International Learning) framework and program was developed and faculty proposals were received. In Winter 2023, five faculty-led COIL projects were launched with four different countries. Two participating faculty members received COIL training offered by the European Association for International Education (EAIE) in March 2023. The COIL projects have provided a foundation for future collaborations.

We are actively connecting with our diverse communities through various outreach initiatives that aim to raise funds. Additionally, we are employing CSEP students and creating proposals that promote education and enrichment to support students, faculty and staff, as well as our wider alumni and retiree communities.



### ***Ensure Access to Education and Reduce Barriers for All***

*We will ensure that Mohawk is the destination of choice for all learners by removing barriers encountered at various stages of the educational journey.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Complete implementation of the OCAS international application portal and refine internal business practices to streamline the overall international student admissions process.
- Create more opportunities to deliver demand-led programming through the access strategy, City School and Challenge 2025 (C2025).
- Further develop the 4 College (4C) alliance partnership, expanding opportunities to implement City School programming across Canada.
- Develop a renewed Women in Trades and Technology (WiTT) strategy and identify new opportunities for partnerships with provincial and national funding opportunities in collaboration with the Mohawk College Foundation.

### **REPORT BACK ON PERFORMANCE**

The OCAS International Application System is now being used beyond applicant processing to support the check-in process for new students, program change requests, and re-admissions. Data from the system is being analyzed to improve processes and communications for applicants.

The Rapid Skills Training Lab (RSTL) at City School is a new training facility on the Fennell campus to provide essential skills and technical qualifications training to learners for starting careers in advanced manufacturing, logistics, fabrication, material handling, welding and continuous improvement processes. It offers two- and six-week training modules, including safety training, and serves mature Access Students as well as students in the Early College Graduation Program.

Challenge 2025, which aims to provide access to post-secondary education for everyone in Hamilton, marked its mid-point, and successfully transitioned to a community leadership model with Workforce Planning Hamilton and Adult Basic Education Association. A mid-term report was presented to the community through the Hamilton Spectator Editorial Board. Mohawk College continues to work in partnership as the education delivery partner to provide workforce needs and community supports to learners. City School offered

over 90 courses to over 900 students with 71% of learners successfully completing their training.

Mohawk WiTT (Women in Trades and Technology) has held two successful events to discuss issues for Women in STEM. The college engaged with Scotiabank to create opportunities for Indigenous women in cybersecurity, potentially establishing a bursary or scholarship, and has represented Mohawk WiTT on an Ontario Association of Certified Engineering Technicians and Technologists (OACETT) panel.

Mohawk was awarded a \$10k gift from Enbridge to support WiTT programming at Mohawk College. Several partner organizations and the Ministry of Labour, Immigration, Training and Skills Development have reached out to Mohawk College on opportunities. The partnership with Techsploration focuses on high school engagement and is working on a MITACS application.

The re-imagined Annual Giving program focuses on student needs, including emergency support, food, scholarships and bursaries.



### ***Lead in Workforce Development***

*As a catalyst for community and economic resiliency, we are committed to developing and implementing transformative educational models to support workforce development, from small business through to large industry and sector partners.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Develop and implement framework to leverage key partnerships related to curriculum, program and training offerings, and projects to support community and stakeholders.
- Continue to develop and implement micro-credentials as a mechanism to measure and quantify learning opportunities based on industry demand.
- Continue to deliver on the goals of Canadian Colleges for a Resilient Recovery (C2R2) and expand the reach of the Mohawk College Centre for Climate Change Management (CCCM).

## **REPORT BACK ON PERFORMANCE**

The Future Ready Premium Program (FRPP) at Mohawk College is strengthening relationships with its 16 premium employers, representing diverse industries. The initiative has resulted in significant engagement with students and graduates through events and specific employer modules.

Workforce development is a high priority, and partnerships with various organizations have been established to launch relevant demand-led training.

The Employment Access Framework (EAF) and Accessible Navigation to Employment (ANTE) projects are aimed at advancing inclusive and diverse hiring practices that open career opportunities for Deaf and Hard of Hearing workers.

Language Instruction for Newcomers to Canada (LINC), Workplace Preparation Programs (WPP), Academic Upgrading and the Deaf Empowerment Program serve as important gateways for individuals to develop necessary academic fluencies and literacy/numeracy skills to pursue apprenticeship, college education and employment opportunities. These continue to be promoted and used by the community. The college is integrating U-Level math and English development to respond to students wishing to pursue college degrees.

