

The background of the cover is a photograph of a modern building with a large, covered entrance. The entrance is supported by several white columns and has a wooden ceiling with exposed beams. Several pendant lights hang from the ceiling. The building has large glass windows and doors. The sky is a deep blue, suggesting dusk or dawn. A large maroon rectangle is overlaid on the bottom half of the image, containing the title and logos.

2024-2025 ANNUAL REPORT

mohawkcollege.ca



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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

External Members	LGIC/ Appt	First Term Started	Term Expires	Current Term
Bill Chisholm <i>Chair (Term ended Aug 31, 2023)</i> <i>Past Chair (Effective Sept 1, 2023)</i>	Appt	Sept 1, 2018	Aug 31, 2024	2 nd
Anna Filice <i>Vice Chair/ Chair GHR (Term ended Aug 31, 2023)</i> <i>Chair (Effective Sept 1, 2023)</i>	Appt	Sept 1, 2020	Aug 31, 2026	2 nd
Kathy Lerette <i>Vice Chair/ Chair GHR (Effective Sept 1, 2023)</i>	Appt	Sept 1, 2021	Aug 31, 2027	2 nd
Karen Belaire <i>Second Vice Chair</i> <i>Chair AFI/ Treasurer (Effective Sept 1, 2023)</i>	Appt	Sept 1, 2021	Aug 31, 2027	2 nd
Lisa Knap	LGIC	May 7, 2020	June 12, 2024	2 nd
Vacant	LGIC			
Yvonne Maidment	Appt	Sept 1, 2023	Aug 31, 2026	1 st
Brian Henry	LGIC	Sept 1, 2021	Aug 31, 2027	2 nd
Shaun Padulo	LGIC	Mar 4, 2022	Aug 31, 2027	2 nd
Vickie Baird	Appt	Sept 1, 2023	Aug 31, 2026	1 st
Dr. Rick Anderson	Appt	Sept 1, 2024	Aug 31, 2027	1 st
Matthew MacLean	LGIC	Jan 11, 2024	Aug 31, 2026	1 st
Gail Burns	Appt	Sept 17, 2024	Aug 31, 2027	1 st

Sean Chesney	Appt	Sept 17, 2024	Aug 31, 2027	1 st
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Internal Members	Dept	Date Started	Term Expires	Term
Ron McKerlie	President	Aug 5, 2014	June 30, 2024	2 nd
Paul Armstrong	President	July 1, 2024	July 31, 2029	1 st
Gabriela Soraggi	Admin	Sept 1, 2023	Aug 31, 2026	1 st
Shantal Woolsey	Faculty	Sept 1, 2023	Aug 31, 2026	1 st
Hayley Hopkins	Support	Sept 1, 2023	Aug 31, 2026	1 st
Allan John (A.J.) Falconer	Student	Sept 1, 2023	Aug 31, 2024	1 st
Claudia Novelo Fragoso	Student	Sept 1, 2024	Aug 31, 2025	1 st

Section 2: Strategic Plan

Vision

Future Ready. Learning for Life.

Mission

We educate and prepare highly skilled graduates for success and contributions to their 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.

2022-2027 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 pleased to provide Mohawk College's 2024-2025 Annual Report. Like many of our colleagues in the postsecondary sector, it was a challenging year for Mohawk College as we faced significant challenges stemming from the changes to Canada's International student program that began in early 2024.

Despite these challenges, we remained steadfast in our commitment to students and employers, and though we had to do things differently than we initially planned, we continued to make progress on achieving our many business objectives for the year.

This report details some of these accomplishments, including the opening of Kanaktí:yo, a new Indigenous gathering space at the Fennell Campus that is a venue for cultural gatherings, ceremonies and educational events; the launch of new online radiography and sonography programs that will increase enrolment in response to workforce needs; and the college becoming the first institution in North America to achieve Responsible Futures Accreditation from Students Organising for Sustainability UK (SOS-UK) for our sustainability efforts.

Thanks to our dedicated team of faculty, support, and administrative employees, we continue to shape Mohawk College's future and build on our legacy of fostering academic excellence, supporting workforce needs and providing learners with an education that enables them to thrive in an ever-changing world.

Sincerely,

Paul Armstrong

President, Mohawk College

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 2024-2025 to support reaching our leadership outcome.

