

**ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**MINUTES OF THE**

**FULL BOARD MEETING of the BOARD OF GOVERNORS**

Held on February 24, 2026, at 5:30 p.m. in the President's Board Room #A3315E,  
Windsor Campus.

**Present:**

Ms. R. Anguiano Hurst  
Mr. A. Barron  
Mr. K. Corriveau  
Ms. P. Corro-Battagello  
Mr. G. Fenn  
Mr. C. Hotham, **Vice Chair**, *virtually*  
Ms. A. Jurak  
Mr. A. Paniccia  
Mr. J. Parent  
Ms. J. Piccinato, **Past Chair**  
Ms. K. Ramsay, *virtually*  
Mr. G. Rossi, **Chair**  
Mr. M. Silvaggi, **President**  
Mr. A. Teshuba  
Mr. A. Weiler  
Ms. G. Wrye  
Ms. J. Yee

**Also Present:**

Ms. K. Adams, Board Secretary  
Ms. R. Demchuk, Associate Vice President, Human Resources Office  
Administration & Facilities Services  
Mr. J. Fairley, Senior Vice President, Communications, Advancement &  
External Affairs  
Mr. R. Garton, Manager, Communications & Public Relations  
Mr. M. Jones, Senior Vice President, Finance, Administration & Chief  
Financial Officer  
Ms. J. Lehoux, Executive Director, President's Office & Corporate  
Secretary  
Ms. S. McLelland, Observer, Retirees' Association  
Mr. R. Nicoletti, Senior Vice President, International Relations & Student  
Services  
Ms. K. Parrinello, Observer, Support Staff  
Ms. L. Prendi, Executive Director, Centre for Academic Excellence,  
Quality Assurance & Accountability  
Mr. P. Singh Benipal, President, SRC  
Mr. J. Sirianni, Senior Vice President, Human Resources & Facilities  
Services  
Ms. M. Staley Liang, Senior Vice President, Academic & Career Supports

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. Rossi chaired the meeting and Ms. Adams was the recording Board Secretary.

### **1.0 Adoption of the Agenda and Declaration of Conflict of Interest**

Mr. Barron declared conflict for Item #5.2. Hearing no other 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, November 26, 2025, 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 November 26, 2025, meeting.

### **3.0 Constituent Reports**

#### **Retirees' Association**

Ms. S. McLelland reported the following initiatives and activities on behalf of the Retirees' Association:

- Ms. McLelland noted that the Retirees' have continued their luncheon socials on a monthly basis. The most recent gathering was held at the Ciociaro Club and the March social is scheduled at Chuck's Roadhouse.
- The Chatham Christmas luncheon was held on Wednesday, December 3, 2025, at the Links of Kent Golf Course. On Saturday, December 13, 2025, the Retirees' Association held its annual Windsor Christmas luncheon at the St. Clair College Centre for the Arts, followed by St. Clair's Music Theatre Performance students' presentation of Letters to Santa.
- The Retirees' were invited to the College's annual Holiday luncheon on Tuesday, December 16, 2025. As always, the meal was spectacular and the event provided an opportunity for the Retirees' to meet up with staff members that they used to work with, as well as many new faces.
- The Retirees' Annual General Meeting (AGM) is scheduled for Wednesday, April 29, 2026, at the College's SportsPlex.

- The Retirees' Association is looking to offer seminars in the near future regarding funeral and estate planning, a tour of Assumption Church, as well as an outing to AAR Corp.
- The Retirees' Association is exploring the best way to digitize the College's archives. The documents and information have been well organized but need to be more easily accessible, particularly with the 60<sup>th</sup> anniversary of the College in 2027.
- Ms. McLelland thanked Mr. Fairley on behalf of the Retirees' for attending their monthly executive meetings and for keeping them up to date with College news.

#### Student Representative Council (SRC)

Mr. Singh Benipal reported the following initiatives and activities on behalf of the SRC:

- 2026 Frost Week was packed full of activities including a magic show with Eric Leclerc, Frost 2026 Drag Show and concluded with the Y2K Dance Party.
- The semester has been busy with Director-led initiatives such as Future Self Letters, Speed Meeting, Board and Bites, Movie Night, New Year Glow-Up, Piece it Together, Math Competition, Murder Mystery Challenge, the FIFA Kick Off Cup, an Art Fair, and African Heritage Night.
- On Wednesday, January 14, 2026, the 12<sup>th</sup> Annual Launch Party for the Windsor Polar Plunge was held on campus and was marked with a giant Slip n' Slide on the softball diamond. The SRC was proud to present the Windsor Polar Plunge with a donation of \$2,500.
- The President and Executive Director of the SRC had the opportunity to meet with MPP Lisa Gretzky and MPP Andrew Dowie to discuss student concerns that have been brought forward, including transit, housing supports, OSAP interest and Bill 33, all which directly impact our students.
- The SRC teamed up with the Centre for Academic Excellence (CAE) on Tuesday, January 27, 2026, for DoNut Cheat Day.
- The SRC collaborated with the Sexual Violence Prevention (SVP) committee to host a Mocktail Mingle. The event was used to promote safe drinking practices through fun activities. Students who attended were provided with mocktails and pizza.
- On Wednesday, February 4, 2026, the SRC held their annual Saints Got Talent event. The night featured some of our amazing students, showcasing a wide range of talents. The top three performances took home cash prizes.
- Sexy Bingo was held on Wednesday, February 25, 2026, in a filled to capacity Student Life Centre.
- The Winter Clubs Fair was held in the Student Life Centre on Wednesday, February 18, 2026, providing campus clubs with the opportunity to showcase what they offer students. Students could learn about each of the clubs and decide which fit their interests.

- The Ultimate Food Challenge was held on Tuesday, February 24, 2026, featuring spicy food and speed eating challenges.
- The Windsor-Essex Polar Plunge is scheduled to take place on Friday, February 27, 2026.
- The Class Rep meetings were held on Wednesday, February 11, 2026, at the Downtown Campus and on Thursday, February 12, 2026, at the Windsor Campus.
- The Food Bank remains active and can be accessed online through the SRC website.
- Ongoing and upcoming events include the following:
  - Yoga with the Shala.
  - Therapy Dogs.
  - Wellness Wednesday.
  - Salsa and Bachata Class.
- Mr. Singh Benipal highlighted the Fall 2025 Academic Achievements of the St. Clair Saints Esports Teams, made up of 138 students and 22 competitive teams, including the following:
  - The program Grade Point Average (GPA) was 3.1.
  - The highest team GPA, achieved by Overwatch Varsity Premier, was 3.47.
  - 15 students achieved a perfect 4.0 GPA, 21 students had a GPA of 3.5 or higher and academic honours.
- Upcoming events include Paint and Pizza, Nerf Wars, Sip Lucky/Sip Smart – St. Patrick’s Day event, Pokemon Day and Interview Workshops.