Mohawk College's Canadian Colleges for a Resilient Recovery (C2R2) has secured funding for two proposals from Employment Skills Development Canada (ESDC) amounting to \$46.5M and \$4M. The Sectoral Workforce Solutions Program (SWSP) project has been launched, and the Canadian Workforce Development Program (CWDP) project is expected to be launched by May 2023. Mohawk College, as secretariat for C2R2, is leading the administrative functions and project management. Quick Train Canada is the brand through which the SWSP program is being run, with 39 micro-credentials launched and an additional 26 approved for development.

The Centre for Climate Change Management has engaged with the City of Hamilton's hydrogen hub initiative and is exploring partnering with industries to help them establish carbon reduction roadmaps.

Mohawk is researching industry needs and engaging with stakeholders to secure investment for workforce development programs.





### ***Make a Measurable Impact on Climate Change***

*Climate change continues to be the biggest challenge of our lifetime. Our decisions and actions impact future generations. We will continue to focus on climate action to protect our environment. It is a global priority.*

The following are the priorities identified for 2022-2023 to support reaching our leadership outcome.

- Develop the Mohawk College Climate Action Plan.
- Create professional development opportunities and awareness campaigns for employees to start integrating a climate action philosophy into all our actions.
- Identify domestic and international partnership opportunities (including exchanges) that align with our commitment to sustainability.
- Align with learnings and best practices from our Indigenous community and Centre for Indigenous Relations, Knowledge and Learning.
- Advance the goals of C2R2 through the development of sustainability-related curriculum, research projects and capstones.

### **REPORT BACK ON PERFORMANCE**

This year was spent building out the Climate Action Plan commitments and objectives to achieving net zero in campus emissions by 2035 and an 85% reduction by 2030. The steering committee has validated targets and conducted employee surveys as part of the college-wide consultation. Next steps have been established to launch an implementation structure and communications strategy, assign internal resources for advocacy and monitoring, and engage a consultant to create a roadmap for achieving the plan's targets.

The Sustainability Office has offered the Sustainable Purchasing Professional Development course for staff. Evaluation of this course is being taken to gauge its success to determine if more courses can be offered. Mohawk received a CIG grant to raise climate action awareness, and an interactive exhibit on decarbonization was executed at two campuses this spring, along with an online campaign.

Ideaworks continues to work on ongoing activities and collaboration, including with the Independent First Nations Alliance (IFNA) on research to assist with their energy usage. A second phase of funding will look at skills development in remote communities. Ideaworks has hosted delegations and tours from industry and community partners. Second round of funding for this Indigenous research is underway and will be ongoing into the next fiscal year.

Mohawk College's micro-credential offering to the C2R2 program has launched successfully in sustainable building systems, with strong enrollment numbers.

The development of courses for underserved communities to enter the green building sector and the development of a sustainability degree program is underway, including stakeholder and industry consultations.

A vision for a School of Climate Change has been launched, with plans for a suite of programs and credentials across multiple schools and joint credentials with international partners.

The Ivey Foundation's call for proposals presents a Canada-wide opportunity to develop a transformational vision for climate action and training at Mohawk, which will inform additional proposals for securing investment for climate-related initiatives throughout the college.



### ***Strong Foundations***

*Strong Foundations underpin our new Strategic Plan to ensure that we can progress toward our aspirations and ultimately achieve our leadership outcomes.*

- **People**  
Implement the next formal employee engagement survey including voluntary collection of employee demographic information.
- **Planning**  
Complete the employee Future of Work plan development and implementation of hybrid working arrangements based on functions and inputs from employees.
- **Reputation**  
Explore and extend the reach of storytelling through media and publication outreach with Momentum magazine and industry/sector publications in engaging ways to increase awareness.
- **Technology**  
Implement the next phase of the Enterprise Systems Strategy.
- **Financial Health**  
Implement a comprehensive multi-year budget planning process that fully integrates with strategic enrolment management.