- Implement and support the ongoing development, deployment and tracking of the Indigenous Knowledge Learning Outcomes (IKLOs) across academic programming including:
 - Identify opportunities for linking IKLOs to other commitments including the Indigenous Education Protocol
 - Implement learning opportunities within a cross-section of General Education electives to ensure the entire student body is accessing this content to develop and expand their Indigenous Ways of Knowing.
 - As programs engage in the Comprehensive Program Review process, opportunities to embed IKLOs across the curriculum will be reviewed and identified as a recommendation for the action plan in consultation with CIRKL, CTLI and Academic area.
 - As new programs are developed the IKLOs will be imbedded as curriculum is developed.
 - Complete construction of the I Wing Indigenous Gathering Space Kentyohkwa including a plan to program and utilize the space to engage learners, employees and the broader community.
- Develop and launch learning activities on Indigenous topics, professional development, micro-credentials and modules which contribute towards truth and reconciliation within the framework of the IKLOs for students and the People Strategy for employees.
- Continue to develop and refine content, experiences within the framework of the People strategy, that align to our commitments of truth and reconciliation, the Indigenous Education Protocol, and regional commitments, as part of the recruitment, onboarding, and retention for new and current employees and creating policies that support this.

- Building upon the success of the ESDC-funded Community Workforce Development Program, explore new opportunities through the C2R2 secretariat to access funding and deploy projects that support sustainable energy and housing solutions for Indigenous communities.
- In partnership with CIRKL, develop a college-wide framework for engaging in research with Indigenous people, communities, topics, lands and waters, utilizing appropriate Indigenous research modalities, accountability, and reciprocity.
- Through CIRKL, with support from Indigenous educators and researchers, integrate the principles of two-eyed seeing into the development of programs and research projects within the School of Climate Action.
- Review and update partnership agreements with Indigenous institutions and to support the development of new programs, research opportunities and a renewed focus on student supports and services and quality assurance guidance.

REPORT BACK ON PERFORMANCE

- The Indigenous Knowledge Learning Outcomes (IKLO) process has been operationalized to include faculty support and curriculum support/development and tracking. The new School for Climate Action (SoCA) continues to incorporate IKLOs in all programs, and the Centre for Indigenous Relations, Knowledge and Learning (CIRKL) website has been created and updated to include IKLO information. The Centre for Teaching and Learning Innovation (CTLI) and CIRKL continue to host IKLO implementation sessions, and several Indigenous Teaching and Learning educator sessions were held.
- Mohawk College celebrated the official opening of Kanaktí:yo, a new Indigenous gathering space at the Fennell Campus. Kanaktí:yo—pronounced Ga-nuck-dee-yo—is a venue for cultural gatherings, ceremonies and educational events aiming to foster a deeper understanding of Indigenous histories and includes a museum gallery.
- Changes were made to the Employee Learning and Development Policy following consultations with CIRKL, Indigenous Student Services (ISS), the HR Indigenous Specialist and the Organizational Development team. Now included in the policy is the requirement to engage with CIRKL when creating new learning and development programming or courses that include content pertaining to Indigenous peoples, communities or culture.

- CIRKL has created the Engagement with Indigenous Knowledge and Content Policy to ensure Indigenous knowledge and content is engaged appropriately, Indigenous-led approaches to decolonization are supported, and space is created for leadership from CIRKL and ISS in all areas. A final report is in progress to summarize Indigenous community consultation results to outline community voice and priorities in research, knowledge, content, people and communities.
- Hiring interview questions were updated to include Indigenous knowledge for non-Indigenous as well as Indigenous candidates. Managers are expected to have at least one of these questions in their interview guide when hiring. The Indigenous Interview Guide outlines best practices as it pertains to the relational aspect of the hiring process. Consultations between CIRKL, ISS and the HR Indigenous Specialist identified additional barriers to employment for Indigenous candidates and possible solutions that could inform future modifications to the talent acquisition process.
- A new Indigenous training specialist has been hired within CIRKL to create and deliver Indigenous PD-focused topics. They are currently updating the Indigenous micro-credential.
- Micro-credentials have been deployed across our partner institutions, with enrolments above what was initially planned.



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 2024-2025 to support reaching our leadership outcome.

