



# 2023-2024 ANNUAL REPORT

[mohawkcollege.ca](https://mohawkcollege.ca)

 **MOHAWK**  
COLLEGE

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## Land Acknowledgement

Mohawk College is situated on the traditional territory of the Haudenosaunee and Anishinaabeg nations, within the lands protected by the Dish with One Spoon wampum agreement, a region currently home to many Indigenous peoples from across Turtle Island.

## Section 1: Board of Governors

Name	LGIC/ Appt	Date Started	Term Coming Due	Current Term
External Members				
Bill Chisholm <i>Chair</i> <i>(Term ended Aug 31, 2023)</i> <i>Past Chair</i> <i>(Effective Sept 1, 2023)</i>	Appt	Sep 1, 2018	Aug 31, 2024	2 <sup>nd</sup>
Anna Filice <i>Vice Chair/Chair GHR</i> <i>(Term ended Aug 31, 2023)</i> <i>Chair</i> <i>(Effective Sept 1, 2023)</i>	Appt	Sep 1, 2020	Aug 31, 2026	2 <sup>nd</sup>
Kathy Lerette <i>Vice Chair/Chair GHR</i> <i>(Effective Sept 1, 2023)</i>	Appt	Sep 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Karen Belaire <i>Second Vice Chair</i> <i>Chair AFI/Treasurer</i> <i>(Effective Sept 1, 2023)</i>	Appt	Sep 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Lisa Knap	LGIC	May 7, 2020	Aug 31, 2025	2 <sup>nd</sup>
Yvonne Maidment	Appt	Sep 1, 2023	Aug 31, 2026	1 <sup>st</sup>
Brian Henry	LGIC	Sep 1, 2021	Aug 31, 2024	1 <sup>st</sup>
Shaun Padulo	LGIC	Mar 4, 2022	Aug 31, 2024	1 <sup>st</sup>
Vickie Baird	Appt	Sep 1, 2023	Aug 31, 2026	1 <sup>st</sup>
Matthew MacLean	LGIC	Jan 11, 2024	Aug 31, 2026	1 <sup>st</sup>
Mila-Ray Daniels <i>Chair AFI/ Treasurer</i> <i>(Term ended Aug 31, 2023)</i>	Appt	Sep 1, 2017	Aug 31, 2023	2 <sup>nd</sup>
Rocco Passero	Appt	Sep 1, 2020	Aug 31, 2023	1 <sup>st</sup>

Name	LGIC/ Appt	Date Started	Term Coming Due	Current Term
Internal Members				
Ron McKerlie	President	Aug 5, 2014	July 31, 2024	2 <sup>nd</sup>
Gabriela Soraggi	Admin	Sep 1, 2023	Aug 31, 2025	1 <sup>st</sup>
Shantal Woolsey	Faculty	Sep 1, 2023	Aug 31, 2025	1 <sup>st</sup>
Hayley Hopkins	Support	Sep 1, 2023	Aug 31, 2026	1 <sup>st</sup>
Allan John (A.J.) Falconer	Student	Sep 1, 2023	Aug 31, 2024	1 <sup>st</sup>
Tracey Richardson	Support	Sep 1, 2017	Aug 31, 2023	2 <sup>nd</sup>
Akanksha Berry	Student	Sep 1, 2022	Aug 31, 2023	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 the Mohawk College community. The staff, faculty, students and partners continuously collaborate and achieve innovation in all we do to support learners, and the communities we serve. Each year, I am honoured to share the great milestones we achieved together.

The 2023-2024 academic year was the first year since early 2020 where on campus activities returned to pre-pandemic levels. Hallways were full once again and events were back in full force to create the true essence of a Mohawk College experience.

During the past year, we were able to open the Centre for Integrated and Advanced Medical Imaging in partnership with McMaster University and our health partners Hamilton Health Sciences and St. Joseph's Healthcare Hamilton. This cutting-edge facility brings together educational training, imaging research and increased MRI access for patient care in our community. It is one of just a few facilities in Canada that bring together the three areas of focus and using the latest technology are able to reduce scan time to cut down the wait times for Hamiltonians.

The college's strong relationships with an extensive roster of partners also created the opportunity for a local builder, Branthaven Homes, to invest in programming at Mohawk College to support skills training for the home construction sector. This sector is in need of skilled workers, from entry level, through programs like City School, to short cycle training that can upskill and reskill the existing workforce.

Mohawk College's leadership position in the Canadian Colleges for a Resilient Recovery coalition was another area of huge success. As secretariat, the college was able to execute the Federal government funded Sectoral Workforce Solutions Program with partner institutions – including Mohawk College – to train over 19,000 learners across Canada.

In our academic areas, the college launched new degree programs, we have developed a digital learning strategy that explores how learner's needs vary and sets strategies for how we can deliver training in new and innovative ways. In one example, our faculty partnering with community groups in a project that uses technology to preserve the history of Canadian military aviation. You can read more about this project and about many other partnerships and projects in this report. The college has also finalized and completed work on the Academic Plan and accompanying Student Success Plan and will roll those out over the next few months.

