

ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY

MINUTES OF THE

FULL BOARD MEETING of the BOARD OF GOVERNORS

Held on November 23, 2021 at 6:40 p.m. in Room 320 at the Windsor Campus

Present:

Mr. K. Beaudoin
Mr. W. Beck
Ms. T. Bendo
Ms. M. DeSchutter
Ms. P. France, **President**
Ms. R. Khosla
Mr. J. Parent
Ms. J. Piccinato, **Vice Chair**
Mr. R. Renaud
Mr. G. Rossi
Mr. N. Singh
Mr. E. Sovran, **Chair**
Mr. A. Teshuba, virtually
Ms. M. Watters, virtually
Ms. T. Wonsch

Regrets:

Mr. A. Provost

Also Present:

Ms. K. Adams, Board Secretary
Mr. E.P. Chant, Editor, SAINT, Student Newspaper, virtually
Mr. J. Fairley, Vice President, College Communications & Community Relations
Mr. W. Habash, Vice President, Academic
Mr. B. Jones, Retirees' Association Observer
Mr. M. Jones, Vice President, Finance & Chief Financial Officer
Mr. R. Nicoletti, Executive Director, President's Office, Corporate Secretary & Ministry Compliancy
Mr. R. Seguin, Vice President, International Relations, Training & Campus Development, virtually
Mr. S. Sharma, President, SRC
Mr. A. Singh, Associate Vice President, Communications & I.T.
Mr. J. Sirianni, Vice President, Human Resources, Safety & Facilities Management
Mr. G. Vrantsidis, Faculty Observer, virtually

Having a quorum of Governors in attendance either virtually or in person, the Notice of Meeting and the Agenda having been duly sent to all Board members, the meeting was declared regularly constituted. A copy of the Notice of Meeting/Agenda is attached as **Appendix 'A'**.

Mr. E. Sovran chaired the meeting and Ms. Adams was the recording Board Secretary.

1.0 Adoption of the Agenda and Declaration of Conflict of Interest

Hearing no declarations of conflict of interest and no changes to the agenda, it was

RESOLVED THAT the Board of Governors adopt the Full Board agenda as presented.

2.0 Approval of the Minutes of the Full Board meeting held on Tuesday October 26, 2021 in Windsor, ON

Hearing no amendments, errors or omissions to the minutes, it was

RESOLVED THAT the Board of Governors approve the Full Board minutes of the October 26, 2021 meeting.

3.0 Constituent Reports

Student Representative Council (SRC)

Mr. S. Sharma reported the following activities and initiatives:

- The SRC continues to adapt, plan and provide some campus life activities and supports for students during the Fall 2021 semester.
- The SRC continues to host Class Representative meetings twice a month in a hybrid format. The meetings allow the SRC to communicate what is happening around the College, including activities and the availability of scholarships.
- The SRC had scheduled a student referendum from November 22, 2021 – December 3, 2021. Students will have the ability to vote regarding the inclusion of a student bus pass with Windsor Transit with their tuition. This referendum has been postponed for the time being.
- The SRC is running its Annual Toy and Food Drive to assist our students and their families. Applications are available with a deadline of November 30, 2021. Food boxes, gift cards and toys will be distributed the week of December 20, 2021. The SRC thanks St. Clair College and the Alumni Association for their support in funding this service.
- Other Fall events and initiatives include:
 - Weekly yoga sessions.
 - Food Bank services may be accessed by appointment.

- Vegan Cooking.
- Tie Dye Competition.
- Diwali Festival.
- Meme Challenge.
- Collectives Exhibit.
- Mental Health Tips and Tricks.
- Mack Flash Trivia Nights.
- Music Bingo.
- Game Nights: Deal or No Deal, Wheel of Fortune.
- Paint Night.
- Shine the Light on Woman Day on Tuesday, November 16, 2021 in support of abused women and girls and to bring attention to the issue of men's violence against women.
- Esports Team.

Retirees' Association

Mr. B. Jones reported the following on behalf of the Retirees' Association:

- The Retirees' Association Executive would like to thank the College for their support and financial contribution to the Retirees' Association's Christmas activities.
- The Retirees' Association membership has now reached over 400.
- The annual Retirees' Association Scholarship Committee has been established for 2022.
- A Hardship Committee is being established and will be available for any member of the Retirees' Association who may be in need of financial assistance.
- Members of the Retirees' Association attended a Fratmen Football home game in October and is planning an outing to a restaurant in December.
- On behalf of the Retirees' Executive, Mr. Jones wishes the Board of Governors a Merry Christmas and a Happy New Year.

Faculty

Mr. George Vratsidis reported the following on behalf of the Faculty:

- The Child and Youth Care program has been accredited by the Child and Youth Care Educational Accreditation Board of Canada.
- The MediaPlex has partnered with CJAM Radio at the University of Windsor. Students in the Journalism and Public Relations programs produce their radio program "MediaPlex Fridays Live" which is now broadcasted each Friday at noon on CJAM 99.1 FM.

4.0 President's Report

The Board Chair called on the President to provide her report to the Board.

Ms. France noted that the President's Report was included in the Full Board meeting documents, distributed by email and has been posted to the Board portal. She outlined the events and initiatives that have occurred since the last Board meeting:

- The President provided the vaccination statistics for St. Clair College that are included in the President's report. Employees are currently at 93.6% fully vaccinated and students are 88.1% fully vaccinated.
- There are a total of 569 returning students that must arrive in Windsor or Toronto by December 31, 2021 from the Spring and Fall 2021 semesters. A total of 2,229 projected students need to arrive by January 20, 2022 to meet the Day 10 deadline for the Winter 2022 semester. There are 1,241 at-risk students who currently have no Visa approval as they need to arrive in Canada for face-to face study for the Winter 2022 semester.
- On November 2, 2021, Windsor Mayor Drew Dilkens and the President presented two winners of St. Clair College tuition as part of the WEVAX to Win campaign. Barrett Willis, a student at Massey Secondary School and Louis Spadotto of LaSalle were the lucky winners.
- On November 10, 2021, staff and students had the opportunity to have discussion over Coffee With a Cop. The President thanked Windsor Police Chief Pamela Mizuno and the members of the Windsor Police for spending the afternoon with our Saints.
- St. Clair College held a virtual Remembrance Day ceremony on November 11, 2021. The President thanked the Student Representative Council (SRC) and Thames Students Incorporated (TSI) for their participation in the ceremony.
- On November 15, 2021, College Administration met with leaders of the South Asian Centre, Jahinder Rai, President of the Sikh Cultural Society of Metropolitan Windsor and Reza Shahbazi, founding member of the New Canadians' Centre of Excellence. These organizations provide many services to the College's international students and the President thanked them for their support and offered our support, services and assistance in an effort to continue the strong relationships that have been built.
- On December 3, 2021, the President has scheduled a breakfast meeting with the local Mayors and Chief Administration Officers (CAO) of the communities of Windsor-Essex. The President will provide them with an update on the College's operations, discuss and identify community and student needs, and to provide support for community outreach activities.
- On November 24, 2021, a media announcement will be made in the College's Truck and Coach building regarding the Canadian Automobility Hub project and the investment of Automobility Enterprises Inc. into the region, backed by postsecondary institutions and PEM Motion.
- On November 15, 2021, the President met with Scott Johnson, the new Director of Education for the St. Clair Catholic District School Board and with Emelda Byrne, the new Director of the Windsor-Essex Catholic District School Board on November 17, 2021. St. Clair College continues to develop its partnerships with the school boards for the benefit of our students.
- The annual S'Aints Christmas Concert will be live and in-person once again on December 23, 2021 at Caesars Windsor. All funds raised will go to benefit local food banks and charities.
- St. Clair College is a proud sponsor of three upcoming community events:

- The City of Windsor’s “Bright Lights City”, being held in Jackson Park beginning December 2, 2021.
- The Downtown Business Associations Winter Fest that has activities that run from November 15, 2021 – January 16, 2022.
- The Armoury in Lights Christmas Show as part of SantaFest, being held in Chatham running from December 8 – 1, 2021.

The President’s report is attached to the minutes as Item #4.0.

The President also noted that the media report was sent out electronically and is attached for information.

5.0 Consent Agenda

The Board Chair noted the following items that have been provided on the Consent Agenda:

- 5.1 Academic – Student Pathways, Continue to Create Academic Pathways (College to College, College to University, University to College).
- 5.2 Support Student Success – Increase Student Success.
- 5.3 Increase Enrolment – International Enrolment.
- 5.4 Increase/Monitor Community Local Impact – Monitor and Increase Economic Impact on Local Community.
- 5.5 Development of Human Resources – Staff Wellness.

RESOLVED THAT the Board of Governors receive and approve the contents of the November 23, 2021 Consent Agenda, as presented.

6.0 Monitoring Reports

6.1 Mid-Year Review 2021-2022

The Board Chair called upon Mr. Jones to speak to this item and he provided a PowerPoint presentation, highlighting the following:

The Board will receive the Mid-Year Budget Report for 2021-2022 that was included in the Full Board agenda package.

The Mid-Year Budget Report for 2021-2022 was presented to the Board of Governors Audit and Finance Committee on November 12, 2021. The Committee did recommend approval of the 2021-2022 Mid-Year Budget Report to the Board of Governors.

Statement of Operations:

- The original budget forecasted a surplus of \$27.3 million and the mid-year projection is \$6.5 million lower at \$20.8 million. This decrease can be mainly attributed to:

- Lower international student enrolment relative to the original budget targets for the Spring and Fall 2021 semesters.
- Higher COVID-19 related costs due to the College's Vaccination policy that was implemented for Fall 2021.

Revenues:

- Overall revenues have decreased by \$15 million or 5% from the original budget projection which can be attributed to the following:
 - Total Ministry Operating Grants have increased by \$772,000, primarily due to the decrease in actual international student enrolment relative to the budget, which resulted in less funds being clawed back by the Ministry from operating grants for the International Student Recovery program.
 - Total Contract Income increased by \$1.4 million or 7% over the original budget, primarily due to the following:
 - An increase of \$4.27 million as it relates to the accelerated Personal Support Worker program which covers students' tuition and other costs while graduating with full credentials in six months. This funding was unknown at the time of 2021-2022 budget preparation.
 - A decrease in the School College Work Initiative (SCWI) Grant of \$3.7 million due to an adjustment to record revenue from a gross basis to net basis.
 - An increase in Career Ready, Indigenous Student Success and other Special Grant funding of \$1.6 million
 - Total Tuition Revenue is lower than the original budget by \$19.6 million, primarily due to the following:
 - Year-to-date actual enrolment is lower than projected for domestic, international and Public College Private Partnership (PCPP), specifically as it relates to international student enrolment for the Spring and Fall 2021 semesters.
 - Total Other Income has increased over the original budget by \$4.1 million due to the following:
 - An increase in Investment Income of \$1.1 million.
 - An increase in Divisional Income of \$3.1 million as a result of increased application fees from international students and higher kit kit/material fees due to higher enrolment in specific programs than projected.

Expenditures:

- Overall expenditures are lower than the original budget projection by \$8.5 million or 3%.

- Total Salary and Benefits decreased by \$2.2 million from the original budget, primarily due to the following:
 - A decrease across the constituent groups in staffing resources due to delayed hires and backfills, as well as unplanned retirements.
- Non-Salary Expenses are lower than the original budget by \$5.1 million, primarily due to the following:
 - A decrease in Contracted Educational Service of \$5.7 million which can be attributed to the SCWI funding being adjusted from a gross to net basis, as well as less funds being flowed to Ace Acumen as a result of lower enrolment at the Toronto campus.
 - A decrease in Contracted Services Other of \$4.4 million which can be attributed to lower agent commissions, as a result of lower international student enrolment.
 - A decrease in Amortization expense as a result of the delays in capital project spending.
 - An increase in Premise Rental expense of \$915,000 which reflects the additional accommodations required for the international student Standard Operating Procedure (SOP).
 - An increase in Stipends and Allowance of \$3.3 which reflects the flow through funds to students for the PSW accelerated program.
 - An increase in COVID-19 expenses across line items such as office supplies, security and other expenses as a result of the implementation of the College's Vaccination Policy.

Ancillary Operations:

- The Ancillary Operations overall original budget deficit of \$345,310 has increased by \$331,228 to a mid-year budget deficit of \$676,538. This can be primarily attributed to the negative impacts of COVID-19 on the revenue generating ability of the St. Clair College Centre for the Arts.

Assumptions and Variables:

Mr. Jones noted that with any budget there are established assumptions, however variations occur over the year that could cause an increase or decrease in the surplus. He then highlighted the following:

- Ministry Operating Grants – College Administration has reflected funding that has been confirmed by the Ministry, however the Ministry may announce net new funding as the end of the fiscal year approaches. The funds for the International Student Recovery program may fluctuate due to international student enrolment relative to the budget.
- Contract Income – Transfer payment agreements depend on enrolment or participation levels.

- Tuition – Projections for the Winter 2022 semester reflect an intake of 445 domestic students and 1,560 international students. Variations can occur in the budget as it relates to attrition levels from the Fall 2021 semester, lower or higher intakes than projected, changes to government directives, but the budget does assume that of those international students have to have their approved study Visas and have arrived in Canada to attend the College for the Winter 2022 semester.
- Other Revenue – Fluctuations can occur based on enrolment and other miscellaneous income, the timing of funded capital projects and the receipt of unplanned grants as it relates to Research and Development.
- Salary and Benefit Expenditures – Variations could occur due to the potential of a faculty work stoppage, unused budget allocations, hourly compensation rates, unplanned absences, retirements and delayed hires and accrued vacation days.
- Non-Salary Expenditures – Variations could occur due to unused budget allocations, COVID-19 and international SOP costs, agent commissions, PCPP flow through funds, PSW program accelerated flow through funds, amortization expense, bad debt expense and unbudgeted discretionary expenditures.

Statement of Financial Position:

- There are no cash flow concerns and the College continues to invest in our capital assets as per the approved capital plan.
- Debt levels are low relative to total assets.
- Net Assets are forecasted to be in a good position with an Unrestricted Reserves balance of \$17 million and Internally Restricted Reserves of \$97 million.

Non-Committed Cash Projection:

- At the March 2021 fiscal year end the College held an unrestricted reserve balance of \$30.8 million and it is projected that this fiscal year will end with a balance of \$9.9 million.

Internal Reserves:

- On March 31, 2021 there was a balance of \$61.3 million for financial sustainability and \$20.3 million in the Deferred Maintenance reserve. The Board did approve an additional \$5 million to go to financial sustainability, as well as \$7.5 million to be spent from the Deferred Maintenance reserve with the approval of the 2021-2022 Budget.
- At the June Board meeting, the Board approved an additional \$5 million for sustainability.
- The mid-year adjustments are to account for additional investment income for the sustainability reserve as well as for the deferred maintenance reserve reducing it by \$846,000 to adjust for our projected amortization expense being lower than estimated.

- College Administration at this time is forecasting the financial sustainability reserve to be at \$72.9 and Deferred Maintenance of \$24 million for a total of \$96.9 million.

Financial Sustainability Metrics:

- As projected with the original budget, the mid-year budget projections still show strong financial results.
- The College's metrics are all well above the Ministry benchmarks and zero flags are expected.

After a brief discussion it was,

RESOLVED THAT the Board of Governors approve the 2021-2022 Mid-Year Budget Report.

Mr. Jones' presentation is attached as Item #6.1.

6.2 Business Plan Budget Accrual Template (MCU Format)

The Board Chair called upon Mr. Jones to report on this item. Mr. Jones reviewed the information contained in the Business Plan Budget Accrual Template and noted that this is a requirement of the Ministry of Colleges and Universities (MCU) each January, with the intent to provide an indication of the College's projected financial position at March 31, 2022 based on information known to the College. Because of the timing of the mid-year budget review process, this information is utilized to complete the template.

RESOLVED THAT the Board of Governors approve the Business Plan – Accrual Budget Template (MCU Format) for the period ending March 31, 2022 for submission to the Ministry.

6.3 Fall 2021 Admission Concerns

The Board Chair called upon Mr. Habash to speak to this item. Mr. Habash reviewed the information contained in the Fall 2021 Admission Concerns included in the Full Board agenda and highlighted the following:

- This report is to provide an update to the Fall 2021 Admission Concerns that was included in the June 22, 2021 Full Board agenda. The original report identified 52 post-secondary programs with domestic enrolment below 25 students as of June 1, 2021.
- Mr. Habash outlined the critical dates in the College's application and admission cycle, including the continuous analysis of enrolment data to make informed decisions regarding whether a program's intake should continue or be suspended.

- Marketing and recruitment strategies were developed for those programs identified on June 1, 2021 as not meeting the 25-student enrolment threshold. An internal analysis was also completed for each program.
- Thirty-one of the 52 programs were able to meet or surpass the 25-student threshold with a combined domestic and international student enrolment, while 17 of the 31 programs exceeded the 25-student threshold with domestic student enrolment.
- A pause in applications also occurred over the summer that coincides with COVID and waiting to hear whether St. Clair College would be returning to in-class learning and the announcement of the College's Vaccine Policy.
- St. Clair College continues to monitor the strategic mix of domestic and international students to maintain the 60/40 ratio and to minimize its dependence on international enrolment.
- Mr. Habash reviewed the tables that were included in the report and outlined the following:
 - The programs that did and did not reach the enrolment threshold of 25.
 - Rationale as to why the programs did not meet their targets.
 - Action plans moving forward.
- Mr. Habash did note that College Administration does have concerns regarding Chatham Campus' declining domestic enrolment and are working on strategies moving forward.
- The President noted that in addition to June 1st being an important date in the application cycle, it is also important in the timing for the suspension of a program as students need to be given the opportunity to apply to another program or another institution as other programs are filling.
- A Governor inquired, with respect to these programs, is this data trending or anomalies?

Mr. Habash responded that there is a mix of both and noted Chemical Laboratory Technology as an example. This program has had declining enrolment for the past three to four years and this issue is being addressed as to what can be done to revitalize it. The program has strong curriculum with excellent job opportunities upon graduation but there is a lack of interest domestically.

Some program enrolment data is an anomaly which can be attributed to COVID-19.

The President noted that the College announced in July that the Fall 2021 semester would be offered face-to-face but by this point it was very late in the admissions and registration process. Employment rates in the region also affected potential students' decision-making process regarding their enrolment. She explained that to get a fuller picture of the enrolment data, you need to review a period of five years. College Administration has reviewed the data and has been able to see where domestic enrolment has declined over the past five years. If we are able to supplement program enrolment with international students, the College is then able to continue to

educate our domestic students in their programs of choice. In some cases it is not necessarily where the interests lie in the international market.

After a brief discussion it was,

RESOLVED THAT the Board of Governors receive the Fall 2021 Admission Concerns Report, as Information.

7.0 Approval Items

7.1 Strategic Project Management – Ontario College Graduate Certificate

Mr. W. Habash presented a request to deliver an unfunded two-year Ontario College Graduate Certificate in Strategic Project Management, to commence in the Fall 2022 semester:

- This program develops leadership, strategic/business management and technical competency through a curriculum that has been designed in alignment with the Project Management Institute's (PMI) highly designed knowledge areas.
- The program is designed to attract international students and will contribute to the Destination College strategy.
- This program will have high international demand as there is a large need for graduates in the Project Management sector. Graduate programs also draw a higher caliber international student as they are applying with an undergraduate diploma or degree. These factors will contribute to retention, graduate and graduate employment rates and the Strategic Mandate Agreement 3 (SMA3) metrics as a result.
- Labour and employment market research shows that there are opportunities in both the Windsor and Sarnia regions. In this region, there are approximately 2,600 people who work in this occupation.
- The College will maintain the 60/40 ratio of domestic to international students.
- The financial impact for this program is very positive with an eight-year net present value of \$2.9 million net gain.
- The full-time faculty for this program will be re-allocated from other programs that have a reduced enrolment. New full-time faculty positions will transpire once student demand and regional economic outlook has been sustained.
- The Strategic Project Management program curriculum has been developed, with the assistance of strong industry experts.

A Governor noted in the report that the College had consultation with PMI and inquired if there was also alignment with the Project Management Professional (PMP) certification?

Mr. Habash explained that the College will be working to align with PMP certification as well.

The President clarified the credential framework and noted that historically the College always brings both funded and un-funded program approvals to the Board together. This is because a domestic student would not normally apply for an unfunded program. The policy framework for Ontario College Graduate Certificates is normally under the framework for one-year. Therefore, the Ministry of Colleges and Universities (MCU) normally will not fund a two-year graduate certificate.

RESOLVED THAT the Board of Governors approve the request for an unfunded two-year Strategic Project Management, Ontario College Graduate Certificate Program, commencing September 2022.

8.0 By-law and Policy Review

8.1 Policy 2003-6: Cost of Governance – 2nd Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 2nd reading of Policy 2003-6: Cost of Governance, as amended.

8.2 Policy 2003-4.1: Audit and Finance Committee – Terms of Reference – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of Policy 2003-4.1: Audit and Finance Committee – Terms of Reference, as amended.

8.3 By-law 1: Name – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 1: Name, as presented.

8.4 By-law 2: Head Office – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 2: Head Office, as presented.

8.5 By-law 3: Seal – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 3: Seal, as presented.

8.6 By-law 4: Definitions – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 4: Definitions, as presented.

8.7 By-law 10: Election of Chair and Vice Chair – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 10: Election of Chair and Vice Chair, as amended.

8.8 By-law 11: Duties of the Chair – 1st Reading

After a brief discussion, it was,

RESOLVED THAT the Board of Governors approve the 1st reading of By-law 11: Duties of the Chair, as amended.

10.0 Date of the Next Meeting

The next Board meeting is scheduled for Tuesday, February 22, 2022.

The Full Board meeting adjourned at 7:26 p.m.

MISSION STATEMENT

Transforming lives and strengthening communities through high quality and accessible educational experiences that support career-readiness, innovation, and life-long learning.

ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY

495th FULL BOARD MEETING

of the

BOARD OF GOVERNORS

NOTICE OF MEETING

DATE: Tuesday, November 23, 2021

TIME: 6:30 p.m. – Meeting

PLACE: Room 320

NOTE: Dinner will be available in the President's Board Room at 5:00 p.m.

AGENDA

1.0 ADOPTION OF THE AGENDA AND DECLARATION OF CONFLICT OF INTEREST

2.0 APPROVAL OF THE MINUTES OF THE FULL BOARD MEETING HELD ON OCTOBER 26, 2021 IN WINDSOR, ON

3.0 CONSTITUENT REPORTS

4.0 PRESIDENT'S REPORT
(Policy – Executive Limitations Communication & Counsel #2003-21)

Information Item – The President will provide her report to the Board apprising the Board of any new developments since the last meeting.

5.0 CONSENT AGENDA

5.1 Academic – Student Pathways, Continue to Create Academic Pathways (College to College, College to University, University to College)

Information Item – Administration has provided a report on Strategic Direction #1 – Academic Excellence:

- Continue to increase the current number of student pathways year over year.
- Promote student pathways for heightened awareness, attached as Item #5.1.

5.2 Support Student Success – Increase Student Success

Information Item – Administration has provided a report on Strategic Direction #2 – Students (Retention, Graduation Rate and Success) – Development of a Student Retention and Success Report to support student success, attached as Item #5.2.

5.3 Increase Enrolment – International Enrolment

Information Item – Administration has provided a report on Strategic Direction #2 – Students (Retention, Graduation Rate and Success) – Increase PCPP enrolment by 40% by adding additional campuses, attached as Item #5.3.

5.4 Increase/Monitor Community Local Impact – Monitor and Increase Economic Impact on Local Community

Information Item – Administration has provided a report on Strategic Direction #3 – Community Engagement (Leadership, Communication and Partnership) – Conduct annual research of community spending and impact, attached as Item #5.4.

5.5 Development of Human Resources – Staff Wellness

Information Item – Administration has provided a report on Strategic Direction #4 – Human Resources (Staff Development, Efficiency, Effectiveness and Wellness) – Monitor institutional WSIB lost sick time, attached as Item #5.5.

6.0 MONITORING REPORTS

6.1 Mid-Year Review 2021-2022

Approval Item – Administration has provided the Board with the 2021-2022 Mid-Year Budget Review, attached as Item #6.1.

6.2 Business Plan Budget Accrual Template (MCU Format)

Approval Item – Administration has provided the rationale for Board approval, attached as item #6.2.

6.3 Fall 2021 Admission Concerns

Information Items – Administration has provided an update on the Fall 2021 admission concerns report outlining low enrolment programs that was included in the June 2021 Full Board meeting, attached as Item #6.3.

7.0 APPROVAL ITEMS

7.1 Strategic Project Management – Ontario College Graduate Certificate

Approval Item – The request for the new program, attached as Item #7.1 will be presented.

8.0 BY-LAW AND POLICY REVIEW

8.1 Policy 2003-6: Cost of Governance

Approval Item – The Board will review Policy 2003-6: Cost of Governance for 2nd reading, attached as Item #8.1.

8.2 2003-4.1: Audit and Finance Committee – Terms of Reference

Approval Item – The Board will review Policy 2003-4.1: Audit and Finance – Terms of Reference for 1st reading, attached as Item #8.2.

8.3 By-law 1: Name

Approval Item – The Board will review By-law 1: Name for 1st reading, attached as Item #8.3.

8.4 By-law 2: Head Office

Approval Item – The Board will review By-law 2: Head Office for 1st reading, attached as Item #8.4.

8.5 By-law 3: Seal

Approval Item – The Board will review By-law 3: Seal for 1st reading, attached as Item #8.5.

8.6 By-law 4: Definitions

Approval Item – The Board will review By-law 4: Definitions for 1st reading, attached as Item #8.6.

8.7 By-law 10: Election of Chair and Vice Chair

Approval Item – The Board will review By-law 10: Election of Chair and Vice Chair for 1st reading, attached as Item #8.7.

8.8 By-law 11: Duties of the Chair

Approval Item – The Board will review By-law 11: Duties of the Chair for 1st reading, attached as Item #8.8.

9.0 DATE OF THE NEXT MEETING

9.1 The next meeting is scheduled for Tuesday, February 22, 2022 at the Windsor Campus.



ST. CLAIR

COLLEGE

TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: STRATEGIC DIRECTIONS UPDATE - ACADEMIC EXCELLENCE – STUDENT PATHWAYS

SECTOR: WASEEM HABASH, VICE PRESIDENT, ACADEMIC

AIM:

To provide the Board with an update on the Strategic Directions (2021–2022). This update pertains to Strategic Direction – #1 – Academic Excellence – Continue to create academic pathways (college to college, college to university, university to college) and promote student pathways for heightened awareness. Specific details include the following:

Goal	Objective	Measure	Target
Student Pathways	Continue to create academic pathways for students (college to college, college to university, and university to college).	Continue to increase the current number of student pathways year over year. Promote student pathways for heightened awareness.	Annually

BACKGROUND:

St. Clair College has a number of articulation and pathway agreements with post-secondary institutions across Ontario, Canada and internationally. Through these agreements, graduates may receive transfer credit for several courses, a full semester or a full year (or more) toward additional post-secondary credentials. St. Clair College has also been engaged in pathways for students in high school, Pre-Apprenticeship, Apprenticeship and university to college. New pathways by school, include the following:

Zekelman School of Business and IT

- A pathway was established with the University of Windsor to support graduates of the Sport and Recreation Management program. A student may enter the Bachelor of Human Kinetics (Sport Management and Leadership major) program at the University of Windsor after completing the three-year advanced diploma in Sport and Recreation Management with a cumulative average equivalent to 70% or better. Students must have successfully completed each of their required College courses with a grade equivalent to B or better and must successfully complete 20 courses at the University in order to earn their degree.

School of Health Sciences

- St. Clair College successfully signed an agreement with St. Matthew's University, located in Cayman Islands. The School of Veterinary Medicine at St. Matthew's University will accept all qualified graduates of the Veterinary Technician program into its Doctor of Veterinary Medicine degree program, provided that students obtain an overall GPA of 2.7 or higher, have no un-remediated "F" or "D" grades in any core courses, and receive a recommendation for admission by a St. Matthew's University Admissions interviewer.

School of Media, Art and Design

- Graduates of the three-year Music Theatre Performance program with a cumulative GPA of a B (3.0 or 75%), are eligible for admission into the Honours Bachelor of Arts in Dramatic Art program through this degree completion pathway with the University of Windsor. This pathway is commonly referred to as a "3 + 2" arrangement, where students complete three years at St. Clair College, followed by an additional two years at University of Windsor.

School of Nursing

- St. Clair College and the University of Windsor published a joint pathway for Practical Nursing graduates to earn their Bachelor of Science, Nursing degree. The Practical Nursing to Bachelor of Science, Nursing pathway provides an opportunity for Registered Practical Nurses to complete their BScN degree in three years rather than the traditional four. Successful applicants will receive advanced standing for 12 courses in the undergraduate BScN program, allowing them to enter the program in Year Two.