- Develop and implement a renewed prior learning and assessment (PLAR) process for Mohawk College with a focus on ease of student transferability related to program entry and exit points.
- Continue to implement activities and supports to digitally transform teaching and learning processes through the Digital Learning Strategy

- Finalize the flexible work space principles and implement a capital project to complete the first pilot project to create flexible work space at the Fennell campus.
- Complete the next phase of academic space planning work to inform the future update to the Campus Master Plan.
- Launch and implement the Academic Plan including a degree strategy, credential mix and a research agenda including Research Chairs.
- Start the process, including consultation, to develop and build the Student Support and Experience Model.
- Review and renew college educational and program partnership agreements.

REPORT BACK ON PERFORMANCE

- The Prior Learning Assessment and Recognition (PLAR) Enhancement project developed new tools for students, added new resources to the college website and implemented communications for students and staff to bring awareness to PLAR. Feedback was received from students who completed PLAR and the faculty who supported them to help inform changes. Moving forward, any updates to process will be part of a regular review of services and supports.
- The college will introduce three new online program offerings starting in Fall 2025 including pre-health certificate, sonography and radiography advanced diplomas (lab intensives and clinical placements will be in person).
- The final Flexible Workspace Principles Report was completed and submitted, along with recommendations. An initial design for a flexible workspace pilot was developed that involved a group of pilot participants representing several college departments, including Human Resources, Student Services, Facility Services and Finance. A space was identified, and an initial budget was assigned to address infrastructure upgrades and furniture procurement within the current fiscal year, with space renovations planned for the following fiscal year. However, due to financial constraints, neither the furniture procurement nor the infrastructure upgrades were carried out, and the project has been paused.
- The college has completed the initial phase of the Academic Space planning project. The process provided valuable insight into how space is currently used and managed and will offer recommendations to

promote more responsible utilization and efficient management of academic space on campus. Additionally, the project has identified gaps in our current scheduling practices and the software used for scheduling. The final report will include several recommendations on how to address these gaps.

- The Academic Plan was completed and launched. Four Sustainability degrees are now awaiting formal ministerial consent, and other new programs aligned with areas of growth are under development, including an Ontario College Graduate Certificate in Building Information Modelling and Artificial Intelligence planned to launch in 2026. A suite of MRI-related and Nuclear Medicine programs is also in development.
- The Student Support and Experience Model has been developed, with consultation from the Students & International leadership team. The model includes a list of key priorities for the initial stages of the project.
- The college is winding down its partnership with TriOS College. A lot of attention has been focused on ensuring teach-out plans are clear to students, and that each student has a personalized path forward if they are out of sync or missing a class. Communication with students has been frequent including emails, class visits and town halls.
- Plans to develop an updated Memorandum of Understanding with Six Nations Polytechnic (SNP) were put on hold with the restart discussions this coming year.
- The Bachelors of Technology MOU with Queen's University was renewed and signed; the Queen's articulation agreement launched, and the first cohort graduated from Queen's Engineering. A new partnership with Niagara College was created for learning pathways through each institution's pre-health programs.



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 2024-2025 to support reaching our leadership outcome.

- Complete the process to update, report back and begin implementation of the next version of the EDI Action Plan.
- Expand the number of Global Learning opportunities available to students and employees in alignment with the Academic Plan.
- Implement all the new policies, procedures and processes to meet the new international admissions requirements implemented by both the federal and provincial governments.
- Conduct a review and update of the Board of Governors Skills Matrix to actively recruit a diverse board with the skills and diversity representative of our college community.

REPORT BACK ON PERFORMANCE

- The Diagnostic Cardiac Sonography program received funding from the Governor General's Queen Elizabeth Scholarship fund to offer pediatric specialization training in Guyana. The Centre for Professional Advancement has an agreement to deliver a general ultrasound program to radiography technicians in Guyana through a train-the-trainer model.
- More students had the opportunity to participate in the Global Learning Opportunities (GLO) program this year. As part of this year's program, faculty and students from the Deaf Empowerment Program (DEP) travelled to Guatemala for 10 days. The trip was supported financially by Global Affairs Canada. Massage Therapy and Recreation Therapy students learned about international learning in Guatemala through Dream Invest Grow.
- The Centre for Indigenous Relations, Knowledge and Learning partnered with the international department and Leeward College in Oahu, Hawaii, to provide 15 Indigenous learners, two staff and one faculty member with the opportunity to earn a course credit while learning about Indigenous communities locally and in Hawaii.
- Eleven students from the Business General program travelled to the CUOA School in Northern Italy for Leadership Training in February 2025, under the "Study Abroad Ambassador Program" funded through Global Skills Opportunity.
- Working with an external search firm, the college has reviewed and updated the Board of Governors skill matrix categories and created

clear definitions for the recruiter and nominating committee. We have also consolidated a list of industries to help the Board's Governance and Human Resources Committee identify areas of workforce need to fill Board vacancies.