Climate Action and our commitment to this important global issue was evident this past year. We launched the Climate Action Plan – a comprehensive plan that will see the college reach net zero emissions across all operations by 2035. A component of the plan is the newly announced School of Climate Action that will begin compiling existing and new curriculum to ensure that Mohawk College graduates will be able to demonstrate sustainability knowledge and competence. The Joyce Centre for Partnership & Innovation also reached an important milestone, celebrating five years of net zero operations. The college’s senior leadership team is also undergoing a strategic professional development course focused on Sustainability that includes learning about Two-Eyed Seeing and using this concept to help meaningfully advance climate action and reconciliation.

Throughout the year, important progress was made in the areas of equity, diversity and inclusion with the college EDI Action Plan implemented with continual improvement and reach. Our Indigenous Knowledge Learning Outcomes (IKLOs) are being implemented and work on the new Centre for Indigenous Relations, Knowledge and Learning is coming to completion.

As always, the look back to what we have achieved highlights the incredible work we do to provide students with the skills and training they need to lead and succeed today and into the future.

Regards,

Ron J. McKerlie, President & CEO

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



### ***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 2023-2024 to support reaching our leadership outcome.

- Finalize and approve the IKLOs and implement a process to map out how the learning will be integrated into all program areas and measured.
- Complete a detailed workplan that will support the implementation of year one of CIRKL including the first phase of the revised organizational structure.
- Issue the request for proposal (RFP) for construction of the i Wing indoor gathering space, award the contracts and complete construction by the end of 2023.
- Identify student professional development (PD) opportunities to be launched or continued as part of the CIRKL implementation plan.
- Integrate Indigenous history, content and practices into the new employee onboarding process as part of the overall People Strategy workplan.
- Through the college's role as Canadian Colleges for a Resilient Recovery (C2R2) Secretariat, implement the Community Workforce Development project funded through Employment and Social Development Canada (ESDC) supporting nine Indigenous communities to create sustainable housing solutions.

### **REPORT BACK ON PERFORMANCE**

The Indigenous Knowledge Learning Outcomes (IKLOs) have been officially approved, with an implementation process developed by Centre for Teaching and Innovation (CTLI) in partnership with CIRKL to integrate them across all program areas. Rollout began in Summer and Fall 2023 after consultations, with information available online with academic areas gaining access to resources and support for curriculum. A structured implementation process has been presented to various college areas, slated to become part of



program review, development and accreditation standards. The goal is to implement IKLOs in 5% of programs annually, with program areas discussing steps to Introduce, Build and Culminate content.

The CIRKL leadership team has developed a revised organizational structure for the first year of implementation and to sustain ongoing efforts, along with considerations for growth. New positions will support research, with consultations planned during the Winter semester to develop Indigenous research methodologies. Year one accomplishments include launching the CIRKL website, establishing a PD committee, progressing construction of the rotunda, implementing IKLOs, and advancing HR strategies in collaboration with Indigenous Student Services. CIRKL's workplan emphasizes alignment across the college, including involvement in policy committees, appeals processes, and research initiatives, while promoting Indigenous Education Council (IEC) presence throughout the institution.

Construction of the i Wing (I101) Kentyohkwa (Indigenous Gathering Space) began in October 2023 and is scheduled for completion Summer 2024. The space will prominently feature a large mural by local Indigenous artist Philip Cote, with design elements inspired by Indigenous heritage, including furniture and finishes.

CIRKL is updating the Indigenous micro-credential with refreshed content and presentation, intended for college-wide availability upon completion. Additionally, ongoing support is provided for the Indigenous 2+2 GAS (General Arts and Science diploma) stream, aiming to establish it as a standalone program with a new program number. Future engagement plans include guest speakers and other initiatives as feasible.

Human resources, CIRKL and other stakeholders have engaged in consultations, focusing on onboarding for Indigenous employees (including wellness, psychological safety and culturally safe onboarding), as well as for managers and all employees through mandatory training and professional development. Indigenous team members from CIRKL and Indigenous Student Services (ISS) have supported new employee onboarding sessions with presentations on their respective roles, with plans to continue this practice for future sessions. The Truth and Reconciliation pillar of the HR strategy was finalized in September 2023, outlining recommendations and strategies to support Indigenous HR practices and reduce barriers for Indigenous staff and applicants at Mohawk College.

The Canadian Colleges for a Resilient Recovery (C2R2) project, Resilient Housing and Upskilling for Canada's Communities, was designed to support community workforce development in Indigenous and rural communities across Canada. The project brought together organizations from across industries, identifying high-growth employment opportunities and local sources of labour to meet employer demand, and impacted 14 Indigenous communities and 215 learners across Canada.



### ***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.*

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 2023-2024 to support reaching our leadership outcome.