In Progress

The global pandemic continues to have lasting effects well into 2021. As our focus has been on planning the safe return of students to campus and ensuring that all outcomes are achieved, the College has continued to pursue additional pathways. Below are

some of the pathways the College continues to pursue for its graduates with final approval expected in the 2022-2023 academic year.

- The Child and Youth Care – Accelerated program in Chatham is pursuing a number of different avenues with various institutions.
- Police Foundations is working closely with their counterparts at University of Windsor to produce an articulation agreement that will allow eligible St. Clair graduates into their Bachelor of Forensic Science program with advanced standing credits.

Marketing Initiatives to Promote Student Pathways

1. A billboard campaign will begin in December 2021, following the November 13, 2021 Open House.
2. A virtual information night will be held in December, highlighting pathway opportunities.
3. The Marketing and Recruitment team ensures that Academic Pathways messaging is included in all high school presentations.
4. Virtual information nights that were held for each academic school included a discussion about Pathways.
5. Social media posts that highlight student pathways by program.
6. Digital advertising campaign that focuses on pathways.
7. A page on Pathways is included in the annual St. Clair College admissions handbook.
8. Webpage entitled Credit Transfers and Pathway Agreements, which includes all the pathways available at St. Clair College: www.stclaircollege.ca/programs/credit-transfer-pathway-agreements

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update as it pertains to Strategic Direction #1 – Academic Excellence – Continue to create academic pathways (college to college, college to university, university to college) and promote student pathways for heightened awareness, for information.



TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: STRATEGIC DIRECTIONS UPDATE – STUDENTS (RETENTION, GRADUATION RATE AND SUCCESS) INCREASE STUDENT SUCCESS

SECTOR: INTERNATIONAL RELATIONS, CAMPUS DEVELOPMENT AND STUDENT SERVICES - RON SEGUIN, VICE PRESIDENT

AIM:

To provide the Board of Governors with an update on the Strategic Directions (2021-2022). This update pertains to Strategic Direction #2 – Students (Retention, Graduation Rate and Success) regarding the Development of a Student Retention and Success Report to support student success. Specific details include the following

Goal	Objective	Measure	Target
Support Student Success	Increase Student Success.	Development of a Student Retention and Student Success Report to support student success.	November 2021

BACKGROUND:

In order to provide a more streamlined and student-focused approach for students at risk a strategic organizational re-alignment was implemented in August 2021 to create the Student Retention and Academic Advising Office (SRAA). A Director, Manager and three Student Retention Officer positions were created as “Initiative Opportunities (I/O) utilizing the Support Staff Collective Agreement. The SRAA department will focus on three major areas:

1. Academic advising to dismissed and interrupted students between semesters.
2. Predictive and proactive interaction to academically vulnerable students at the beginning of each semester.
3. Connecting with students after the mid-term progress reports have been issued to ensure St. Clair students understand and utilize the resources available to them to support success.

STUDENT RETENTION AND SUCCESS REPORT

1. Retained Dismissals

Prior to Fall 2021, a total of 1,242 dismissals were identified, impeding enrolment of those impacted. A dismissal occurs when the semester or cumulative Grade Point Average (GPA) falls below 2.0. The newly created Student Retention and Academic Advising Office was tasked with retaining the educational pathways of these students, where possible. As a result of academic standing and progression policies, not all academically dismissed students are eligible for re-admission.

A total of 674 were successfully readmitted from the 866 students that applied for readmission. All re-admitted students must have completed modules in Pearson MyLab (an assessment tool used to improve comprehension and support future academic performance through the reinforcement of skills).

Incoming Semester	Dismissals	Student Re-Admit Requests	Dismissed Status Re-Admit Requests		Successfully Re-Admitted	Denied	Re-admission Retention Rate for Dismissed Students
			1 st	2 nd			
Fall 2021	1,242	866	606	260	674	195	54.26%

A future report will be provided to the Board on the College's Retention Rates.

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Direction #2 – Students (Retention, Graduation Rate and Success), as it pertains to increasing student success utilizing the development of a Student Retention and Student Success Report to support student success for information.



TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: STRATEGIC DIRECTIONS UPDATE – STUDENTS (RETENTION, GRADUATION RATE AND SUCCESS) - INCREASE ENROLMENT

SECTOR: INTERNATIONAL RELATIONS, CAMPUS DEVELOPMENT AND STUDENT SERVICES - RON SEGUIN, VICE PRESIDENT

AIM:

To provide the Board of Governors with an update on the Strategic Directions (2021-2022). This update pertains to Strategic Direction #2 – Students (Retention, Graduate Rate and Success) - Increase International Enrolment. Specific details include the following:

Goal	Objective	Measure	Target
Increase Enrolment	International Enrolment.	Increase PCPP enrolment by 40% by adding additional campuses.	November 2021

BACKGROUND:

St. Clair College’s Public College Private Partner (PCPP) – Ace Acumen Academy has experienced significant enrolment growth from Fall 2019 to Fall 2021. Although COVID-19 has delayed campus expansion, significant progress has been made. This includes:

- Ace Acumen Academy purchasing a new property in Brampton, Ontario to complement existing campuses in Mississauga and Toronto. The 33,000 square foot building was acquired on June 30, 2021. With capacity for 1,000 students, this facility will allow for student expansion and an enhanced student experience at the Toronto campuses as programs are moved to the new facility. We are planning for the PCPP enrolment to grow to 3,500 students in Fall 2022.
- Ace Acumen Academy has acquired a Private Career College in Richmond, British Columbia. This will allow Ace Acumen the opportunity to acquire the mandated Private Training Institutions Branch (PTIB) license to establish programming. Further development work including site location and curriculum approval is underway. Approval will also be required from the Ontario Ministry of Colleges and Universities.

PCPP Enrolment 2019-2021	
Semester	Full Time Students International
Fall 2019 (baseline)	1,077
Fall 2020	2,699
Fall 2021	3,024

Since Fall 2019, PCPP enrolment has grown by 180.78%.

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Direction #2 – Students (Retention, Graduate Rate and Success) - Increase International Enrolment, for information.



TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: STRATEGIC DIRECTION UPDATE: COMMUNITY ENGAGEMENT (LEADERSHIP, COMMUNICATION AND PARTNERSHIP) – INCREASE/MONITOR COMMUNITY LOCAL IMPACT

SECTOR: FINANCE
MARC JONES, VICE PRESIDENT & CHIEF FINANCIAL OFFICER

AIM:

To provide the Board with an update on Strategic Directions (2021–2022). This update pertains to Strategic Direction #3 – Community Engagement (Leadership, Communication and Partnership), as it pertains to monitoring and increasing the College’s economic impact on its local community. Specific details include the following:

Goal	Objective	Measure	Target
Increase / Monitor Community Local Impact	Monitor and increase economic impact on local community.	Conduct annual research of community spending and impact	Annually

BACKGROUND:

The College engaged EMSI in 2018 to perform an economic value study. The study assessed the impact of the College on the regional economy and the benefits generated by the College for its main stakeholders: students, taxpayers, and society. The study reports on two main measures: economic impact and return on investment. The results of the 2018 study showed that the College has a significant positive impact on the business community in the regional economy and generates benefits in return for the investments made by students, taxpayers, and society.

The College had EMSI refresh the economic value study in 2019. This was done in response to the initial parameters outlined in the SMA3, as one of the ten metrics that

would be included in performance/outcome-based funding envelope. As the SMA3 process progressed, the College determined that using the economic value study as a metric could present challenges when trying to minimize the risk of reduced performance/outcome-based funding. This is due to the lack of economic value data beyond two years, external data changes (i.e. census) that make year over year comparisons difficult and leads to a problematic allowable performance target set by the Ministry. That being said, the EMSI report provided supporting documentation for our Economic Impact of International Students metric.

The 2019 economic value study was presented to the Board of Governors on January 25, 2020. It showed strong improvement from the 2018 study on the economic impact and return on investment metrics. The College indicated it was committed to continuing with the study on an annual basis for the next five years (2024-25). An additional benefit of the study is that it allows the College to utilize the data when collaborating with community partners, as it assesses the College’s impact on the regional economy and the benefits generated by our main stakeholder groups.

In following through with its five-year commitment, the College had EMSI refresh the economic value study for 2020 and 2021. The 2020 study was given to the Board of Governors on November 24, 2020. Appendix A is attached that includes the 2021 study’s Executive Summary and Fact Sheet. While this report is useful in demonstrating the current value of St. Clair College, it is not intended for comparison with previous studies conducted by EMSI. It has been noted by EMSI that the differences between study results year over year do not necessarily indicate changes in the value of the College. It only reflects that there were changes in external data or the College’s data.

The College’s 2021 study showed the following results on the report’s metrics:

Measure	2021	2020	2019
Operations Spending Impact	123.0	133.1	123.6
Student Spending Impact	8.2	25.6	16.5
Alumni Spending Impact	653.2	647.9	630.8
Total Jobs Supported	8,859	9,381	7,414
Investment – Students Gain	2.2	2.1	2.4
Investment – Taxpayers Gain	8.6	7.6	5.9
Investment – Society Gain	8.7	7.2	7.7

The above investment results show that an investment in St. Clair College is worthwhile as the benefits outweigh the costs. Students realize higher future earnings, taxpayers fully recover their investment, and society benefits through the external or incidental benefits of education.

The decline from 2020 to 2021 in three metrics is due to COVID-19:

- **Operations Spending:** The College significantly reduced its part-time staffing resources and discretionary expenditures to minimize the financial impact of the pandemic.

- **Student Spending:** Significant international students were taught online from their

home country instead of in our region.

- Total Jobs Supported: Due to the decline in the operations and student spending, the College's total economic impact to the region was reduced which inherently reduced the number of jobs supported.

Despite the decline due to COVID-19, the College continues to promote economic growth and impact to the Windsor-Essex and Chatham-Kent regions. The results of these studies will be shared with our local municipal leaders on December 3, 2021.

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Direction #3 – Community Engagement (Leadership, Communication and Partnership), as it pertains to monitoring and increasing the College's economic impact on its local community, as information.



The Economic Value of St. Clair College of Applied Arts and Technology



ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY (SCC) creates value in many ways. The college plays a key role in helping students increase their employability and achieve their individual potential. It draws students to the region, generating new dollars and opportunities for Windsor & Chatham-Kent. SCC provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, SCC is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

SCC influences both the lives of its students and the regional economy. The college supports a variety of industries in Windsor & Chatham-Kent, serves regional businesses, and benefits the provincial government through increased tax revenues and public sector savings. The benefits created by SCC even extend to society as a whole in Ontario, which benefits from an expanded economy and improved quality of life.

This study measures the economic impacts created by SCC on the business community and the benefits the college generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:



Economic impact analysis



Investment analysis

All results reflect employee, student, and financial data, provided by the college, for fiscal year (FY) 2020-21. Impacts on the Windsor & Chatham-Kent economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Ontario are reported under the investment analysis.



WINDSOR & CHATHAM-KENT
Ontario

SCC influences both the lives of its students and the regional economy.

ECONOMIC IMPACT ANALYSIS



SCC promotes economic growth in Windsor & Chatham-Kent through its direct expenditures and the resulting expenditures of students and regional businesses. The college serves as an employer and buyer of goods and services for its day-to-day operations and construction. The college's activities attract students from outside Windsor & Chatham-Kent, whose expenditures benefit regional vendors. In addition, SCC is a primary source of postsecondary education to Windsor & Chatham-Kent residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

Operations spending impact



SCC adds economic value to Windsor & Chatham-Kent as an employer of regional residents and a large-scale buyer of goods and services. In FY 2020-21, the college employed faculty and staff equivalent to 735 full-time employees, all of whom lived in Windsor & Chatham-Kent. Total payroll at SCC was \$85.5 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the college spent \$102.7 million on day-to-day expenses related to facilities, supplies, and professional services.

SCC's day-to-day operations spending added \$123 million in income to the region during the analysis year. This figure represents the college's payroll, the multiplier effects generated by the in-region spending of the college and its employees, and a downward adjustment to account for funding that the college received from regional sources. The \$123 million in added income is equivalent to supporting 1,276 jobs in the region.

Construction spending impact



SCC spends millions on construction each year to maintain its facilities, create additional capacities, and meet its growing educational demands. While the amount varies from year to year, this spending generates a short-term infusion of spending and jobs in the regional economy. The quick infusion of income and jobs that occurred in the regional economy as a result of this construction spending is considered short-term due to the one-time nature of such projects. Nonetheless, the college's construction spending had a substantial impact on the regional economy in FY 2020-21, equal to \$7.4 million in added income and equivalent to supporting 59 jobs.

IMPACTS CREATED BY SCC IN FY 2020-21



Operations spending impact

\$123 million



Construction spending impact

\$7.4 million



Student spending impact

\$8.2 million



Alumni impact

\$653.2 million



TOTAL ECONOMIC IMPACT

\$791.7 million

OR

Jobs supported

8,859

Student spending impact



Around 44% of credit students attending SCC originated from outside the region in FY 2020-21, and some of these students relocated to Windsor & Chatham-Kent to attend SCC. These students may not have come to the region if the college did not exist. In addition, some in-region students, referred to as retained students, would have left Windsor & Chatham-Kent if not for the existence of SCC. While attending the college, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated \$8.2 million in added income for the regional economy in FY 2020-21, which supported 184 jobs in Windsor & Chatham-Kent.

Alumni impact



The education and training SCC provides for regional residents has the greatest impact. Since its establishment, students have studied at SCC and entered the regional workforce with greater knowledge and new skills. Today, thousands of former SCC students are employed in Windsor & Chatham-Kent. As a result of their SCC educations, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2020-21, SCC alumni generated \$653.2 million in added income for the regional economy, which is equivalent to supporting 7,340 jobs.

Total impact

SCC added \$791.7 million in income to the Windsor & Chatham-Kent economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the \$791.7 million impact was equal to approximately 2.7% of the total gross regional product (GRP) of Windsor & Chatham-Kent. This contribution that the college provided on its own is as large as the entire Finance & Insurance industry in the region.

SCC's total impact can also be expressed in terms of jobs supported. The \$791.7 million impact supported 8,859 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that

one out of every 33 jobs in Windsor & Chatham-Kent is supported by the activities of SCC and its students. In addition, the \$791.7 million, or 8,859 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, SCC's activity and alumni in the Health Care & Social Assistance industry sector supported 1,859 jobs in FY 2020-21. These are impacts that would not have been generated without the college's presence in Windsor & Chatham-Kent.

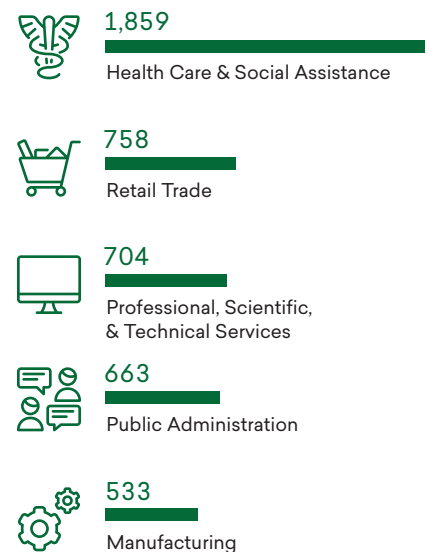
One out of every 33 jobs in Windsor & Chatham-Kent is supported by the activities of SCC and its students.

Impact of international students

International students are an important part of the SCC community. In FY 2020-21, SCC served 4,798 international students, many of whom relocated to Windsor & Chatham-Kent. These students brought new money to the regional economy through their spending on housing, food, and other living expenses. International student spending in FY 2020-21 generated \$4 million in added income for the regional economy.

It is estimated that 50% of international students remain in the region after finishing their time at SCC. Today, thousands of these students are employed in Windsor & Chatham-Kent, receiving higher earnings and increasing the productivity of the businesses that employ them. In FY 2020-21, these active alumni generated \$214.2 million in added income for the economy.

TOP INDUSTRY IMPACTS (JOBS SUPPORTED)





An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers SCC as an investment from the perspectives of students, taxpayers, and society in Ontario.

Student perspective



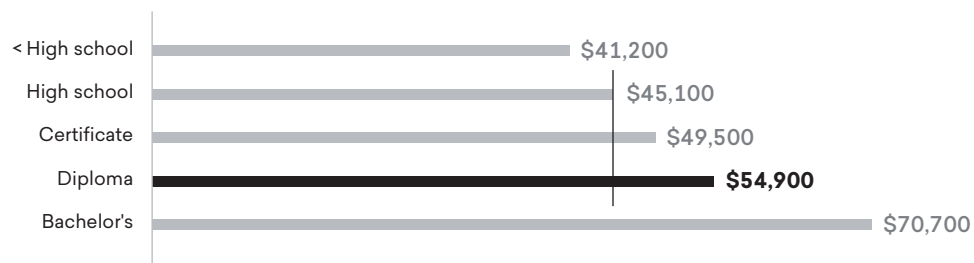
In FY 2020-21, SCC served 11,312 credit and 1,729 non-credit students. In order to attend the college, the students paid for tuition, fees, books, and supplies. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by SCC's students in FY 2020-21 amounted to a present value of \$292.6 million, equal to \$150.2 million in out-of-pocket expenses and \$142.4 million in forgone time and money.

In return for their investment, SCC's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average SCC diploma graduate from FY 2020-21 will see an increase in earnings of \$9,800 each year compared to a person with a high school diploma or equivalent working in Ontario. Over a working lifetime, the benefits of the diploma over a high school diploma will amount to an undiscounted value of \$421.4 thousand in higher earnings per graduate. Altogether, SCC's FY 2020-21 students will receive \$632.8 million in higher future earnings over their working lives, as a result of their education and training at SCC.

The students' benefit-cost ratio is 2.2. In other words, for every dollar students invest in SCC, in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$2.20 in higher future earnings. Annually, the students' investment in SCC has an average annual internal rate of return of 13.8%.



The average diploma graduate from SCC will see an increase in earnings of **\$9,800** each year compared to a person with a high school diploma or equivalent working in Ontario.



Source: Derived from data supplied by Statistics Canada and the Emsi Burning Glass CRIO model.

Taxpayer perspective



SCC generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the provincial government will collect from the added revenue created in the province. As SCC students earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2020-21 students' working lives, the provincial government will have collected a present value of \$445.7 million in added tax revenue.

Benefits to taxpayers also consist of savings generated by the improved lifestyles of SCC students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. Students' SCC educations will generate savings in three main categories: 1) healthcare, 2) crime, and 3) income assistance. Improved health will lower students' demand for health care services. In addition, students will be less likely to interact with the criminal justice system, resulting in a reduced demand for law enforcement and reduced victim costs. SCC students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the college for a copy of the main report. Altogether, the present value of the benefits associated with a SCC education will generate \$12.6 million in savings to provincial taxpayers.

Total taxpayer benefits amount to \$458.2 million, the present value sum of the added taxes and public sector savings. Taxpayer costs are \$53.4 million, equal to the amount of provincial government funding SCC received in FY 2020-21. These benefits and costs yield a benefit-cost ratio of 8.6. This means that for every dollar of public money invested in SCC in FY 2020-21, taxpayers will receive a cumulative value of \$8.60 over the course of the students' working lives. The average annual internal rate of return for taxpayers is 59.5%, which compares favorably to other long-term investments in the public and private sectors.

For every dollar of public money invested in SCC, taxpayers will receive a cumulative value of **\$8.60** over the course of the students' working lives.

Social perspective



Society as a whole in Ontario benefits from the presence of SCC in two major ways. Primarily, society benefits from an increased economic base in the province. This is attributed to higher student earnings and increased business output, which raise economic prosperity in Ontario.

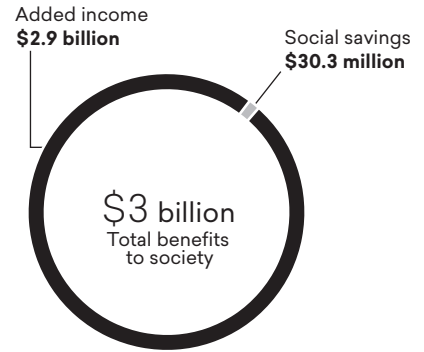
Benefits to society also consist of the savings generated by the improved lifestyles of SCC students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided

medical costs associated with smoking, alcohol dependence, obesity, and mental illness. Crime savings include reduced criminal justice system expenditures, lower victim costs, and increased productivity of individuals who are working rather than spending time in custody. Income assistance savings include the reduced demand for employment insurance benefits and employment-related social assistance. For a list of study references, contact the college for a copy of the main report.

Altogether, the social benefits of SCC equal a present value of \$3 billion. These benefits include \$2.9 billion in added income through students' increased lifetime earnings and increased business output, as well as \$26.6 million in social savings related to health, crime, and income assistance in Ontario. People in Ontario invested a present value total of \$341 million in SCC in FY 2020-21. These costs include all college and student costs.

The benefit-cost ratio for society is 8.7, equal to the \$3 billion in benefits divided by the \$341 million in costs. In other words, for every dollar invested in SCC, people in Ontario will receive a cumulative value of \$8.70 in benefits. The benefits of this investment will occur for as long as SCC's FY 2020-21 students remain employed in the provincial workforce.




**SOCIAL BENEFITS
IN ONTARIO FROM SCC**



Source: Emsi Burning Glass impact model.

Summary of investment analysis results

The results of the analysis demonstrate that SCC is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in a SCC education. At the same time, taxpayers' investment in SCC returns more to government budgets than it costs and creates a wide range of social benefits throughout Ontario.

 STUDENT PERSPECTIVE		 TAXPAYER PERSPECTIVE		 SOCIAL PERSPECTIVE	
Present value benefits \$632.7 million		Present value benefits \$458.2 million		Present value benefits \$3 billion	
Present value costs \$292.6 million		Present value costs \$53.4 million		Present value costs \$341 million	
Net present value \$340.1 million		Net present value \$404.9 million		Net present value \$2.6 billion	
Benefit-cost ratio 2.2	Rate of return 13.8%	Benefit-cost ratio 8.6	Rate of return 59.5%	Benefit-cost ratio 8.7	Rate of return n/a*

* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

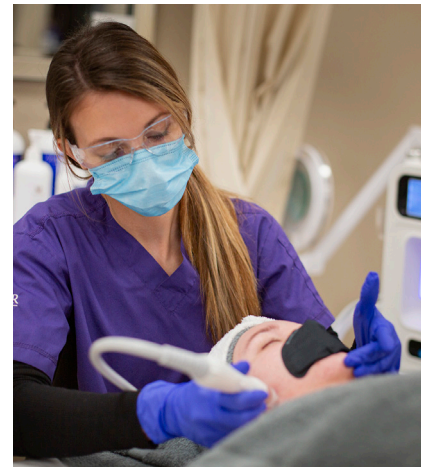
CONCLUSION

The results of this study demonstrate that SCC creates value from multiple perspectives. The college benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. SCC enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The college benefits provincial taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, SCC benefits society as a whole in Ontario by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

About the study

Data and assumptions used in the study are based on several sources, including the FY 2020-21 academic and financial reports from SCC, industry and employment data from Statistics Canada, outputs of Emsi Burning Glass's Canadian Regional Input-Output model, and a variety of studies and surveys relating education to social behaviour. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact SCC for a copy of the main report.

The results of this study demonstrate that SCC creates value from **multiple perspectives**.



Emsi Burning Glass provides colleges and universities with labour market data that helps create better outcomes for students, businesses, and communities. Our data, which cover more than 99% of the U.S. workforce, are compiled from a wide variety of government sources, job postings, and online profiles and résumés. Hundreds of institutions use Emsi Burning Glass to align programs with regional needs, drive enrollment, connect students with in-demand careers, track their alumni's employment outcomes, and demonstrate their institution's economic impact on their region. Visit economicmodeling.com/higher-education to learn more or connect with us.

The Economic Value of St. Clair College of Applied Arts and Technology



St. Clair College of Applied Arts and Technology (SCC) creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups—students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits received by each of these groups. Results of the analysis reflect fiscal year (FY) 2020-21.



ECONOMIC IMPACT ANALYSIS

In FY 2020-21, SCC added **\$791.7 million** in income to the Windsor & Chatham-Kent economy, a value approximately equal to **2.7%** of the region's total gross regional product (GRP). Expressed in terms of jobs, SCC's impact supported **8,859 regional jobs**. For perspective, the activities of SCC and its students support **one out of every 33 jobs** in Windsor & Chatham-Kent.

OPERATIONS SPENDING IMPACT

- SCC employed 735 full-time equivalent (FTE) employees in FY 2020-21. Payroll amounted to \$85.5 million, much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. The college spent another \$102.7 million on day-to-day expenses related to facilities, supplies, and professional services.

- The net impact of the college's operations spending added **\$123 million** in income to the regional economy.

CONSTRUCTION SPENDING IMPACT

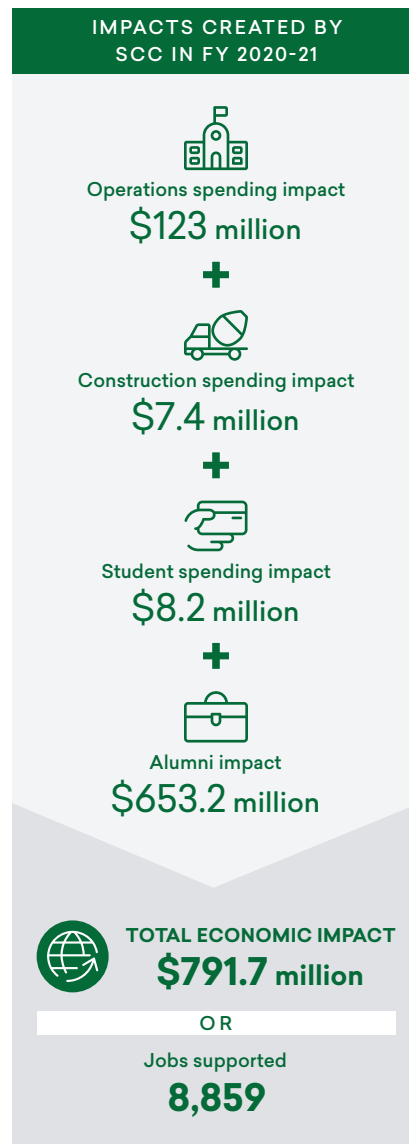
- SCC spends money on construction each year to maintain its facilities, create additional capacities, and meet its growing educational demands. While the amount varies from year to year, this spending generates a short-term infusion of spending and jobs in the regional economy.
- The net impact of SCC's construction spending in FY 2020-21 was **\$7.4 million** in added income for Windsor & Chatham-Kent.

STUDENT SPENDING IMPACT

- Around 44% of credit students attending SCC originated from either outside the region or outside Canada in FY 2020-21, and some of these students relocated to Windsor & Chatham-Kent to attend SCC. In addition, a number of local students would have left the region if not for SCC.
- These students spent money on groceries, mortgage and rent payments, and so on at regional businesses. This spending in FY 2020-21 added **\$8.2 million** in income to the Windsor & Chatham-Kent economy. Of this impact, **\$4 million** is attributable to international students who relocated to Windsor & Chatham-Kent to attend SCC.

ALUMNI IMPACT

- Over the years, students have studied at SCC and entered or re-entered the workforce with newly-acquired knowledge and skills. Today, thousands of these former students are employed in Windsor & Chatham-Kent.
- The net impact of SCC's former students currently employed in the regional workforce amounted to **\$653.2 million** in added income in FY 2020-21. Of this impact, **\$214.2 million** is attributable to former international students working in Windsor & Chatham-Kent.





INVESTMENT ANALYSIS

STUDENT PERSPECTIVE

- SCC's FY 2020-21 students paid a present value of **\$150.2 million** to cover the cost of tuition, fees, and supplies. They also forwent **\$142.4 million** in money that they would have earned had they been working instead of attending college.
- In return for their investment, students will receive **\$632.8 million** in increased earnings over their working lives. This translates to a return of **\$2.20** in higher future earnings for every dollar students invest in their education. Students' average annual rate of return is **13.8%**.

TAXPAYER PERSPECTIVE

- Provincial taxpayers provided SCC with **\$53.4 million** of funding in FY 2020-21. In return, they will benefit from added tax revenue, stemming from students' higher lifetime earnings and increased business output, amounting to **\$445.7 million**. A reduced demand for government-funded services in Ontario will add another **\$12.6 million** in benefits to taxpayers.
- For every dollar of public money invested in SCC, taxpayers will receive **\$8.60** in return, over the course of students' working lives. The average annual rate of return for taxpayers is **59.5%**.