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 2024-2025 to support reaching our leadership outcome.

- Implement the recommendations of a cross-college consultation on the Math Strategy to include structure, leadership and delivery.
- Implement, within the revised Canadian Colleges for Resilient Recovery (C2R2) terms of reference, a new Access and Barrier Reduction Sub-Committee that embraces and builds upon the success of the 4 College Alliance as that model integrates into the C2R2 coalition.
- Increase and explore other options for expanding housing options and supports for students.
- Finalize the Black and Racialized student success framework.
- Increase awards and financial supports available for international students.
- Increase scholarships and disbursements that are available to all students.

REPORT BACK ON PERFORMANCE

- The Canadian Colleges for a Resilient Recovery (C2R2) Access and Engagement Working Group was convened in October 2024. Resources were shared including the working group scope of work, guiding principles, meeting agenda format and new member C2R2 onboarding resources. A meeting schedule was established in coordination with the C2R2 Steering Committee and Secretariat.
- The college leased a 300-bed building in downtown Hamilton to provide additional housing options for students. Demand was much

lower than expected with only 18% utilization. A long-term lease for another downtown building and the construction of a new residence on campus were also explored, but due to a decline in international student enrolment these plans have been put on hold. Assessments of housing needs will continue, with expansion opportunities revisited based on enrolment growth.

- The college's Math Competition was relaunched in Spring 2024 and ran again in Spring 2025 and is an excellent outreach for college-bound students. Additional math outreach is underway to high schools through Board officials, guidance counsellors and the Mohawk Problem of the Month program.
- The Black and Racialized student success framework has been finalized and operationalized.



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 2024-2025 to support reaching our leadership outcome.

- Develop and implement a renewed partnership framework with step one being a review of the Future Ready Premium Partners (FRRP) partnership goals and desired outcomes.
- Develop and implement a Career Services strategy.
- Implement and action the revised C2R2 terms of reference, submit a proposal to the ESDC Sustainable Jobs Training Fund and implement a revenue generation strategy to offset member contributions.
- Finalize clinical operating agreements with Hamilton Health Sciences and implement the clinical component of the Centre for Integrated and Advanced Medical Imaging (CIAMI) to expand opportunities for innovative new imaging programs, partnerships, discovery and health system solutions.
- Promote and grow the Centre for Professional Advancement.

- Review and explore strategic regional growth opportunities for in-demand programs.

REPORT BACK ON PERFORMANCE

- The Centre for Professional Advancement received a donation from the Marinucci Family Foundation and was renamed The Marinucci Family Centre for Professional Advancement in Fall 2024. This gift will accelerate the success in leading workforce transformation, increasing programs, accreditations and partnerships. Branding and communications material have also been created.
- The Canadian Colleges for a Resilient Recovery (C2R2) terms of reference are reviewed annually by the coordinating secretariat (March/April 2025) and approved biannually by the coalition (January/February 2026). A proposal to the ESDC Sustainable Jobs Training Fund (SJTF) was submitted in May 2024 and received preliminary approval in February 2025.
- A Future Ready Premium Partners (FRPP) planning session took place in September 2024 to review the success of the program and discuss next steps. The first cohort's 5-year MOUs came to an end in January 2025. Evolving the FRPP program into an overall partnership strategy will determine how to best engage with important partners to the college.
- The introduction of the new online radiography and sonography programs with lab intensives and sponsored placements will provide mechanisms to increase enrolment and respond to workforce needs outside the Hamilton region.



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 2024-2025 to support reaching our leadership outcome.

- Implement a more regular and formal internal communications strategy to keep college employees and students informed and engaged of the Climate Action Plan including our broader community.

- Continue the launch and implementation of the Climate Action Plan including:
 - Submit four new degree programs for PEQAB approval with a goal to launch in 2025/26.
 - Complete the final two days of SLT Climate Change program.
 - Implement the Sustainable Futures program
- Continue with the design, implementation and communication plan to support the successful launch of the new School of Climate Action including national recognition.