- Implement year 2 of the Digital Learning Strategy as defined in the multi-year plan.
- Complete a pilot for bring your own device in one program to evaluate considerations for college-wide roll-out in subsequent years.
- Implement the new Strategic Enrolment Management Structure.
- A renewed Prior Learning Assessment & Recognition (PLAR) strategy will be developed and included in the Academic and Student Success Plan as a priority.
- Create a comprehensive student services model, inclusive of all Hamilton campus locations.
- Through an external consultant, develop and implement a space plan that is focused on effective and efficient use and allocation of on-campus space aligned to the Flexible Work Arrangements in place and captured through the policy.

- Complete the process to consult and develop an integrated Academic and Student Success plan.

## **REPORT BACK ON PERFORMANCE**

The Digital Learning Strategy (DLS) drives intentional digital evolution in teaching and learning through strategic investments in various areas. During 2023-2024 focus was directed to:

- **Agile Learning Scape:** Developing and converting programs, courses, and micro-credentials for online, hybrid, or HyFlex delivery, including creation of online programs and conversions, and development of new micro-credentials and learning assets.
- **Strengthening Student Digital Fluency:** Providing academic technology support, organizing digital events, workshops, launching student Tech Guides, and facilitating certifications like Microsoft Fundamentals and eCampus student certifications.
- **Key ROI Metrics:**
  - Issuance of digital certifications, student participation in digital events, on-demand support requests, student completions of digital fluency micro-credentials, and involvement in digital innovation competitions.
  - Increased enrolment for online deliveries, optimized instructional space, flexible program delivery options for students, and enhanced academic quality through robust online course/program development.
  - Participation in instructional design workshops, skill building, adoption of academic technology, and usage of various software tools by faculty and students.
  - XR projects, curriculum integrations, custom XR experiences, piloted immersive software, student exposure to XR, and outreach events.
- **Mobilizing Faculty Digital Capacity:** Fostering a collaborative culture where faculty build digital proficiency, experiment with new technologies, and integrate them into teaching and learning.
- **Digital Innovation Experimentation:** Creating an environment for purposeful experimentation and continuous learning, particularly in immersive technologies like XR (extended reality), with metrics including funded projects, curriculum integrations, custom XR experiences, piloted immersive software, student exposure to XR, and outreach events.

Additionally, two critical academic technology governance committees have been established to oversee technology use and adoption across the college. The committee is actively reviewing best practices to establish a policy and governance framework for implementing a Bring Your Own Device (BYOD) practice at the college. This involves conducting additional student surveys and assessing the college's infrastructure readiness for this initiative.

A new Strategic Enrolment Management (SEM) structure has been developed with the terms of reference for all contributing groups completed as outlined in the development plan. Information is continually being shared with the academic areas and broader college of SEM activities and priorities.

The Program Development and Renewal Committee (PDRC) is running well with clear mandate and deliverables around program development and renewal engaging as necessary with appropriate college teams and departments.

The college has secured ONCAT grant funding for a PLAR Enhancement project aimed at developing a new student self-assessment tool, implementing necessary changes to the website, and creating new print materials. The project is scheduled for completion by March 2025. Work to date has focused on collaboration and exploration with student, international and alumni teams on a student services model that will inform work on the student success plan.

The completed Academic Plan serves as the strategic roadmap for the academic division, aligning with the college's vision and integrating seamlessly with other operational plans. It strategically supports enrolment planning and industry needs, aiming to enhance the student experience and contribute to the broader economic landscape. The plan also prioritizes institutional financial sustainability, balancing educational excellence with fiscal responsibility. It encourages innovation, fostering a culture of continuous improvement and empowering faculty and staff to explore new teaching methodologies and research initiatives.

And finally, in enabling Future Ready education, the Academic Plan will guide the development of the student success and wellbeing plan.

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### ***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.*

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

The following are the priorities identified for 2023-2024 to support reaching our leadership outcome.

- Begin the implementation of the Equity, Diversity and Inclusion (EDI) framework into college policies, processes and practices as defined by the EDI Action Work Plan.
- Formalize the EDI Action Plan reporting structure and complete first formal reporting cycle including to the Board of Governors.
- Review and issue a report back and timeline on next steps for the EDI Action Plan.
- In partnership with triOS, implement Phases 2 and 3 of the PPPC partnership and enrolment strategy.
- Reduce barriers to global learning through introduction of Collaborative Online International Learning (COIL) framework and exchange programs, to ensure that we prepare all students for a global industry.
- As part of the overall People Strategy, integrate the EDI framework into new employee onboarding and all relevant HR policies, processes and practices.

### **REPORT BACK ON PERFORMANCE**

The EDI Framework and equity lens consultation have concluded, with the final document set to be presented to the EDI steering committee and divisional sub-committees. The Employee Taskforce terms of reference and recruitment process are complete. Assessment surveys and evaluation reports from EDI Courses have been finalized, leading to the development of an elective course on EDI and Human Rights available to all students in September. Collaboration with Continuing Education is underway to create an EDI Leadership micro-credential course.