## REPORT BACK ON PERFORMANCE

- **People:** The procurement process for an employee engagement software is underway with implementation to begin in the next fiscal.
- **Planning:** The Flexible Work Arrangements policy was approved in April 2022 and implemented in September 2022. A survey conducted in late Fall 2022 showed improved employee satisfaction in areas such as remote workspace, ability to perform job functions, and collaboration with co-workers. Managers will receive feedback to improve the program within their teams, and college-wide initiatives will address space and technology needs in the longer term. The Future of Work project is complete, and departments will align their services and operations for on-site and remote work.
- **Reputation:** The Public Affairs and Communication team continue to support the reputation of Mohawk College and elevate what a Mohawk College credential value is. Through active meetings with various departments, the team have explored opportunities before, during and after to create a storytelling culture. This has allowed us to plan and explore media outreach opportunities, advertorial/editorial in sector publications and combine milestones to create stronger stories. The introduction of various team members on established internal committees has encouraged this roll-out. The launch of an internal showcase series—Faculty Spotlight and InFocus—continues to promote the work of faculty and staff both inside and outside the college community. The Spring and Fall issues of Momentum magazine each combine a mix of print (50,000 copies) and digital distribution to target audiences in the greater Hamilton area.
- **Technology:** The Enterprise Systems Strategy successfully implemented most of its plans for 2022-23, including standardizing the Microsoft 365/Teams platform, developing a new CRM student interaction system, and securing funding for a SaaS-based portal platform to replace MyMohawk. Additionally, the strategy accelerated the Banner Transformation reimplementation project due to end-of-life announcements, and completed two other digital project implementations, including Digitary/MyCreds and Page 1+.
- **Finance:** A 5-year financial model was created based on a 3-year enrolment plan from the Strategic Enrolment Management (SEM) sub-committee, which projected revenues and expenditures to support enrolments. Assumptions were made regarding various factors such as tuition rate increases, staff complement increases and inflation. The model resulted in additional funding available to support strategic investments due to increasing international enrolments.

## **Section 5: President's Advisory Council Activities Report**

Mohawk College's President's Advisory Council (PAC) is governed by the Ministry of Training, Colleges and Universities' Binding Policy Directive – Governance and Accountability Framework. The PAC provides a forum for students, faculty and staff to advise the president from a range of perspectives.

### ***Membership 2022-2023***

#### **1. Membership**

The position of a Council member is recognized as important and beneficial to the growth and development of the college. The position is voluntary and members may not receive remuneration for their participation, although reasonable travel expenses will be reimbursed. Meetings will be scheduled to accommodate members' schedules to the extent possible.

##### **1.1 Composition**

The membership of the Council shall reflect the makeup of the overall College community and be comprised of elected and appointed members as follows:

##### **Ex-Officio and Appointed**

- (1) President (Ex-Officio, Non-Voting) – Ron McKerlie
- (1) President's Designate (Non-Voting) – Cebert Adamson
- (1) Mohawk Students' Association President (Ex-Officio, Voting) – Elizabeth-Joy Phillips
- (4) Mohawk Student's Association Representatives (Ex-Officio, Voting) – Rotating
- (1) Mohawk College Administrative Staff Association Representative (Ex-Officio, Voting) – Vacant
- (1) Local 240 Representative (Ex-Officio, Voting) – Heather Giardine-Tuck
- (1) Local 241 Representative (Ex-Officio, Voting) – Tracey-Ann Prokipczuk

##### **Elected**

- (1) Representative per Dean:
  - Students – Pamela Ingleton
  - International & Partnerships – Ricardo Rivera

- Applied Research – Cristina Gage
- School of Health & Community Services – Tiffany Iles (Vice Chair)
- School of Engineering Technology & Aviation – Stephen Adams
- Marshall School of Skilled Trades & Apprenticeship – Adam Smith
- McKeil School of Business, School of Communications, Creative Industries & Liberal Studies – Tim Tuck
- Centre for Community Partnerships and Experiential Learning – Bryan Ledgerwood
- Continuing Education, Academic Quality, Library & Centre for Teaching and Learning – Kelley Hoyt

- (1) Administrative Representative (Fennell) – Michelle Anderson
- (1) Administrative Representative (Stoney Creek) – Malorie Valade
- (1) Administrative Representative (IAHS) – Laura Thomas
- (1) Support Staff Representative (Fennell) – Stephen Mikalauskas
- (1) Support Staff Representative (Stoney Creek) – Jennifer Garside
- (1) Support Staff Representative (IAHS) – Tara Bristol
- (1) Student Services Representative – Krista Welsh (Chair)
- (1) Corporate Services Representative – Andrew Frank
- (1) Public Affairs, Marketing and Strategic Initiatives Representative – Regina Foisey