REPORT BACK ON PERFORMANCE

- The School of Climate Action has officially launched with its own website and was a special feature at the college's 2025 Spring Open House. The school will be home to a portfolio of programs for a new generation of learners and will offer diploma and degree programs geared specifically to climate action and the green economy.
 - Mohawk College became the first North American institution to achieve Responsible Futures Accreditation for its sustainability efforts. Responsible Futures is a framework and accreditation program from Students Organising for Sustainability UK (SOS-UK), designed to help universities and colleges adopt sustainable teaching, learning strategies and policies. Through a partnership with the Mohawk Students' Association, the program actively engages students, staff, faculty and leadership to drive sustainable change from within. The accreditation underscores the college's dedication to creating positive, lasting change in academic practices, policies and campus culture, focusing on social and environmental responsibility.
 - The work to develop Sustainability Learning Outcomes and "Green" Program Certification Framework for the college was interrupted but will be restarted in collaboration with the School of Climate Action.
-



Strong Foundations

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

The following are the priorities identified for 2024-2025 to support reaching our leadership outcome.

People

- Implement strategies and tactics of the People Strategy as defined by the multi-year workplan.
- Integrate the operational elements of the Mohawk College Foundation into the college, inspiring greater collaboration among faculty, staff and students to increase scholarships and other financial support for college priorities.
- Implement a new Alumni strategy that enables the college to continue to provide relevant services and benefits that enrich alumni careers and personal lives, and empowering alumni to give back to college in ways that advance the college's strategy and support students in their pursuit of premier postsecondary education.

Planning

- Finalize the flexible workspace principles and implement a capital project to complete the first project to create flexible workspace at the Fennell campus.
- Complete the next phase of academic space planning work to inform the future update to the Campus Master Plan.

Reputation

- Develop a focused overall communication strategy that includes a media relations plan, storytelling, recognition, various mediums and publications, partnership alignment, community engagement to build the college's reputation in alignment with SEM and the Strategic Plan.
- Perform a brand review to inform future direction and evolution of the Mohawk College brand strategy.
- Review governance practices, clear decision-making processes and accountability mechanisms to foster trust and enhance the institution's reputation.

Technology

- Complete the required elements of the Banner reimplementation project as defined by the detailed integrated project plan.
- Complete the technology upgrades as approved in the 2024-2025 Budget.

Financial Health

- Implement the key priorities under Strong Foundations, to ensure optimal financial health for the college.
- Develop a multi-year strategic enrolment plan and financial simulation in response to the international enrolment cap to ensure sustainable financial health for the college.

REPORT BACK ON PERFORMANCE

People

- Good progress was made on the college's People Strategy, including finalizing the administrative compensation review with necessary market adjustments, and completing the Part-Time Pay Equity analysis to ensure compliance with the Pay Equity Act. Collaborating with the College Employer Council, updates were made to the Non-Union Job Evaluation Tools, incorporating recognition of lived experience.
- Human Resources system improvements were implemented, including leave reporting enhancements, and a significant focus was placed on the future Banner HR module. As the college's desired HR systems future state becomes more defined, we are also identifying internal process improvements to maximize the use of Banner system capabilities. All HR policies and new programs were reviewed with an Equity, Diversity and Inclusion, and Indigenous lens, and most policies were updated and approved with a few still being finalized.
- The implementation of proactive health and safety measures and awareness activities have helped to minimize risks and hazards before they lead to accidents or injuries. These include standardized and customized campaign posters for high-risk areas to provide faculty and students with a visual of the protocols for each area. Standardized operating procedures have been developed for each campus outlining safe operating procedures and Personal Protective Equipment requirements.

- Six new training sessions to support employee safety were created and Mental Health First Aid continued to be offered. Sessions were offered related to women's mental health and men's mental health. The annual Wellness Fair took place with eight sessions to support the various dimensions of employee wellness. A full review of employee training and development was conducted to facilitate a gap analysis for the development of future programming. New learning modules were created including: AODA, Sexual Assault and Sexual Violence, and Equity, Diversity and Inclusion. A more comprehensive Learning and Development Policy was launched which outlines program offerings including Educational Assistance, Ministry Approved and Funded Discounted Courses, Professional Development Leaves, and Professional Development Funding.
- To enhance the Talent Acquisition process, a more robust credential verification and tracking system was implemented. Following extensive consultation and engagement, an Employee Value Proposition (EVP) was created. The college continued to refine employee engagement tools such as its engagement survey and exit survey to build toward a future engagement strategy.