Additionally, Q&A materials have been developed in partnership with HR and Communications for the upcoming rollout of the EDI Data Management System and Survey to employees later this year.

EDI Action Plan was presented, and the report back was issued to the community in Summer 2023. The EDI team will begin working on the new EDI Action Plan in 2024.

Mississauga's triOS campus did see Phase 2 and Phase 3 of the PCPP partnership implemented, and enrolment exceeded initial targets. As of this report and changes to International Study Visas, all future phases have been paused and/or cancelled.

Mohawk College has secured additional funding to support six students through the Global Learning Opportunity (GLO) program, enabling them to travel to Italy. Additionally, the college has been chosen by the Indonesian government to host six fully funded exchange students for programs in Fall 2024. This marks a successful year for global learning opportunities at Mohawk College, with the highest number of students and faculty participating in such initiatives and the college receiving exchange students. Efforts are underway to revamp GLO and Virtual GLO programming to ensure sustainability and accessibility to more students, integrating them into the academic and non-academic journey at the college. As grant funding is pursued, the development of a formalized mobility and global learning strategy is seen as crucial for long-term sustainability and garnering support from academic areas to ensure the success of these initiatives.

From a Human Resources position, all policies, processes and practices launched or updated by HR are reviewed and updated from an EDI perspective. A more robust process map is being designed to ensure this review is standardized in the future. A RACI (Responsible, Accountable, Consulted, Informed) has been completed for all initiatives in the People Strategy, ensuring the appropriate engagement and consultation occurs, including EDI and Truth and Reconciliation knowledge and expertise. There are dedicated pillars in the People Strategy for EDI and separately for Truth and Reconciliation to ensure these are prioritized and critical to the success of the overall strategy.

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## ***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 2023-2024 to support reaching our leadership outcome.

- Develop an integrated learner lifecycle strategy to improve student learning and supports to include proactive and evidence-based tactics at every stage of the student journey.
- To support student success and skill development, a Math Strategy will be developed and included in the Academic and Student Success Plan as a priority.
- Further develop Challenge 2025 community training and explore new funding opportunities to support.
- Further develop the 4C Alliance partnership to expand national opportunities for providing barrier-free access to education.
- Review, propose and implement as appropriate, specific differentiated admissions process for equity-deserving groups.
- Operationalize the WiTT (Women in Tech and Trades) strategy within the Skilled Trades and Apprenticeship Hub and explore extended partnership opportunities for WiTT expansion with Industry Education Council of Hamilton and Skills Ontario. Schulich Builders Scholarships will provide support for students considering the skilled trades.
- Complete the needs assessment for additional student housing, issue an RFP for partnerships (construction and operations) and plan for a construction start in 2024.

### **REPORT BACK ON PERFORMANCE**

The college teams supporting student services, experience and academics continue to collaborate and discuss the development of a learner lifecycle strategy. More to come on this important step over the next year.

The preliminary findings of the Math report have been completed and discussed with key stakeholders, following consultations with various groups across the college. Key outcomes include evaluating the leadership model, re-establishing the Mohawk College Math Competition, renewing engagement

with provincial groups, reaching out to local high school math departments, exploring new pedagogical techniques, and reassessing intake assessment testing for Fall 2024. A review of the math strategy involving academic and student services has commenced, with initial recommendations proposed for next steps. Consideration is being given to developing a framework to guide the math strategy ensuring alignment with the Academic Plan and Student Success.

The C2025 Employer Action Team has devised a strategic plan for the 2024-2025 fiscal year, focusing on in-person and virtual training opportunities recommended by Hamilton SMEs to support EDI strategies in hiring and training underemployed and unemployed individuals. The final event in March 2026 will be a report to the community. Meanwhile, the Employee-Pathways Action Team held a strategic planning session, highlighting priorities such as organizing an event for frontline human service staff on systems navigation, increasing participation of individuals with lived experience of poverty, and maintaining evidence-informed practices through needs assessments and program evaluations.

Additionally, the team's leadership within C2025 has led to invitations to join the leadership tables of two local initiatives; The City of Hamilton's Community Safety and Well-Being Plan and the Age-Friendly Community Committee. Collaborative efforts with employers to co-design and develop demand-led workforce programs for the diverse learner community continue to be pursued.

Mohawk College, Nova Scotia Community College, Vancouver Community College and Red River Polytechnic maintain collaboration to foster knowledge mobilization and develop exemplar practices. Vancouver Community College has concluded its College 101 demonstration project with a cohort of 12 newcomers. Insights gained from the pilot will be shared with the 4C Alliance and the Counselling Foundation of Canada to identify best practices for leveraging the City School model in other communities. Planning efforts persist to integrate and align the 4C Alliance within the C2R2 network.