### **Secretariat**

Cindy Merifield

### **2022-2023 Meeting Dates**

- September 19, 2022
- November 21, 2022
- January 23, 2023
- March 27, 2023
- June 26, 2023

Policies and procedures discussed and reviewed by the PAC included:

Indigenous Content in College Events Policy
Change of Name for Students Policy
Rehiring Retirees Policy
Information Security Incident Response Policy

Acceptance of Payment Cards Policy
Travel Expense and Hospitality Policy
Access to Student Records Policy
Recruiting and Selection Policy
Intellectual Property Policy
Copyright Policy

PAC members also received updates and provided input on:

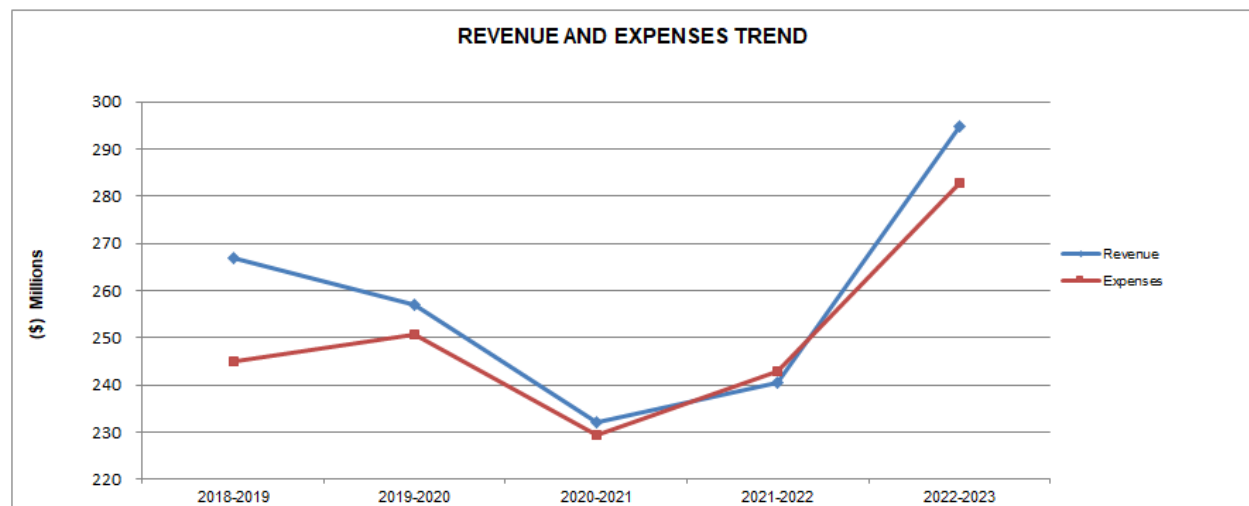
Hybrid vs. Virtual PAC Meetings
CRM Project
C2R2 Update
Multifactor Authentication & Self-Service Password Reset
MyCreds Project



## Section 6: Statement of Operations

Fiscal Years 2018-2019 to 2022-2023

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	\$	\$	\$	\$	\$
<b>Revenue</b>					
Grants	107,336,810	95,481,287	97,760,308	108,058,387	109,251,773
Student Fees	119,187,711	122,091,432	107,742,914	98,961,912	143,182,243
Ancillary	15,286,399	14,560,442	3,678,180	5,837,341	11,510,523
Amortization of deferred contributions	4,578,303	4,989,524	4,268,761	6,751,880	7,059,792
Amortization of deferred contributions related to capital assets	9,041,450	10,429,783	9,274,331	8,728,824	8,550,512
Other	11,339,830	9,533,358	9,475,919	12,022,804	15,260,995
<b>Total Revenue</b>	<b>266,770,503</b>	<b>257,085,826</b>	<b>232,200,413</b>	<b>240,361,148</b>	<b>294,815,838</b>
<b>Expenses</b>					
Salaries and benefits	146,319,595	152,352,949	148,094,510	154,000,081	164,637,578
Contracted services and professional Fees	19,093,006	20,506,076	16,442,156	21,435,235	46,471,137
Supplies and other expenses	18,421,474	21,474,194	15,312,687	16,839,386	19,767,619
Utilities, maintenance and taxes	16,576,432	9,380,355	6,877,974	8,796,952	8,153,081
Instructional supplies	6,854,797	7,953,425	8,530,812	7,354,250	8,643,513
Ancillary	13,310,126	12,081,476	7,816,332	7,743,602	9,963,640
Scholarships, bursary & award payments	4,578,303	4,989,524	4,476,086	6,751,880	7,059,792
Amortization expense	17,781,617	19,699,753	19,559,739	17,725,612	16,074,636
Interest on long-term liabilities	2,192,063	2,349,927	2,225,280	2,119,347	2,001,273
<b>Total Expenses</b>	<b>245,127,413</b>	<b>250,787,679</b>	<b>229,335,576</b>	<b>242,766,345</b>	<b>282,772,269</b>
<b>Excess (deficiency) of Revenue over Expenses</b>	<b>21,643,090</b>	<b>6,298,147</b>	<b>2,864,837</b>	<b>(2,405,197)</b>	<b>12,043,569</b>