Reputation

- The college refocused its communication and marketing strategies to prioritize building our reputation and allowing for improved alignment with government relations, brand strategy and employee recognition. Governance practices and policies were also reviewed and updated for greater transparency and efficiency. This work included the following:
 - Performed marketing organizational audit and brand review to develop a brand strategy to execute a new go-to-market platform.
 - Implemented brand health tracking tool to ensure appropriate data collection and ongoing evaluation of the college's reputation.
 - Built a Government Relations strategy which aligns with communications, brand strategy, foundation and recognition.
 - Aligned all recognition programs under one college policy, then managed and implemented the policy changes.

- Reviewed internal Mohawk community sponsorship activity to ensure alignment with the college's mission, vision and values and consolidated oversight of sponsorships.
- Updated the Board governance bylaw to include clearer practices and initiated several policy changes for Board governance including a new Board policy on Board-only sessions. We launched a governance effectiveness review for the Board which resulted in a new Board template being implemented. We also launched a comprehensive review of open and closed portions for increased transparency.
- Implemented the Board recruitment and nomination process with an external search firm and completed the recruitment of two Board members.
- Transitioned the Mohawk College Foundation to the College and updated the corresponding operating agreement.

Technology

- The Banner Business Transformation Program completed its first year with significant progress made regarding planning and business process mapping. The program is comprised of multiple streams: Functional (Student, HR, Finance), Technological (Infrastructure, Integration, QA, Data) and Enablement (Change Management). Project scope and schedule development for each stream has made significant progress, culminating in an integrated project plan that is in the final stages of development and will provide a holistic view of key milestone and dependences that are tracked and managed. Project governance is a critical component to success and the program has implemented the necessary governance framework and structures for status reporting, project risk management, cost tracking and reporting. Risk mitigation strategies have been identified and put in place, and the budget has been further refined. Initial steps have also been taken to develop a benefits realization plan which will continue into 2025-2026. The program team/resource plan has evolved, and critical resources/skills have been seconded or hired into the program.

Financial Health

- The financial elements of the business plan strategies have been incorporated into the original budget and forecast updates have been included in the financial performance reports as presented to the Board.

- A multi-year strategic enrolment plan and financial simulation has been prepared and was used as the starting point to identify a \$50 million reduction from the college's operating budget in 2025-2026 that was a result of the IRCC international regulation changes in 2024. A multi-year financial outlook was presented to the Board with a balanced budget in April 2025.

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 2024-2025

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) – Paul Armstrong
- (1) President's Designate (Non-Voting) – Cebert Adamson
- (1) Mohawk Students' Association President (Ex-Officio, Voting) –
Pedro Nemezio de Campos Silva
- (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 – Annissa Maharaj
- Applied Research – Sherif Abdou
- School of Health & Community Services – Tiffany Iles
- School of Engineering Technology & Aviation – Laura Fenwick-Sehl
- Marshall School of Skilled Trades & Apprenticeship – David Currie
- McKeil School of Business, School of Creative Industries, Liberal Studies & Communications – Vince Fernandes (Vice Chair)
- Centre for Community Partnerships and Experiential Learning – Patrick Cross
- Continuing Education and Academic Development – Vacant

(1) Administrative Representative (Fennell) – VACANT

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

(1) Administrative Representative (IAHS) – Ashley Fox (Cousins)

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

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

(1) Support Staff Representative (IAHS) – Arlene Smith

(1) Student Services Representative – Tracey Richardson (Chair)