Work is ongoing to review and recommend changes to the Facilitated Admissions process. A student feedback session held in February provided valuable insights into the current process, informing upcoming changes to the website and communication materials. The aim is to implement these changes before fall. Additionally, efforts are underway to utilize OCAS DEI data to support other Equity, Diversity and Inclusion priorities within the college. Plans include reviewing this data with key partners in the Student Information division in the fall, focusing initially on how it supports



Indigenous learners before applying these concepts to other equity-deserving groups.

Mohawk College continued its efforts to support and create interest with youth to enter skilled trades. The WiTT and college academic teams executed many initiatives throughout the year with current students in tech and trades as well as key events for primary and secondary students at the Stoney Creek Campus. The partnership with Techsploration and Jill of All Trades events were well attended by young women in our communities.

Mohawk College has explored various options to increase the available housing for our students. Efforts to renovate current residence to quad units has increased beds and will be further implemented to more suites this coming year. The goal to construct an additional residence on campus is underway with the RFP process concluded and vendor chosen with timing of students moving in for Fall 2027. The college has also leased space in downtown Hamilton at Linden Hall, adding 300 beds to the inventory. A partnership with SpacesShared, a co-living arrangement for students with community, is underway.



### ***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 2023-2024 to support reaching our leadership outcome.

- Conduct a full assessment on the Future Ready Premium Partnership (FRPP) program and confirm the go-forward strategy related to current partnership stewardship and potential expansion.
- Review, update and enact year 3 of the Alumni Strategy. The Alumni Strategy focuses more on supporting career objectives and programs such as FRPP.
- Develop and implement a comprehensive and consolidated career services strategy for both current students and graduates. This review will consider the organizational structure, online presence and physical space requirements.

- Further develop the 4C Alliance partnership to expand national opportunities for providing barrier-free access to education.
- Complete a strategic planning session with the C2R2 Founding Partners President's Group and develop a subsequent workplan that will explore long-term funding and financial sustainability.
- Complete construction of Centre for Integrated and Advanced Medical Imaging (CIAMI) and operationalize the Centre including implementation of a new and innovative MRI program, commencement of research and clinical operations.

## **REPORT BACK ON PERFORMANCE**

Efforts persist in supporting premium partners to deepen their engagement with the college across the six key pillars of the FRPP initiative. This involves granting partners access to exclusive college events, such as program-specific career fairs, FRPP-exclusive speed networking events, annual Open House events, and other relevant college events aligned with their hiring interests. To further support current and prospective employers, the Industry and Employers webpage has undergone a complete update.

The Alumni Strategy is being reviewed and moving forward will be overseen by the Foundation team. This change will support engagement and creating a network of Mohawk College ambassadors in our community and abroad.

The college in development of a Career Services strategy has formed a new steering committee, comprising of academic and student service representatives. The committee and consultants will review the current career model and develop a comprehensive career strategy incorporating student services and experiential learning across the student lifecycle.

In collaboration with the Career and Student Advising Department, a job recruitment fair targeting Black and racialized students was successfully organized, attracting 200 participants and over 20 employers. Plans are in place to host this event annually, with next year's focus shifting to gender equity and students with disabilities.

Funding from The Counselling Foundation of Canada (CFC) will conclude in 2024. Despite this, the relationship with CFC remains robust as they redefine their strategic direction. Through the partnership and alignment with C2R2, the 4CA area of focus and opportunities will be merged within the C2R2 Terms of Reference and the creation of a specific Access and Engagement Working Group. This will allow for the lessons learned and best practices of the 4CA to continue and benefit from a broader reach supporting Canadians.

A strategy session and business plan were conducted to determine the future of C2R2 and its programs. Following an in-depth report and consultations with various groups, C2R2 has committed to a funding model involving founding members to sustain the coalition for two years. Additionally, a revenue model utilizing Quick Train Canada has been proposed to expand and offset costs.

CIAMI has effectively commenced academic and research activities during the Fall and Winter Semesters. Operational procedures, including privacy and safety protocols, have been implemented in anticipation of clinical activities. Hospital partners are scheduled to utilize the facility for clinical care starting in early Spring 2024.



### ***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 2023-2024 to support reaching our leadership outcome.

- Approve and begin implementation of the Climate Action Plan.
- Implement a new School of Climate Resiliency (name to be finalized) which will serve to advance priorities within the Climate Action plan related to educational programming and applied research.
- Collaboration with the Canada Green Building Council to deliver Green Building technologies through City School with Research Chair, Sustainability.
- Implement the CWDP project with Canadian Colleges for a Resilient Recovery partners.

### **REPORT BACK ON PERFORMANCE**

The Climate Action Plan steering committee has been established and has created subcommittee working groups. These groups will concentrate on the three pillars of the Climate Action Plan: Leading Through Action, Future Ready Graduates, and Research and Partnerships.

The named School of Climate Action is currently being introduced throughout the college. Efforts are underway to outline the requirements for the Research Chair, with recruitment anticipated to commence early 2025. Senior Leadership Team (SLT) Workshops have been designed with the Two-Eyed Seeing approach to equip the senior leadership team to endorse changes in Mohawk College's academic programming. Western and Indigenous teachings will be integrated into the student experience as the college advances its academic programs.