### Support Staff

Ms. Parrinello reported the following initiatives and activities on behalf of Support Staff:

- The Support Staff Local 137 provided a donation of hotdogs to Mota’s Mission. Mr. Mota is a support staff at the College who works to support people in the community going through challenging times.
- Prior to the Christmas break, Local 137 distributed treats and cheer to Support Staff throughout the College.
- On Wednesday, February 4, 2026, Local 137 held a Support Staff General Membership Meeting. The purpose of the meeting was to approve the 2026 budget and to elect delegates, alternates and observers for the OPSEU Regional meeting in March as well as to Convention, which is scheduled for April 9 – 11, 2026.

## **4.0 President’s Report**

The Board Chair called on the President to provide his report to the Board. President Silvaggi highlighted the following developments:

- The President's Community Engagement Report was included as Item #5.1 of the Consent agenda.
- President Silvaggi noted the 2026 Winter semester has reached its mid-point. Students will receive mid-term progress reports, with courses colour-coded with green, yellow and red. This is a tool that provides students with an indication where their grades currently stand and allow for academic planning.
- The Admissions process is well underway for the Spring and Fall 2026 semesters. Domestic student applications are consistent from a year-over-year perspective. Admissions for oversubscribed and high interest programs will be distributed no later than March 31, 2026. Decisions are made once secondary schools and the Pre-Health Sciences Pathway to Advanced Diplomas and Degrees submit mid-term grades for consideration and ranking purposes.
- The College's students will be showcased in the upcoming end of semester Fashion and Graphic Design Shows. The annual Ford Innovation Showcase is scheduled for Friday, May 1, 2026. This event allows students to showcase their project to industry professionals and community leaders, while networking with potential employers and mentors. This year's guest speaker is Mr. Barry Zekelman, Executive Chairman and CEO, Zekelman Industries.
- Varsity sports will be busy this weekend as the Women's Volleyball team has advanced to the OCAA Championships and will face the Durham Lords in the semi-finals on Friday, hosted by Seneca Polytechnic. The Men's Basketball team will host Seneca Polytechnic on Saturday, February 28, 2026, in an OCAA quarter final game. The Women's Basketball team have advanced to the OCAA quarter final and will play in Belleville on Sunday, March 1, 2026, to face the undefeated Loyalist College.
- On Wednesday, February 11, 2026, there were major announcements regarding the post-secondary sector. College Administration is still working through the technical documents that have been shared. There was a technical briefing held on Thursday, February 19, 2026, and conversations are continuing. Further details will be provided as additional information is provided by the Ministry. The sector was not anticipating that the tuition freeze would be lifted. It is fully expected that there will be a 2% increase in tuition as part of the overall budget process.
- The Ontario government also announced significant changes regarding the Ontario Student Assistance Program (OSAP). This includes a restructuring of financial aid so that a maximum of 25% of OSAP will be grants and at least 75% will be loans, beginning in Fall 2026. This is creating some concern for students at St. Clair and across the system.

Mr. Pratham Singh Benipal added that students have been contacting the SRC regarding their OSAP concerns. Students across the province are organizing a protest at Queen's Park on Wednesday, March 4, 2026. The SRC has suggested that students would be better to advocate with their local MPP or other provincial advocacy groups.

- On Tuesday, February 17, 2026, President Silvaggi attended an event hosted by Unifor Local 444, where Minister Patty Hajdu announced new measures designed to protect workers and support employers amid ongoing economic pressures, including

the potential impact of U.S. tariffs on the Canadian auto manufacturing sector. The Windsor announcement emphasized advancements in manufacturing and the region's critical role in the sector. From a St. Clair College perspective, the College continues to provide essential training and maintains strong relationships with the local union and partners across Southwestern Ontario. This reinforces the College's ongoing role as a key regional provider of skilled training to support industry and workforce needs.

- On Thursday, February 26, 2026, St. Clair College will be signing an agreement with the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C) at HMCS Hunter. The Memorandum of Understanding (MOU) will recognize the College's commitment to supporting military-connected students while offering pathways, and academic credit for military experience. Once the agreement has been signed, more details will be available.

A Governor noted that Statistics Canada projects the Windsor–Essex region's population could increase by approximately 186,000 over the next 25 years and inquired about the factors contributing to this anticipated growth.

President Silvaggi noted that, while we do not know what is driving this growth, it does have important implications for the future of the region's workforce and infrastructure. St. Clair College needs to continue to work with the community and industry to deliver the training that is needed.

A Governor inquired if changes in the OSAP policy are effective now and how they will affect current students.

As of Fall 2026, students applying for OSAP will have new rules that will be applicable. All students, including those who currently receive OSAP funding, will fall under the new policies for Fall 2026. Students should anticipate tuition increases of up to two percent annually for the next three years. Students who receive OSAP may see a greater proportion of their OSAP being repayable loans than grants. Students are advocating for this to change.

## **5.0 Consent Agenda**

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

- 5.1 President's Community Engagement Report.
- 5.2 Enhance Student Well-Being and Success Through the "Saints Experience" – Elevate Student Mental Health, Belonging and School Spirit Through Student Services and Campus Life Experience.
- 5.3 Support the Success of the Communities we Serve – Instill St. Clair's Community and Service -Oriented Values in Students by Embedding Leadership, Volunteerism, and Community Engagement Into Academic and Co-curricular Experiences.
- 5.4 Support the Success of the Communities we Serve – Leverage St. Clair's Education, Research and Physical Capacity to Partner with Government and Community Organizations on Impactful Solutions to Local and Regional Socio-Economic Challenges.

- 5.5 Expand Access to Online Learning by Meeting Students Where They Are – Expand Online and Hybrid Courses, Program and Credential Modalities.
- 5.6 2026 Winter Enrolment/Registration Report: Domestic and International

**RESOLVED THAT** the Board of Governors receive and approve the contents of the February 24, 2026, Consent Agenda, as presented.