SOCIAL PERSPECTIVE

- In FY 2020-21, society in Ontario invested **\$341 million** to support SCC, including all student and all college costs. In turn, the Ontario economy will grow by **\$2.9 billion**, over the course of students' working lives. Society will also benefit from **\$30.3 million** in present value social savings related to reduced crime, reduced demand for income assistance, and increased health and well-being across the province.
- For every dollar invested in SCC in FY 2020-21, people in Ontario will receive **\$8.70** in return, for as long as SCC's FY 2020-21 students remain active in the provincial workforce.





TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: STRATEGIC DIRECTIONS UPDATE – HUMAN RESOURCES (STAFF DEVELOPMENT, EFFICIENCY, EFFECTIVENESS AND WELLNESS) – DEVELOPMENT OF HUMAN RESOURCES – STAFF WELLNESS

SECTOR: HUMAN RESOURCES, SAFETY, SECURITY AND FACILITIES MANAGEMENT – JOE SIRIANNI, VICE PRESIDENT

AIM:

To provide the Board of Governors with an update on the Strategic Directions (2021 – 2022). This update is related to Strategic Direction #4 – Human Resources (Staff Development, Efficiency, Effectiveness and Wellness), in regard to monitoring institutional WSIB lost sick time. Specific details include the following:

Goal	Objective	Measure	Target
Development of Human Resources	Staff Wellness.	Monitor institutional WSIB lost sick time.	Annually

BACKGROUND:

The Health, Safety and Wellness department continuously monitors institutional WSIB lost sick time and promotes preventative measures to help reduce lost time. Standard operating procedures have been created to ensure safe working conditions. The Occupational Health & Safety department has been working to finalize a musculoskeletal disorder prevention program that includes office ergonomics, manual material handling and lifting techniques. The Health and Safety department continues to promote our health, safety and wellness policies and procedures through various mechanisms including “Spotlight on Safety” and “Weekly Health Tips”.

WSIB lost sick time outcomes include:

Date	WSIB Lost Sick Time
2018-2019	Lost sick time – 9 days
2019-2020	Lost sick time – 1 day
2020-2021	Lost sick time - 7 days

St. Clair College saw an increase in WSIB lost sick time, however, we are on track to have the lowest number of recordable injuries (an injury that has resulted in an accident report being filed) in 2021. The lost time in 2020-2021 resulted from three minor injuries and further lost time was

mitigated by having a strong return to work program that focused on safe employee accommodation plans where appropriate.

Date	Number of Recordable Injuries
2018- 2019	18
2019- 2020	12
2020-2021(YTD)	9

Indicates April 1 to March 31

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Direction # 4 – Human Resources (Staff Development, Efficiency, Effectiveness and Wellness) in regard to monitoring institutional WSIB lost sick time, for information.



ST. CLAIR

C O L L E G E

TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

**RE: FINANCIAL MONITORING REPORT:
2021-22 MID-YEAR BUDGET REPORT**

**SECTOR: FINANCE
MARC JONES, VICE PRESIDENT & CHIEF FINANCIAL OFFICER**

AIM:

To obtain Board approval for the 2021-22 Mid-Year Budget Report.

BACKGROUND:

It is the practice of St. Clair College to review its revenue and expenditure patterns at mid-year to ensure the financial plan is being achieved and to assist in the preparation of financial plans for subsequent years.

The proposed 2021-22 Mid-Year Budget Report incorporates the following:

1. Statement of Operations Budget
2. Statement of Financial Position Projection
3. Non-Committed Cash Projection
4. Financial Sustainability Metrics

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors approve the 2021-22 Mid-Year Budget Report.

STATEMENT OF OPERATIONS BUDGET

EXECUTIVE SUMMARY (Schedule I)

The purpose of the mid-year budget is to review our financial plan based on six months activity and to project whether the planned year-end results will be achieved without significant adjustments to operations. If adjustments are required, appropriate steps are developed as part of the review process.

The 2021-22 budget approved by the Board on March 23, 2021 provided for a surplus position of \$27,342,751. At that meeting, Administration provided the Board with an update on the ongoing budget pressures and risks, including COVID-19 and potential impacts to international recruitment for 2021-22.

Administration continues to move forward with capital expenditures and operational requirements within the framework of the current Strategic Directions. Based on the mid-year review analysis, the College is projecting a surplus position of \$20,831,041 at March 31, 2022, which is \$6,511,711 lower than the original budget surplus position.

The revised projection for total operating and ancillary revenue for 2021-22 is \$265,604,132, representing a decrease of \$15,043,490 or 5% over the original budget of \$280,647,622.

The revised projection for total operating and ancillary expenditures for 2021-22 is \$244,773,091 representing a decrease of \$8,531,780 or 3% over the original budget of \$253,304,871.

CHANGES TO REVENUE (Schedule II)

Overall, revenues decreased by \$15,043,490 or 5% over the original budget. The following highlights compare the original budget approved by the Board to some of the major changes in revenue:

- Total MCU Operating Grants increased by \$772,946 or 2% over the original budget, primarily due to a decrease in the Ministry's International Student Recovery program of \$850,500 because of lower international student enrolment than planned.
- Total Contract Income increased by \$1,140,297 or 7% over the original budget due to the following:
 - Decrease in the School College Work Initiative Grant of \$3,749,743 due to an adjustment to record revenue from a gross basis to net basis.
 - Increase in Other due to the Ontario government's approximate funding of \$4,275,482 for an accelerated Personal Support Worker program that covers

students' tuition and other expenses, allowing participants to graduate with full credentials in six months. This funding was unknown when the budget was originally developed.

- Total Tuition revenue decreased by \$19,648,282 or 12% over the original budget due to the following:
 - Decrease in the Domestic Tuition revenue budget of \$620,490 due to lower enrolment. The current year's Fall semester "Day 10" revised enrolment totaled 6,691 full-time domestic students compared to a budget assumption of 7,470 students. Domestic Tuition revenue is subject to adjustments for dismissals, withdrawals, and new students enrolling in the Winter semester.
 - Decrease in the International Tuition revenue of \$17,342,520 due to lower enrolment across the Spring and Fall semesters. The current year's Fall semester "Day 10" revised international enrolment totaled 3,866 compared to a budget assumption of 4,620. International Tuition revenue is subject to adjustments for dismissals, withdrawals, student VISA denials, immigration matters, and new students enrolling in the Winter semester.
 - Decrease in the PCPP Tuition revenue of \$1,681,272 due to lower enrolment from the Spring semester. The current year's Fall semester "Day 10" international enrolment totaled 3,024 compared to a budget assumption of 3,000. PCPP Tuition revenue is subject to adjustments for dismissals, withdrawals, student VISA denials, immigration matters, and new students enrolling in the Winter semester.
- Total "Other" income increased by \$4,155,225 or 9% over the original budget due to the following:
 - Increase in Investment Income of \$1,100,000 due to funds continuing to be invested in GICs over the remainder of the fiscal year instead of being invested in bond / equity markets.
 - Increase in Divisional Income of \$3,119,017 mostly due to increases in international student application fees and material / kit fees due to higher applications and enrolment in certain programs than originally planned.

CHANGES IN EXPENDITURES (Schedule III)

Overall, expenditures decreased by \$8,531,780 or 3% over the original budget. The following highlights compare the original budget approved by the Board to some of the major changes in expenditures:

- Total Salaries & Benefits decreased by \$2,217,005 or 2%. The decrease is primarily due to the following:
 - Decrease in Full-Time Faculty salaries: \$1,755,203
 - Decrease in Full-Time Support salaries: \$1,260,994
 - Decrease in Fringe Benefits: \$392,585

The decrease in Salaries & Benefits is a result of less active staffing resources than planned due to delayed hires and unplanned retirements.

- Total Non-Salary Expenditures decreased by \$5,182,327 or 3%. The decrease is primarily due to the following:
 - Decrease in Amortization of \$1,027,259 due to delays in capital project spending.
 - Decrease in Contracted Educational Services of \$5,758,818 due to lower enrolment than planned at the Toronto Campus, and less funds being flowed to Ace Acumen, and the adjustment of the School College Work Initiative Grant from a gross basis to net basis.
 - Decrease in Contracted Services Other of \$4,449,824 due to lower agent commissions because of lower international student enrolment.
 - Increase in Premise Rental of \$915,448 due to higher than planned accommodation costs for the international student arrival protocol.
 - Increase in Stipends & Allowances & Scholarships of \$3,351,903 due to funds being flowed to students enrolled in the accelerated Personal Support Worker program.
 - Increase to the following because of the College's COVID-19 vaccine policy:
 - Office Supplies of \$335,265 due to rapid testing kits.
 - Increase in Security Services of \$413,000 due to increased monitoring.
 - Other of \$868,436 due to technology and resources to capture, track and report on vaccinations.

Administration continues its on-going efforts of managing expenditures to achieve the overall expenditures budget.

CHANGES IN ANCILLARY OPERATIONS (Schedules IV - A & B)

The Ancillary Operations overall original budget deficit of \$345,310 has increased by \$331,228 to a mid-year budget deficit of \$676,538. This is due to COVID-19 continuing to negatively impact the revenue generating ability of the St. Clair College Centre for the Arts.

PLANNING FOR 2022-23

The results of this mid-year review will be incorporated into our planning for 2022-23. We will continue to inform the Board as new information is available and our plans are developed.

SCHEDULE I

**St. Clair College of Applied Arts and Technology
Statement of Operations Summary: 2021-22**

	A Budget Income Statement 2021-22 \$	B MYR Income Statement 2021-22 \$	B - A Variance \$	
<u>REVENUE</u>				
MCU Operating Grants	41,201,081	41,974,027	772,946	
Contract Income	16,830,119	17,970,416	1,140,297	
Tuition	167,836,374	148,188,092	(19,648,282)	
Other	46,177,606	50,332,830	4,155,225	
Total Operating Revenue	272,045,179	258,465,365	(13,579,814)	
Total Ancillary Revenue	8,602,443	7,138,767	(1,463,676)	
TOTAL REVENUE	280,647,622	265,604,132	(15,043,490)	-5%
<u>EXPENDITURES</u>				
Salaries & Benefits	95,480,638	93,263,632	(2,217,005)	
Non Salary	148,876,481	143,694,154	(5,182,327)	
Total Operating Expenditures	244,357,118	236,957,786	(7,399,332)	
Total Ancillary Expenditures	8,947,753	7,815,305	(1,132,448)	
TOTAL EXPENDITURES	253,304,871	244,773,091	(8,531,780)	-3%
TOTAL SURPLUS / (DEFICIT)	27,342,751	20,831,041	(6,511,711)	

SCHEDULE II

St. Clair College of Applied Arts and Technology			
Statement of Revenue: 2021-22			
	A	B	
	Budget	MYR	
	Income	Income	
	Statement	Statement	B - A
	2021-22	2021-22	Variance
REVENUE	\$	\$	\$
Enrolment Based Envelope: see note 1	29,001,767	25,993,959	(3,007,808)
Differentiation Envelope: see note 2	15,715,911	18,649,371	2,933,460
Special Purpose / Other Grants: see note 3	(3,516,597)	(2,669,303)	847,295
Total MCU Operating Grants	41,201,081	41,974,027	772,946 2%
Apprenticeship	3,540,251	3,634,046	93,795
Canada Ontario Jobs Grant	507,216	507,216	-
Employment Ontario	3,056,813	3,056,813	-
Youth Job Connection	1,337,400	1,337,400	-
Literacy & Basic Skills	1,376,172	1,386,172	10,000
School College Work Initiative	5,420,985	1,671,242	(3,749,743)
Second Career	400,000	450,000	50,000
Other: see note 4	1,191,282	5,927,527	4,736,245
Total Contract Income	16,830,119	17,970,416	1,140,297 7%
Post Secondary - Domestic	24,473,533	23,853,043	(620,490)
Post Secondary - International	84,326,121	66,983,601	(17,342,520)
Post Secondary - PCPP	58,343,620	56,662,348	(1,681,272)
Continuing Education	693,100	689,100	(4,000)
Total Tuition	167,836,374	148,188,092	(19,648,282) -12%
Investment Income	3,600,000	4,700,000	1,100,000
Contract Training	185,000	185,000	-
International Projects	125,000	195,000	70,000
PCPP Fee-for-Service	20,083,923	19,864,107	(219,816)
Other: see note 5	1,276,095	1,678,999	402,904
Divisional Income	14,650,107	17,769,123	3,119,017
Amortization of DCC	6,257,481	5,940,601	(316,880)
Total Other	46,177,606	50,332,830	4,155,225 9%
Total Revenue Before Ancillary	272,045,179	258,465,365	(13,579,814)
Ancillary Revenue	8,602,443	7,138,767	(1,463,676) -17%
TOTAL REVENUE	280,647,622	265,604,132	(15,043,490) -5%

SCHEDULE III

St. Clair College of Applied Arts and Technology Statement of Expenditures: 2021-22

	A Budget Income Statement 2021-22 \$	B MYR Income Statement 2021-22 \$	B - A Variance \$	
EXPENDITURES				
Administrative: Full-Time	8,013,792	8,128,473	114,681	
Administrative: Part-Time	1,484,510	1,778,107	293,597	
Faculty: Full-Time	34,576,942	32,821,739	(1,755,203)	
Faculty: Part-Time	13,695,854	14,109,569	413,715	
Support: Full-Time	16,343,918	15,082,924	(1,260,994)	
Support: Part-Time	4,301,734	4,671,517	369,783	
Fringe Benefits	17,063,888	16,671,303	(392,585)	
Total Salaries & Benefits	95,480,638	93,263,632	(2,217,005)	-2%
Advertising	2,227,059	2,239,891	12,832	
Contracted Cleaning Service	3,136,000	3,149,300	13,300	
Contracted Educational Services	65,510,491	59,751,673	(5,758,818)	
Contracted Services Other	22,200,973	17,751,149	(4,449,824)	
Equipment Maintenance & Repairs	3,561,369	3,671,512	110,143	
Equipment Rentals	2,749,200	2,700,700	(48,500)	
Instructional Supplies	5,170,267	5,269,183	98,916	
Insurance	7,222,780	7,378,996	156,216	
Janitorial & Maintenance Supplies	811,898	567,550	(244,348)	
Memberships & Dues	580,642	615,279	34,637	
Municipal Taxes	778,375	740,454	(37,921)	
Office Supplies	828,052	1,163,317	335,265	
Premise Rental	3,137,493	4,052,941	915,448	
Professional Development	605,006	583,538	(21,468)	
Security Services	2,558,500	2,971,500	413,000	
Stipends & Allowances & Scholarships	3,436,034	6,787,937	3,351,903	
Student Assistance: 30% Tuition	2,032,250	2,032,250	-	
Travel	623,400	689,115	65,715	
Utilities	4,908,300	4,938,300	30,000	
Other: see note 6	4,773,566	5,642,002	868,436	
Amortization	12,024,826	10,997,567	(1,027,259)	
Total Non-Salary Expenditures	148,876,481	143,694,154	(5,182,327)	-3%
Total Operating Expenditures	244,357,118	236,957,786	(7,399,332)	-3%
Ancillary Expenditures	8,947,753	7,815,305	(1,132,448)	-13%
TOTAL EXPENDITURES	253,304,871	244,773,091	(8,531,780)	-3%

SCHEDULE IV A

St. Clair College of Applied Arts and Technology			
Statement of Ancillary Operations: 2021-22			
	A	B	
	Budget	MYR	
	Income	Income	
	Statement	Statement	B - A
	2021-22	2021-22	Variance
	\$	\$	\$
<u>Ancillary: Revenue</u>			
Beverage Supplier	25,000	20,000	(5,000)
Bookstore - Windsor & Chatham	175,000	175,000	-
Green Giants	2,000	2,000	-
IRCDSS Special Events & Projects	119,500	119,500	-
Lockers Administration	48,000	48,000	-
Parking Lots	800,000	1,250,000	450,000
Residence - Windsor	3,089,943	2,829,878	(260,065)
Sky Volleyball	15,000	-	(15,000)
St. Clair College Centre for the Arts	2,428,000	694,389	(1,733,611)
Varsity Sports	1,400,000	1,400,000	-
Sports Park	200,000	200,000	-
Woodland Hills Golf Course	300,000	400,000	100,000
Total Revenue	8,602,443	7,138,767	(1,463,676) -17%
<u>Ancillary: Expense</u>			
Green Giants	-	-	-
IRCDSS Special Events & Projects	110,000	110,000	-
Parking Lots	1,579,150	1,579,150	-
Residence - Windsor	2,224,150	2,224,150	-
Residence - Chatham	95,000	95,000	-
Sky Volleyball	-	-	-
St. Clair College Centre for the Arts	2,835,442	1,883,234	(952,208)
Varsity Sports	1,605,861	1,425,621	(180,240)
Sports Park	200,000	200,000	-
Woodland Hills Golf Course	298,150	298,150	-
Total Expenditures	8,947,753	7,815,305	(1,132,448) -13%

SCHEDULE IV B

**St. Clair College of Applied Arts and Technology
Statement of Ancillary Operations Surplus/(Deficit): 2021-22**

	A	B	
	Budget	MYR	
	Income	Income	
	Statement	Statement	B - A
	2021-22	2021-22	Variance
	\$	\$	\$
Beverage Supplier: Revenue	25,000	20,000	(5,000)
Bookstore - Windsor & Chatham: Revenue	175,000	175,000	-
Sky Volleyball: Revenue	15,000	-	(15,000)
Sky Volleyball: Expenditures	-	-	-
	15,000	-	(15,000)
Green Giants: Revenue	2,000	2,000	-
Green Giants: Expenditures	-	-	-
	2,000	2,000	-
Lockers Administration: Revenue	48,000	48,000	-
IRCDSS Special Events & Projects: Revenue	119,500	119,500	-
IRCDSS Special Events & Projects: Expenditures	110,000	110,000	-
	9,500	9,500	-
Parking Lots: Revenue	800,000	1,250,000	450,000
Parking Lots: Expenditures	1,579,150	1,579,150	-
	(779,150)	(329,150)	450,000
Residence - Windsor: Revenue	3,089,943	2,829,878	(260,065)
Residence - Windsor: Expenditures	2,224,150	2,224,150	-
	865,793	605,728	(260,065)
Residence - Chatham: Expenditures	95,000	95,000	-
St. Clair College Centre for the Arts: Revenue	2,428,000	694,389	(1,733,611)
St. Clair College Centre for the Arts: Expenditures	2,835,442	1,883,234	(952,208)
	(407,442)	(1,188,845)	(781,403)
Varsity Sports: Revenue	1,400,000	1,400,000	-
Varsity Sports: Expenditures	1,605,861	1,425,621	(180,240)
	(205,861)	(25,621)	180,240
Sports Park: Revenue	200,000	200,000	-
Sports Park: Expenditures	200,000	200,000	-
	-	-	-
Woodland Hills Golf Course: Revenue	300,000	400,000	100,000
Woodland Hills Golf Course: Expenditures	298,150	298,150	-
	1,850	101,850	100,000
Total Revenue	8,602,443	7,138,767	(1,463,676)
Total Expenditures	8,947,753	7,815,305	(1,132,448)
Surplus/(Deficit)	(345,310)	(676,538)	(331,228)

Notes: Statement of Revenue & Expenditures

Note 1 REVENUE: Enrolment Based Envelope

Core Operating Grant

Note 2 REVENUE: Differentiation Envelope

Performance Funding

Note 3 REVENUE: Special Purpose / Other Grants

Accessibility Funding
Clinical Education
Collaborative Nursing
COVID-19 Support
International Student Recovery
Mental Health Worker and Services
Municipal Taxes

Note 4 REVENUE: Other

Campus Safety
Career Ready Fund
Credit Transfer Institutional Grant
Indigenous Student Success Fund
Indigenous Targeted Initiatives Fund
Personal Support Worker - Accelerated
Rapid Skills
Reporting Entities
WSIB

Note 5 REVENUE: Other

Administration Fees
Apprenticeship Classroom Fees
Credit Transfer Fees
CT In-Service Teacher Training
Gain/Loss on Sale of Assets
Graduation Fees
Miscellaneous Income
Termination Gratuities
Unrestricted Donations

Note 6 EXPENDITURES: Other

Audit Fees
Bad Debt
Bank Charges
Building Repairs & Maintenance
Capital Non-Depreciable
College Employer Council
Field Studies
Food Service
Grounds Maintenance
Learning Resource Material
Long-Term Debt Interest
Postage
Professional Fees
Staff Employment
Telephone
Vehicle

STATEMENT OF FINANCIAL POSITION PROJECTION

The intent of this report is to provide the Board with a forecast of our financial position at the end of the College's fiscal year in regards to Assets, Liabilities and Net Assets, based on information known when the Mid-Year Budget was developed.

St. Clair College of Applied Arts and Technology
Statement of Financial Position Projection
(\$ in 000's)

	6/22/2021		11/23/2021
	Actual	Budget	Mid-Year
	2020-21	2021-22	2021-22
1 Assets	471,409	543,792	534,074
11 Cash and Cash Equivalents	109,419	132,512	53,148
12 Accounts Receivable	10,515	10,515	10,515
14 Other Current Assets	155,335	157,911	238,727
15 CIP	7,272	24,369	24,077
16 Tangible Capital Assets	349,832	391,425	379,130
161 Land	5,634	5,634	6,086
162 Site Improvements	16,191	19,034	22,507
163 Building	233,684	263,249	247,857
164 Furniture and Equipment	88,304	97,490	96,660
165 IT	-	-	-
169 Other TCA	6,018	6,018	6,018
17 Tangible Capital Asset Accumulated Amortization	(172,029)	(184,055)	(183,028)
172 AA Site Improvements	(9,023)	(10,189)	(10,180)
173 AA Building	(81,228)	(87,296)	(86,645)
174 AA Furniture and Equipment	(78,490)	(82,441)	(82,128)
179 AA Other TCA	(3,289)	(4,129)	(4,075)
18 Long Term Receivable	-	-	-
19 Investments and Other Long Term Assets	11,065	11,115	11,505
2 Liabilities	301,885	343,440	351,092
21 Bank Indebtedness	-	-	-
22 Accounts Payable and Accrued Liabilities	51,759	52,128	60,502
221 Accounts Payable and Accrued Liabilities	50,377	50,377	58,856
222 Accrued Interest	14	307	201
223 Current Portion of Long term liabilities	1,368	1,444	1,444
23 Deferred Revenue	108,205	108,206	124,894
231 Deferred Revenue	8,405	8,405	8,405
232 Deferred Tuition Revenue	99,800	99,801	116,490
24 Restricted Contribution	1,968	1,968	1,968
25 Deferred Capital Contributions	127,296	149,634	135,814
26 Capital Lease	-	-	-
27 Debt	8,970	27,817	24,226
29 Other Long Term Liabilities	3,687	3,687	3,687
3 Net Assets	169,524	200,352	182,982
31 Unrestricted Net Assets	30,898	39,128	17,226
32 Internally Restricted Net Assets	81,743	91,472	96,992
33 Investment in Capital Assets	47,439	60,260	58,882
36 Restricted Contributions	-	-	-
37 Endowments	9,442	9,492	9,882
38 Accumulated Re-measurement Gain & Losses	-	-	-
Assets - Liabilities - Net Assets	-	-	-

NON-COMMITTED CASH PROJECTION

The intent of this report is to provide the Board with an indication of our non-committed cash position at the end of the College's fiscal year. The report also identifies capital projects that are funded from unrestricted reserves and estimated funds being allocated towards internally restricted reserves.

St. Clair College of Applied Arts and Technology
Non-Committed Cash Projection
(\$ in 000's)

	Budget 2021-22 \$	MYR 2021-22 \$	Variance \$
Unrestricted Net Assets, Prior Year ⁽¹⁾	23,276	30,898	7,622
Operating			
Budget Surplus	27,343	20,831	(6,512)
Amortization (net)	5,767	5,057	(710)
Adjusted Budget Surplus	33,110	25,888	(7,222)
Capital			
Grant Revenues	3,594	6,108	2,514
Grant Expenditures	(3,594)	(6,108)	(2,514)
Funded by Operating (Reserves)	(16,000)	(13,246)	2,754
Funded by Loan Facility / Levy	(15,000)	(18,500)	(3,500)
Net Outlay for Capital	(31,000)	(31,746)	(746)
Debt			
Repayment of Long-Term Debt	(1,368)	(1,368)	(0)
Proceeds from Long-Term Debt	20,000	16,310	(3,690)
Net Change in Long-Term Debt	18,632	14,942	(3,690)
iii. Other:			
Internally Restricted Reserves	(17,229)	(22,757)	(5,528)
Net Change in Other	(17,229)	(22,757)	(5,528)
Unrestricted Net Assets, End of Year	26,788	17,226	(9,563)
Unrestricted Net Assets Adjustment⁽¹⁾	(7,273)	(7,273)	0
Non-Committed Cash Projection	19,515	9,953	(9,563)

⁽¹⁾ The College uses its unrestricted net assets balance from the prior fiscal year-end (after post-employment and vacation pay adjustments), as a planning benchmark for projecting non-committed cash. Adjustments by management are made to the projected unrestricted net assets balance to account for other estimates and assumptions for reported asset and liability amounts (i.e. collectability of student receivables).

FINANCIAL SUSTAINABILITY METRICS

The intent of this report is to provide the Board with an estimate of the 2021-22 MCU Financial Indicators, based on information known when the Mid-Year Budget was developed.

**St. Clair College of Applied Arts and Technology
Financial Sustainability Metrics**

		Actual	3/23/2021	11/23/2021
		<u>3/31/2021</u>	Budget	MYR
			<u>3/31/2022</u>	<u>3/31/2022</u>
Annual Surplus / Deficit	greater than \$0	\$ 39,208,200	\$ 27,342,751	\$ 20,831,041
Accumulated Surplus / Deficit	greater than \$0	\$ 160,080,458	\$ 176,618,918	\$ 173,100,199
Quick Ratio	greater than 1	5.31	7.90	5.00
Debt to Asset Ratio	less than 35%	13.98%	13.00%	16.87%
Debt Servicing Ratio	less than 3%	0.56%	0.49%	0.52%
Net Assets to Expense Ratio	greater than 60%	144.59%	127.49%	126.20%
Net Income to Revenue Ratio	greater than 1.5%	16.48%	9.74%	7.84%
Number of Flags		0	0	0



TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

**RE: BUSINESS PLAN ACCRUAL BUDGET TEMPLATE
(MCU FORMAT)**

**SECTOR: FINANCE
MARC JONES, VICE PRESIDENT & CHIEF FINANCIAL OFFICER**

AIM:

To provide the Board with a “Business Plan Accrual Budget Template – Ministry of Colleges and Universities Format” (Pro-Forma Financial Statements) for the period ending March 31, 2022.

BACKGROUND:

The intent is to provide the readers of the submission with an indication of our projected financial position as at March 31, 2022 based on information known to the College as at November 23, 2021.

Provided is the following:

- Statement of Operations
- Statement of Financial Position

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors approve the Business Plan Accrual Budget Template (MCU Format).