(1) Corporate Services Representative – Andrew Frank

(1) President's Office – Linda Rourke

Secretariat

Cindy Merifield

2024-2025 Meeting Dates

September 16, 2024

November 18, 2024

January 27, 2025

March 24, 2025

June 23, 2025

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

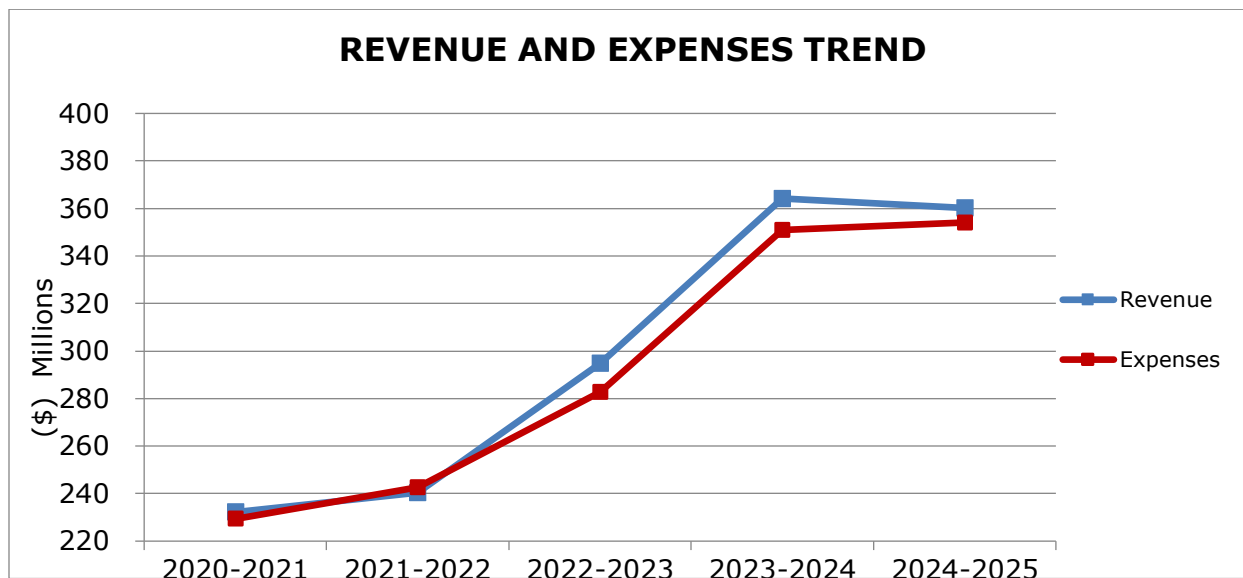
PAC members also received updates and provided input on:

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

Section 6: Statement of Operations

Fiscal Years 2020-2021 to 2024-2025

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	\$	\$	\$	\$	\$
Revenue					
Grants	97,760,308	108,058,387	109,251,773	107,179,767	112,055,645
Student Fees	107,742,914	98,961,912	143,182,243	209,869,989	201,918,163
Ancillary	3,678,180	5,837,341	11,510,523	13,283,810	14,735,272
Amortization of deferred contributions	4,268,761	6,751,880	7,059,792	5,491,354	5,865,911
Amortization of deferred contributions related to capital assets	9,274,331	8,728,824	8,550,512	8,486,659	8,741,956
Other	9,475,919	12,022,804	15,260,995	19,892,675	16,770,581
Total Revenue	232,200,413	240,361,148	294,815,838	364,204,254	360,087,528
Expenses					
Salaries and benefits	148,094,510	154,000,081	164,637,578	193,344,100	210,309,770
Contracted services and professional Fees	16,442,156	21,435,235	46,471,137	76,828,821	60,612,565
Supplies and other expenses	15,312,687	16,839,386	19,767,619	25,576,716	24,321,723
Utilities, maintenance and taxes	6,877,974	8,796,952	8,153,081	11,631,179	12,664,920
Instructional supplies	8,530,812	7,354,250	8,643,513	9,748,600	9,077,646
Ancillary	7,816,332	7,743,602	9,963,640	11,359,645	14,343,243
Scholarships, bursary & award payments	4,476,086	6,751,880	7,059,792	5,491,354	5,865,911
Amortization expense	19,559,739	17,725,612	16,074,636	15,222,865	15,152,462
Interest on long-term liabilities	2,225,280	2,119,347	2,001,273	1,872,348	1,753,658
Total Expenses	229,335,576	242,766,345	282,772,269	351,075,628	354,101,898
Excess (deficiency) of Revenue over Expenses	2,864,837	(2,405,197)	12,043,569	13,128,626	5,985,630



Section 7: KPI Performance

This section looks at key performance metrics from the 2024-25 Ontario College Student Experience Survey checking in on our students and the Graduate Outcomes and Employer Satisfaction Survey checking in on 2022-2023 graduates and their employers, asking what they have been up to since graduation and their satisfaction with the education provided by Mohawk College.

2024-25 Ontario College Student Experience Survey

Ontario College Student Experience Survey is an annual online survey completed by students enrolled at any one of the 23 participating Ontario colleges. It is a non-ministry funded survey but a consortium of colleges recognizing the need to survey our students with Ontario College Application Services (OCAS) handling the survey administration.