## 6.0 Monitoring Reports

### 6.1 Financial Monitoring Report

The Board Chair called upon Mr. Marc Jones to speak to this item. Mr. Jones noted that the Financial Monitoring Report for the nine months ended December 31, 2025, was included in the Full Board agenda for the Board's review and he highlighted the following:

#### Statement of Operations:

- The Mid-Year Budget Report for 2025-2026 was presented to the Board of Governors Audit and Finance Committee on November 12, 2025. The Board approved the 2025-2026 Mid-Year Budget on November 26, 2025. The Mid-Year budget provided for a deficit position of \$12 million.
- The results at December 31, 2025, show a surplus of \$2.8 million, which is \$21.3 million lower than the prior year surplus of \$24 million. This variance can be primarily attributed to a significant decrease in international student enrolment across the three campuses.

#### Revenues:

- Overall revenues have decreased by \$101.6 million or 42% from the 2024 comparative period. The following highlights the major changes in revenue compared to the Mid-Year budget projection and the 2024 comparative period:
  - Total Ministry Operating Grants are aligned with the Mid-Year budget projection at 72% and have increased over the 2024 comparative period by \$6.3 million or 20%. This is primarily due to lower international student enrolment as there is a \$4.3 million reduction in our ISR obligation.
  - MCURES is providing \$15 million to the college sector over three years through the Postsecondary Education Sustainability Fund – Efficiency and Accountability Fund.
- Contract Income is aligned with the Mid-Year budget projection at 71% and has increased over the 2024 comparative period by \$797,281.
- Total Tuition Revenue is trending above the Mid-Year budget projection at 77% and has decreased over the 2024 comparative period by \$81 million, primarily due to lower international student enrolment.

- Other Income is trending above the Mid-Year budget projection at 79% and has decreased over the 2024 comparative period by \$26.6 million, primarily due to the following:
  - Decrease in Interest Income of \$3.6 million due to lower interest rates and cash holdings.
  - Decrease in PCPP Fee-for-Service of \$15.9 million due to the winddown of the Ace Acumen partnership.

Expenditures:

- Overall expenditures have decreased by \$80 million or 37% from the 2024 comparative period. The following highlights the major changes in expenditures compared to the Mid-Year budget projection and the 2024 comparative period:
- Total Salary and Benefits are trending below the Mid-Year budget projection at 66% and have decreased over the comparative period by \$16 million or 20%, primarily due to the decline in student enrolment and the “right-sizing” initiatives that have begun over the past year at the College.
- Non-Salary Expenses are trending below the Mid-Year budget projection at 74% and have decreased over the 2024 comparative period by \$63 million or 51% from the original budget, primarily due to the following:
  - A decrease in Contracted Educational Services of \$51 million due to the wind down of the Ace Acumen partnership.
  - A decrease in Contracted Services Other of \$3.7 million due to lower agent commissions required because of decreased international student enrolment.
  - A decrease in Insurance Expense of \$3.8 million due to lower international student insurance premiums, as a result of decreased international student enrolment.
  - A decrease in Scholarships of \$1.3 million as a result of lower international student enrolment and reallocating a portion of the budget to Ancillary Operations for recruitment purposes.
  - An increase in Amortization of \$1.7 million due to a full year of amortization from the assets capitalized during the 2024-2025 fiscal year.

Ancillary Operations:

- The Ancillary Operations overall \$2.4 million Mid-Year budget deficit is trending better than the projection, primarily due to the lower international student enrolment in bundled academic programs for the Winter 2026 semester where the College would have provided scholarships towards complimentary accommodations at the GEM and La Residence.

A Governor inquired if the College is on track to meet the budget projections set out at Mid-Year or if Administration is anticipating additional expenses.

Mr. Jones responded that at the September meeting, the Board approved the Faculty Voluntary Early Leave Initiative, and this process is underway and nearing the finalized stage. This is a significant accrual that will not show on the financials until they are closed at fiscal year-end. There are also some other initiatives that are underway that will affect the fiscal year-end. It is anticipated that the \$12 million deficit will decrease to approximately \$6 million.

After a brief discussion it was,

**RESOLVED THAT** the Board of Governors receive the Financial Monitoring Report for the nine months ended December 31, 2025, for information.

## 7.0 Information Items

### 7.1 Program Advisory Committees

The Board Chair called upon Ms. Monica Staley Liang to speak to this item. Ms. Staley Liang noted that the Program Advisory Committee (PAC) activities report for the 2024-2025 academic year was included in the Full Board agenda package. She highlighted the following:

- Program Advisory Committees (PAC) are mandated under the Ministry's Binding Policy Directive, "Framework for Programs of Instruction". Program Advisory Committees (PAC) are one of the mechanisms that ensure that the College remains relevant from a program perspective through the feedback provided by industry.
- Each program offered at the College must have a PAC comprised of individuals from the community who have vocational or academic experience and knowledge that enables them to best advise the College on matters relevant to the programs and services.
- St. Clair College has a total of 157 academic programs, including apprenticeships, Academic and Career Entrance (ACE) and Literacy and Basic Skills (LBS). There are currently 84 PAC to support these programs. Forty-one programs have stand-alone PACs, while the remainder have combined PAC due to similarity of vocations.
- All programs met the obligation of a minimum of one meeting per year, with a total of 97 PAC meetings being held during the 2024-2025 academic year. Thirteen PAC met more than once during this period.
- Ms. Staley Liang noted that a standardized agenda template has been developed for all PAC meetings to ensure consistent collection of meaningful program-related data. She provided an overview of the key criteria and components included within the template.
- Ms. Staley Liang stated that PAC are a vital and fundamental part of how education is offered at St. Clair College. Engaging with our industry partners

to gather their feedback on our curriculum, including its relevance, new developments, how graduates are adapting to their vocational work environments and identifying any gaps that need to be addressed. It is an excellent opportunity to gather feedback and apply it during cyclical and annual program reviews. This helps us adapt to the changing environment, plan curriculum and co-curricular activities, and fosters a collaborative industry community.

A Governor inquired how St. Clair College's programs compare to other college's programs and if a student graduating from a St. Clair program has an advantage over students from other colleges.

Ms. Staley Liang responded that all Ontario colleges are mandated by the Ministry to ensure that the curriculum offered meets standards and that vocational learning outcomes are met. However, there is some flexibility in how programs are delivered. St. Clair College has a strong Work Integrated Learning (WIL) and Experiential Learning (EL) component to our programs. St. Clair offers WIL or EL to students in nearly all programs and are known provincially for this opportunity.