St. Clair College of Applied Arts and Technology
Statement of Operations
(\$ in 000's)

	6/22/2021	11/23/2021
	Original Budget	Mid-Year Budget
	2021-22	2021-22
4 Revenue	280,648	265,604
41 Grant Revenue	61,139	62,735
411 Grant Revenue	54,881	56,794
414 Amortization of Deferred Capital Contributions	6,257	5,941
43 Tuition Fees	113,415	95,643
431 Tuition Fee - Domestic	27,624	27,003
433 Tuition Fee - International	85,019	67,673
434 Apprenticeship Classroom Fee	336	367
439 Student Ancillary Fees	436	600
45 Educational and Other Fees for Services	78,738	76,906
451 Educational Services - Contractual	310	380
452 Other Fee-for-Services	-	-
453 Private Partnerships Revenue	78,428	76,526
46 Ancillary Revenue	8,602	7,139
49 Other Revenue	18,754	23,181
5 Expenses	253,305	244,773
51 Salaries & Wages	78,417	76,592
511 Salaries - Full Time & Partial Load Academic	38,244	36,488
512 Salaries - Part Time & Sessional Academic	10,029	10,443
513 Salaries - Support Staff	20,646	19,754
514 Salaries - Administrative Staff	9,498	9,907
52 Employee Benefits	17,064	16,671
521 Benefits - Full Time & Partial Load Academic	5,281	5,181
522 Benefits - Part Time & Sessional Academic	1,140	1,118
523 Benefits - Support Staff	2,365	2,321
524 Benefits - Administrative Staff	1,201	1,179
525 Pension Plans	6,782	6,624
526 Postemployment Benefits & Compensated Absences	295	248
53 Transportation & Communication	1,398	1,319
54 Services	114,319	106,227
541 Services	36,393	28,769
542 Utilities & Maintenance	13,696	14,042
543 Rental Expenditures	5,887	6,754
544 Private Partnerships Expense	58,344	56,662
55 Supplies & Minor Equipment	6,460	6,895
56 Ancillary Services - Expenditures	8,948	7,815
57 Amortization Expense	12,025	10,998
59 Other Expenditures	14,674	18,256
591 Interest & Insurance Expenses	7,332	7,467
599 Other Expenses	7,342	10,789
SURPLUS/(DEFICIT)	27,343	20,831

St. Clair College of Applied Arts and Technology
Statement of Financial Position Projection
(\$ in 000's)

	6/22/2021		11/23/2021
	Actual	Budget	Mid-Year
	2020-21	2021-22	2021-22
1 Assets	471,409	543,792	534,074
11 Cash and Cash Equivalents	109,419	132,512	53,148
12 Accounts Receivable	10,515	10,515	10,515
14 Other Current Assets	155,335	157,911	238,727
15 CIP	7,272	24,369	24,077
16 Tangible Capital Assets	349,832	391,425	379,130
161 Land	5,634	5,634	6,086
162 Site Improvements	16,191	19,034	22,507
163 Building	233,684	263,249	247,857
164 Furniture and Equipment	88,304	97,490	96,660
165 IT	-	-	-
169 Other TCA	6,018	6,018	6,018
17 Tangible Capital Asset Accumulated Amortization	(172,029)	(184,055)	(183,028)
172 AA Site Improvements	(9,023)	(10,189)	(10,180)
173 AA Building	(81,228)	(87,296)	(86,645)
174 AA Furniture and Equipment	(78,490)	(82,441)	(82,128)
179 AA Other TCA	(3,289)	(4,129)	(4,075)
18 Long Term Receivable	-	-	-
19 Investments and Other Long Term Assets	11,065	11,115	11,505
2 Liabilities	301,885	343,440	351,092
21 Bank Indebtedness	-	-	-
22 Accounts Payable and Accrued Liabilities	51,759	52,128	60,502
221 Accounts Payable and Accrued Liabilities	50,377	50,377	58,856
222 Accrued Interest	14	307	201
223 Current Portion of Long term liabilities	1,368	1,444	1,444
23 Deferred Revenue	108,205	108,206	124,894
231 Deferred Revenue	8,405	8,405	8,405
232 Deferred Tuition Revenue	99,800	99,801	116,490
24 Restricted Contribution	1,968	1,968	1,968
25 Deferred Capital Contributions	127,296	149,634	135,814
26 Capital Lease	-	-	-
27 Debt	8,970	27,817	24,226
29 Other Long Term Liabilities	3,687	3,687	3,687
3 Net Assets	169,524	200,352	182,982
31 Unrestricted Net Assets	30,898	39,128	17,226
32 Internally Restricted Net Assets	81,743	91,472	96,992
33 Investment in Capital Assets	47,439	60,260	58,882
36 Restricted Contributions	-	-	-
37 Endowments	9,442	9,492	9,882
38 Accumulated Re-measurement Gain & Losses	-	-	-
Assets - Liabilities - Net Assets	-	-	-



ST. CLAIR

C O L L E G E

TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

RE: FALL 2021 ADMISSION CONCERNS – UPDATE

SECTOR: ALL – SENIOR OPERATIONS GROUP

AIM:

To provide the Board with an update from the “Fall 2021 Admission Concerns” report that was provided as part of the June 22, 2021 Full Board agenda. This report identified 52 post-secondary programs with domestic enrolment below 25 students as of June 1, 2021.

BACKGROUND:

As indicated in the previous report, June 1st is a critical date annually in the College’s registration process, as students must make a financial commitment in the form of a deposit to secure a seat in their program of choice. The monitoring of program enrolment is a critical element to many facets of College operations and funding. These enrolment numbers are essential in determining teaching resources, space capacity, Strategic Mandate Agreement 3 (SMA3) implications, financial sustainability and community access to programming.

The College analyses enrolment data on a continuous basis to make informed decisions as to whether a program’s intake should be suspended or proceed. As indicated in the June 22, 2021 report, 52 post-secondary programs had enrolment below 25 students for Fall 2021, as of June 1, 2021. This was in addition to the five programs that had their Fall 2021 intake suspended due to extremely low program confirmations by the OCAS confirmation deadline of May 1, 2021.

UPDATE ON PROGRAMS OF CONCERN:

College Administration incorporated a collaborative approach in marketing and recruiting strategies to boost applications to the identified programs. In addition, an internal analysis was performed on each program by the Academic leadership in collaboration with the Manager of Institutional Data and Enterprise Analytics. See

Appendix A for the list of identified programs.

Upon review of the finalized actual enrolment totals, 31 of the 52 programs were able to meet or surpass the 25-student threshold with a combined domestic and international student enrolment, while 17 of 31 programs exceeded the 25-student threshold with domestic student enrolment.

College Administration identified several of the listed programs as having historical tendencies of being either late to fill or having delayed decisions by the applicant pool. Individual strategies have been developed by the academic program teams to shorten this enrolment timeframe in the coming year.

From an “Admissions” process perspective, there was a unique pause in applications in the summer, followed by a spike in enrolment in the later part of August that is not traditionally observed. Within the analytical review, this event coincides with the announcement of St. Clair Colleges’ COVID-19 vaccination policy implementation for Fall 2021, which encompasses all instructional learning and campus activity. It is reasonable to infer that this key element had influence on the observed trend.

St. Clair College continues to monitor the strategic mix of domestic and international students to maintain the 60/40 ratio and to minimize its dependence on international enrolment.

For the programs identified below, some unique observations are presented as well as a more specific strategy that will be implemented to assist with domestic program enrolment going forward.

Table 1: Windsor Programs That Were Experiencing a Decline in Domestic Enrolment Compared to the Enrolment Plan.

- In recent years the Music Theatre Performance has not reached enrolment beyond 25 students. The recruiting process for this program is different. The student admission process incorporates a performance evaluation of each student. The program is endeavouring to enhance its recruiting cycle to be more competitive with the Toronto market programs.
- Bachelor of Business Administration (Information Communication Technology) will augment its recruiting strategies and image throughout the local secondary school system and outside the local catchment area. The degree was approved for launch in the 2019 – 2020 academic year but the program launch was delayed due to an extremely low number of applicants. Marketing and recruiting efforts were enhanced and the program’s inaugural launch commenced in Fall 2021, with 19 students. As a result of COVID-19, access to high school students was inhibited, which did not allow for enhanced recruiting efforts.
- Fashion Design Technician has commenced marketing to the neighbouring United

States market and other international areas to increase interest in the program. Local market demand has been consistent for the past several years, but the program struggles to surpass the 25-student threshold.

- Event Management Graduate Certificate traditionally does not have a strong domestic enrolment and is reliant upon international numbers for sustainability. Event Management was initially developed as a destination program.
- Autism and Behavioural Science (ABS) demonstrated a late surge in domestic enrolment but fell below the 25-student threshold. Marketing initiatives are being developed to increase domestic interest. ABS did however see an increase in international student enrolment that was higher than normal.
- Web Development and Internet Applications continue to have a strong international interest and as a result, exceeded the 25-student threshold. Domestic student interest did exceed the projected enrolment of 15 students. Further domestic marketing will be pursued.
- Bachelor of Applied Arts in Social Justice and Legal Studies did achieve an enrolment of 21 but did not reach its intended target of 32 students. COVID-19 related restrictions inhibited the College's ability to market the program directly within high schools. As an alternative, the program used a digital marketing campaign to reach interested candidates.
- Fitness and Health Promotion surpassed the 25-student threshold with assistance from international student enrolment. The program's domestic enrolment reached the projected target at 22 students. The program's enrolment decline may be due to the COVID-19 impact on the profession being severely restricted under pandemic health measures and thus, decreasing the marketability of a stable job market after graduation. The program enrolment will continue to be monitored.
- Construction Engineering Technician was able to achieve the minimum 25-student threshold with assistance from international student enrolment. The program's domestic enrolment reached the projected target of 13 domestic students. Marketing strategies will be implemented to focus on increasing domestic interest.
- Motive Power Technician was able to achieve the minimum 25-student threshold with assistance from international student enrolment. The program's domestic enrolment fell just below its projected target with 21 students. The program's domestic enrolment traditionally draws within this range and as such, the College ensures that the disparity can be filled from international students.
- Chemical Laboratory Technology will perform a deeper review of the marketability of the program as it may be aimed at an antiquated market. Revitalization of the Chemical Laboratory program to reflect a more updated terminology and relevance to future professions associated with the program will be evaluated.

- Mechanical Engineering Technician – Industrial was able to achieve the 25-student threshold with assistance from international student enrolment. The program’s domestic enrolment slightly exceeded the projected enrolment with 17 students. The program’s domestic enrolment traditionally draws within this range and as such, the College ensures that the disparity can be filled from international students.
- Mechanical Technician – CAD/CAM was able to achieve the 25-student threshold with assistance from international student enrolment. The program’s domestic enrolment slightly exceeded the projected enrolment with 9 students. The program’s domestic enrolment traditionally draws within this range and as such, the College ensures that the disparity can be filled from international students
- Mechanical Techniques – Precision Metal Cutting is a one-year certificate that combines curriculum from two programs: Mechanical Technician – CAD/CAM and Mechanical Engineering Technician – Industrial. The classes from Precision Metal Cutting are a combination from each of the Technician programs. There is no cost to run the program, but it does provide a pathway to either of the two diplomas.

Table 2: Windsor Programs That Either Share a Common Year One Curriculum or Offer Pre-Defined Exit Points for Graduation.

- Paralegal was able to achieve the 25-student threshold with assistance from international student enrolment. The program’s domestic enrolment exceeded the projected enrolment with 23 students.
- The Power Engineering Technology – Mechanical and Power Engineering Technician programs are undergoing deeper reviews with respect to international marketability and industry demands. Evidence is emerging that traditional professional requirements are changing to more automated systems.

Table 3: Windsor Programs That are Either Oversubscribed or Expected Enrolment is at Capacity Due to Placements or Accreditation.

- Diagnostic Medical Sonography traditionally does not exceed 20 students due to severely limited clinical placements within the healthcare system. The College is pursuing out-of-province agreements to which students from that region can enroll in the oversubscribed program and the College will have commitment that a healthcare site within that province can guarantee their clinical placements for the program’s duration.
- Diagnostic Cardiac Sonography has achieved its targeted intake in congruence with the budgetary planning and Board submission for this new program. This program is also restricted by limited clinical placements within the healthcare system.
- Advanced Medical Esthetics Practitioner has struggled with enrolment in its first two

intakes. The program's first year began with the occurrence of the COVID-19 pandemic. The effects of closures to businesses due to health measures in the industry have influenced interest in the program. Marketing and recruitment will continue.

Table 4: Windsor Programs Whose Planned Enrolment is Focused on International Students.

- Two pre-existing College programs were marketed to international student resulting in both programs exceeding the 25-student threshold. It is important to note that both Computer Systems Technician Networking and Hospitality – Hotel and Restaurant, were also able to exceed projected domestic student enrolment.

Table 5: Chatham Programs That Either Share a Common Year 1 Curriculum, Planned Enrolment is Focused on International Students or is Experiencing an Enrolment Decline Relative to the Enrolment Plan.

- The following programs have a common curriculum with other College programs in their first semester (or beyond) and as such, have a combined enrolment exceeding the 25-student threshold: Business – Accounting, Developmental Services Worker (K200 and K824), Office Administration – Executive, Office Administration – Health Services, Police Foundations, and Border Services.
- Electrical Engineering Technician will continue to be marketed in targeted areas. The program did achieve its targeted enrolment of 24 students.
- Personal Support Worker has struggled in the past couple of years despite the profession's shortage. The risk associated with COVID-19 and professional wages have been a significant deterrent for interest in this area. The College will continue to work with the Ministry of Health and Long-Term Care as well as the Ministry of Colleges and Universities for viable solutions to increase interest across the province.

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board of Governors receive this update and analysis on the post-secondary programs identified on the June 22, 2021 "Fall 2021 Admission Concerns" report, as information.

Appendix A

Table 1 Windsor Programs Experiencing a Decline in Domestic Enrolment Compared to Enrolment Plan

Code	Program	Expected Intake	Planned Intake	Variance	Domestic Enrolment	International Enrolment	Actual Intake
*A887	Music Theatre - Performance	17	40	(23)	16	1	17
B603	Community & Justice Services	20	25	(5)	26	1	27
*B699	Bachelor of Business Admin Information Communication Technology	14	40	(26)	17	0	17
B791	Public Relations	13	20	(7)	18	18	36
B802	Human Resources Management	10	25	(15)	11	44	55
B826	Tourism - Travel	14	60	(46)	26	53	79
*B877	Fashion Design Technician	13	20	(7)	17	5	22
B895	Social Service Worker - Gerontology	22	40	(18)	40	10	50
B904	Sport & Recreation Management	19	55	(36)	25	6	31
B906	Esports Admin and Entrepreneurship	23	50	(27)	32	4	36
B908	Event Management	6	15	(9)	4	39	43
B935	Autism & Behavioural Science	17	20	(3)	21	18	39
B950	Web Development and Internet Applications	15	30	(15)	19	43	62
C365	Community Integration Coop Education	22	40	(18)	27	0	27
C623	Liberal Arts	23	22	1	37	2	39
*C999	Bachelor of Applied Arts in Social Justice	19	32	(13)	21	0	21
H879	Fitness and Health Promotion	21	40	(19)	22	28	50
T036	Construction Engineering Technician	13	20	(7)	13	28	41
T154	Civil Engineering Technology	19	45	(26)	33	2	35
T167	Motive Power Technician	23	20	3	21	20	41
T805	Woodworking Technician	23	30	(7)	29	6	35
T826	Mechanical Engineering Technology - Auto Product Design	24	45	(21)	41	11	52
*T836	Chemical Laboratory Technology	13	30	(17)	15	4	19
T855	Mechanical Engineering Technician - Industrial	16	20	(4)	17	19	36
T866	Landscape Horticulture	13	20	(7)	25	4	29
T867	Mechanical Technician - CAD/CAM	6	25	(19)	9	28	37
*T923	Mechanical Techniques - Precision Metal Cutting	2	10	(8)	7	0	7
T974	Electromechanical Engineering Technician	13	40	(27)	12	32	44
T993	Animation - 2D/3D	21	35	(14)	31	3	34

Table 2 Windsor Programs That Either Share a Common Year 1 Curriculum or Offer Pre-Defined Exit Points for Graduation

Code	Program	Expected Intake	Planned Intake	Variance	Domestic Enrolment	International Enrolment	Actual Intake
B009	Business Administration-Marketing	21	30	(9)	31	2	33
B010	Business - Accounting	20	30	(10)	30	14	44
B012	Business - Marketing	13	25	(12)	28	4	32
B897	Paralegal	22	30	(8)	27	0	27
B959	Paralegal	14	30	(16)	23	6	29
*T941	Power Engineering Technology - Mechanical	15	25	(10)	21	1	22
*T942	Power Engineering Technician	6	-	6	5	4	9

Table 3 Windsor Programs That are Either Oversubscribed or Expected Enrolment is at Capacity Due to Placements or Accreditation

Code	Program	Expected Intake	Planned Intake	Variance	Domestic Enrolment	International Enrolment	Actual Intake
H795	Respiratory Therapy	23	30	(7)	29	0	29
*H796	Diagnostic Medical Sonography	18	20	(2)	20	0	20
*H797	Diagnostic Cardiac Sonography	24	24	-	24	0	24
*H912	Advanced Med Esthetics Practitioner	18	48	(30)	21	0	21

Table 4 Windsor Programs Whose Planned Enrolment is Focused on International Students

Code	Program	Expected Intake	Planned Intake	Variance	Domestic Enrolment	International Enrolment	Actual Intake
B940	Hospitality - Hotel and Restaurant Management	10	-	10	14	76	90
T860	Computer Systems Technician -Networking	11	-	11	35	150	185

Table 5 Chatham Programs That Either Share a Common Year 1 Curriculum, Planned Enrolment is Focused on International Students, or is Experiencing an Enrolment Decline Relative to the Enrolment Plan

Code	Program	Expected Intake	Planned Intake	Variance	Domestic Enrolment	International Enrolment	Actual Intake
*K150	Business Accounting	4	13	(9)	8	4	12
K200	Developmental Services Worker	21	47	(26)	21	3	24
*K231	Office Admin - Executive	12	20	(8)	15	0	15
*K238	Office Administration-Health Services	22	20	2	23	0	23
K600	Business	4	7	(3)	5	90	95
*K788	Electrical Engineering Technician	16	20	(4)	18	6	24
*K824	Developmental Services Worker	2	6	(4)	3	0	3
*K919	Police Foundations	21	25	(4)	17	0	17
*K933	Personal Support Worker	20	50	(30)	20	0	20
*K967	Border Services	10	17	(7)	12	0	12

* Please Note: Above highlighted programs have a strong international student interest.



ST. CLAIR

C O L L E G E

TO: BOARD OF GOVERNORS

FROM: PATRICIA FRANCE, PRESIDENT

DATE: NOVEMBER 23, 2021

**RE: REQUEST FOR NEW PROGRAM
STRATEGIC PROJECT MANAGEMENT - UNFUNDED,
ONTARIO COLLEGE GRADUATE CERTIFICATE**

**SECTOR: ACADEMIC
WASEEM HABASH, VICE PRESIDENT, ACADEMIC**

AIM:

To request approval to deliver an unfunded two-year Ontario College Graduate Certificate in Strategic Project Management, commencing in Fall 2022.

BACKGROUND:

Today's organizations require competent individuals who can lead, manage and ensure projects of all types are completed on time and within projected budgets to ensure strategic viability. Effective project management involves administering all project phases of initiation, planning, executing, monitoring and controlling, through to close. Students will learn how to use various project management tools, methodologies and technologies through these phases on various project initiatives.

Students will enhance their Project Management Body of Knowledge (PMBok Guide) and theoretical knowledge through practical learning experiences in consultation with a local community partner. Learners will gain hands-on experience using industry utilized simulations and project management technology (Microsoft Project). The curriculum will come alive with the additional use of business scenarios, guest lectures and overviews of cutting-edge methodologies and processes. Domestic and international students will benefit from this vibrant curriculum in a highly desired field, applicable to all industries.

PROGRAM DESCRIPTION:

This two-year Ontario College Graduate Certificate develops leadership, strategic/business management and technical competence through a curriculum that has been designed in alignment with the Project Management Institute's (PMI) highly

desired knowledge areas. These include project integration, scope, schedule, cost, quality, resource, communications, risk management, procurement, LEAN methodologies, leadership, contracts, tools and technology and stakeholder engagement. As a result, students will acquire three industry-desired skillsets linked to the PMI talent triangle: technical project management, leadership and strategic business management.

ADMISSION REQUIREMENTS:

Post-secondary credentials such as a diploma/advanced diploma, degree or equivalent.

MEETS ST. CLAIR COLLEGE'S STRATEGIC DIRECTIONS:

This program concept is consistent with the following College Strategic Directions:

- (1) Increase enrolment: increase international enrolment in Windsor;
- (2) Maintain and/or increase the level of enrolment needed to allow future opportunities through the Public-Private Partnership model;
- (3) Complement the current program offerings at the Windsor Campus and enhance the GEM residence opportunities.

MEETS ST. CLAIR COLLEGE'S STRATEGIC MANDATE AGREEMENT:

Project Management Graduate Certificate programs fall under the Ministry of Colleges and Universities (MCU) 70207 code. This falls outside of the program area of institutional strength but provides increase in the areas of Community/Local Impact, Economic Impact and Experiential Learning. The potential impact on the program area of institutional strength will be addressed by ensuring we maintain the current domestic to international student ratio of 60/40. The creation of the Graduate Certificate allows for the recruitment of post-secondary graduates (as opposed to diploma direct entry) who are looking to gain additional employability skills and further their marketability.

LABOUR MARKET RESEARCH:

Project Management skill sets are required in a broad category of careers. For the purposes of this proposal, we are linking to non-technical Project Managers (as opposed to specific technical areas such as construction project management) in the larger NOC 1221 Administrative Officers. Project Managers oversee and implement administrative procedures, establish work priorities, conduct analyses of administrative operations and coordinate acquisition of administrative services such as office space, supplies, and security services. Graduates could be employed throughout the private and public sectors. Job titles include administrative services coordinator, coordinator, office services, forms management officer, liaison officer, office project manager, planning officer, and surplus assets officer.

Employment Prospects:

The employment outlook from 2019-2021 will be fair for Project Managers within the Windsor-Sarnia region. Employment growth, retirements, and high employee turnover are mitigated by a moderate number of unemployed workers to lead to this outlook.

In the region, approximately 2,600 people work in this occupation. The largest employment sectors are:

- Ambulatory health care services and hospitals (18%).
- Construction (12%).
- Professional, scientific, and technical services (8%).
- Educational services (6%).

The median wage of \$23.08 / hour in the region is 8% less than the Ontario median wage for this occupation.

As of February 23, 2021, the following postings were available on jobbank.gc.ca:

- Windsor- Sarnia - 6 openings.
- Ontario – 334 openings.
- Canada – 1545 openings.

STUDENT DEMAND RESEARCH:

There are currently two institutions in our region with similar programs – Fanshawe College (one-year Graduate Certificate) and Mohawk (one-year Graduate Certificate). There are an additional 15 programs offered throughout the province.

ENROLMENT PROJECTIONS:

The following table identifies the eight (8) year enrolment projections for a total of 2,780 anticipated students:

Enrolment	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Domestic	0	0	0	0	0	0	0	0
International	190	370	370	370	370	370	370	370
Total:	190	370	370	370	370	370	370	370

ACADEMIC ACHIEVEMENT LEVEL (AAL):

International	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
AAL 1	100	100	100	100	100	100	100	100
AAL 2	90	90	90	90	90	90	90	90
AAL 3		90	90	90	90	90	90	90
AAL 4		90	90	90	90	90	90	90
Total	190	370	370	370	370	370	370	370

FINANCIAL IMPACT:

A pro-forma budget was created and to show the cost/revenue for the two-year Strategic Project Management program. Please see attached budget. The eight-year net present value for the program shows a net gain of \$2,909,100.

Full-time faculty reallocation and/or new full-time positions will transpire once student demand and regional economic outlook has been sustained. It is anticipated that the College will leverage existing full-time and part-time faculty with the appropriate expertise to teach in the program during the initial start-up phase.

Beginning in 2020-2021, the core operating grant will be determined based on an enrollment and performance model (SMA3). Under this model, the enrollment grant will remain static, as long as enrollment remains within the College’s established corridor (+3%/-7%).

AD-HOC PROGRAM ADVISORY COMMITTEE RECOMMENDATION:

The Ad-Hoc Pre-Program Advisory Committee assembled from the appropriate industry stakeholders that would employ graduates of the proposed program approved the proposal for a two-year Strategic Project Management Ontario College Graduate Certificate, commencing Fall 2022. Inclusive in this package is the Ad-Hoc Program Advisory Committee Minutes which includes the motion and approval.

RECOMMENDATION:

IT IS RECOMMENDED THAT the Board approve the request for an unfunded two-year Ontario College Graduate Certificate in Strategic Project Management, to commence in Fall 2022.



Minutes of College Program Advisory Committee Meeting

Program Code:	Program Name:			
	Strategic Project Management Ad hoc Committee meeting			
Current Meeting Date:	Wednesday, September 22nd, 2021. 5:00 p.m.			
Meeting Place:	FCEM 2000-2001 and Microsoft Teams			
Previous Meeting Date:	N/A			
Next Meeting Date:	TBD			
Recording Secretary:	Amy Whelpton (Recording)			
<i>College policy requires meetings to be held at least once every academic year (defined as August 27th to August 26th).</i>				
Committee Members	Organization	Attendance	Term	Conflicts
Ajit Unnithan	Agilent/ Project Management Institute	Present	Compliant	No
Jim McCamon	Ford Motor Company	Electronically	Compliant	No
Renee McIntyre	Enwin Utilities	Electronically	Compliant	No
Linda Morrow	Windsor Regional Hospital	present	Compliant	No
Guido Benvenuto	Flex-N-Gate	Present	Compliant	No
Franco Favaro	Contract Project Manager	Electronically	Compliant	No
<i>The meeting should start with a review of member terms. In the event a member's term exceeds that allowed by the policy steps should be taken to correct this at the commencement of the meeting. If this is not corrected at the meeting an Action Plan should be part of the Minutes requiring terms to be corrected.</i>				
<i>Committee members are independent members of the community that do not have a direct connection with the program. Full time faculty and part time instructors are not eligible to be voting members.</i>				
Are committee members satisfied that current membership is representative of the community? If "no" an Action Plan should be created to expand committee membership.				Yes
Are there a sufficient number of committee members present to have a meaningful and productive meeting?				Yes

College policy requires a quorum of committee members to vote on approving a new program, relaunching a suspended program or changing an existing program's curriculum or program hours by more than 25%. A quorum is defined as 50% of committee members + 1.

Are there a sufficient number of committee members present to constitute a quorum?	Yes
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College Resource Persons	Position	Attendance	Conflicts
Lido Zuccato	Dean, School of Engineering Technologies, Apprenticeship and Skilled Trades	Present	No
Ralph Nicoletti	Executive Director, President's Office, Corporate Secretary and Ministry Compliancy. St. Clair College	Electronically	No
Lindita Prendi	Executive Director, Centre for Academic Excellence	Present	No

College Program Advisory Committee Meeting General Information

PAC discussions should be summarized in these Minutes. Any major action recommended by committee members should be recorded in the Action Required part of the Agenda Topic and Discussion part of the template.

It is the role of the School Chair and faculty to review PAC recommendations to determine what suggestions require action. These should be recorded in the Action Plan part of the template and contain the components identified in that section.

Mandatory Discussion Topics for College Program Advisory Committee Meetings

Review of Minutes From Previous Meeting	<input type="checkbox"/>	Reviewed NA	<input type="checkbox"/>	Not Reviewed
Review of Program Entrance Requirements	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Graduation Requirements	<input type="checkbox"/>	Reviewed NA	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Related Pathways and Transfer Agreements	<input type="checkbox"/>	Reviewed NA	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Vocational Learning Outcomes	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed

Comment: *Discussions on these subjects are recorded in the Agenda Topic and Discussion section below. Action Plans that result from such discussions are recorded in the PAC Action Plans section below.*

Item #	Agenda Topic and Discussion	Action Required
1.0	<p>Introductions R. Nicoletti</p> <p>The meeting was called to order at 5:35 p.m. R. Nicoletti welcomed everyone and thanked everyone for their willingness to take part in the Strategic Project Management ad hoc PAC committee. R. Nicoletti let the group know that any input they can give to the College as industry experts will be valuable in the creation of this program.</p> <p>It was noted that L. Prendi's role in the curriculum development process will be to take the information and input from industry members and ensure programming meets provincial and ministry requirements.</p> <p>Introductions were made in person and through Microsoft Teams.</p>	No Action Required.
2.0	<p>Establishment of Ad Hoc PAC Committee (Review Policy) L. Zuccato</p> <p>L. Zuccato introduced L. Morrow and let the group know she has been working on program development for the proposed Strategic Project Management Program. At this point in time, course descriptions have been developed, and course outline development for the program is currently underway.</p> <p>A Course Description and Syllabus document outlining the proposed Strategic Project Management Program was distributed to the group members prior to the meeting, and hard copies were available for members meeting in person.</p> <p>L. Morrow explained that she will be presenting the proposed program curriculum she has developed on a course-by-course basis for the purpose of allowing the group to review and provide input/feedback.</p> <p>2.1 Ad hoc membership numbers and industry representation. L. Zuccato</p> <p>L. Zuccato explained to those in attendance that the purpose of the Ad hoc committee meeting was to establish a committee membership that is representative of Industry and serve as an advisory committee for the proposed program. These committees are formed for the purpose of assisting the College program with input in some of the following areas:</p>	No Action Required.

- Feedback on the quality and relevance of program structure, curriculum, and recommendations for curriculum and program improvement or change.
- Advice on student recruitment, retention practices and strategies for student success.
- Identification of training requirements to meet the evolving needs of Industry and the community, including trends and developments in the labour market.
- To provide input and advice on employer graduate expectations, appropriate levels of knowledge, training and the skill competencies required by Industry and identifying employment opportunities for graduates.
- Technology, equipment, and facility advice, based upon current or anticipated needs for program students.

2.2 Identify Voting Members

L. Zuccato

L. Zuccato asked the group of industry partners present at the meeting to consider membership in the Strategic Project Management ad hoc PAC committee.