Mohawk scores in 2024-25 are based on 5,039 Mohawk students participating from all our campuses.

	2024-25 Ontario College Student Experience Survey		2023-24 Ontario College Student Experience Survey	
Capstone Questions	Mohawk Score (Strongly Agree + Agree)	Provincial Score (Strongly Agree + Agree)	Mohawk Score (Strongly Agree + Agree)	Provincial Score (Strongly Agree + Agree)
Teaching & Learning: Quality of my teaching and learning experiences is high	86%	85%	86%	85%
Knowledge & Skills: my program is giving me the knowledge and skills that will be useful in my future career	92%	91%	92%	91%
Work-integrated learning: Quality of my work-integrated learning experience is high	89%	90%	89%	89%

	2024-25 Ontario College Student Experience Survey		2023-24 Ontario College Student Experience Survey	
Capstone Questions	Mohawk Score (Very Satisfied + Satisfied)	Provincial Score (Very Satisfied + Satisfied)	Mohawk Score (Very Satisfied + Satisfied)	Provincial Score (Very Satisfied + Satisfied)
Student Services & Resources: Quality of services in the college	79%	n/a	79%	n/a

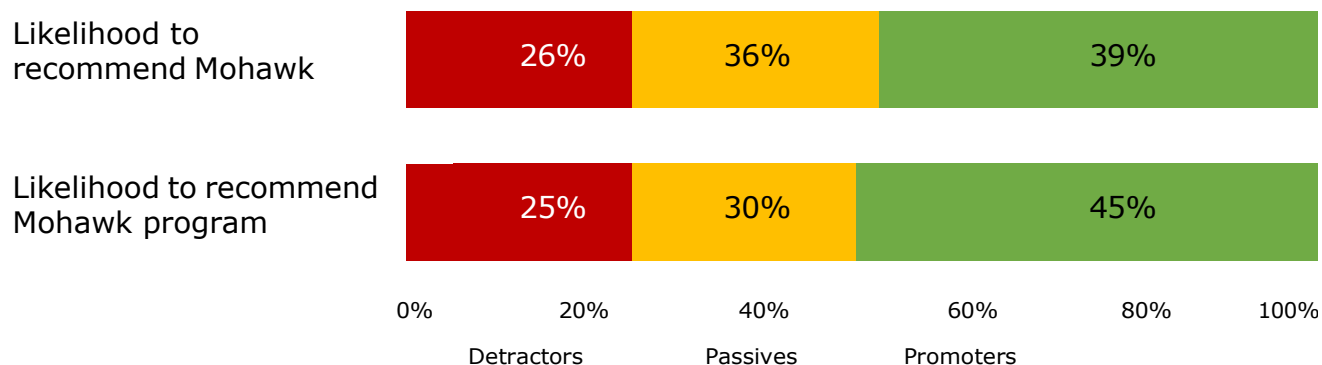
Colleges have the opportunity to add college specific questions to the survey. Our focus has been on the quality of remote learning and the likelihood of students recommending their program and Mohawk College.

Student's experience with the quality of remote learning slightly increased to 77%.

	2024-25 Ontario College Student Experience Survey	2023-24 Ontario College Student Experience Survey
Capstone Question (College Specific)	Mohawk Score (Excellent + Good)	Mohawk Score (Excellent + Good)
Remote Learning: Quality of remote/online learning experience in your program	77%	76%

With respect to the asking our students the likelihood of recommending the college and their program to family and friends, students were asked to rate the likelihood of recommending on an 11-point scale. Based on their rating, the student's scores are classified into three groups: detractors (unhappy students), passive (generally satisfied however their opinions may change) 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

Mohawk College's key performance indicators—graduate satisfaction, graduate employment, and employer satisfaction—are captured through the Ministry of Colleges, Universities, Research Excellence and Security's mandated Graduate Outcomes and Employment Satisfaction Survey. At the time of this report's publication, the release of these metrics is pending Ministry approval. Once the data becomes available, it will be posted on the college's [KPI Survey Results webpage](#).

Graduation Rate

Mohawk College's key performance indicator on graduation rate was not available at the time of this report's publication. The release of this metric is currently pending approval by the Ministry of Colleges, Universities, Research Excellence and Security. Once the data becomes available, it will be posted on the college's [KPI Survey Results webpage](#).

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 2024-2025.