A Governor inquired about the timeline of the report as it is 2024-2025 and we are currently in the 2025-2026 academic year.

Ms. Staley Liang responded that the report is for the year prior as this academic year is not yet completed and the report would not capture all of the PAC activities. The action items and recommendations that are developed in the PAC meeting are recorded. In some instances, the action plans and recommendations can be quite fulsome and are brought forward to the program's annual review. Faculty and program coordinators under the leadership of the academic Chair will review the recommendations from the PAC, follow up on the action plan and how it has been implemented.

In provincial discussions, it is evident that St. Clair College has a unique relationship with our PAC, industry and the community.

A Governor noted that 84 PAC meetings per year is impressive and inquired who normally chairs the PAC meetings and if the members are external.

Ms. Staley Liang responded that the academic chair, program coordinator and faculty attend the meeting and provide substantive information regarding the program and the status of action items. The PAC are comprised of external industry members and the chair of the PAC is chosen from these members.

A Governor inquired about the College's process for recruiting PAC members and whether managing recruitment across the numerous of PACs presents challenges.

Ms. Staley Liang responded that recruitment of PAC members is closely tied to the College's strong relationships with industry partners. When a vacancy on a PAC committee is anticipated, academic chairs, coordinators and faculty collaborate to review the direction of the program, current industry developments and potential candidates who may be an ideal fit. She noted that, despite the number of PACs the College has, there is generally no difficulty in recruiting members who are eager to participate and contribute actively.

After a brief discussion it was

**RESOLVED THAT** the Board of Governors receive the annual summary report on the Program Advisory Committee activities for the 2024-2025 academic year, for information.

## 7.2 CICan Update

The Board Chair spoke to this item, noting that the CICan Connections Conference will be held April 21 – 23, 2026, in Ottawa, Ontario. The theme of this year's conference is Building a Strong and Secure Canada.

As previously mentioned, the CICan Conference has moved to a biennial event. CICan is Colleges and Institutes Canada and is the national advocacy organization for colleges and universities, similar to Colleges Ontario on the provincial level.

This year the conference will be in-person and is being delivered as a leadership conference. There will be a focus on all the policy changes pertaining to international students, but on a national level.

President Silvaggi will be attending the conference on behalf of St. Clair College and will report back with any relevant content and updates.

## 7.3 Quality Assurance Annual Report

The Board Chair called upon Ms. Lindi Prendi for this item. Ms. Prendi noted that the Quality Assurance Annual Report was included in the Full Board package for the Board's review, and highlighted the following:

Ms. Prendi noted that the Board received an overview of the Centre for Academic Excellence and Quality Assurance (CAE) at the Board Retreat. This report provides the Board with an update regarding how the College achieves academic excellence, Quality Assurance (QA) and institutional accountability through the activities and institutional role of the CAE, including progress on the College Quality Assurance Audit Process (CQAAP) self-study, current academic QA and accountability mechanisms and alignment of the CAE with the College's Strategic Plan 2025-2030.

The CAE supports and provides leadership while ensuring that the College provides academic excellence and services for our students.

The CAE is integral to all phases of the academic lifecycle, from program inception, including labour market research, competitor analysis, environmental scan and curriculum development to ensure that a quality program is established, through teaching and learning supports, educational technology integration, academic integrity, and faculty development. The cycle continues through program delivery through annual and cyclical reviews, as well as informal curriculum reviews. This ensures that not only do we do what we say, but we also close the quality loop through such processes as PAC meetings to ensure that curriculum is staying relevant to the industry.

Another integral aspect of the CAE is its coordination of the College's CQAAP self-study, aligning institutional evidence to the six CQAAP standards. The self-study will be submitted soon and is very strong, with a reflection of the leadership of the CAE, Senior Operations Group, College Administration and a collaboration of faculty, support staff and students. The evidence provided in self-study is a good reflection of what is done on a daily basis, what is embedded into daily activities and operations. As part of a pilot project with OCQAS, the CAE has received positive feedback regarding the self-study.

The Centre for Academic Excellence also supports the College's strategic directions. Ms. Prendi outlined the College's three pillars, their associated goals and strategic contributions of the CAE to the goals.

A Governor inquired about who would be responsible for conducting the Quality Audit, if it is an external audit.

Ms. Prendi responded that the Ontario College Quality Assurance Service (OCQAS) completes the College Quality Assurance Audit Process (CQAAP). The OCQAS is owned and operated by the 24 public colleges in Ontario. The OCQAS is responsible for ensuring quality at both the program level through the Credential Validation Service (CVS) as well as at the institutional level through the College Quality Assurance Audit. The CAE is responsible for writing the self-study, collecting the evidence and for collaborating with all departments, then preparing for the site visit June 9 – 11, 2026.

President Silvaggi noted that the OCQAS and the audit is a process that was implemented by the colleges to differentiate the college system from the universities and other provinces. It is used as a mechanism of highlighting the Ontario brand, as higher quality. It is also used as a mechanism when recruiting internationally, whether through articulation agreements or institution accreditation.

It is showcased on our website and through marketing, but the true value is when students get into the classroom. All of these efforts result in the delivery of a high-quality program.

A Governor inquired what the time frame is between CQAAP.

Ms. Prendi responded that the CQAAP has now shifted to every six years. The results of the last two audits were excellent, and the Board was provided with the 18-month follow-up report.

A Governor noted that Ms. Prendi outlined that there were a total of 759 non-cyclical course outline changes and 1,515 cyclical course outline changes and inquired what would drive these changes.

Ms. Prendi responded that for the cyclical review process, every individual course outline is reviewed. Depending upon the program, there may be 35-40 course outlines. During the annual review, faculty review course outlines based on feedback from students or PAC. In addition, as faculty prepare for their teaching assignments, course outlines are reviewed as part of the continuous improvement process. Through all of these processes, course outlines may have both minor and major amendments made.

After a brief discussion it was

**RESOLVED THAT** the Board of Governors receive this update regarding how St. Clair College achieves academic excellence, Quality Assurance (QA), and institutional accountability through the activities and institutional role of the Centre for Academic Excellence and Quality Assurance (CAE), including progress on the College accountability mechanisms, and alignment of CAE portfolios with the St. Clair College Strategic Plan 2025-2030, for information.