## Section 7: Performance

The following section represents the 2022-2023 Ontario College Student Experience Survey, a permanent replacement to the ministry-mandated KPI (Key Performance Indicator) Student Satisfaction Survey. We now have two years of data.

This section also includes data from the KPI Graduate Outcomes and Employer Satisfaction Survey checking in on 2020-2021 graduates and their employers, asking what they have been up to since graduation and their satisfaction with the education provided by Mohawk College.

### ***2022-23 Ontario College Student Experience Survey***

Students completed the Ontario College Student Experience Survey with a personal link they received based on which semester they were here. Students were given a three-week period to complete the survey.

[table deleted]

To further understand student satisfaction, students were asked on an 11-point scale the likelihood of them recommending Mohawk College and their program to family and friends. Based on their rating, the students are classified into three groups: detractors (unhappy students), passives (generally satisfied however can switch to another college any time) and promoters (loyal and enthusiastic students).

Mohawk students are more likely to be 'Promoters' in that they are likely to recommend the college or their program to family and friends considering post-secondary education.

[table deleted]

## ***Graduate Satisfaction and Employment Survey***

The Graduate Outcomes and Employer Satisfaction survey is a Ministry of Colleges and Universities (MCU) mandated survey conducted by a third-party research company. Ontario college graduates are surveyed approximately six months after graduation, followed by employers who hired the graduates. For the 2021-22 reporting year, graduates from Summer 2020, Fall 2020 and Winter 2021 were contacted with a 29.8 percent response rate, which is higher than the Provincial response rate of 27.5 percent.

[table deleted]

Of the 1,670 respondents, 77 percent of graduates reported they were satisfied or very satisfied with the usefulness of their college education in achieving their goals after graduation. This is above the provincial average of 75 percent.

When asked if they are working, 77 percent said they had found employment, which is on par with provincial average.

Sixty-eight percent said they are working in jobs related to their program. This is on par with the provincial average of 68 percent and slightly above from previous year.

Graduates reported high satisfaction with their Mohawk education on the six survey questions:

- 79% of Mohawk graduates are overall satisfied with the college preparation for the type of work they are doing
- 81% of graduates are satisfied with courses being up-to-date
- 81% reported satisfaction with their course content
- 80% satisfied with the quality of instruction
- 74% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services
- 80% satisfied with up-to-date equipment

## ***Graduate Employer Survey***

Of the 19 employers who answered the employer satisfaction survey, 89 percent reported being satisfied or very satisfied with their Mohawk graduate employee. This is on par with the provincial average.

## ***Graduation Rate***

For 2021-22 reporting year, Mohawk's graduation rate was measured at 64.8 percent, a slight decline from previous year. This is slightly below the provincial average.

The KPI survey definition for graduation rate includes all postsecondary students who have graduated within a time period equal to two times the length of their program. Therefore, the graduates included in the 2021-22 reporting year began their studies at Mohawk between 2014 and 2020. In addition, the KPI graduation rate definition does not include students enrolled in the Mohawk-McMaster collaborative programs, Apprenticeship, Pre- apprenticeship, Academic Upgrading or English as a Second Language (LINC) programs at Mohawk.

## **Appendix A: Audited Financial Statements**

- [The Mohawk College of Applied Arts and Technology](#)
- [Mohawk College Enterprise Corporation](#)

## **Appendix B: Summary of Advertising and Marketing Complaints Received**

Further to the Minister's Binding Policy Directive on the Framework for Programs and Instruction, Mohawk College received no advertising or marketing complaints in 2022-2023.