The CaGBC funded the development and delivery of the Green Building Technologies course, which was integrated into the provincially funded Introduction to Construction program. Subsequently, C2R2 funds were utilized to adapt the course for online delivery, expanding its content and geographical reach. Additional C2R2 funds were allocated to create a new course centered on the decarbonization movement. Both courses meet the criteria for inclusion in the dual credit program with local school boards. To date, 600 individuals from across the country have participated in various deliveries of these courses.

The Community Workforce Development Program scope of the projects was amended following ESDC's decision to reduce the project length by one year. Originally, nine projects were to be completed prior to March 31, 2025 but that was adjusted to March 31, 2024 with lowered funding envelopes. The C2R2 project was one of very few that continued with following the amendments one of the six projects across Canada that were completed on time.

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## **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 strategies and tactics of the People Strategy as defined by the multi-year workplan.**

Year one initiatives of the People Strategy have been successfully completed. This included updating of HR policies to align with the Equity, Diversity and Inclusion (EDI) framework and, in collaboration with CIRKL, the incorporation of an Indigenous lens. Additionally, the launch of the Employee Engagement Survey system commenced, and data is being collected. Mohawk College was awarded Top Employer and Greenest Employer.

### **Planning:**

- **Secure an external partner to assess the space requirements for employees including polices related to space allocation to support facility utilization efficiency as a result of implementing Future of Work flexible working options.**
- **Finalize planning and implement the Unified Communications Strategy as part of the multi-year Enterprise Systems Strategy.**

The final draft report has been received, covering space standards, office allocations, flexible office spaces and standardized technology, with a decision matrix included. The next phase entails seeking approval for the recommendations in the report and planning their implementation in the coming years. Additionally, a communication and change management plan will be developed to support the execution process.

The Unified Communications project is nearing completion, with 24 business areas and 824 employees migrated to Microsoft Teams systems. This involved conducting 34 training sessions, attended by 601 participants at beginner, intermediate or advanced levels. New migrations were briefly paused due to competing priorities, prompting adjustments to the migration schedule. The remaining user migrations are anticipated to conclude by Summer 2024.

**Reputation:**

- **Develop and implement a new Mohawk College branding guideline and creative.**
- **Develop and implement a comprehensive domestic and international marketing and communications plan.**
- **Build reputation through media, storytelling and community outreach publications that is in alignment with SEM planning.**

New leadership in the Marketing department will allow for an in-depth review of the Mohawk College brand and brand promise in collaboration with a broad mix of college departments including but not limited to academic, communications, and external affairs.

In 2024, the focus will be on developing a Recruitment and Conversion strategy for domestic students. This initiative aims to identify specific marketing and communications needs to ensure that teams have the resources and support necessary to achieve enrolment goals.

Mohawk College continues to utilize Newsdesk, media releases and Momentum to share stories and enhance its reputation within the community and industry. These platforms highlight the achievements and accolades of staff, faculty, students, graduates and leadership, showcasing the college's capabilities and strength in educating the current and future workforce.

**Technology:**

- **Complete year one of the (Ellucian) Banner reimplementation project.**

Year one of the Banner reimplementation project is currently in progress and is being realigned. Timelines are being updated to allow for the review and incorporation of business process reengineering to align with core Banner functionality.

**Financial Health:**

- **Implement the key priorities under Strong Foundations, to ensure optimal financial health for the college.**

The college's initial budget of a \$2.0M surplus included the financial aspects of the business plan strategies. As at March 31, 2024, the college performed better than planned and reported a surplus of \$12.5M.

## **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 2023-2024***

#### **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.

#### **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) – Susan Lau
- (1) Mohawk College Foundation Representative (Observer, Non-Voting) – Frank Castiglione

## **Elected**

Representative per Dean:

- Students – Aisling Burke
- International & Partnerships – Ricardo Rivera
- Applied Research – Sherif Abdou
- School of Health & Community Services – Tiffany Iles (Chair)
- School of Engineering Technology & Aviation – Vacant
- Marshall School of Skilled Trades & Apprenticeship – David Currie
- McKeil School of Business, School of Creative Industries, Liberal Studies & Communications – Tim Tuck
- Centre for Community Partnerships and Experiential Learning –
- Bryan Ledgerwood
- Continuing Education and Academic Development – Vacant

(1) Administrative Representative (Fennell) – Michelle Anderson

(1) Administrative Representative (Stoney Creek) – Malorie Valade

(1) Administrative Representative (IAHS) – Ashley Cousins

(1) Support Staff Representative (Fennell) – Joanne MacDonald

(1) Support Staff Representative (Stoney Creek) – Jennifer Garside

(1) Support Staff Representative (IAHS) – Tara Bristol

(1) Student Services Representative – Tara Richardson (Vice Chair)