## 8.0 Approval Items

### 8.1 Bachelor of Science (BSc) Paramedicine

The Board Chair called on President Silvaggi for this item. President Silvaggi noted that the report pertaining to the request for Board approval to deliver a three-year, funded, Bachelor of Paramedicine was included in the Full Board package for the Board's review. He highlighted the following:

President Silvaggi provided a brief history of Ontario colleges successfully advocating to be able to deliver three-year degree programs in order to be more competitive, specifically with associate's degrees offered in the United States.

As previously mentioned, the development of the Bachelor of Paramedicine degree is a coordinated provincial initiative, involving Ontario's public colleges, key government and sector partners. Humber Polytechnic has served as the lead institution for the collaborative development of the degree. This will allow for a common curriculum framework that can be replicated across institutions.

Colleges currently offer a two-year, funded Paramedic – Ontario College diploma, a legacy program. Over time, like other health science programs, there are higher competencies that needed to be adhered to. As a result, hours and outcomes were increased in programs and developed beyond what the program was intended.

Currently, applicants to the Paramedic program are college bound and are completing the admission requirements based on this. Some applicants may not be able to pivot accordingly, and this could be a challenge for the colleges. The introduction of a degree-based credential also creates uncertainty regarding the long-term role of the existing two-year paramedic diploma. The ideal solution would be to find a mechanism to leverage the College's diploma program and offer degree completion through a bridging program.

Another challenge is that the Ministry does not want credential confusion between three-year degrees and three-year advanced diplomas.

Supporting the degree for MCURES consent at this stage, preserves institutional flexibility and allows for informed planning should provincial direction require program transition or realignment and to ensure the College is positioned and ready within the provincial postsecondary system.

The proposed degree enhances graduate employability and career readiness by expanding opportunities to develop advanced critical thinking, problem-solving and research skills, while maintaining the applied, practice-based focus of paramedicine education. This is viewed as a mechanism to assist with retention in the career.

The curriculum has been developed. The next step is to prepare the final submission. To do that, College Administration is required to show that there is support from the Board. The report details the intake and enrolment projections, as well as program budget summary for the first eight years. Once the program has been approved by the Ministry, College Administration would provide the Board with further details regarding the plan for program delivery, for approval.

A Governor noted that paramedics are increasingly addressing mental health-related situations and inquired whether the new degree program will reflect this shift in practice.

President Silvaggi responded that yes, mental health and additional aspects have been built into the curriculum to both expand their skills and to meet the needs of the community.

A Governor inquired whether the College could continue to offer the two-year diploma and integrate this into the three-year degree.

President Silvaggi responded that this would be ideal. The hiring requirements for paramedics have not changed. There is a three-year Advanced Care Paramedic program delivered through some institutions, but this has not been mandated in all regions for hiring purposes.

Once the Ministry has approved the College's proposal to offer the Bachelor of Paramedicine program, College Administration will bring it back to the Board with detailed information, including enrolment projections and program budget, for approval.

After a brief discussion it was,

**RESOLVED THAT** the Board of Governors approve the request to submit a three-year, funded, Bachelor of Paramedicine degree program to the Ministry for approval.

## 8.2 Bachelor of Applied (BAC) Computing

The Board Chair called on President Silvaggi for this item. President Silvaggi noted that the report pertaining to the request for Board approval to deliver a three-year, funded, Bachelor of Applied (BAC) Computing, was included in the Full Board package for the Board's review. He highlighted the following:

The three-year Bachelor of Applied Computing (BAC) degree has been developed to address a growing need for professionals with deep knowledge and practical skills in Ontario's technology sector.

This proposal has also been developed in collaboration with other Ontario colleges as a system approach. Algonquin College initially submitted the program to the Ministry for approval. St. Clair College has reviewed the curriculum and further developed it to fit our needs.

It was noted that this request for a new program requires Board approval prior to implementation. The program budget summary, included in the meeting package, indicates that the program is projected to achieve a positive net present value by Year Six.

While a site visit will be required as part of the Ministry's approval process, faculty credentials should not be an issue as the College already delivers a Bachelor of Business Administration (Information Communication Technology) and many of the faculty in the Schools of Business and Information Technology hold higher-level credentials due to past enrolment patterns.

There is concern regarding other institutions moving faster to offer three-year degrees. There is also a potential impact on the existing advanced diploma programs, specifically in Business and IT. However, the program could also assist in repositioning the schools amidst the shifting enrolment patterns.

The Ministry will review whether this program is sufficiently differentiated from existing programs. While the College does not currently offer an advanced diploma that competes with this program, the Mobile Applications program may raise some questions.

A Governor inquired whether cyber security was included in the program proposal.

President Silvaggi responded that while the program will include cyber-security content, it is not a cyber-security program. The College offers a graduate certificate in cybersecurity which could create some pathways or shared curriculum.

A Governor inquired if the College could market this program to businesses, for employee professional development.

President Silvaggi explained that the program is designed for university-bound students who prefer a more applied and career-focused degree pathway. He noted that professional development programming often presents challenges, as many students want to work and attend school part-time, while full-time programs are structured for full-time delivery. This issue was also highlighted during sector advocacy efforts related to the introduction of three-year college degrees.

College programming is very prescriptive, as opposed to the university where there is additional flexibility. Micro-credentials can also be offered as an alternative.

A Governor noted their concern with the program, based on the development of Artificial Intelligence and where computer programming is being commoditized. The forecasted enrolment and budget appear to be aggressive in consideration of this shift in demand.

President Silvaggi responded that yes, the projections assume a stable and growing demand for programming talent. While AI is rapidly improving in automated testing and the human role is shifting from writing code to overseeing systems, there is still demand. AI will be integrated into the program curriculum, as will cyber-security.

After a brief discussion it was,

**RESOLVED THAT** the Board of Governors approve the request to deliver the three-year, funded, Bachelor of Applied (BAC) Computing Program, commencing Fall 2027.

## **9.0 By-law and Policy Review**

### **9.1 Board By-law Appendix D: Program Advisory Committees**

After a brief discussion it was

**RESOLVED THAT** the Board of Governors approve the 1<sup>st</sup> reading of Board By-law Appendix D: Program Advisory Committees, as presented.