2.3 Establishment of official Ad Hoc Committee

L. Zuccato

It was motioned by L. Zuccato that all current industry members in attendance be considered members of the Strategic Project Management Ad hoc PAC committee. It was moved by A. Unnithan and seconded by J. McCamon to accept the industry members present as members of the Ad hoc committee. All were in favour. **CARRIED**

The following are now ad hoc committee members for the Strategic Project Management Program:

- Ajit Unnithan - Agilent
- Jim McCamon - Ford Motor Company
- Renee McIntyre- Enwin Utilities
- Guido Benvenuto- Flex-N-Gate
- Franco Favaro – Contract Project Manager
- Linda Morrow . Windsor Regional Hospital

<p>3.0</p>	<p>Approval of Agenda L. Zuccato asked the group to review the current meeting agenda. With no additions or changes to the agenda, it was moved by J. McCamon and seconded by A. Unnithan that the agenda be accepted as is. All were in favour. CARRIED</p>	<p>No Action Required.</p>
<p>4.0</p>	<p>Approval of Minutes from previous meeting L. Zuccato N/A</p>	<p>No Action Required.</p>
<p>5.0</p>	<p>Business Arising from the Minutes L. Zuccato N/A</p>	<p>No Action Required.</p>
<p>6.0</p>	<p>New Program Proposal L. Morrow 6.1 Program Description and Intent L. Morrow explained that the goal when they began developing the Strategic Project Management program was to create a comprehensive program that will develop practical skills in strategic project management that program graduates would be able to utilize across a wide variety of disciplines and settings within Industry. L. Morrow explained the course curriculum had been structured around satisfying the ten vocational learning outcomes set out by the ministry by aligning each outcome with specific course or courses to ensure the curriculum completely covered all the required concepts.</p> <p><u>Vocational Learning Outcomes:</u></p> <ol style="list-style-type: none"> 1. Manage project goals, constraints, deliverables, performance criteria, quality control needs, and resource requirements as defined by the project stakeholders. 2. Align management and leadership strategies when working on projects according to internal organizational culture. 	<p>No Action Required.</p>

	<p>3. Adapt management and leadership style in response to issues that arise when managing projects.</p> <p>4. Facilitate communication, negotiation, and collaboration with all stakeholders to ensure successful completion of projects.</p> <p>5. Ensure compliance of ethical and professional standards when managing projects</p> <p>6. Manage relationships and resolve conflict to establish motivation and promote positive organizational change.</p> <p>7. Integrate inclusive practices to support equity and participation of diverse stakeholders when managing projects.</p> <p>8. Use technology tools for communication, collaboration planning, information support and decision-making purposes for planning and managing projects.</p> <p>9. Analyse financial information to promote operational effectiveness and support the scope, planning, procurement, risk, and cost management of projects.</p> <p>10. Develop a deep, comprehensive project plan to meet stakeholder requirements.</p> <p>R. Nicoletti explained the Strategic Project Management Program would be a post-graduate certificate. The program will accept applicants from various disciplines who have a 2 or 3-year diploma or degree. Students entering the program will have varying experience, dependent upon their previous undergraduate areas of study.</p> <p>L. Prendi noted the admission requirements for the program would be:</p> <ul style="list-style-type: none"> • A College diploma/ advanced diploma, degree or equivalent. <p>L Zuccato stated the program is still in the early stages of development, with a current launch goal of Fall 2022.</p> <p>R. Nicoletti explained that this program originated from industry feedback. Industry was frequently reporting graduates were entering the workforce with</p>	
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	<p>basic knowledge but lacked project management basic skill sets. Reports showed that new graduates often need to learn both the job and the essential project management principles upon entering the workforce.</p> <p>R. Nicoletti mentioned that at the conclusion of the 2-year program, students will be prepared to write the Project Management Institute examination.</p> <p>L. Zuccato explained the proposed program is 4 semesters in length, with a total of 1140 program hours.</p> <ul style="list-style-type: none"> • Semester 1- 300 hours • Semester 2- 270 hours • Semester 3-285 hours • Semester 4- 285 hours <p>L. Morrow outlined the basic principles and rationale behind the course order and semester layout that has been chosen for the program:</p> <p>Building of previous skill sets- The goal was to try and ensure each semester would build on the previous semester’s skills and outcomes. As each semester progresses, the previous semester should give students the necessary pre-requisites to understand course content and be successful in the subsequent semester’s courses.</p> <p>E.g., Semester 1 begins with Project Management Essentials and Accounting Principles I to give students the skill set and understanding required to be successful in the next semester’s group of courses.</p> <p>Balance- When determining the order of courses, consideration was placed on balancing project management courses, financial courses and human resource (soft skill) courses. The goal was to combine all of these areas throughout each semester of the program and within the program in its entirety.</p> <p>Hours- An attempt was made to have a relative balance with respect to the number of contact hours between each semester of the program.</p>	
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	<p>Previous College Courses- If St. Clair College courses were already in existence that was appropriate and applicable, then an attempt was made to use these existing courses for the program. For any courses where existing College courses did not meet the needs of the program, these were not used, and new courses that are more specific or relevant to meet the program’s needs will be developed.</p> <p>Stand alone courses- Courses that do not require a pre-requisite and did not rely on previous experience or knowledge to be successful, such as Canadian Industry, were spread out amongst the semesters to help balance the program.</p> <p>L. Morrow explained she would be going over the curriculum in a semester-by-semester format. Meeting participants were encouraged to share any ideas, additional elements, topics or suggestions that would be beneficial to consider in the program curriculum as she went along.</p> <p>6.2 Program Curriculum Review L. Morrow</p> <p><u>Semester 1</u> PRM 101- Project Management Essentials (45 hours) PRM 104- Project Scope & Quality Management (60 hours) PRM 201- Project Scheduling (60 hours) HRM 110 - Accounting Principles (45 hours) Purchasing Principles (45 hours) Canadian Industry (45 hours)</p> <p>J. McCamon asked if it would be worthwhile to add an understanding of critical path analysis to the PRM 101 course description. L. Morrow agreed this would be valuable to add to the course description.</p>	
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	<p>F. Favaro felt it would be beneficial to cover critical path analysis in the Project Scheduling course. (PRM 201.) F. Favaro explained that when projects have 4 or 5 items involved, often 2 or 3 items must be completed before other items can proceed. He believed an understanding of these planning intricacies and the theory behind critical path analysis would need to be addressed and understood by students early on within this program.</p> <p>A. Unnithan agreed and also felt a basic understanding of dependencies, in addition to the critical path, is also important to understand beyond just basic scheduling.</p> <p>There was a general consensus that it would be beneficial to add an introduction to critical path analysis to the PRM 101 Project Management Essentials course and to add an in-depth analysis with respect to critical path and dependencies to the PRM 201 Project Scheduling course.</p> <p>There was some discussion regarding possibly separating the quality portion of the PRM 104- Project Scope & Quality Management course into a separate stand-alone module because quality ties into all phases of the project life cycle and because it should be an underlying layer at all phases of a project.</p> <p>R. Nicoletti explained the plan for the program was to ensure quality is woven into all courses, as appropriate.</p> <p>J. McCamon explained that he utilizes a five gates process to ensure quality standards are met in the auto industry. It was determined that each Industry likely has its own set of tools that they each use to determine quality.</p> <p>L. Prendi reported that when the course descriptions are created, the vocational learning outcomes are used to determine the topics which need to be threaded throughout a specific course or throughout a number of courses. It was noted that quality control needs are specified within the first vocational outcome for</p>	
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	<p>this program, so this concept must be covered throughout the program in order for the curriculum to meet the mandated vocational outcomes.</p> <p>There was a general consensus that quality must be a continuous theme embedded into all courses within the program curriculum. It was recommended that specific attention to outlining some of the various quality control measures used across different industries be covered specifically in the PRM 104 course. Some examples of some quality control measure topics that would be beneficial to include were quality gates and checkpoints.</p> <p>L. Morrow explained Accounting Principles takes into consideration the varying backgrounds of students entering the program. Accounting Principles I will cover the basic knowledge and foundation for those who may not have received this background within their previous studies.</p> <p>A. Unnithan asked if this accounting course should also include finance?</p> <p>R. Nicoletti explained the Accounting Principles is an existing course that is already being used in a post-graduate certificate for Human Resource students and that this is a generic course. Once students have completed the basic accounting course, PRM 106 offered in the second semester involves more financial-based principles such as costing, planning, estimating, budgeting, managing and controlling project costs.</p> <p>There was a previous discussion about possibly having a finance-specific course, but it was determined through discussions with St. Clair College business faculty that it would be too in-depth for what they were looking for within this program. It was recommended that basic financial principles would be included within the second-semester course, PRM 106- Project Cost Management, rather than adding a separate finance course.</p> <p>R. Nicoletti explained the focus of the Purchasing Principles course was to expose students to RFP's and government (competitive and non-competitive) and give students a good overview of basic rules.</p>	
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	<p>R. McIntyre suggested it may be good to include a distinction between the broader public sector and private industry differences with respect to procurement processes between each of these sectors. R. McIntyre also recommended including the core concepts of developing specifications and evaluation criteria.</p> <p>L. Morrow explained the Canadian Industry course will encompass various industries in Canada and will allow students to obtain an overview of applicable principles and nuances of project management that are currently used within various industries. Students will study examples of the application aspects of principles that they will be able to apply to various future employment industries.</p> <p>R. McIntyre recommended that if different industries will be showcased in the course that it would also be valuable to include the distinction between private and public sector.</p> <p>L. Morrow gave an overview of the suggestions/additions for semester 1:</p> <ul style="list-style-type: none"> • Project Management Essentials (PRM 101)- Add an introduction to critical path and dependencies. • Ensure Quality Management is a common thread throughout all program courses. • Project scheduling (PRM 201)- Add a more in-depth look into critical paths and dependencies. • Purchasing Principles- Include the topics of the private and public sector and developing specifications and evaluation criteria. • Canadian Industry- Include a distinction between private and public sector practices. <p><u>Semester 2</u> PRM 102- Project Selection & Portfolio Management (45 hours) HRM 422C- Management Accounting for HR (45 hours)</p>	
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	<p>Project Leadership (45 hours) Effective Team Performance and Change Management (45 hours) Lean I (45 hours) PRM 106- Project Cost Management (45 hours)</p> <p>G. Benvenuto liked the course description content for HRM 422C, Management Accounting for HR but asked what is really meant by “for HR.” within the course title? R. Nicoletti explained this course is an existing St. Clair College course and is technically a management accounting course for managers. However, because it was originally developed for an HR program, this was the name it was given.</p> <p>L. Morrow explained the difference between the Project Leadership and Effective Team Performance and Change Management courses is the course focus.</p> <ul style="list-style-type: none"> • Project Leadership is focused on the individual. • Effective Team Performance and Change Movement is more focused on leadership skills and leading projects with teams. (Group focused.) <p>G. Benvenuto stated the Effective Team Performance and Change Management course should include how to utilize a skills assessment of personnel. A skills assessment can ensure a leader designates tasks to people who have the proper skill sets or background knowledge to complete the task successfully. R. McIntyre indicated coaching would also be useful to include to assist students with gaining an understanding of coaching principles as often coaching skills are required when team members/ staff may not possess the various skill sets required to complete assigned tasks. F. Favaro noted that the Project Leadership course could also include coaching skills so a project leader could develop coaching skills and understand how to assign the right people to the right jobs/right tasks.</p>	
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	<p>Semester 2 includes an introductory course entitled Lean I. The Lean I course is designed to introduce students to the basic tools, principles and techniques of Lean philosophy. Once the basic principles are understood, the goal of the Lean II course (in semester 3) will be on the practical application of the lean principles, tools and techniques learned within the introductory course. In course II, students will gain experience assessing situations to determine which principles may best apply to specific projects/scenarios or problems.</p> <p>F. Favaro asked for more information regarding the term Lean.</p> <p>R. Nicoletti explained to the group that Lean principles are designed around process improvement, efficiencies and taking waste out of processes.</p> <p>A lean process could, for example, take a detailed look at a current task that takes 40 steps to complete. After close analysis, utilizing lean principles, some unnecessary steps could be removed to improve efficiency, thus allowing someone to obtain the same result and quality in only 30 steps and in less time.</p> <p>A. Unnithan asked if they have looked at continuous improvement, which is a broader umbrella of different practices (Lean could be one practice) to improve every cycle and every phase of work quality.</p> <p>R. Nicoletti explained the lean process is more of a way of thinking that is ongoing and encompasses the message behind continuous improvement. Lean principles are taught as more of an everyday thought process that continually drive processes to change. L. Morrow noted that the curriculum will stress the concept of continuous improvement being an ever-changing and evolving process rather than being a one-time finite concept.</p> <p><u>Semester 3</u></p> <p>PRM 103 - Communication & Stakeholder Management (60 hours)</p> <p>PRM 202 – Project Resource Management (45 hours)</p> <p>LEAN II- 45 hours</p> <p>Agile Project Management I (45 hours)</p> <p>HRM 490 - Legal Aspects of Workplace Law (45 hours)</p> <p>PRM 105- Project Risk Management (45 hours)</p>	
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	<p>L. Morrow explained the Communication & Stakeholder Management course (PRM 103) focuses on the selection and management of stakeholders, facilitation skills, running effective meetings, developing communication plans and remote interactions. One item that seems to be a recurring trend in Project Management programs is the concept of corporate and social responsibility. Ethical decision-making and being a good corporate citizen.</p> <p>A. Unnithan felt collaboration could also be included as this is a concept often overlooked. People often feel strong on their own, but when groups from differing backgrounds get together and problem solve and share ideas, they are much stronger and can make things move along much faster as a group. A. Unnithan used the current meeting as an example of collaboration to ensure the highest quality program.</p> <p>L. Morrow stated she will add collaboration to the course description.</p> <p>R. Nicoletti noted that this course was one of the few courses that were designated 60 hours due to the large amount of communication skills covered and the understanding that you can never communicate enough.</p> <p>L. Morrow explained Project Resource/ Resource Management (PRM 202) covers procurement and resource management using a variety of project software.</p> <p>A. Unnithan questioned why the name procurement would not be in the title. R. Nicoletti explained there is already a course titled procurement.</p> <p>R. McIntyre suggested the name of the Purchasing Principles course could be changed to supply chain principles to avoid duplication if the name of the Project Resource course needed to be adjusted.</p> <p>R. Nicoletti explained the course is meant to cover all resources, not just purchasing.</p> <p>F. Favaro recommended adding some language to the course description to reflect the use of different people as resources for specific issues that may come up within a project as the project is coming along.</p>	
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	<p>A. Unnithan referred to SME’s (Subject Matter Experts) who are often brought into projects or are used as consultants when specific skills are required.</p> <p>J. McCamon felt the concept of SME’s would fit under the course Effective Team Performance and Change Management because that course focuses on building the dynamic/effective team.</p> <p>R. Nicoletti asked if the course would better reflect the use of all resources if it was relabelled just Project Resource Management. There was a general consensus that this would be a better fit for the title of the PRM 202 course.</p> <p>L. Morrow gave an overview of the suggestions/additions for semester 3:</p> <ul style="list-style-type: none"> • For Communication and Stakeholder Management (PRM 103), add the concept of collaboration. • Project Resource/ Resource Management (PRM 202) should be renamed Project Resource Management. • Add people at escalation wording should be added to the PRM 202 course description. <p>L. Morrow mentioned Lean II is the continuation of Lean I, as discussed earlier.</p> <p>F. Favaro felt the HRM 490 Legal Aspects of Workplace Law and PRM 105 Project Risk Management courses are 2 of the most important courses in the program.</p> <p>L. Morrow added that they chose to add this in semester 3 so students had enough background knowledge about projects before they could understand managing risks.</p> <p>A. Unnithan felt the principles of Agile should be focused on in Agile Project Management I, and focus on techniques second, so students gain an understanding of the actual principles behind changes.</p> <p><u>Semester 4</u> Agile Project Management II- (45 hours) PRM 203- Project Planning & Integration Management (60 hours) PRM 204- Project Management Capstone (180 hours)</p>	
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	<p>L. Morrow explained the Agile II course will continue on the concepts learned in Agile I. In the last semester course, Project Planning and Integration Management, students will begin to put it all together and take responsibility for the project as a whole in a safe academic environment.</p> <p>L. Prendi explained the need and usefulness of the Capstone Project within the program. The ministry mandates the vocational learning outcomes that students must learn and achieve throughout the program. The Capstone program is a tool to measure that students have achieved the vocational learning outcomes. In this program, this will be measured through the Capstone Project course. Students are assessed based on:</p> <ul style="list-style-type: none"> • Vocational learning Outcomes of the program • Essential Employability Skills (Transferrable skills)- Time management, group work, diversity, respect etc. <p>The Capstone Project course is designed to incorporate the skills, knowledge and attributes that will align with the Vocational Learning Outcomes and prepare students for entry-level in the profession. The course descriptions involve items such as opportunities for students to demonstrate critical thinking, problem-solving, leadership, effective communication and strategic planning competencies, which align with the essential employability skills that the ministry requires of the College programs. Delivery of Capstone Projects can vary from:</p> <ul style="list-style-type: none"> • Major projects. • Simulated work environment. • WIL- Work-integrated Learning. • Work placement. • Field placement. <p>For the Strategic Project Management Program, they have selected to have students concentrate on a major project to incorporate all of the Vocational Learning Outcomes where they will consult with community partners. The</p>	
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	<p>project will allow students to apply the knowledge and skills acquired throughout the program, but it will also expose students to what happens in Industry.</p> <p>L. Prendi explained the idea is to get real-world scenarios from different industries and have the student partner with them on projects where students can use their knowledge to work on the project while gaining exposure to Industry, opportunities for interaction and gaining feedback from potential employers as well.</p> <p>6.3 Market Need R. Nicoletti/ L. Zuccato</p> <p>L. Zuccato explained that often times when a new program is being proposed, there are often studies completed by third-party organizations in order to determine if there is a market need for students with the skillsets relating to the proposed program. With the Strategic Project Management Program, the College’s management team felt the market need was present and did not feel it was necessary to perform a market need evaluation.</p> <p>L. Zuccato asked the group if they felt there is a current market need for graduates of a Strategic Project Management Program or if they felt a study should be conducted to evaluate the market need.</p> <p>G. Benvenuto agreed the program is beneficial and felt it would even be beneficial for some of his current employees.</p> <p>G. Benvenuto asked if there would be any opportunities for part-time students within the program? He felt many individuals who could benefit from this program are already working in their field.</p> <p>R. Nicoletti stated the initial thought for this program was that it is a day school program. R. Nicoletti explained that if it became apparent that there is also a</p>	
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	<p>need for this program from working individuals, then it could possibly be expanded to a part-time delivery option such as through Continuing Education. R. Nicoletti stated it will all be dependent upon a recognized need.</p> <p>A. Unnithan asked if there was the potential for any advanced standing opportunities for those working in the field?</p> <p>L. Prendi explained the College has a Prior Learning Assessment Recognition (PLAR process) in place where students can challenge a course or provide a portfolio/ evidence of prior knowledge in order to receive credit for courses. The evidence must be evaluated and show understanding of the Vocational Learning Outcomes associated with the course.</p> <p>L. Prendi agreed that this could be offered on a part-time basis if a need was present. L. Prendi also offered the possibility of a student taking courses during the daytime at a slower pace.</p> <p>Overall, there was a general consensus that this program would be beneficial and would be in demand in the current market.</p> <p>6.4 Placements L. Zuccato L. Zuccato explained placements are not a part of this program at this time.</p> <p>6.5 Accreditation (NA) L. Zuccato L. Zuccato stated there is no accreditation for this program. Upon completion of the program, graduates will have the opportunity to write the Project Management Institute’s PMI examination.</p> <p>6.6 Equipment and Facilities R. Nicoletti/ L. Zuccato L. Zuccato reported this program would run in a standard classroom/computer lab type setting. R. Nicoletti asked the group if there are any specific software recommendations for this program that would be beneficial for the program:</p>	
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	<ul style="list-style-type: none"> • Microsoft Project • Procore <p>There was a discussion that many industries purchase custom-made software, but most contain the same types of elements. R. Nicoletti suggested different industries could potentially showcase some of the custom tools they utilize within the Canadian Industries course.</p> <p>6.7 Other R. Nicoletti/ L. Zuccato No additional items were noted.</p>	
<p>7.0</p>	<p>Endorsement of the new program</p> <p>7.1 Ad Hoc endorsement of new program L. Zuccato L. Zuccato explained the College requires the endorsement of the proposed program from the Ad hoc Advisory Committee members in order to proceed with program development. It was motioned by L. Zuccato for a vote on whether or not the College should proceed with program development on the Strategic Project Management Program as outlined.</p> <p>It was moved by A. Unnithan and seconded by J. McCamon to proceed with program development for the Strategic Project Management Program. All were in favour. CARRIED</p> <p>The next phase is to finalize the minutes from the meeting and produce the Board of Governors report for Board approval.</p> <p>7.2 Approval of Curriculum and Program Chart L. Zuccato L. Zuccato explained item 7.2 involves the approval of the curriculum and program chart. L. Zuccato expressed that he understood there had been a lot of discussion and suggestions from the meeting.</p>	<p>No Action Required.</p>

	<p>L. Prendi suggested the required changes were minor, and with no major updates required, a revised copy of the proposed program changes could be emailed out to members for a vote. It was noted that any changes and additions could be noted in a coloured font so they could easily be recognized. L. Prendi offered this as a suggestion and left it up to the members to determine if they felt this would be sufficient or if they felt another meeting would be required. All were in favour of having the curriculum document amended and sent to everyone via email for voting.</p> <p>The revised curriculum was distributed to the ad hoc committee membership on Monday, September 27, 2021 with the motion for members to approve the curriculum as is in order to proceed to the next phase of development for the Strategic Project Management program.</p> <p>Voting was completed by Thursday, September 30th, 2021. The revised curriculum received approval from all voting members to proceed with program development. All were in favour. CARRIED</p> <p>L. Prendi explained after the ad-hoc committee endorses the program curriculum, the package will go to the Senior Operating Group at the College for review of all program components. If the Senior Operating Group agrees the program is viable, a Board of Governor’s package and the BOG memo is created by the Centre For Academic Excellence and presented to the Board of Governor’s for their approval. From there, the program would be submitted to a credential validation service. If approved and the program requires ministry funding, it is submitted to the ministry for approval. If approved, the program goes out to marketing, the program is advertised and subsequently launched.</p>	
<p>8.0</p>	<p>New Business No new business to report.</p>	<p>L. Zuccato No Action Required</p>

9.0	<p>Date of Next Meeting L. Zuccato L. Zuccato thanked everyone for joining and for all the valuable input. No future meeting dates have been set at this point in time.</p>	No Action Required
10.0	<p>Meeting Adjournment With no additional questions or new business reported, the meeting adjourned at 7:10 p.m. All were in favour of the meeting being adjourned. CARRIED</p>	

<i>Chair Implementation of PAC Action Plans</i>				
PART A: TO BE COMPLETED BY THE PROGRAM CHAIR				
<input type="checkbox"/>	The committee has concluded and the Chair agrees that formal action plans are not required.			
<input checked="" type="checkbox"/>	The committee has concluded and the Chair agrees that the following action plans are required:			
Action Item Description	Designation	Responsible Person	Completion Date	Monitoring Process
Make Suggested minor changes to course descriptions and email document out to Industry members for approval	Major	Linda Morrow, Lido Zuccato	1 October 2021	Other - see comment below
Comment: Lido to follow up with Linda Morrow on course description revisions and issue revised document to industry members for approval. (Completed 9-30-21) (Action Item Complete)				

Action Item Description	Designation	Responsible Person	Completion Date	Monitoring Process
Produce BOG memo	Major	Sandra Blais	15 October 2021	Other - see comment below
Comment: Lido to follow up with Lidita Prendi and Sandra Blais for creation of the BOG memo report.				

Action Item Description	Designation	Responsible Person	Completion Date	Monitoring Process
Submit BOG Memo for SOG and BOG approval Submit for SOG	Major	Lido Zuccato	27 October 2021	Not Required - Minor Action Item

approval 10-27-21, Submit for BOG approval 11-5-21				
Comment: Lido, Sandra to submit BOG memo to Waseem Habash (VPA) for SOG and BOG approval (November 23 rd BOG meeting)				
PART B: TO BE COMPLETED BY THE PROGRAM CHAIR				
Click or tap to enter a date.	<input type="checkbox"/>	I agree the review is complete and action plans are approved to enter into the Action Items database.		

Program Budget Summary

Name of program: Strategic Project Management
Academic School: Engineering Technologies

Enrolment:	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	FY 2029-2030
Domestic	0	0	0	0	0	0	0	0
International	190	370	370	370	370	370	370	370
Total	190	370	370	370	370	370	370	370

Revenues:								
Domestic Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
International Tuition	\$1,307,200	\$2,538,332	\$2,563,716	\$2,589,353	\$2,615,247	\$2,641,399	\$2,667,814	\$2,694,491
ISR	(\$71,250)	(\$138,750)	(\$138,750)	(\$138,750)	(\$138,750)	(\$138,750)	(\$138,750)	(\$138,750)
Enrolment Grant (EG)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Performance Grant (PG)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$1,235,950	\$2,399,582	\$2,424,966	\$2,450,603	\$2,476,497	\$2,502,649	\$2,529,064	\$2,555,741

Expenditures:								
FT Faculty Costs	\$101,597	\$126,197	\$226,309	\$257,135	\$269,751	\$282,993	\$296,892	\$311,481
PT Faculty Costs	\$82,656	\$185,480	\$160,525	\$152,040	\$155,080	\$158,182	\$161,346	\$164,573
FT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Start Up Cost	\$115,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Recruitment Commission (20%)	\$261,440	\$507,666	\$512,743	\$517,871	\$523,049	\$528,280	\$533,563	\$538,898
School Overhead	\$33,841	\$60,763	\$61,496	\$62,236	\$62,985	\$63,741	\$64,506	\$65,278
Total Expenditures	\$594,534	\$930,107	\$1,011,072	\$1,039,282	\$1,060,866	\$1,083,196	\$1,106,307	\$1,130,230

Contribution Margin (40%) \$494,380 \$959,833 \$969,986 \$980,241 \$990,599 \$1,001,060 \$1,011,625 \$1,022,296

Expenditures & Contribution Margin \$1,088,914 \$1,889,940 \$1,981,059 \$2,019,523 \$2,051,465 \$2,084,256 \$2,117,932 \$2,152,527

Program Level Net Difference \$147,036 \$509,642 \$443,907 \$431,080 \$425,032 \$418,393 \$411,131 \$403,214

Program Level Net Present Value **\$2,909,100**

EG Recovery from Other Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PG Metric Recovery	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
College Level Net Difference	\$147,036	\$509,642	\$443,907	\$431,080	\$425,032	\$418,393	\$411,131	\$403,214

College Level Net Present Value **\$2,909,100**

Approved Year 1 Tuition Domestic **\$0** International **\$13,760**

Notes:

- 1 Located at South
- 2 International students only
- 3 Unfunded; no impact on Performance Grant
- 4 1 net new FT faculty in Year 1 and Year 3 - unbudgeted



POLICY TYPE:	Governance Process	NUMBER:	2003-6
POLICY TITLE:	Cost of Governance	DATE:	May 2003
		REVISED:	January 2009
			September 2010
			May 2011
			September 2011
			September 2013
			January 2015
			November 2021
		REVIEWED:	November 2021

The purpose of the Board is to ensure that St. Clair College achieves appropriate results for our clients at an acceptable cost and avoids unacceptable actions and expenditures.

Because poor governance costs more than learning to govern well, the Board will invest in its governance capacity.

1. The Board recognizes that continual updating of skills, and awareness of new issues, are vital to a member's contribution to the Board. Therefore, new Board members shall receive a complete orientation to ensure familiarity with the education system and issues, the organization's structure and issues, and the Board's process of governance.
 - a. Board members shall have ongoing opportunity to take responsibility for continued training and education to enhance their governance capabilities including, but not limited to:
 - i. Attendance at provincial Board workshops.
 - ii. Attendance at other conferences or other developmental activities.
 - iii. Attendance at the Board Annual Retreat.

Each member of the board who attends any conference will be required to report back with a brief synopsis to the Board.

Participation at Provincial College Organization of which St. Clair College is a Corporate Member: The Board recognizes the provincial college conference as an important developmental activity of the Board and its work. Participation at the annual provincial conference shall be open to all members of the Board. Notification to Board members and opportunity to attend shall form part of the Board's Annual Workplan. The provincial

conference shall be added to the September meeting of the Board at which time the Chair shall call for members to put their name forward to attend as conferees. Each new Governor will be required to successfully complete the Certificate of Good Governance within two years of their appointment to the Board.

Additionally, in order to be eligible for election to the Board Chair position, candidates must have successfully completed the Certificate of Advanced Good Governance.

Participation at National College Organization of which St. Clair College is a Corporate Member: The national college conference is an opportunity for the Board to gain some understanding to the Canada-wide system issues. Participation at the annual national conference shall be open to the President, the Chair, the Vice Chair, and up to six (6) other members of the Board. Notification to Board members and opportunity to attend shall form part of the Board's Annual Workplan.

Selection and approval to attend the national conference or other developmental activities will be determined using the following "Guidelines for Determining Professional Development Activities" (attached).