(1) Corporate Services Representative – Andrew Frank

(1) President's Office – Linda Rourke

## **Secretariat**

Cindy Merifield

## **2023-2024 Meeting Dates**

September 18, 2023

November 20, 2023

January 29, 2024

March 25, 2024

June 24, 2024



Policies and procedures discussed and reviewed by the PAC included:

Admissions Standards Policy
Tuition Refund and Withdrawal Policy (formerly Withdrawal and Redirection Procedure)
Program Promotion and Graduation Requirements Policy
Grading and Transcripts Policy
Academic Appeals Policy
Academic Integrity Policy
Program Quality Policy
Academic Accommodation for Students with Accessibility Needs Policy
Convocation Ceremony Policy
Breadth (Degrees) Policy
Health Risk to College Community Procedure
Respectful Workplace (Anti-Harassment & Anti-Discrimination) Policy
Learning and Development Policy (formerly Professional Development Policy)
Return to Work Policy
Violence Prevention and Protection Policy
Emergency Response Policy
Active Threat Procedure
Fire Alarm Procedure
Purchasing Policy

Student Feedback on Teaching Policy
Program Curriculum Policy
Credit Transfer, Educational Pathways, Articulation Agreements Policy
Change of Employee Name Policy

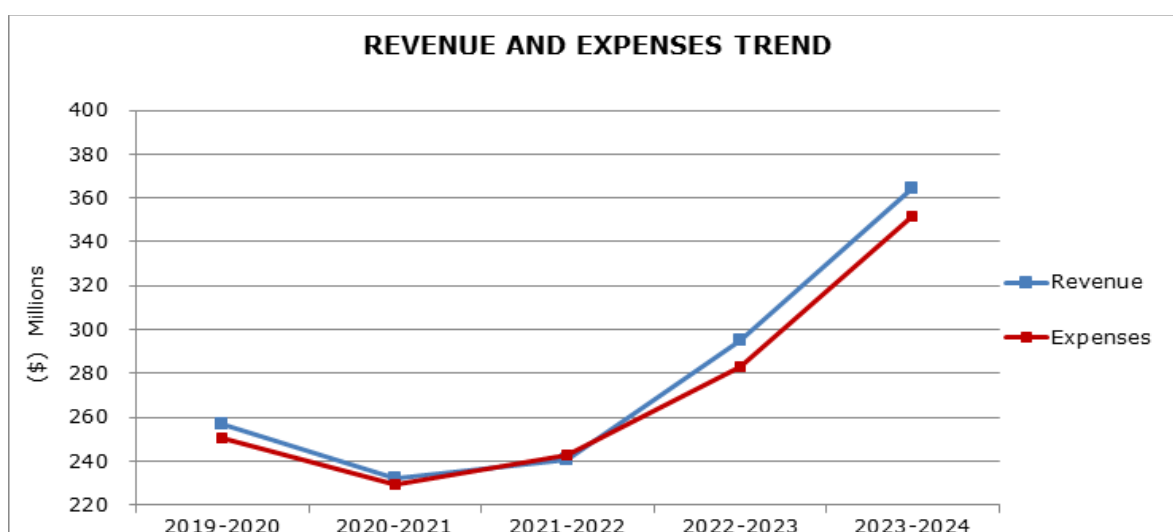
PAC members also received updates and provided input on:

Mohawk College Climate Action Plan
Meaningfully Advance Truth & Reconciliation
People Strategy Presentation

## Section 6: Statement of Operations

### Fiscal Years 2019-2020 to 2023-2024

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	\$	\$	\$	\$	\$
<b>Revenue</b>					
Grants	95,481,287	97,760,308	108,058,387	109,251,773	107,179,767
Student Fees	122,091,432	107,742,914	98,961,912	143,182,243	209,869,989
Ancillary	14,560,442	3,678,180	5,837,341	11,510,523	13,283,810
Amortization of deferred contributions	4,989,524	4,268,761	6,751,880	7,059,792	5,491,354
Amortization of deferred contributions related to capital assets	10,429,783	9,274,331	8,728,824	8,550,512	8,486,659
Other	9,533,358	9,475,919	12,022,804	15,260,995	19,892,675
<b>Total Revenue</b>	<b>257,085,826</b>	<b>232,200,413</b>	<b>240,361,148</b>	<b>294,815,838</b>	<b>364,204,254</b>
<b>Expenses</b>					
Salaries and benefits	152,352,949	148,094,510	154,000,081	164,637,578	193,344,100
Contracted services and professional fees	20,506,076	16,442,156	21,435,235	46,471,137	76,828,821
Supplies and other expenses	21,474,194	15,312,687	16,839,386	17,805,664	23,575,522
Utilities, maintenance and taxes	9,380,355	6,877,974	8,796,952	8,153,081	11,631,179
Instructional supplies	7,953,425	8,530,812	7,354,250	8,643,513	9,748,600
Ancillary	12,081,476	7,816,332	7,743,602	9,963,640	11,359,645
Scholarships, bursary & award payments	4,989,524	4,476,086	6,751,880	7,059,792	5,491,354
Amortization expense	19,699,753	19,559,739	17,725,612	16,177,126	15,325,355
Interest on long-term liabilities	2,349,927	2,225,280	2,119,347	4,440,372	4,359,069
<b>Total Expenses</b>	<b>250,787,679</b>	<b>229,335,576</b>	<b>242,766,345</b>	<b>283,351,903</b>	<b>351,663,645</b>
<b>Excess (deficiency) of Revenue over Expenses</b>	<b>6,298,147</b>	<b>2,864,837</b>	<b>(2,405,197)</b>	<b>11,463,935</b>	<b>12,540,609</b>