## **10.0 Other Business**

### **11.0 Date of the Next Meeting**

11.1 The next Board meeting is scheduled for Tuesday, March 24, 2026.

### **12.0 Adjournment**

12.1 The Full Board meeting adjourned at 8:05 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**

**529<sup>th</sup> FULL BOARD MEETING**

**of the**

**BOARD OF GOVERNORS**

**NOTICE OF MEETING**

**DATE:** Tuesday, February 24, 2026

**TIME:** 5:30 p.m.

**PLACE:** A3315E, President's Board Room

**NOTE:** Dinner will be available for Board members, SOG and constituents at 5:00 p.m., in the President's Board Room.

**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 NOVEMBER 26, 2025, 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 a report to the Board apprising the Board of any new developments since the last meeting.

5.0 CONSENT AGENDA

5.1 President's Community Engagement Report

**Information Item** – The President has provided a report to the Board apprising the Board of any new community engagements since the last meeting, attached as Item #5.1.

- 5.2 Enhance Student Well-Being and Success Through the “Saints Experience” – Elevate Student Mental Health, Belonging, and School Spirit Through Student Services and Campus Life Experiences

**Information Item** – Administration has provided a report on Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Providing supports to students as it pertains to mental health, well-being and a sense of belonging, attached as Item #5.2.

- 5.3 Support the Success of the Communities we Serve – Instill St. Clair’s Community and Service-Oriented Values in Students by Embedding Leadership, Volunteerism, and Community Engagement Into Academic and Co-curricular Experiences

**Information Item** – Administration has provided a report on Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Document and report the number of community service events and activities involving members of the College community, attached as Item #5.3.

- 5.4 Support the Success of the Communities we Serve – Leverage St. Clair’s Education, Research, and Physical Capacity to Partner with Government and Community Organizations on Impactful Solutions to Local and Regional Socio-Economic Challenges

**Information Item** – Administration has provided a report on Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success):

- Document and report the number of partnerships, joint projects and initiatives addressing local and regional socio-economic challenges.
- The number of students engaged in projects supported by the College’s Research and Innovation department, attached as Item #5.4.

5.5 Expand Access to Online Learning by Meeting Students Where They Are – Expand Online and Hybrid Courses, Program and Credential Modalities

**Information Item** – Administration has provided a report on Strategic Pillar #2 – Academics That Build Rewarding Careers (Deliver the hands-on learning experiences, academic pathways and innovative teaching that enable long-term career success):

- Increase online and hybrid course activity year-over-year.
- Growth in student enrolment in online and hybrid courses compared to previous years, attached as Item #5.5.

5.6 2026 Winter Enrolment/Registration Report: Domestic and International (College Charter – Minister’s Binding Policy Directive – Ministry Mandate – College Mandate)

**Information Item** – Administration has provided a report outlining the College’s 2026 Winter Enrolment, attached as Item #5.6.

6.0 MONITORING REPORTS

6.1 Financial Monitoring Report  
(Required by the Ministry – Reg. 34/03, Article 8)

**Approval Item** – Administration has provided the Board with a financial update for the period ended December 31, 2025, attached as Item #6.1.

7.0 INFORMATION ITEMS

7.1 Program Advisory Committees

**Information Item** – Administration has provided an update regarding the Program Advisory Committees (PAC) for the 2024-2025 academic year, attached as Item #7.1.

7.2 CIGan Update

**Information Item** – The Board Chair will provide an update regarding the CIGan Conference.

7.3 Quality Assurance Annual Report

**Information Item** – Administration has provided an update regarding the Quality Assurance Annual Report, attached as Item #7.3.

## 8.0 APPROVAL ITEMS

### 8.1 Bachelor of Science (BSc) Paramedicine

**Approval Item** – Administration has provided the request for new program, attached as Item #8.1, for approval.

### 8.2 Bachelor of Applied (BAC) Computing

**Approval Item** – Administration has provided the request for new program, attached as Item #8.2, for approval.

## 9.0 BY-LAW AND POLICY REVIEW

### 9.1 Board By-Law Appendix D: Program Advisory Committees

**Approval Item** – The Board will review Appendix D: Program Advisory Committees, included in the Board of Governors Operating By-Laws, for 1<sup>st</sup> reading, attached as Item #9.1.

## 10.0 OTHER BUSINESS

### 11.0 DATE OF THE NEXT MEETING

11.1 The next meeting is scheduled for Tuesday, March 25, 2025, at the Windsor Campus.

### 12.0 ADJOURNMENT



## PRESIDENT'S COMMUNITY ENGAGEMENT REPORT

Meeting of the Board of Governors  
Tuesday, February 24, 2026

### 1. Battle of The Badges Media Launch

Windsor police officers and firefighters are turning up the heat on a friendly rivalry—this time on ice. The inaugural Battle of the Badges, a charity hockey game featuring the Windsor Police Service and Windsor Fire & Rescue Services scheduled for February 4, 2026, at the WFCU Centre, coinciding with World Cancer Day.

The event aims to raise funds for local cancer research initiatives, bringing the community together for a cause that touches many lives. All proceeds will directly support efforts to advance cancer research in Windsor-Essex.

President Michael Silvaggi was proud to attend the media launch which took place on Wednesday, December 3, 2025, underscoring the importance of collaboration and community spirit in supporting life-saving research.



## 2. Slip N’ Slide Launch Party

A long plastic sheet, glistening with a fresh layer of suds and water cold enough to steal your breath away were all it took to draw a crowd of thrill-seeking St. Clair College students willing to trade in their comfort for a cause. The Slip n’ Slide Launch Party took over the softball diamond at the Sports Park on Wednesday, January 14, 2026, where participants braved the sub-zero temperatures to raise money for Special Olympics Ontario.

“From hosting the very first plunge to creating fun previews like today’s Slip n’ Slide, Saints Nation has shown what it means to dive in for a great cause,” said Michael Silvaggi, President of St. Clair College. “This event is not just about icy water—it is about warming hearts. It is about teamwork, leadership and showing that when we come together, we can make a real difference for athletes who inspire us every day.”

In keeping this tradition alive, the Slip N’ Slide Launch Party featured local first responders from Windsor Police Service, OPP, LaSalle Police Service, Essex Windsor EMS, Windsor Fire and Rescue, College administration and staff, the Student Representative Council, Saints Student Athletics Association, Alumni as well as Saints teams and clubs.

Prior to the main event, representatives from St. Clair College Alumni, the Student Representative Council and Saints Student Athletic Association presented cheques totaling \$13,500, which will go towards this year’s grand total. The Student Representative Council (SRC) and Saints Student Athletic Association (SSAA) combined to present a cheque for \$3,500.