Conferees will attend such meetings primarily to receive information and exchange ideas. Board members will be expected to report back to the Board and provide a brief synopsis of their experience at conferences, workshops and other development activities attended as members of the Board.

2. The Board will establish governance process policies and a governance action plan that will serve as measurable standards against which the Board's performance can be evaluated.
 - a. At least on an annual basis, the Board will conduct a self-evaluation. As a result of this evaluation, the Board will include in its governance action plan, specific goals and objectives for improvement on identified areas.
 - b. The Board will monitor its adherence to its own governance process policies on a regular basis. Upon the choice of the Board, any policy can be monitored at any time. However, at a minimum, the Board will monitor its own adherence to the policies annually.

Guidelines for Determining Professional Development Opportunities

Annual National College Conference

The President, Chair and Vice Chair should attempt to attend the national conference during their term, when possible.

Application by other members of the Board to attend the national conference shall be at the discretion of the Chair, with preference based on the following criteria:

- Board members may attend the national conference at least once during each 3-year term.

- With the exception of the student member, members who are in their year of retirement from the Board are ineligible to attend the national conference.
- Highest seniority on the board shall be given priority and previous attendance will be considered. The Chair shall report to the Board regarding approvals of members selected to attend conferences.

Other Conferences, Workshops and Development Opportunities

Additional educational opportunities will be brought forward to the Board as they are known. Members who wish to attend conferences, workshops and other development opportunities can apply to the Chair. The Chair will review requests against conferences attended previously, current work of the Board, strategic work of the Board, cost, and the Board's own goals for itself.

Board members who are approved to attend educational opportunities will be reimbursed for all Board/College related travel as pre-approved by the Board/Chair and in accordance to the Board's travel and expense policies.



POLICY TYPE:	Governance Process	NUMBER:	2003-4.1
POLICY TITLE:	Audit and Finance Committee – Terms of Reference	DATE:	March 2019

In accordance with Policy 2003-4, Committee Principles, an Audit and Finance Committee will be established by the Board of Governors at the appropriate time with primary responsibility to ensure compliance with Board policy through financial oversight and inquiry.

Policy 2003-4.1 outlines the Audit and Finance Committee Terms of Reference.

1. Composition

3 external Board members + President, and/or an external ~~non~~-voting member at the discretion of the Board.

The Committee Chair will be elected by the members of the Committee. As defined in the By-laws, the Committee Chair may also be appointed Treasurer of St. Clair College. Only those members of the Committee can vote.

2. Meetings

The Committee will meet a minimum of 3 times per year at the call of the Chair.

3. Responsibilities

i. Audit

- Appointing external auditors.
- Reviewing and approving the audit plan for the external auditors to ensure that the combined evaluation of risks and testing of controls is comprehensive.
- Review the scope of the external auditor's reviews of the College's internal controls, any significant findings and recommendations by the external auditors and the responses of the College's staff to those findings and recommendations.

- Ensure that external auditors have access to the Committee to ensure that no management restrictions have been placed on their scope, extent of audit examinations or reporting of their findings.
- Review with the external auditors the results of the audit and determine if there were any difficulties or disputes with management, any significant changes in the audit plan, any significant changes in accounting policies and any management estimates that required significant judgement.
- Review and discuss the annual financial statements and related note disclosures with management and the external auditors.
- Seek assurance that the financial statements of the College are prepared in accordance with public sector accounting standards, which would include oversight of the selection of accounting policies used in the preparation of the financial statements, and consideration of all relevant alternatives.
- Review the annual draft financial statements and, where appropriate, suggest improvements in the financial information and, when accepted, recommend the final statements for approval by the Board.
- Have the right to make inquiries and call upon corporate officers of the College, as the Committee deems necessary.
- Review the performance of the external auditors annually and recommend to the Board their appointment and related fees.

ii. Financial

- Review the annual budget and mid-year budget and recommend its approval to the Board.
- Receive reports from management, external auditors and legal counsel, if appropriate or necessary, on all significant deficiencies or indications/detection of fraud along with the corrective activity undertaken.
- Evaluating the adequacy and effectiveness of the Board's policies as well as the College's administrative, operating and accounting policies through communication with management and the external auditors and make recommendations to the Board regarding necessary changes.
- Ensuring the College has an Investment Policy for the operating, reserve, and endowment funds, and periodically review its relevancy.

iii. Other

- Acting as a resource to administrators with respect to financial matters.
- Assisting the Board in identifying and managing financial risk posed to the College by being an objective party to review, critique, and advise with respect to financial information.
- Reviewing major proposals as submitted by administration or highlighted by the Board of Governors.



**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Name	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-laws	By-law No: 1
Effective Date:	November 24, 1998	Page: 1 of 1
Supersedes:	N/A	Last Review Date: June 28, 2011
Mandatory Review Date:		

Name

The name of the College shall be "St. Clair College of Applied Arts and Technology."

**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Head Office	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-law	By-law No: 2
Effective Date:	November 24, 1998	Page: 1 of 1
Supersedes:	N/A	Last Review Date: June 28, 2011
Mandatory Review Date:		

Head Office

The Head Office of the College shall be located at 2000 Talbot Road West, Windsor, Ontario, N9A 6S4 or at such other place as the members of the Board may from time to time determine by resolution.



**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Seal	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-law	By-law No: 3
Effective Date:	November 24, 1998	Page: 1 of 1
Supersedes:	N/A	Last Review Date: June 28, 2011
Mandatory Review Date:		

Seal

The seal, an impression whereof is stamped in the margin hereof, shall be the corporate seal of the College.

**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Definitions	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-law	By-law No: 4
Effective Date:	November 24, 1998	Page: 1 of 2
Supersedes:	N/A	Last Review Date: June 28, 2011
Mandatory Review Date:		

Definitions

In this By-law,

- (a) "Board" means the Board of Governors of St. Clair College of Applied Arts and Technology acting as a board of directors;
- (b) "Corporation" means the corporation incorporated under the name "The Board of Governors of St. Clair College of Applied Arts and Technology";
- (c) "College" means the institution maintained, conducted and governed by the Minister with the advice and assistance of the Board under the name "The St. Clair College of Applied Arts and Technology";
- (d) "Minister" means the Minister of Colleges and Universities (MCU);
- (e) "External members" means twelve (12) voting members of the Board none of whom is a full-time employee or spouse of a full-time employee of the Corporation, as defined by the Family Law Act.
- (f) "Internal members" means, where the relevant staff or student group has chosen to exercise an option for membership on the Board, four (4) voting members of the Board, including: one (1) student, one (1) academic staff member, one (1) administrative staff member, and one (1) support staff member, each of whom shall be elected by the relevant constituent group, in accordance with this By-law pursuant to O. Reg. 34/03;
- (g) "Advisory College Council" means the Council mandated under the Ministry of Colleges and Universities Minister's Binding Policy Directive – Governance and Accountability Framework. The purpose of this Council is to provide advice to the College President as outlined in the terms of

reference;

- (h) "Program Advisory Committee" means a committee assigned to a College program of instruction or cluster of related programs whose structure, terms of reference and procedures are determined in this By-law;
- (i) "Chair" means a Chairperson of the Board or any committee thereof, as the case may be;
- (j) All other definitions and expressions contained in Section 1 of the definitions in Ontario Regulation 34/03, are hereby adopted and used with the same meanings;
- (k) "Regulation" means Ontario Colleges of Applied Arts and Technology Act 2002, Regulation 34/03;
- (l) "LGIC" means Lieutenant Governor in Council established under Regulation 34/03 and referenced in the Colleges of Applied Arts and Technology Policy Framework.



**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Election of Chair and Vice Chair	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-law	By-law No: 10
Effective Date:	May 22, 2018	Page: 1 of 1
Supersedes:	January 29, 2013	Last Review Date: May 22, 2018
Mandatory Review Date:		

Election of Chair and Vice Chair

- 10.1 Eligibility to serve as Chair or Vice Chair is open to external members, who have successfully completed their Certificate of Good Governance. Eligibility to serve as Board Chair also requires successful completion of the Certificate of Advanced Good Governance.
- 10.2 Board elections of the Chair and Vice Chair shall take place annually at the Board meeting in June or as soon thereafter as possible. The vote shall be by secret ballot by all voting members of the Board in attendance.
- 10.3 The current Chair, if ineligible for re-election, shall act as Chairperson of the process to elect the officers. If the current Chair is standing for re-election, or in the Chair's absence, the Corporate Secretary shall act as Chairperson of the officer election process.
- 10.4 Officers shall serve a one-year term commencing annually on September 1. Officers are eligible for re-election, except that there shall be a limit of two (2) consecutive one-year terms of office for Chair.



**BOARD OF GOVERNORS
BY-LAWS**

Policy Title:	Duties of the Chair	Area of Responsibility: Board of Governors
Policy Section:	Board of Governors By-law	By-law No: 11
Effective Date:	November 24, 1998	Page: 1 of 1
Supersedes:	N/A	Last Review Date: April 30, 2013
Mandatory Review Date:		

Duties of the Chair

The Chair shall:

- 11.1 Preside at meetings of the Board in accordance with the By-law;
- 11.2 Together with the Corporate Secretary, Treasurer or other Board officers appointed for the purpose, sign all By-laws of the College;
- 11.3 Sign such contracts, documents or instruments in writing as require the signature of the Chair;
- 11.4 Have such other powers and duties as may from time to time be assigned by the Board, or as are incidental to the office of the Chair;
- 11.5 Act generally as public spokesperson for the Board;
- 11.6 Shall be an ex-officio member of all standing committees; and
- 11.7 Ensure that Board governance is conducted in accordance with Board policies duly approved by the Board.
- 11.8 The outgoing Board Chair will act as a mentor in an advisory capacity for one year, immediately following the completion of their term, at the request of the Board.

PRESIDENT'S REPORT

Meeting of the Board of Governors
Full Board – November 23, 2021

1. Vaccination Statistics

As of Friday, November 19, 2021, the vaccination statistics for St. Clair College are as follows:

VACCINATION STATUS REPORT FOR MCU - Nov. 19, 2021											
Overall	Vaccination Statuses					Totals			Percentages		
Person Type	1	2	3	4	5	Total	Not Vaccinated	Status 3,4,5	%#1	%#2	%#3,4,5
Employee	1327	4	0	18	68	1417	90	86	93.6%	0.3%	6.1%
Student	9953	23	4	353	961	11294	1341	1318	88.1%	0.2%	11.7%
Totals	11280	27	4	371	1029	12711	1431	1404	88.7%	0.2%	11.0%

(1 = Full Vaccinated, 2 = One Dose, 3 = Medical Exemption, 4 = Unvaccinated, 5 = Status Not Disclosed)

2. International Arrival Protocol

A total of 569 international students must arrive in Windsor or Toronto by December 31, 2021 from Spring 2021 and Fall 2021. A total of 2,229 projected students need to arrive by January 20, 2022 (Day 10) for the Winter 2022 semester. There are 1,241 at-risk students, currently with no visa approval, as they are required to begin face-to-face study in January 2022. Of the 536 Fall 2021 students who need to arrive in Canada by December 21, 2021, 308 have a valid. A total of 275 Arrival Plans (SOPs) are approved by fully vaccinated travelers between November 15 and December 31, 2021 (193 in Windsor, 45 in Toronto). Of the 2,229 Winter 2022 students who need to arrive in Canada by January 20, 2022, 988 have uploaded a visa (leaving 1,241 with no visa status).

2020-22 International Student Arrival SOP									
as of November 17, 2021									
Semester	SCC	ACE	TOTAL	Complete SOP SCC	Complete SOP ACE	Complete SOP TOTAL	SOP Protocol Participants Remaining	Remaining Participants with a Visa	Stranded At-Risk
Spring 2020	264	364	628	21	15	628	0	N/A	N/A
Fall 2020	910	817	1,727	624	477	1,727	0	N/A	N/A
Winter 2021	866	504	1,370	524	299	1,370	0	N/A	N/A
Spring 2021	1,090	1,349	2,439	1,051	1,265	2,406	33	0	33
Fall 2021	1,371	598	1,969	707	474	1,433	536	308	228
Winter 2022	1,674	740	2,414	0	0	185	2,229	988	1,241
Total	6,175	4,372	10,547	2,927 +	2,530 +	5,457	2,798	1,296	1,502
				1,142 in Canada	1,150 in Canada	2,292			
				4,069	3,680	7,749			

3. WEVAX To Win

On November 2, 2021, Windsor Mayor Drew Dilkens and President Patti France were at Windsor City Hall to greet the two winners of the **WEVAX to Win** prizes of St. Clair College paid tuition. The first winner was a Massey Secondary student Barrett Wills (Windsor) and Louis Spadotto (LaSalle). The WEVaxToWin.ca contest has multiple prizes available to be won for those in Windsor Essex who have received double vaccines and entered the draw. Nearly 65,000 residents in Windsor and Essex County registered for the contest.

"We congratulate the winners of our tuition packages and look forward to seeing them on campus soon. More than that, we congratulate everyone associated with this project and WEVax in general: those giving vaccinations and those receiving them. The fact that our case numbers have been slowly but surely declining shows that, as a caring community, we're all doing our part to bring this pandemic under control once and for all."

– Patti France, President



4. Coffee with a Cop

On November 10, 2021, staff and students had a chance to build relationships and discuss community concerns with leaders of the Windsor Police Service at the “Coffee with a Cop” event.

The College would like to thank Chief Pamela Mizuno and the members of the Windsor Police for spending their afternoon enjoying coffee with our Saints.



5. Virtual Remembrance Day Ceremony

At 11:00 a.m. on November 11, 2021, the College community, including the Senior Team, paused to view the Virtual Remembrance Day Ceremony that the College broadcast in order to honour those who have given their lives for our freedom, and to those who continue to risk their lives to serve our Country.



6. Local International Leaders Meeting

On Monday, November 15, 2021, the College met with leaders of the South Asian Centre, Jahinder Rai, President of the Sikh Cultural Society of Metropolitan Windsor and the Executive Director and founding member of the New Canadians' Centre of Excellence, Reza Shahbazi. As these organizations provide many services to the College's international students, the College wanted to touch base to offer our support, services and assistance with their efforts and continue the strong relationships that have been built.



7. Mayor's & CAO's Breakfast Meeting

On Friday, December 3, 2021, the President has scheduled a breakfast meeting with the local Mayors and CAO's of Amherstburg, Essex, Kingsville, Lakeshore, LaSalle, Leamington, Tecumseh and Windsor to give them an update on the College's operations, to discuss/identify community/student needs, and to provide support for community outreach activities. This marks the third event of its type and has been a welcome event amongst the leaders of our local communities.

8. Canadian Automobility Hub Announcement

A media announcement for the Canadian Automobility Hub has been scheduled for Wednesday, November 24, 2021 at 10:00 a.m. in the Truck and Coach Building. The objective is to announce the Canadian Automobility Hub project and the investment of Automobility Enterprises Inc. into the region, backed by postsecondary institutions and PEM Motion. Joining President France in speaking at the event are Steve MacKenzie (CEO/President, Invest Windsor-Essex), Robert Gordon (President, University of Windsor), Christoph Lienemann (PEM Motion), Helga Riedel (President/CEO, Enwin), Drew Dilkens (Mayor, City of Windsor) and Gary McNamara (Warden, County of Essex).



9. School Board Visits

St. Clair College has tremendous partnerships with many organizations, including local school boards, and is constantly seeking to develop and strengthen these relationships so that we can work together for the benefit of our students. To this end, President France met with two newly appointed School Board directors:

- ❖ **St. Clair Catholic District School Board:** On Monday, November 15, 2021, President France met with the new Director of Education for the St. Clair Catholic District School Board, Scott Johnson.
- ❖ **Windsor-Essex Catholic District School Board:** On Wednesday, November 17, 2021, President France met with Emelda Byrne, the new Director of the Windsor-Essex Catholic District School Board.

10. S'Aints Concert

The S'Aints will be live and in-person once again for their annual Christmas Concert which will be held at Caesars Windsor. The concert will be held on Friday, December 23, 2021 at 8:00 p.m. As always, all funds raised will benefit local food banks and charities.



11. Community Sponsorships

Bright Lights City: St. Clair College will be sponsoring the City of Windsor's "Bright Lights City" display that will be setup in Jackson Park. The College will be the proud sponsor of a giant illuminated wreath that visitors can use to pose for photos.





Winter Fest: St. Clair College will be sponsoring the Downtown Business Association's 2021-22 Winter Fest which has activities that run from November 15, 2021 to January 16, 2022, including the "House To House Combat: Battle of the Gingerbreads" competition that is running from December 1 to 21, 2021 in an online format.

Armoury In Lights (Chatham): St. Clair College is the proud sponsor of The Armoury In Lights Christmas Show, which is now part of Santa Fest; a four day walk-in festival with holiday fun for the entire family!

Dates: December 8, 9, 10, and 11
from 5PM – 9PM

Armoury In Lights Show Times:
6PM & 8PM

Enjoy live bands, food trucks, pony rides, artisan vendors, a cash bar and so much more. Donations will be collected for the Children's Treatment Centre.

A poster for Santa Fest Holiday Fun @ The Armoury. It features a Santa Claus illustration at the top, the event name in a stylized font, and details about the show times and ticket prices. The background is blue with white snowflakes.

Santa Fest
HOLIDAY FUN
@ THE ARMOURY

DECEMBER 8TH - 11TH, 5-9PM

LOCAL BANDS . FOOD TRUCKS . PONY RIDES . ARTISAN VENDORS . CASH BAR AND MORE!

THE ARMOURY IN LIGHTS - CHRISTMAS SHOW
SHOW TIMES 6PM & 8PM

DONATIONS WILL BE COLLECTED FOR THE CHILDREN'S TREATMENT CENTRE

**\$10 PER PERSON IN ADVANCE \$15 PER PERSON AT THE GATE
2 AND UNDER FREE**

WWW.ARMOURYINLIGHTS.COM

St. Clair College In The News

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St. Clair football player facing firearms charges



(TheCrimsonRibbon/iStock)

AM800 CKLW – October 20, 2021

A St. Clair College football player is in hot water following in incident at a game on the road.

The Fratmen were in Brantford to take on the Hamilton Hurricanes on Sunday.

According to a release from the Brantford Police Service, officers were called to the game at North Park Sports Complex after a restricted firearm was located in the personal property of a player.

Police say a firearm and a magazine were seized and officers observed the serial number of the firearm had been tampered with.

As a result, 23-year-old Branden McCraney of Windsor is facing a long list of charges including unauthorized possession of firearm, carrying a weapon while attending public meeting and tampering with a serial number.

McCraney was also charged with aggravated assault and possession of a dangerous weapon in 2019 following a stabbing on New Year's Eve in downtown Windsor.

St. Clair College football player faces gun charges

Branden McCraney, 23, of Windsor, has numerous charges after a restricted firearm was found in his possession at a St. Clair Fratmen game in Brantford on Sunday.

Windsor Star - Oct 20, 2021



The helmet insignia of the St. Clair Fratmen football team is shown in this file photo.

A player with the St. Clair Fratmen was arrested while at a game in Brantford after a restricted firearm was found in his possession.

St. Clair College's football team was at Bisons Alumni North Park Sports Complex on Sunday for a game against the Hamilton Hurricanes.

Brantford Police Service said officers were sent to the sports venue around 2 p.m. in response to a gun call.

Police were told that an unloaded firearm had been located in the personal property of one of the players.

When the officers attended the location, the gun and its ammunition magazine were turned over to them.

According to Brantford police, both the weapon and its magazine are under the restricted category.

Police also found that the serial number of the firearm "had been tampered with and was no longer legible."

Branden McCraney, 23, of Windsor, now faces numerous firearm charges, including:

- two counts of carrying a weapon while attending a public meeting
- two counts of carrying a concealed weapon
- two counts of careless use, storage, handling, or transport of a firearm
- unauthorized possession of a firearm
- ~~Unauthorized possession of a prohibited device~~

November 23, 2021

- possession of a firearm with knowledge that it is unauthorized
- possession of a prohibited device with knowledge that it is unauthorized
- tampering with a serial number

Additionally, the accused was charged with failing to comply with a judicial release order.

Branden McCraney was previously charged in relation to a stabbing incident in front of a nightclub on Ouellette Avenue on Jan. 1, 2019.

This football season, McCraney has been wearing player #1 for the Fratmen in the position of running back/slotback.

His performance as a receiver earned him the recognition of Ontario Football Conference offensive player of the week in September.

McCraney has since been removed from the Fratmen's 2021 online roster.

Local roundup: Saints secure major awards in softball, baseball ahead of OCAA championships

Windsor Star - Oct 20, 2021



St. Clair Saints' multi-sport athlete Shae-Lyn Murphy was named the OCAA's rookie of the year in softball on Wednesday. Photo by Nick Brancaccio /Windsor Star

The St. Clair Saints' softball team picked up a pair of major awards ahead of this weekend's OCAA championship in Windsor.

St. Clair pitcher and first baseman Amy Claydon was named OCAA player of the year while Holy Names high school product Shae-Lyn Murphy was named the conference's rookie of the year.

Claydon hit an impressive .541, which ranked second in the league, with four home runs while driving in 37 runs in 16 games, which tied a conference mark set over a 24-game schedule. On the mound, she posted a 7-1 record with a 2.03 earned-run average.

A shortstop, Murphy finished second on the Saints with a .493 average from her leadoff spot and tied a league record by scoring 37 runs while stealing 18 bases.

Claydon and Murphy were also named to the OCAA all-star squad along with teammates Julia Brusseau and Judy Lafleur, who are both first-year players.

A catcher, Brusseau, who is a St. Anne high school product, led the league with four triples while batting .423. An Essex high school product, Lafleur, who played mostly centrefield, batted .446, to finish fifth in league batting.

Meanwhile, head coach Doug Wiseman was named OCAA coach of the year for the fourth time in eight seasons after leading St. Clair to the conference's best record at 17-1 and its seventh title in the last eight years.

St. Clair is the top seed for this weekend's tournament and will open play on Friday against an opponent to be determined by first-round play on Thursday.

Saints baseball recognized

Left-hander Cameron O'Reilly was named OCAA pitcher of the year ahead of the conference baseball championship in Oshawa.

A rookie, O'Reilly had a league-leading 0.88 earned-run average while posting a perfect 4-0 record in his four appearances.

It also earned O'Reilly a spot on the OCAA all-star team along with teammates Henry Real, Josh Anderson and Colin Robinson.

A catcher, Real was second in the league with a .475 batting average with a league-leading seven doubles while driving in 19 runs.

Anderson, who plays shortstop, finished sixth in league hitting with a .436 average and was second in the league with 10 stolen bases.

A Kennedy high school product, Robinson, who plays first base, hit .333 while finishing second in the league with three home runs and driving in 12 runs.

The top-seed Saints open play on Friday against an opponent to be determined after Thursday's opening round.

St. Clair College football player suspended following gun charges

Player faces a dozen gun-related charges

CBC News · Oct 21, 2021



(Submitted by St. Clair College)

A St. Clair College football player is suspended after Brantford police charged him with having a gun at a game.

Running back and slotback player Brendan McCraney, 23, was charged with a dozen gun-related offences Sunday, police said. Officers were made aware of a restricted, unloaded gun that a player had during a football game at the Bison's Alumni/North Park Sports Complex at North Park Street in Brantford.

According to the news release, police found the gun and cartridge magazine, both of which they said are "restricted items." They said the serial number of the firearm was also "tampered with and was no longer legible."

McCraney now faces several charges, including "careless" handling of a firearm, carrying a weapon during a public meeting, having an unauthorized gun and tampering with the weapon's serial number.

"It's a difficult situation that the college and obviously the team has been through," said St. Clair College's vice-president of communications John Fairley.

"What happened on the weekend is unfortunate, was unforeseen and this is a winning franchise team and with that ... the team has regrouped, the player is under investigation."

Fairley said St. Clair College won't be making further comments as the situation is being investigated.

Losing McCraney comes as the St. Clair Fratmen team is on a six-game winning streak and just weeks after McCraney was named player of the week by the Ontario Football Conference.

**OFFENSIVE PLAYER
OF THE WEEK**



BRENDAN MCCRANEY

ST. CLAIR FRATMEN



POSITION: SB/RB

#1

REC: 5

YDS: 142

TD: 2



Week 3

Running back and slotback Brendan McCraney is now suspended from the St. Clair Fratmen team.

Windsor sports podcast host says it will be a 'challenge'

Drake D'Amore, WinCity Sports podcast host, told CBC News Thursday that he doesn't think a suspended McCraney will impact the team all that much.

"It will be a challenge, but I think going forward, with the mentality that the team has, they will still be able to strive for that winning culture that they have already," D'Amore said.

"In [McCraney's] position obviously he's been successful, gaining yards, gaining distance for his team. Football is a chess like game and every player has their role and he's been great at it."

The team's next game is Oct. 31 in Windsor.

McCraney is scheduled to appear in Brantford Ontario Court of Justice on Nov. 19.

Three Locals Win Provincial Gold With St. Clair Baseball Team

Chatham-Kent Sports Network - [October 24, 2021 9:43 am](#)



The St. Clair College Men's Baseball team won their 6th gold medal at the OCAA Provincial Championship with a 7-1 victory over Humber College (Etobicoke) Saturday afternoon at Kinsmen Memorial Stadium in Oshawa.

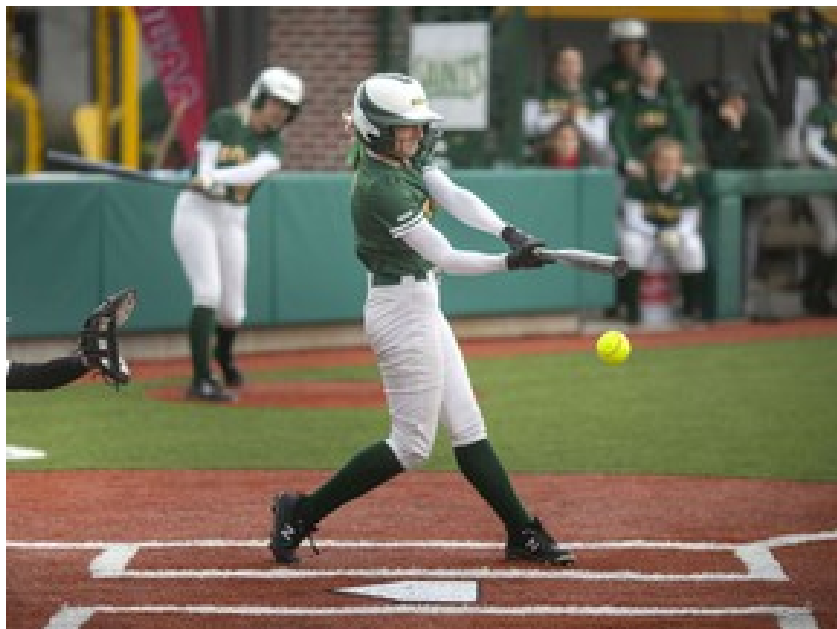
A trio of Chatham-Kent baseball players – Austin Oulds (Chatham), Brock Whitson (Chatham), and Sam McKinlay (Tilbury) – were part of the winning Saints.

Whitson pitched in the semi-finals, while Oulds closed out both the semi-final game, and collected the final two outs in the championship game.

In eight years of OCAA baseball the Saints have managed to win the title in all but two seasons.

Golden performance by Saints' baseball team while softball squad claims silver

Windsor Star - Oct 25, 2021



St. Clair's Julia Brusseau grounds out during action at the OCAA softball championship on Saturday.

It was a golden performance by the St. Clair Saints' baseball team while the softball squad earned a silver medal at the OCAA championships on Saturday.

Playing in Oshawa, the men's team rolled through the tournament unbeaten in three games and capped it with a 7-1 win over the Humber Hawks, who had won the previous two championships, to secure the team's sixth title in the last eight years and first under first-year head coach Roberto Duncan.

Golden performance by Saints' baseball team while softball squad claims silver

"At the end of the day, it all worked out the way it was planned," Duncan said. "The guys stepped up and improved a lot in the short period of time. It was a lot of work, but I'm happy it paid off."

The women suffered just one defeat in the regular season, but dropped a one-run decision to the Durham on Friday that sent the winner directly to the gold-medal game. After beating Humber 10-0 in a five-inning mercy game early on Saturday to get to the championship, the Saints fell behind by five runs early and rallied to force extra innings before losing 8-7 to Durham in nine innings.

"I'm happy with our season," said Saints' head coach Doug Wiseman, whose team went 17-1 in the regular season. "We didn't give it away. We battled back and when I reflect back on it, I'm still happy with it."

Returning to the field after a lost season to the COVID-19 pandemic, there were plenty of challenges for Duncan and his squad.