## Section 7: KPI Performance

The following section represents the 2023-2024 Ontario College Student Experience Survey, a permanent replacement to the ministry-mandated KPI (Key Performance Indicator) Student Satisfaction Survey.

This section also includes data from the KPI Graduate Outcomes and Employer Satisfaction Survey checking in on 2021-2022 graduates and their employers, asking what they have been up to since graduation and their satisfaction with the education provided by Mohawk College.

### ***2023-24 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.

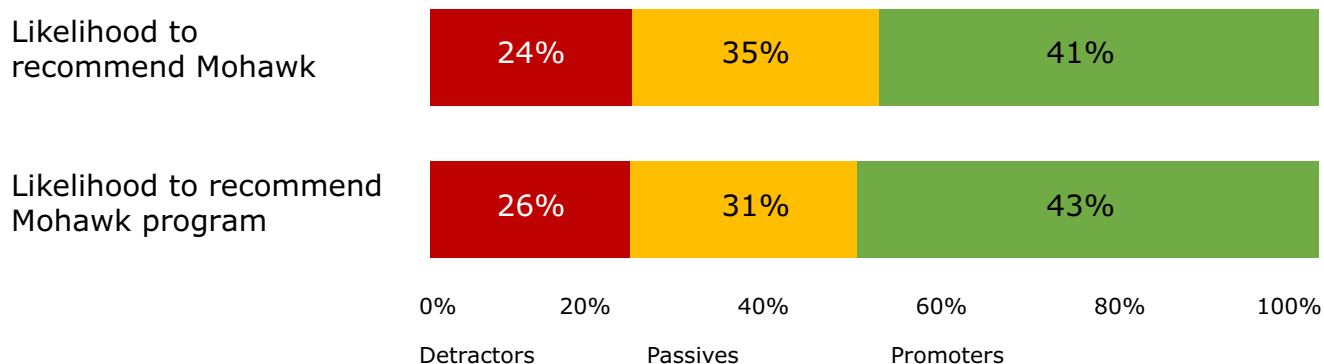
The following survey highlights are based on 5,607 Mohawk students participating in the online survey:

	<b>2023-24 Ontario College Student Experience Survey</b>		<b>2022-23 Ontario College Student Experience Survey</b>	
<b>Capstone Questions</b>	<b>Mohawk Score (Excellent + Good)</b>	<b>Provincial Score (Excellent + Good)</b>	<b>Mohawk Score (Excellent + Good)</b>	<b>Provincial Score (Excellent + Good)</b>
<b>Remote Learning:</b> Quality of remote/online learning experience in your program	76%	n/a	79%	n/a

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 postsecondary education.

### 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 2022-23 reporting year, graduates from Summer 2021, Fall 2021 and Winter 2022 were contacted with a 29.8 percent response rate, which is higher than the Provincial response rate of 27.5 percent.

Graduate Key Performance Indicators	Mohawk College		Provincial Average	GTHA colleges out of 6	Regional Colleges out of 5	Large colleges out of 8
	2021-2022	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
				Ranking	Ranking	Ranking
<b>Graduate Satisfaction Rate</b>	75.8%	76.5%	76.8%	1st	4th	4th
<b>Graduate Employment Rate</b>	84.5%	86.3%	85.8%	1st	4th	3rd

Of the 1,887 respondents, 76 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 on par with the provincial average.

When asked if they are working, 85 percent said they had found employment, which is slightly below the provincial average.

Seventy-three percent said they are working in jobs related to their program. This is above the provincial average of 69 percent and above Mohawk's previous score.

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

- 83% of graduates are satisfied with courses being up-to-date
- 81% reported satisfaction with their course content
- 81% satisfied with the quality of instruction
- 76% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services
- 83% satisfied with up-to-date equipment

### ***Graduate Employer Survey***

Of the 25 employers who answered the employer satisfaction survey, 96 percent reported being satisfied or very satisfied with their Mohawk graduate employee. This is on par with the provincial average.

### ***Graduation Rate***

For 2022-23 reporting year, Mohawk's graduation rate was measured at 65.9 percent, an increase from previous year. This is slightly above the provincial average of 65 percent.

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 2022-23 reporting year began their studies at Mohawk between 2015 and 2021. 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 2023-2024.