The 12<sup>th</sup> annual Windsor-Essex Polar Plunge in support of the Law Enforcement Torch Run for Special Olympics is set to take place at the downtown Windsor International Aquatic and Training Centre on Friday, February 27, 2026, from 6 to 8 p.m.



### 3. Beyond 2 Bridges Leadership Forum

On Tuesday, January 27, 2026, President Silvaggi attended Beyond 2 Bridges: Leadership Forum, a special event held as part of the Windsor-Essex Regional Chamber of Commerce's 150<sup>th</sup> anniversary celebrations. The forum brought together Gold Circle and Pillar Members, Affinity Partners and Community Partners for a morning of networking and discussion focused on the future of the regional business community.

Hosted at the DoubleTree by Hilton in Windsor, the breakfast event featured insights from one of the region's leading voices and fostered meaningful dialogue on how Windsor-Essex can continue to grow, innovate and strengthen its business landscape. President Silvaggi's participation supported ongoing efforts to enhance collaboration with community and industry partners in advancing regional economic development.

**BEYOND  
2 BRIDGES**

# LEADERSHIP FORUM

Unlock cross-border insights at our Leadership Forum. Discover Detroit's blueprint for urban renewal and actionable strategies for Windsor's future.

**27 JAN, 2026**  
8:00 AM - 10:00 AM

**DOUBLETREE BY HILTON**  
333 Riverside Drive West | Windsor, Ontario

**DOWNTOWN  
DETROIT  
PARTNERSHIP**  
— EST. 1922 —

**Eric Larson** **Keynote Speaker**  
Chief Executive Officer, Downtown Detroit Partnership

#### 4. Invest Windsor-Essex Visit

On Tuesday, January 27, 2026, President Michael Silvaggi, along with Senior Vice President, Finance & CFO, Marc Jones, welcomed Gordon Orr and members of the Invest Windsor-Essex (IWE) leadership team to St. Clair College. The visit was coordinated through the College's Research & Innovation Department as part of ongoing efforts to strengthen collaboration within the regional innovation ecosystem.

During their time on campus, the IWE delegation met with members of the Research & Innovation Department to discuss current partnerships, explore emerging opportunities and identify areas for continued joint support of local industry. The visit also included a tour of key research facilities, highlighting the College's advanced equipment, applied research capabilities and the resources available to both students and industry partners across the Windsor-Essex region.



The meeting reinforced the strong relationship between St. Clair College and IWE and underscored the shared commitment to advancing economic development and innovation in the region.



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## 5. Wayne State University Visit

On Wednesday, January 28, 2026, President Silvaggi welcomed Dr. Ali Abolmaali, Dean of Engineering at Wayne State University, and Marcis Jansons, Department Chair, to campus for a strategic discussion on expanding academic pathways for our students. The meeting focused on exploring a formal collaboration that would provide seamless transfer opportunities for our associate degree graduates who wish to pursue continued studies in engineering at Wayne State University.

This initiative reflects the College's continued commitment to cultivating strategic, future-focused partnerships that strengthen student success, enhance program mobility and respond to regional workforce needs. By pursuing collaborative agreements with respected institutions such as Wayne State University, the College aims to broaden educational opportunities, support learner aspirations and contribute meaningfully to the economic and social development of our community.



WAYNE STATE UNIVERSITY  
**JAMES AND PATRICIA ANDERSON**  
COLLEGE OF ENGINEERING



## 6. First Responders Career Fair

Hundreds of students and more than a dozen local employers packed into the Main Windsor Campus on January 28, 2026, for an opportunity to engage, network and even apply for open positions at the First Responders Career Fair.

Hundreds of students from a variety of programs at the College filtered through the career fair, eager to make connections and learn more about their professional futures.

The organizations that participated in the First Responders Career Fair are:

- Corrections Ontario
- Caesars Windsor
- Canada Border Services Agency
- Ontario Provincial Police
- Chatham-Kent Police Service
- Paladin Security
- Essex-Windsor EMS
- Ontario Parks
- LaSalle Police Service
- Toronto Police Service
- HMCS Hunter (Navy)
- Windsor Police
- Canadian Armed Forces
- City of Windsor- Fire
- Amherstburg Fire Department

The strong turnout and meaningful engagement at this year's First Responders Career Fair reflect the College's ongoing commitment to connecting students with high-quality career pathways and supporting the talent needs of our region. By bringing together a diverse group of respected employers and well-prepared learners, the event continues to strengthen our role as a strategic partner in community safety, public service and workforce development. The College remains dedicated to fostering these impactful relationships and creating opportunities that empower our students to succeed while contributing to the vitality and resilience of the communities we serve.



## 7. Black History Month

Based on a concept first launched by the African-American scholar Carter G. Woodson in 1926, Black History Month has been celebrated every February in Canada for decades. In 1995, Black History Month was granted federal recognition in Canada by a unanimous vote in the House of Commons, the result of the tireless efforts of the Honourable Jean Augustine, Canada’s first Black woman to be elected to the House of Commons as well as to serve as a Cabinet Minister.

Black History Month offers all Canadians an opportunity to celebrate the contributions and achievements of Black Canadians in every aspect of life. Every February, we can pause to reflect on the many ways in which Black Canadians have helped shape our country, from the arrival of the African-descended navigator and translator Mathieu DaCosta in the early 17<sup>th</sup> century to the present day. Black History Month is not only about the past, but it is about our present and the future as Canadians—how we can continue to work towards living together in harmony for the good of all society.

Happy Black History Month!



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## 8. Windsor Police Badge Ceremony

President Silvaggi and John Fairley (Senior Vice President, Communications, Advancement and External Affairs) attended the Windsor Police Service Badge Presentation Ceremony on Tuesday, February 3, 2026 at The Major F. A. Tilston, VC Armoury and Police Training Centre. Incredibly, 7 of the 11 new Constables receiving their badges were St. Clair College graduates. President Silvaggi was on hand to congratulate our graduates on becoming Constables and wished them success in their new roles.



## 9. Battle of the Badges

On Wednesday, February 4, 2026, President Silvaggi was invited to participate in the ceremonial puck drop procession at the annual *Battle of the Badges* event, held at the WFCU Centre. The event brought together local first responders, community partners and supporters for an evening that celebrated service, camaraderie and community engagement.