Right-hander Evan Ferguson, who was scheduled to be the team's No. 1 starter, was lost to an arm injury along with left-hander Cameron O'Reilly, who was the OCAA pitcher of the year, was suffered an arm injury just before the tournament. Starting outfielders Brendan Renaud and Austin Tilson were also lost to injury during the season.

"We had some guys get hurt, but the young guys stepped up," Saints' first baseman Colin Robinson said.

After opening the tournament with a 5-4 win over Durham, the Saints advanced directly to the final with a 7-5 win over Humber. That forced Humber to beat Seneca to get back to the final, but St. Clair jumped to an early five-run lead and rolled to the win.

“It’s good to win, but nothing’s guaranteed in those tournaments,” Robinson said. “It was definitely satisfaction for what we were working for.

“The whole program, they win baseball games, they treat their players well and the common goal is making us better players. Being from Windsor, we know how often they win. It’s a tradition that they win games in October.”

Right-hander Michael Hamlin allowed just five hits over five innings and one run while Robinson had two hits and drove in two runs with Henry Real and Hunter Appleyard also contributing two hits.

Real was named championship MVP while Robinson and Austin Olds were named to the all-star team.

“We didn’t feel it as pressure,” Robinson said. “We took it as a bunch of guys that blended together with the same goal. We all wanted to win and pushed each other to be better.”

Hosting the softball championship, St. Clair could not overcome slow starts against Durham. After falling behind 5-0 in the gold-medal match in the second inning, the Saints scored three runs in the seventh inning to force extra innings before falling.

Shae-Lyn Murphy and Judy Lafleur had three hits each for the Saints. Amy Claydon and Jacklyn Yewchyn had two hits each with Murphy and Claydon both being named to the tournament all-star team.

“Overall, it was good,” Wiseman said. “We played extraordinarily well with 13 or 14 players in their first year and we only lose one player. I think many felt privileged to play this year and just get back on the diamond. We’ve got some really good players.”

Want a giant pumpkin? Start digging now

CTV Windsor News Reporter - Oct. 28, 2021

An enormous pumpkin is attracting new customers to a long-time honour system stand in Chatham-Kent.

Its owners estimate the giant gourd to be anywhere between 1,000 and 1,500 pounds and they've decided to display it at the side of the road this Halloween season.

"The secret is out!" says Shari Duquette, who affectionately named the pumpkin "Bertha."

Duquette says giant pumpkins have been growing at Weber's pumpkin patch on Given Road for more than a dozen years.

"We usually keep it in the field," Duquette explains. "This year we thought it would be an idea to bring it up front and it was a grand idea!"



Shari Duquette of Weber's Pumpkins, looks over giant pumpkin 'Bertha' in Chatham, Ont. Oct. 28, 2021. (Christ Campbell / CTV News) Earlier this month, ['Alice' set a new Canadian record](#) as the first pumpkin in the country to weigh over one ton.

According to St. Clair College landscape horticulture Professor Sandy MacDonald, if you want to try your hand at growing giant pumpkins, it's best to start preparing before winter moves in, adding, "One of the secrets is to actually start now."

MacDonald encourages any pumpkin growing enthusiasts to dig a large pit before the ground freezes, in anticipation of the following spring.

"Everybody thinks about spring for planting but those diehard growers, they're preparing for the spring planting. They'll actually dig quite a large pit and that pit will contain loads of manure," said MacDonald. "They seem to grow really well with that."

MacDonald tells CTV News, individual giant pumpkin seeds can range anywhere in cost online from \$10 to \$1,000, depending on its genetics, and should be planted indoors first around April or May.



St. Clair College Landscape Horticulture Professor, Sandy MacDonald, shows a pumpkin vine. Oct. 28, 2021. (Chris Campbell / CTV News)“Anybody who is interested in one of those giant exhibition pumpkins needs to have plenty of space. So we’re talking at least three or four metres apart. 12 feet at least for one plant only.”

People can easily grow a 300 pound pumpkin, according to MacDonald, who says “Homeowners can easily grow one that’s maybe, I would think with Dill’s Atlantic Giant Seed, you should be able to get a 300 pounder, even maybe a 500 pounder if you’re a really good gardener.”

Duquette says Bertha was not officially weighed this year, but believes she could have placed third at Port Elgin’s Pumpkinfest.

“We had a forklift to take it out of the field and bring it back over here,” she said/

Duquette adds they typically keep the seeds to try again next year, but will offer a few for sale to neighbourhood kids and one individual, for the right price.

“It’s fun! But, it’s a heck of a lot of work!”

St. Clair College Receives Two Gold Workplace Wellness Awards

[windsoriteDOTca News Staff](#) - Sunday October 31st, 2021



St. Clair College has been recognized by the Windsor Essex County Health Unit’s Working Toward Wellness Workplace Wellness Committee.

The college received two gold awards for health and safety and mental health promotion and an organizational social responsibility award.

The Healthy Workplace Awards recognizes local employers that provide comprehensive workplace wellness programming. Award recipients must demonstrate a strong commitment to improving health by promoting and supporting a comprehensive approach to wellness programming for employees, ideally, family members and retirees.

“The health, safety and well-being of our staff and students have been of paramount importance during the pandemic,” said College President Patti France. “As safety protocols and guidelines evolved during the pandemic, St. Clair College has been responsive and proactive. I am very proud of what we have been able to accomplish over a relatively short period of time to keep our College community safe while responding to the needs of the community.”

The College has been a community partner in the efforts to manage COVID-19 in 2020 and 2021 when its standalone athletic facility, the SportsPlex at the South Windsor campus, was used as a COVID-19 vaccination centre.

The College also worked with WECHU to offer pop-up vaccination clinics on campus. Throughout the pandemic and leading into the fall 2021 semester, the College also made quick adjustments to academic delivery, rapid testing, and vaccination programs, and to its COVID-19 Pandemic Plan to ensure the safety of all employees and students.

Local's Win At The Annual Tourism Awards

[windsoriteDOTca News Staff](#) - Sunday October 31st, 2021



This past week, local businesses were recognized at the Ontario Tourism Awards from the Ontario Tourism Summit in Ottawa.

As part of the Tourism Industry Association of Ontario Tourism Summit, the Ontario Tourism Resilience Awards were held to celebrate Sustainability, Innovation and Collaboration in the tourism sector.

WindsorEats took home awards for Innovation (Cycling) for the Wine Trail Rides and for Innovation (Food Service) for the Outdoor Food Hall. They also took home an award for Collaboration (Food Service) for the WindsorEats Outdoor Food Hall & Holiday Makers Market. With the support of the City of Windsor and St. Clair College, WindsorEats collaborated with YQG Made to host a Holiday Makers Market in conjunction with the Outdoor Food Hall in 2020.

Iron Kettle Bed & Breakfast took home an Innovation (Accommodation) award and Innovation (Francophone Tourism Operators) award.

Tom Lucier & Ian Phillips: Phog Lounge/Meteor Lounge took home an award for Innovation (Beverages).

Additional finalists in the region included:

- Innovation (Attractions): WindsorEats
- Innovation (Festivals & Events): Tom Lucier & Ian Phillips: Phog Lounge/Meteor Lounge
- Innovation (Food Service): Tom Lucier & Ian Phillips: Phog Lounge/Meteor Lounge
- Collaboration (Independent Businesses): Pop Sandbox Inc. & Town of Amherstburg for the Olde Amherstburg Ghost

[Cam O'Reilly Reflects on Season at St. Clair College](#)

DiscoverMooseJaw.com - Monday, 01 November 2021



Moose Jaw's Cam O'Reilly pitching with the St. Clair College Saints. (Photo courtesy: St. Clair College Athletics/Facebook)

We featured his story on [DiscoverMooseJaw.com](#) last April when Sowden-Flanagan Baseball Training announced Cam O'Reilly had signed a scholarship offer from St. Clair College in Windsor, Ont. Seven short months later, O'Reilly is attending classes, enjoying the college life and reflecting on a most remarkable freshman season with his team, the Saints.

O'Reilly was named Ontario Colleges Athletic Association Pitcher of the Year, made the all-star team and helped the Saints to a league championship.

"It was a super fun time and I enjoyed every minute of it," O'Reilly said when we talked to him via telephone from Windsor. "It felt like it all just happened so fast...our baseball season is only two months because it just gets too cold."

"I couldn't have done it without my teammates and my pitching coach, Kareem (Kobrosli). They helped me play defence and, yeah, it was a pretty good season...He (Kobrosli) helped me with my mechanics every day. He's just a really good coach," O'Reilly said.

The Saints went 15 and 2 during their championship season and O'Reilly, a left-handed pitcher, was the winning pitcher in four of those games. He pitched 16 innings giving up just 8 hits and 2 earned runs. He struck out 21 batters, walked 8 and recorded an ERA of 0.88.

And while O'Reilly credits his pitching coach for his recent success and Sowden-Flanagan Baseball Training for helping him get to the next level, he started pitching when he was a little boy, growing up in Moose Jaw.

"I think I've been playing ball since I was 6 or 7 so I've been playing a long time, yeah."

There's no spring season in the Ontario Colleges Athletic Association but O'Reilly plans to focus on his studies and, certainly, return for his sophomore year. And he's hoping to face some quality competition back home next spring and summer, hopefully with the Moose Jaw Miller Express, if the Western Canadian Baseball League can get the go-ahead for a 2022 season.

"That's the goal, hopefully, yes...it's looking like there will be a season next year so I'm hoping there is."

So, right now, the focus for O'Reilly and his teammates is on school (O'Reilly's taking Business Finance) and upcoming off-season training.

"We get a break for our arms after the season for about a month and then we'll start back up (training) in December."

And while he's only been away from home (for the first time) since August, O'Reilly says he's settling into his new lifestyle.

"It was hard at first for about a month or so but after I found some friends it got easier. The college life is different than being in high school but, it's good," O'Reilly said. "It was a great season and I'm happy to be down here. It was a good time."

AI robots help students succeed at St. Clair College

Windsor Star - Nov 02, 2021



St. Clair College students in the CICE program, Kyle Schauer, left, and Evan Fairlie, are pictured with an interactive robot that was introduced into the program this semester, on Tuesday, Nov. 2, 2021.

It's hard to be overlooked when you're walking to class with a state-of-the-art personal robot at your side.

The use of Temi robots by students in the Community Integration through Cooperative Education (CICE) program at St. Clair College is providing them with a much richer college experience.

The seven-year-old CICE program offers students with developmental disabilities or significant learning challenges the opportunity to acquire life skills and pursue post-secondary education.

On a large sprawling campus, CICE students can feel isolated and overwhelmed, left on the outside looking in at college life.

"Having Temi is breaking down some of the social and educational barriers these students face and it's building their confidence and even allowing them to be leaders in the classroom," said Stephanie DeFranceschi, a CICE instructor in field placement preparation and a former program co-ordinator.

Using Temi robots actually came about by happenstance last year when instructor Michael Spadotto's business class was working with Telus and Temi Canada and "trying to figure out a way to introduce personal robots into the classroom as a teaching tool."

Spadotto had a couple of CICE students in his class and from that humble beginning, an extensive collaboration between his ENACTUS students and CICE students has flourished.

ENACTUS students focus on business and social enterprise with an eye towards a greater community good. The ENACTUS students helped the CICE students learn about financial literacy, banking, practising mock job interviews and how to write a resume.

“The engagement factor between the two was one of the best experiences,” Spadotto said. “Now there’s a whole group of students working with the CICE program and creating modules for them.”

The CICE students showed others in their program how the Temi robot could take notes, upload instructional videos or map out their route to and from class.

“They were teaching their fellow students and they got to show what they knew about Temi,” Spadotto said. “The peer one-on-one was an amazing experience. They felt empowered and in charge of Temi.”

Spadotto watched CICE student Evan Fairlie go from a quiet student sitting near the back of class to a leader.

For his part, the 19-year-old Windsor resident said he’s still learning everything Temi can do to make college life easier.

“I haven’t used it to take notes yet,” Fairlie said. “But if I got lost and didn’t know where my class was, it would follow me around.”

Fellow CICE student Kyle Schauer hopes the college gets more than the initial batch of four robots.

“I really like it,” the 19-year-old Schauer said. “It takes notes and it can go to all of your classes. You can call people on it. It’s very helpful. I would love more of them.”

DeFranceschi said the college would also like to expand the program in the future. “The robots are expensive so we’re just getting started.”

Prior to the CICE program, she noted there was not pathway for those students after high school.

“This is giving students an opportunity to experience post-secondary life,” she said. “The idea is to offer the core CICE courses but to also integrate them into other classes based on their own interests.”

Temi robots, which are personal AI assistant machines, can help with the integration. Robotics students at the college are helping develop applications and graphic design students are working on a logo for the collaborative project between ENACTUS and CICE students.

“Our students are engaging and socializing with non-disabled peers,” DeFranceschi said. “We even have a CICE student on the ENACTUS team now. The project is bringing multiple programs together and this technology is breaking down barriers.”

And the benefits are going both ways, according to ENACTUS president Trevor Ramieri.

“The conversations we shared together last year proved to be so beneficial during our virtual semester,” Ramieri said. “We are beyond excited to now explore this dynamic in-person, alongside additional group skill-building activities in areas such as mock interviews and resume development. This peer-to-peer mentorship is so valuable because it engages personal development for all parties involved.”

Next Set of Prize Winners Announced in WEVax To Win Contest

City of Windsor - November 2, 2021

Additional winners of the [WEVax To Win](#) contest have been released online! Congratulations to all the winners thus far:

Prize	Winner
#Dine YQG Date Night	Mckayla Howell (Essex)
#YQG Staycation Packages Windsor	Eleodor Popescu (Windsor)
#YQG Staycation Packages Essex County	Linda Jo Ann Miller (Windsor)
#YQG Staycation Packages Pelee Island	Dana Westfall (Windsor)
Celebrate Our Craft Beer Industry	Sydney Drew (Windsor)
Celebrate Our Wine Industry	Darlene Dunn Mahler (Windsor)
Property Tax Holiday	Laura Landstrom (Windsor)
Rental Free Holiday	Ankur Ahmed (Windsor)
Tecumseh Backwater Valve	Beth Savoie (Tecumseh)
Tecumseh Fire Station Tour and Ride in a Fire Truck	To be verified
Tecumseh Home Safety package	Mary Bontront (Tecumseh)
Tecumseh Recreation gift card	Veronica Cowan (Tecumseh)
Tecumseh Transit Services Bus Pass	To be verified
Refresh Day Spa - Revive Package	Roger Frappier (Windsor)
Honey-Bee Ham Co.	1. Tiffany Rotulo (Windsor)
(one more winner to be verified)	2. Andrew Senay (Tecumseh)
	3. Joanne Castanares (Windsor)
	4. Sandra Ellis (Windsor)
Roseland Golf and Curling Club Golf Passes (one more winner to be verified)	1. Patrick McCloskey (Tecumseh)
	2. Shweta Shivanna Suresh (LaSalle)
	3. Madison Plantt (Windsor)
	4. Richard J Stephenson (Kingsville)
	5. Michael Joseph Koshulap (Lakeshore)
St. Clair College Tuition	1. Barrett Wills (Windsor)
University of Windsor Tuition	2. Louis Spadotto (LaSalle)
	Nicholas Tavolieri-Essex (Windsor)

Windsor Mayor Drew Dilkens, St. Clair College President Patti France and Vice President College Communications & Community Relations John Fairley, along with University of Windsor Acting Associate Vice-President External Dr. Vincent Georgie were at Windsor City Hall to greet winners.

The final contest draw is Friday, November 5, 2021. Shortly after, two lucky winners will drive away with a 2021 Chrysler Pacifica and 2021 Chrysler Pacifica Hybrid. Qualified residents can still **register until Friday morning at 10:00 a.m.**

All Winners are required to provide proof of full vaccination against COVID-19, and proof of residency to claim their prize. Visit [WEVaxToWin.ca](#) for more information on all available prizes and to enter the draw.

To date, nearly 65,000 residents in Windsor and Essex County have registered for the contest. The WEVax To Win website also contains links to information on [booking your vaccine](#), [vaccine information](#) and [vaccine myths](#).

Quotes:

“Community partners are the driving force behind the success of WE Vax To Win. From small businesses to fellow municipalities, all the way up to our higher education institutions, generous partners have donated prizes that have provided further incentives for folks to get vaccinated and support the community. Register now for the final draw on Friday for your chance to **win!**”

– **Drew Dilkens, Mayor of the City of Windsor**

"We congratulate the winners of our tuition packages and look forward to seeing them on campus soon. More than that, we congratulate everyone associated with this project, and WEVax in general: those giving vaccinations, and those receiving them. The fact that our case numbers have been slowly but surely declining shows that, as a caring community, we're all doing our part to bring this pandemic under control once and for all."

– **Patti France, President, St. Clair College**

“Community impact is a priority for the University of Windsor, especially during our collective fight against COVID-19. Whether through our faculty research on the mental health impacts of the pandemic, our pedagogical expertise on digital learning tools for local teachers, our students giving their time in health care facilities or our alumni donating free housing for front-line workers, we are proud to help lead our region to a healthier future.”

– **Vincent Georgie, Acting Associate Vice-President External, University of Windsor**



Mayor Drew Dilkens with President Patti France and St. Clair College tuition award winners from left to right, Barrett Wills and Louis Spadotto.

Former Windsor fire hall becomes St. Clair College firefighter training centre



The new St. Clair College Pre-Service Firefighter Training Centre at 1905 Cabana Rd W in Windsor, Ont.

CTV Windsor Web Writer / Reporter - Nov. 3, 2021

Students and instructors in the Pre-Service Firefighter Education and Training program at St. Clair College will be using a former Windsor fire hall for training.

The new St. Clair College Pre-Service Firefighter Training Centre at 1905 Cabana Rd W will also be used for performing lab work.

The two-bay fire station was previously operated by the Windsor Fire & Rescue Services since 1978 as Station No. 5, which served a largely residential neighbourhood in South Windsor.

In 2014, WFRS shuttered the aging fire hall and relocated Station No. 5 to 2650 Northwood St., next to Huron Church Road. Earlier this year, St. Clair purchased the property from the WFRS for use in the Pre-Service Firefighter program.

Windsor Fire Chief Stephen Laforet says anytime a Pre-Service program can mimic or replicate the experience of a real working fire hall, the better it will be for the students.

"Firefighting is like most trade professions where you learn the most by having the tools in your hands and using them as much as you can," Laforet said. "Now they have a good facility on hand which puts vehicles, ladders and tools at their fingertips to work on and train with. So I think this provides the students with an opportunity to have a good facility to train out of, and it brings them to the equipment more than they would have had before. I think this station will attract future students too."

College Purchases Former Cabana Fire Hall

[windsoriteDOTca News Staff](#) - Wednesday November 3rd, 2021



St. Clair College has purchased the former South Windsor fire station at 1905 Cabana Road West.

The former Station 5 was built in 1978 but closed in 2017 when a new station was constructed on Northwood Street.

The college will use the former station to replicate the experience of a real working fire hall and storage for equipment and trucks.

New home for St. Clair College's Pre-Service Firefighter program

AM800 CKLW - Wednesday, November 3rd 2021



Photo courtesy: St. Clair College

St. Clair College now has its own fire station.

The college purchased the former city fire station No. 5 on Cabana Road West in Windsor earlier this year and will use it for the Pre-Service Firefighter program.

The two-bay fire station was home to Windsor Fire and Rescue for more than 30 years but shut down in 2014 and relocated to Northwood Street near Huron Church Road.

The college says students and instructors are already seeing the advantages of training and performing lab work at the station.

Waseem Habash, Vice President Academics at St. Clair College, says they paid around \$500,000 for the building and the property, and also spent \$500,000 to renovate the site.

He says the instructors were really excited to get into the site.

"It is so beneficial to students, they're in a real world environment in a fire hall. Whatever the exercise they're doing, they're able to do it in a relatively real situation," says Habash. "To be able to go up and down ladders, where the fire trucks are going to get stored, etc. All their equipment and tools are in the same spot. So it feels like a natural environment of being in a fire hall for students and that's what it's all about."

Windsor fire chief Stephen Laforet said in a release, "anytime a Pre-Service program can mimic or replicate the experience of a real working fire hall, the better it will be for the students."

The site will now be known as the St. Clair Fire Station.

Firefighting students at St. Clair go into the hall at the bell

'I want to serve my community, help people, protect, educate'

CBC News · Nov 04, 2021



St. Clair College pre-service firefighting students hard at work

Students in the pre-service firefighting program at St. Clair College now have a hall of their own.

The two-bay fire station on Cabana Road used to be Station 5 for Windsor Fire & Rescue Services and was shuttered in 2014 when a new station came into use.

Earlier this year, the college bought the property and got it ready for students in the one-year program.

Windsor Chief Stephen Laforet said having a real fire hall will only make the program a better place for prospective firefighters to learn.



The pre-service firefighting program at St. Clair College has a fire hall for students to use now. (Dale Molnar/CBC)

"Firefighting is like most trade professions where you learn the most by having the tools in your hands and using them as much as you can," Laforet said in a news release.

"Now they have a good facility on hand which puts vehicles, ladders and tools at their fingertips to work on and train with. So I think this provides the students an opportunity to have a good facility to train out of and it brings them to the equipment more than they would have had before."

Laforet also said the new hall may help bring more people to the program.

Full Board Meeting:
November 23, 2021

Media Releases
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'I'm kind of an adrenaline junkie as well so I thought it would be fun to step out of my comfort zone,' says Athena Dimario Done about why she chose firefighting. (Dale Molnar/CBC)

Athena Dimario Done said she wanted to get into firefighting because she wanted to do something she'd never done before.

"I'm kind of an adrenaline junkie as well so I thought it would be fun to step out of my comfort zone and go for something that many people aspire to be and be a role model for other young girls and boys in the community."

She's also one of a growing number of women joining the program in recent years.

"I think many girls think about doing it, but they don't because they're intimidated by the guys, but they're honestly treating me as an equal, treat the other girls in the program as equal," she said.



'They're definitely teaching us the skills that we need to become firefighters,' says student Michael Graber.

And for women thinking about taking on firefighting as a profession she had a message.

"To not be afraid to achieve your goals, to stay strong and be independent, and just step out of your comfort zone and continue to prove people wrong because anyone can do this profession," she said.

"As long as you work hard and you're strong, you got this."

'Help people'

For student Michael Graber, the draw to firefighting has been about others.

"I want to serve my community, help people, protect, educate," he said.



'We'll try to mimic something they would run into on the job in our labs,' says program co-ordinator Steve Appleyard.

Graber said the program has been a good mix of in-class and hands-on training, and the new hall is just a bonus.

"They're definitely keeping us in shape with the physical aspects of it. Not to mention the theory that they throw in — theory of, you know, fire and the science behind it, and they teach us a lot about teamwork," he said.

"I did not expect the facilities they would have for us. I didn't expect us to have our very own fire hall."

'Dream come true'

Program co-ordinator Steve Appleyard, who served as a local firefighter for 29 years and has been teaching with the program since 1999, said he tried to prepare students for any eventuality.

It's like a dream come true to me to be able to be a part of this.

— *Antonio Di Cocco*

"We have both classroom and practical aspects of it, so the roughly 50-50, we go through evolutions and try to make them as realistic as possible," he said.

"Then the more advanced they get, then the more complicated their evolutions will get. So we'll try to mimic something they would run into on the job in our labs."

Once completed, students in the program have to complete a test that would qualify them to work anywhere in the U.S. or Canada.



Cleaning up is part of the program, just as it is on the job. (Dale Molnar/CBC)

For Antonio Di Cocco, all the hard work will be worth it.

"I've always wanted to be a firefighter and it's like a dream come true to me to be able to be a part of this."

Local roundup: Fratmen finish regular season unbeaten for the first time since 2015

Windsor Star - Nov 07, 2021



St. Clair Fratmen receiver Cody Holmes , seen in action earlier this season, scored a pair of touchdowns on Saturday to help the team complete an unbeaten regular season. Photo by Dax Melmer /Windsor Star

The St. Clair Fratmen made it a perfect regular season on Saturday with a 49-14 victory over the Hamilton Hurricanes at Acumen Stadium.

With the win, the first-place Fratmen finished the regular season with a perfect 8-0 record in the Ontario Football Conference for the first time since 2015.

Local roundup: Fratmen finish regular season unbeaten for the first time since 2015

Running back Jacob Savoni had 16 carries for 130 yards and scored a pair of touchdowns on runs of one and 13 yards.

Quarterback Michael Beale completed 12-of-19 passes for 267 yards and three touchdowns. Receiver Cody Holmes had four catches for 105 yards and pulled in two of those touchdown passes on catches of 50 and 45 yards. Dante Lewis also had a touchdown reception from 33 yards out.

Defensively, linebackers Nick Brajkovic and Braeden MacDougall each had an interception and Connor Sykes recorded a pair of quarterback sacks.

St. Clair will host the Quinte Skyhawks (2-6) in an OFC semifinal on Saturday.

St. Clair College using technology to help students gain independence

CTV Windsor News Reporter - Monday, November 8th 2021



Temi Robots is breaking down academic and social barriers for students in “The Community Integration Through Cooperative Education (CICE) program.

“Here at the college it can be very intimidating and so I think the idea of having a robot with them it does give them a sense of security,” says Stephanie De Francheschi, a faculty member in the CICE program.

“So it’s this whole other element besides academics that’s coming into the socialization for the students.”

Students with developmental disabilities or significant learning challenges are provided with a robot and an opportunity to develop life skills and earn their post-secondary education.

“They are beyond excited. They love using them,” says De Francheschi.

Inside the classroom, the robot can help students with assignments and presentations.

“I’m able to sequence the presentation onto the robot and the robot then presents. So now all of a sudden, we’ve removed a barrier,” De Francheschi tells CTV News.

The robot can even assist outside the classroom.

“We do have to map and teach the robot first, we save the map and then that student can hit the map and the robot is able to take them to their classes,” De Francheschi says.

They are video oriented, autonomous personal AI assistant machines, which can recognize and follow when requested.

Peers from the ENACTUS program create apps and prepare the robots.

“Our robotics students are helping out doing the sequencing and the mobile app students are developing apps that will help our fellow students,” says Michael Spadotto, faculty advisor.

He says the partnership between programs allows students to create something of their own, rather than using an existing platform.

“It’s a great experience to see a student light up when they’ve been able to do something with technology that perhaps they would’ve never done before,” Spadotto says.

Of the 24 colleges in the province and 13 CICE programs, St. Clair College is only one using Temi Robots.

“The basis for this is allowing our students to be able to work together removing the barriers but also enabling the students to make change and this is a big change in our community,” says Spadotto.

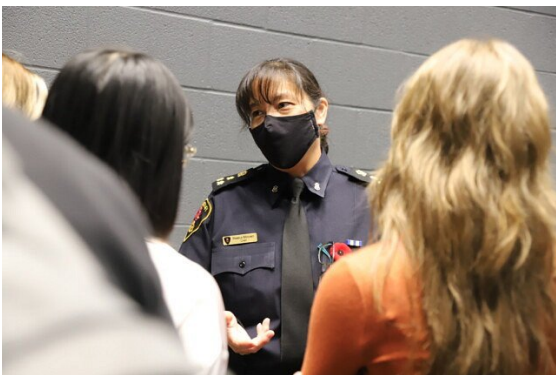
PHOTOS: Coffee With A Cop At St. Clair College

WindsoriteDOTca News - Monday November 8th, 2021



Staff and students at St. Clair College were invited to have “Coffee with A Cop” event on Monday.

Coffee with A Cop is an international public relations improvement program founded in California in 2011 which broke through social barriers between police and citizens by sharing a simple cup of coffee. Coffee with A Cop quickly spread outside the United States to Canada and around the world.



St. Clair College to host virtual open house

AM800 CKLW – November 11, 2021



Photo courtesy: St. Clair College

For the second year in a row, St. Clair College will be holding its fall open house virtually.

College spokesperson John Fairley says the virtual open house will include live chats and guided tours.

He says participants can also learn about different programs, scholarships and bursaries.

Fairley says it's a chance for participants to see what St. Clair College has to offer.

"People that sign up and register are able to have live chats with the chairs of all the different schools that we have, all the program chairs," Fairley continued. "We've got virtual tours that people can click on and see our facilities in our Windsor and Chatham campus."

He says participants will learn more the college during the virtual open house.

"It kind of gives them a taste of a whole bunch of things over three hours, of what they want to see, who they want to talk to, what programs and then inviting them in for live tours, private tours. It's a great day to again to taste the buffet of what St. Clair College is all about."

Fairley says participants will see what's involved when registering for 2022.

"They're able to virtually get answers, get quick answers, found out a little bit more and start putting it together of what's needed from them and what's the expectations for going into a program," Fairley said.

The virtual open house takes place this Saturday from 10 a.m. until 1 p.m.

Interested participants must register in advance and can do so [here](#).

Employers describe post-pandemic 'crisis' in attracting workers

Windsor Star - Nov 12, 2021



Glen Cook, owner of Glen's Moving Ltd., is pictured next to his moving truck after packing up items at a home on Jefferson Avenue, on Friday, Oct. 28, 2021. Photo by Dax Melmer /Windsor Star

Ryan Hoang had already contemplated walking away from his factory job of 10 years to become a respiratory therapist, but cutting the tether to that economic security for his family of four meant such a move remained the stuff of dreams.

COVID-19 helped him decide to take the plunge.

“With the pandemic and the layoffs because of the microchip shortage, the monetary gains from work were not what we needed,” said the 32-year-old Hoang, who worked for automotive supplier ZF/TRW.

“I thought, it’s now or never — I might as well go back to school.”

Hoang began his three-year program at St. Clair College in September while his wife works full time as a nurse.

During the pandemic, Hoang also completed his University of Windsor psychology degree.

Anyone who says they’re still seriously looking for work isn’t really looking

“I’m not sure I would’ve done this without the pandemic,” Hoang said.

“Being home watching the kids, I had time to think. I decided I wanted something different from my career.

“Now it’s more about fulfilment than just monetary gains.”

For many, the COVID-19 pandemic has proven the big pause for thought in their lives.

The result has seen a hesitancy to return to jobs, an increase in workers taking retirement, people switching careers or returning to school. That’s created a situation in which last month the Bank of Canada reported 64 per cent of the nation’s businesses said they can’t find enough workers.

The survey also found nearly one in five Canadian workers would consider leaving their jobs in the next year.

In the U.S., those same thoughts have turned to action, with record numbers of workers quitting their jobs. Nearly three per cent of the American workforce (over four million employees) did just that in August.

The recent labour shortage even has a name: The Great Resignation.

In Canada, job churn has remained at pre-pandemic levels and labour participation rates are climbing back towards 2019 levels, but the gap in required labour persists.

“Many people have seen what they’re missing in their lives working from home or being locked down,” said 43-year-old Tara Murray. She decided during the pandemic to change her career path by enrolling in the Second Careers program at St. Clair College to study for an administrative assistant-executive diploma.

“Many people have looked at their lives and changed their priorities. I’m one of them.

“At this point in my life, I need better life-work balance.”



A “Now Hiring” sign is shown on Friday, November 12, 2021 along Walker Road in front of Tamar Building Products in Windsor. Photo by Dan Janisse /Windsor Star

Murray had been a substitute teacher for the Windsor-Essex County Catholic District School Board and supplemented her income by teaching privately for the past seven years while also taking part-time jobs. It was while working in an office in the year before the pandemic struck that she developed an interest in staying in a business office setting.

“I want different things out of my career,” said Murray, who is single and started her employment history working with young offenders.

“I still want to help people, but I need the stability of a full-time position without shift work. I want to make sure I fit in a place, then stay there and grow with my employer.”

Workforce WindsorEssex CEO Justin Falconer said there were a record 7,171 new job postings locally in October. That figure represents more than a tripling of the monthly average in 2018, he said.

Yet the number of local unemployed in Statistics Canada’s monthly Labour Force Survey has stubbornly stayed between 17,000 and 22,000 the last four or five months.

“If an employer is not getting the calibre or the number of people from their job postings, they need to take a fresh perspective at their postings,” Falconer said.

“What are others doing? Do you really need a degree — or certain skills?”

Falconer added there’s a real painful consequence lurking for failure to address this issue.

“If you can’t fill these orders for customers or you have to decline orders, businesses are going to look elsewhere,” Falconer said.

The inability of employers to find employees, despite the region having the highest unemployment rate in Canada, has Windsor firms considering looking overseas for help and lobbying the government to lift the 20-hour-per-week cap on international students.

“Anyone who says they’re still seriously looking for work isn’t really looking,” said Canadian Association of Mold Makers chair Jonathan Azzopardi, who is also president of Laval International.

“Companies (in manufacturing) have raised wages, are offering benefits and flexible schedules, and it doesn’t seem to have made much of a difference.”



Jonathan Azzopardi, President of Laval International is shown at the Tecumseh business.

A general labourer at Laval starts at \$18 to \$20 hourly, and the job includes benefits and flex scheduling options.

Azzopardi said manufacturers, including Laval, are already relying on international students to fill part-time general labour positions.

“I think we’re going down the path the greenhouse industry went 30 to 35 years ago,” he said. “We’re going to have to start recruiting foreign nationals from overseas.

“We have between now and 2030 to get this right. About 30 per cent of our staff will retire by then.

“We may be looking at our own demise.”

Azzopardi added all businesses are watching closely the impact the ending of COVID support payments in late October will have on people’s willingness to return to the workforce in the next few months.

Jonathan Azzopardi, President of Laval International is shown at the Tecumseh business on Monday, October 18, 2021. Photo by Dan Janisse /Windsor Star

The inability to find enough workers is the No. 1 issue facing every business that is operating, said Windsor-Essex County Regional Chamber of Commerce CEO Rakesh Naidu.

“It’s across all sectors. There are about 300,000 jobs unfilled in Ontario,” he said.

The impact of the current labour situation, which has become a global issue, is now being felt across the economy. The global supply chains are fracturing without enough labour, resulting in shortages of a growing array of goods and services and the ability to transport them.

“Those costs show up in the rapidly increasing inflation we’re experiencing,” Naidu said. “It’s all interconnected.”

The Ontario government’s announcement to recognize more foreign academic/professional credentials more quickly is a positive step, he said.

In addition, Naidu said the federal government’s early learning and support programs around child care remove barriers for women to enter the workforce.

The chamber also supports increasing the cap on hours international students can work as one way of increasing the labour supply. He expects increasing numbers of international students and a return to higher immigration numbers this year will also ease the stress.

Glen Cook, owner of Glen’s Moving Ltd., said the lack of hired help is forcing him to turn down business.

He would immediately hire four more employees if could find them.

“I’m turning down work because I don’t have enough people or the right people,” Cook said. “I’ll post jobs and set up 10 interviews and often just one or none show up.”

Cook said he’s increased his pay grid and offers benefits for long-term employees. He also pays bonuses to employees.

“I have a lot of employees who are students, so lifting the 20-hour cap would be helpful,” Cook said.

While many businesses are now willing to take on employees without experience, including the manufacturing sector, Cook said government training programs would be a huge help to small businesses.

The restaurant, hotel and hospitality sector is perhaps the hardest hit of any sector by what some employers describe as a crisis.



Dharmesh Patel, manager of the Quality Inn in Leamington, is shown at the business on Friday, October 9, 2020.

Leamington Quality Inn general manager Dharmesh Patel was recently shocked when, for the first time in his 20 years in the business, he received no applications for a job posting other than from overseas.

The Leamington Wendy’s recently had to close in-house dining and reduce drive-thru hours until it was able to get enough workers, he added. Other area restaurants are roping off portions of their dining rooms.

“We’re working on a Temporary Foreign Worker program like the greenhouse industry has,” said Patel, who is also the Ontario Restaurant, Hotel and Motel Association’s regional manager.

“We need people now and the wait time is six months to a year. Cost is also a hindrance. You’re looking at \$5,000 to \$6,000 per person for employers.

“The plus side is they’re committed to you for two years.”

Retention is as big a challenge for the hospitality sector as recruitment, said Patel, acknowledging that wages, benefits and the treatment and loyalty to employees are all factors. His blunt assessment is the hospitality industry needs to evolve to attract employees.

“It goes beyond the financial package,” said Patel, who feels Ottawa’s CERB support program has played a role in the labour shortage issue but that it’s not the sole source of the problem.

“Some employees decided during the pandemic that they didn’t like the way they were being treated, the inconsistency of shifts, and decided to go in a different direction.

“The industry needs to understand that and change. I believe there’s a recognition of that in the industry.”

One of the repercussions of a smaller labour pool willing to work is the growing trend of employers poaching employees from other organizations.

Patel said there once was an unwritten rule that those in the hospitality industry didn't poach each other's staff, but that's no longer the case.

"Now, it's no-holds-barred," Patel said. "I've had it happen to me."

It's no different in the public sector, with municipalities having the same labour issues as the private sector.

Lakeshore Mayor Tom Bain said it's become a bit of a merry-go-round for municipalities hunting for talent as they all poach employees off each other.

"We recently got a person from Amherstburg, but we lost one to another municipality," he said. "Finding people has become a new challenge.

"I've never seen it like this in my 43 years (in municipal service)."

Bain said he's also detected fewer people showing interest in working in the municipal sector despite its financial benefits and security.

Lakeshore is currently doing a review of its workplace culture, compensation packages and its recruitment and retention strategies.

"For a position like a director or a leadership role we'd get 50 to 60 applications," Bain said. "It's 10 or so now.

"We don't see the interest either from graduates coming out of the college and university. We just aren't getting the applications we did at one time."

Bain said one change his town is making is boosting its pay scale to remain more competitive in the labour market. Though he feels the No. 1 issue in recruiting for Lakeshore is probably money, it's not the only one.

"It can be a stressful job," Bain said. "COVID only put more pressure on people. We've seen a lot of people retiring or taking early retirements."

The disruption COVID-19 has created in the labour market has resulted in companies re-assessing their human resources strategies.

Just about everything is on the table, said Janette Emerson, director of human resources at tool, die and mould manufacturer Anchor Danly.

That includes trying unconventional ideas like last month's Halloween Costume job fair drive-thru.

"We borrowed that idea from the Job Shoppe because we thought we have to try something different," Emerson said. "We had 15 positions to fill and about 50 people showed up. I feel confident we'll be able to fill most positions."

Emerson said her staff spends considerable time in meetings trying to address what employees are looking for in the post-COVID world.

She agrees the pandemic has resulted in a shift in the landscape of work.

More than financial packages, Emerson feels the shift has been towards addressing work-life balance, remote work and flexible scheduling issues.

“We’re contemplating different types of things that are non-traditional,” Emerson said. “We offer signing bonuses.”



Marcy Hale, a receptionist at Anchor Danly, greets a job seeker on Wednesday, October 27, 2021 during a Halloween Drive-Thru Job Fair at the Windsor company. Photo by Dan Janisse /Windsor Star

Also under consideration are perks like providing free year-long Netflix subscriptions, gift gas cards and meal plans for a specific period of time. She said the company is updating its hiring practices and the “onboarding experience” to match the preferences of new employees.

Other popular enticements companies are commonly using are referral bonuses given employees who attract new workers.

There are also shift premiums being offered to students for working weekends.

While all of these tools increase costs, Emerson points out the costs of not investing is the toll on employees and losing business.

“We’ve required a lot of overtime for our regular team members,” she said.

“We’re trying to fill our shifts to capacity to meet customer orders. Our employees have been great in doing that, but you can’t ask that of them forever.”

St. Clair students use old fire hall as training ground

Windsor Star - Nov 15, 2021



Graham Cowan (far right), an instructor in St. Clair College's pre-service firefighting program, teaches use of a generator to students at the college's training facility - Windsor's former Fire Station 5.

Romaine Watson could have stayed closer to his Mississauga home to take a firefighting training program at college. Instead, he chose St. Clair College where students in the Pre-Service Firefighter Education and Training Program learn and practice in the college-owned fire station nearby on Cabana Road.

“I was accepted to other schools but they don’t have this,” Watson said of the two-bay fire hall that used to serve as station No. 5 for the Windsor Fire and Rescue Service. “We get to come here twice a week and it’s been a great experience. We’re getting first-hand experience in what it will be like to get in a station. Most colleges don’t have that.”

What we learn in classes, we’re putting into action

According to school officials, no other Ontario college has its own training facility.

John Fairley, St. Clair’s vice president of communications and community relations, said location made the old hall a perfect fit.

“It’s within walking distance of campus,” Fairley said. “No one has something within steps of their campus but us and no one has a former fire station.”



Steve Appleyard, coordinator of St. Clair College’s pre-service firefighting program, stands inside the college’s training facility – Windsor’s old Fire Station 5.

Other colleges around the province take their students to a regional training facility for practical labs or a working fire hall.

Station No. 5 opened in 1978 but closed in 2014 when a new hall was built nearby to service the area. The college purchased the building in April.

“What we learn in classes, we’re putting into action,” the 18-year-old Watson said.

Classmate Bobby Souchuk has known he wanted to be a fireman since he was a kid encountering them at Sparky’s Toy Drive.

“They looked so cool and professional,” the 18-year-old LaSalle native said.

Taking the training program “has been everything and more than I expected,” he said. “Being at the station is actually showing us what we’re going to be doing. It’s not just describing the tools, we get to touch the tools and have a feeling for using them. We’re getting a feeling for how tough the job will be.”

Having a centralized, dedicated training space is a welcome improvement for program coordinator Steve Appleyard.



Students enrolled in St. Clair College’s pre-service firefighting program improve their conditioning by climbing up and down a ladder while wearing full breathing apparatus at the college’s training facility.

Appleyard has been a program instructor since 1999 and its coordinator for the past three years.

“It was not real easy before,” Appleyard said.

Both Tecumseh and LaSalle fire services donated engines to St. Clair that were stored in the building where student diesel mechanics work on trucks and coaches.

A lot of the program’s other gear “was sharing space in the paint booth with the carpenter’s program. This allows everything to be in one place and really accessible. It’s much nicer and much needed.”

The college put \$500,000 into renovations for the old station, primarily in upgrading washroom facilities. There are 35 students in the one-year program but as COVID-19 restrictions continue to ease, Appleyard can see the program accommodating 55 students in the future.

Armstrong becomes first Black inspector for Windsor police

Windsor Star - Nov 15, 2021



Insp. Ed Armstrong, pictured on Monday, Nov. 15, 2021, at the Major F.A. Tilston Armoury and Police Training Centre, is the first ever Black inspector with the Windsor Police Service. Photo by Dax Melmer /Windsor Star

Ed Armstrong continues to rise up the ranks with the Windsor Police Service and now has become the first Black inspector for the department in its history.

The 47-year-old was officially promoted to the job just over week ago and began in his new role on Monday, Nov. 8.

“It is significant to me,” said Armstrong, who first joined the department in 1998 as a special constable. “We are diverse community and our police service has a responsibility to reflect the diversity in the community it serves.”

His promotion is also important to help encourage other minorities in the Windsor area to consider policing, he said.

I’m excited be in this position

“It becomes a bit of Catch-22,” Armstrong said. “People don’t apply because they don’t ever see themselves in a supervisory position. But you can’t promote those who don’t apply.

“This helps show no matter what you look like, your gender or ethnicity, that if you put in the hard work it will be recognized and you can achieve whatever you want.”



Insp. Ed Armstrong, pictured on Monday, Nov. 15, 2021, at the Major FA Tilston Armoury and Police Training Centre, is the first ever Black inspector with the Windsor Police Service.

Armstrong's rise up the chain of command included becoming the first Black staff sergeant with the local police services just over a year ago. An inspector within the local police department ranks only below the chief, deputy chief and superintendent.

He was promoted to be an inspector in the area of professional advancement which oversees recruiting, training and community services with the department.

Armstrong paid tribute Monday to three previous inspectors with the department who recently retired — Jim Farrand, Steve Wortley and Ron LeClair — each with over 30 years experience.

“With their retirement, it gave me the opportunity to carry on the torch,” he said.



Financial Monitoring Report: Mid-Year Budget Report 2021-22

Presentation to the Board of Governors
November 23, 2021

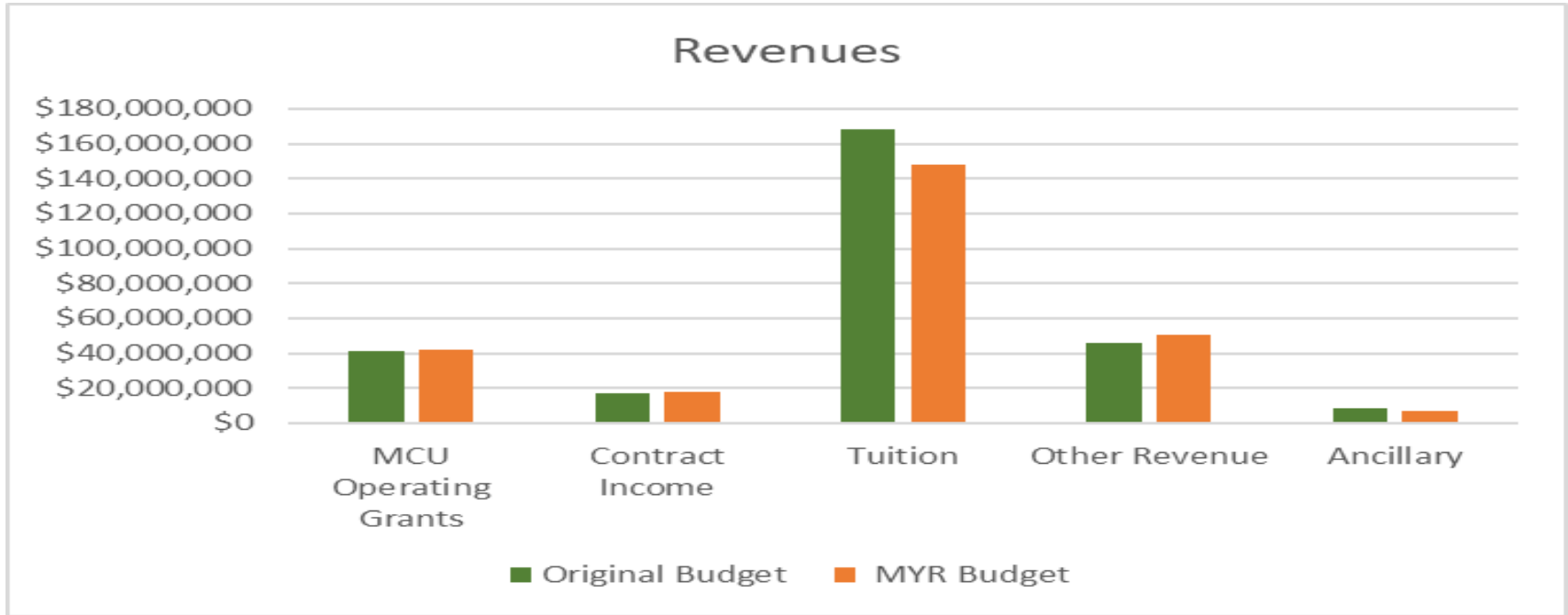
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- Financial Sustainability Metrics
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Statement of Operations Budget

Schedule I (in 000s)			
Line Item	Original Budget	MYR Budget	Variance
Revenue	\$280,647	\$265,604	(\$15,043)
Expenditures	\$253,305	\$244,773	(\$8,532)
Surplus / (Deficit)	\$27,342	\$20,831	(\$6,511)

Revenues



Revenues

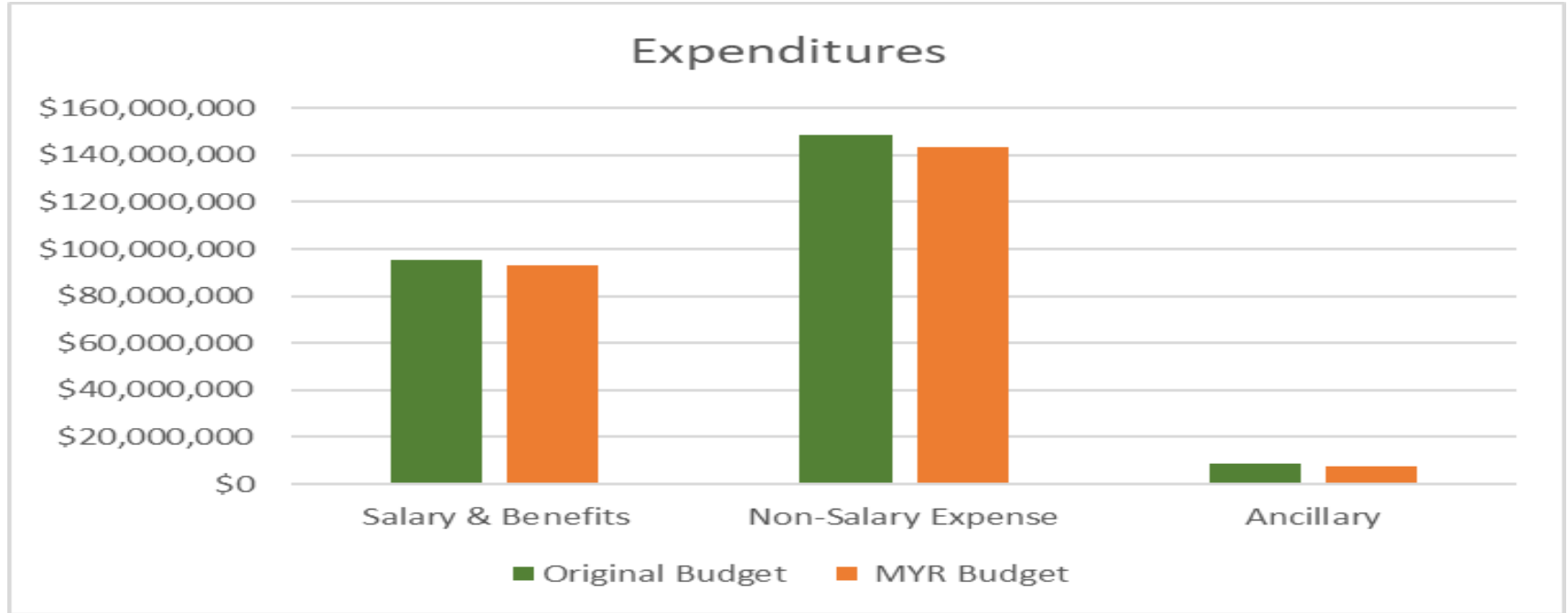


- International Student Recovery Program
- Personal Support Worker Accelerated Grant
- Other Income

- S.C.W.I.
- Tuition



Expenditures



Expenditures

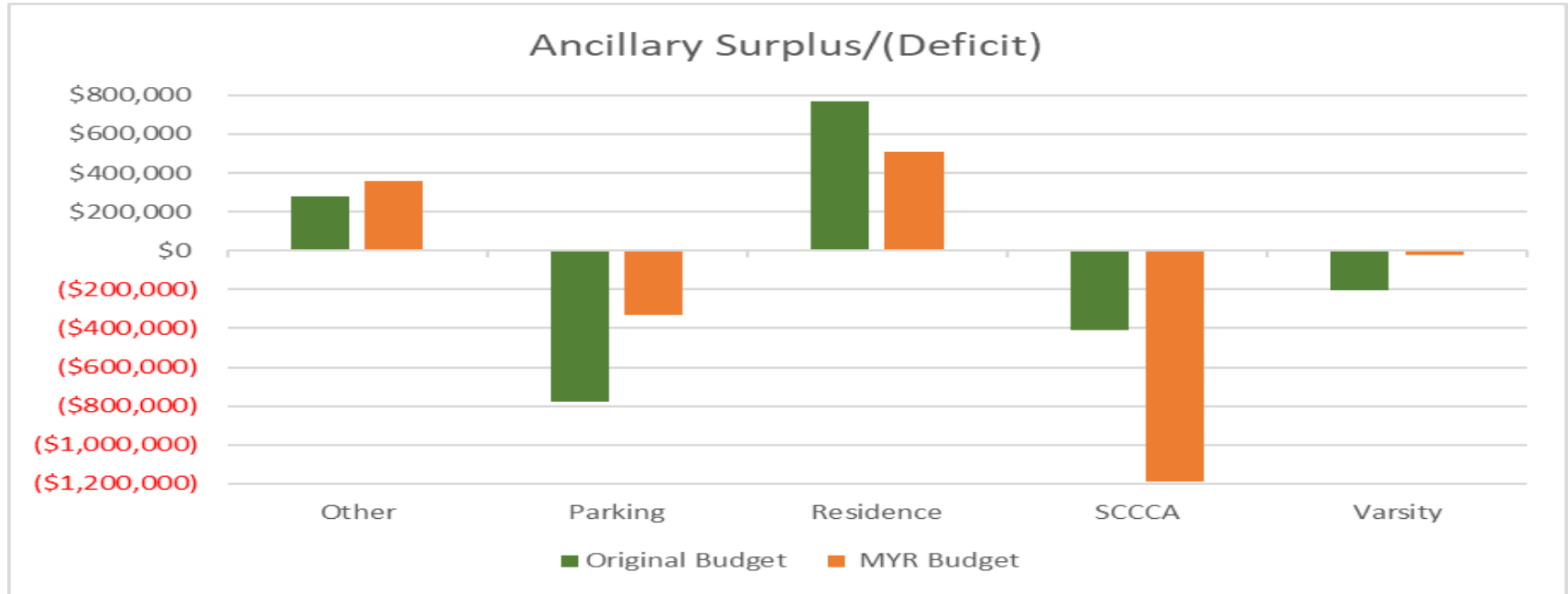


- Premise Rental
- Stipends & Scholarships
- COVID-19
 - Office Supplies
 - Security
 - Other

- Salaries & Benefits
- Amortization
- Contr. Education Services
- Contr. Services Other



Ancillary



Budget Assumptions & Variables

- **MCU Operating Grants:** Budget reflects funding being received or confirmed. Variance could occur due to international enrolment impact on ISR program, unexpected additional funding. SMA3 performance funding frozen.
- **Contract Income:** Tied to transfer payment agreements. Budget could vary given participation / enrolment levels or expenditures realized (cash managed).
- **Tuition:** Budget reflects Winter 2022 intakes (domestic = 445, int'l = 1,560). Variances could occur due to immigration matters, government directives, retention (drop rate between AAL1 to AAL2), and lower intake. Budget assumes students receive their visas as they have to be in Canada for the Winter 2022 semester.

Budget Assumptions & Variables

- Other Revenue: Variance could occur due to (not exhaustive list):
 - Lower enrolment impact on PCPP Fee-for-Service.
 - Lower enrolment impact on kit/material fees, insurance fees, etc.
 - Timing of capital project completion
 - Receive unplanned grants
 - Higher/lower miscellaneous income

Budget Assumptions & Variables

- Salaries & Benefits: Variances could occur due to:
 - Conservative budget holder submissions or inexperience that lead to unused budget allocations
 - Hourly compensation rates higher/lower than planned
 - Unplanned absences, retirements and delayed hires
 - Higher/lower overtime
 - Accrued vacation days

Budget Assumptions & Variables

- Non-Salary Expenses: Variances could occur due to:
 - Conservative budget holder submissions or inexperience that lead to unused budget allocations
 - COVID-19 and international SOP costs
 - Agent commissions
 - PCPP flow through funds
 - PSW accelerate flow through funds
 - Amortization - timing of capital project completion
 - Bad debt expense
 - Unbudgeted discretionary expenditures

Statement of Financial Position Projection

- Assets = \$534M
 - Cash and Cash Equivalents \$53M
 - Capital Assets \$196M (net)
- Liabilities = \$351M
 - Deferred Revenue \$124M
 - Debt \$24M
- Net Assets = \$183M
 - Unrestricted \$17M
 - Internally Restricted \$97M



Non-Committed Cash Projection (in 000s)

Line Item	Original Budget	MYR Budget	Variance
Prior Year Balance	\$23,276	\$30,898	\$7,622
Operating Surplus	\$33,110	\$25,888	(\$7,222)
Capital Outlay (net)	(\$31,000)	(\$31,746)	(\$746)
Long-Term Debt	\$18,632	\$14,942	(\$3,690)
Internally Restricted	(\$17,229)	(\$22,757)	(\$5,528)
Adjustment	(\$7,273)	(\$7,273)	-
Non-Committed Cash Projection	\$19,515	\$9,953	(\$9,563)



Internal Reserves

Date	Financial Sustainability	Deferred Maintenance	Total
March 31, 2021	\$61,361,217	\$20,381,586	\$81,742,803
Original Budget 2021-22	\$5,060,000	(\$7,500,000) \$12,024,826	-
June 22, 2021	\$5,000,000	-	-
MYR Adjustments	\$1,510,271	(\$846,913)	-
Total	\$72,931,488	\$24,059,499	\$96,990,987

Financial Sustainability Metrics

Metric	Measure	Actual 2020-21	Original Budget	MYR Budget
Annual Surplus / Deficit	> \$0	\$39,208,200	\$27,342,751	\$20,831,041
Accumulated Surplus / Deficit	> \$0	\$160,080,458	\$176,618,918	\$173,100,199
Quick Ratio	> 1	5.31	7.90	5.00
Debt to Asset Ratio	< 35%	13.98%	13.00%	16.87%
Debt Servicing Ratio	< 3%	0.56%	0.49%	0.52%
Net Assets to Expense Ratio	> 60%	144.59%	127.49%	126.20%
Net Income to Revenue Ratio	> 1.5%	16.48%	9.74%	7.84%
Number of Flags	-	-	-	-

Recommendation

- IT IS RECOMMENDED THAT the Board of Governors:
Approve the 2021-22 Mid-Year Budget Report.



Questions?