President Silvaggi's involvement highlights the College's strong and growing relationships with regional emergency service organizations and reinforces our shared commitment to fostering community spirit and supporting those who serve.



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**10. Change of Command and Swearing-In Ceremony for Chief Jason Crowley**

On Tuesday, February 10, 2026, President Silvaggi attended the Change of Command and Swearing-In Ceremony for Chief Jason Crowley. The event marked an important leadership transition within the community’s public safety sector and brought together municipal officials, first responders and community partners to recognize Chief Crowley’s appointment.

President Silvaggi’s participation reflects the College’s ongoing commitment to strengthening relationships with regional police and emergency service leaders, reinforcing our shared dedication to community safety, collaboration and the development of future public service professionals.





# ST. CLAIR

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COLLEGE

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: STRATEGIC DIRECTIONS UPDATE (2025-2026) – ENHANCE STUDENT WELL-BEING AND SUCCESS THROUGH THE “SAINTS EXPERIENCE” – ELEVATE STUDENT MENTAL HEALTH, BELONGING, AND SCHOOL SPIRIT THROUGH STUDENT SERVICES AND CAMPUS LIFE EXPERIENCES**

**SECTOR: RALPH NICOLETTI, SENIOR VICE PRESIDENT, INTERNATIONAL RELATIONS AND STUDENT SERVICES**

**AIM:**

To provide the Board with an update on the Strategic Directions (2025-2026). This update pertains to Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Providing supports to students as it pertains to mental health, well-being and a sense of belonging. Specific details include the following:

Goal	Objective	Measure	Target
Enhance Student Well-Being And Success Through The “Saints Experience”	Elevate student mental health, belonging and school spirit through student services and campus life experiences.	Providing support to students as it pertains to mental health, well-being and a sense of belonging.	February, Annually

**BACKGROUND:**

St. Clair College provides a variety of campus supports for all students to utilize to facilitate a positive College experience. These services broadly include academic and mental health counselling, campus care team, campus security, sexual violence prevention education and reporting, as well as other student services. We know that oftentimes circumstances and experiences are not isolated and may impact several areas of our lives. With the student identifying their needs, our teams work together to support them in every way we can. This holistic approach is intended to provide wrap-around care for students who may need support in a number of categories.

### 1. Academic Counselling

Counsellors assist students in adjusting to the demands of College life by helping them with academic planning, accessibility counselling and accommodations, stress and problem solving, career and educational planning.

### 2. Mental Health Counselling

Short term Mental Health Counselling is available for students in crisis. As a member of the greater community, the College will continue existing partnerships, and cultivate new partnerships, that clearly define pathways to Community Mental Health supports.

### 3. Campus Care Team

The Campus Care Team addresses critical student behaviours through review of situations/incidents, information gathering and sharing, and providing recommendations to ensure the safety and educational success of the student.

### 4. Campus Security

Our campus security team works in coordination with on and off-campus support to provide a safe environment for our students, staff and community to learn, live and thrive.

### 5. Student Services

Student Services offers a range of supports for students including counseling, accessibility support, testing services, tutoring, Indigenous Student Services and more. It serves as a reliable starting point for students who are unsure where to seek help and provide guidance in the right direction.

## **2025-2026 MENTAL HEALTH INITIATIVES:**

### **Mental Health Strategy & Policy**

St. Clair College has developed a five-year Mental Health Strategy and Policy to affirm our commitment to promote positive student mental health and well-being which requires an approach based on compassion and is informed by human rights. An annual report on this policy's implementation and effectiveness will be given to the Board of Governors annually and posted on the college website. The strategy and policy are posted on the College website at <https://www.stclaircollege.ca/student-wellness/mental-health/strategy>

### **THRIVES Transition Program**

Toolbox for **H**elp and **R**esources to Increase **V**alue and **E**mpower **S**tudents (THRIVES) is an online course that all first semester students are registered in. The THRIVES Modules present some of what we know about the actions and attitudes of successful students. The program, developed with wellness in mind, provides a variety of modules intended to help ease stress and provide beneficial resources. Modules include Time Management, Staying Healthy, Managing Finances, Successful Study Habits, and more. In Fall 2025, 95% of the 4,800 first-year students accessed the course.

## **Student Orientation to Accessibility Resources (SOAR)**

This orientation is designed to provide students with disabilities with an understanding of the services available to them along with practical tools to help them to succeed here at St. Clair College. In August 2025, 250 new students participated in this orientation.

## **Indigenous Counselling and Traditional Medicines**

In Fall 2025, there are 423 First Nation, Metis and Inuit Students from 38 First Nations enrolled at St. Clair College. Indigenous Student Services provides culturally relevant services, counselling and access to Elders when requested. Traditional medicines represent a vital aspect of cultural heritage and offer holistic approaches to wellness that encompass physical, emotional, and spiritual dimensions, highlighting the importance of community, tradition, and respect for nature in healing practices. Indigenous students have access to sage, sweetgrass and cedar for traditional smudging ceremonies with the guidance of an Indigenous Counsellor.

## **High School Transition Meetings**

In collaboration with Windsor-Essex and Chatham-Kent Secondary Schools, College Counsellors and Secondary School staff arranged transition meetings for students attending St. Clair College in the Fall. Meetings are designed to proactively equip students with the necessary tools for a successful transition to postsecondary education by connecting students with a College Counsellor and beginning the development of their Accommodation Plan, advise on any missing documentation and plan for a follow-up meeting prior to the start of the Fall semester. Secondary Schools identify eligible candidates and meetings are scheduled on a voluntary basis. In the pilot year of this program, 105 students attended transition meetings in May 2025.

## **Professional Development for Students, Staff and Counsellors**

In partnership with the Canadian Mental Health Association (CMHA), training was made available to staff and student leaders to support the Mental Wellbeing of all members of the St. Clair College community. This included Applied Suicide Intervention Skills Training (ASIST) in January 2026 to 12 participants and Mental Health First Aid (MHFA) training that is scheduled for February 2026 with 25 registered participants. Ongoing partnership with CMHA will continue to offer workshops to the College community.

## **Canadian Campus Well-Being Survey**

St. Clair College joins all other postsecondary schools in participating in the Canadian Campus Wellbeing Survey (CCWS). CCWS is a national survey that is coordinated by the University of British Columbia. The questions in the survey are from well-established surveys often used in Canadian populations, and a random sample of St. Clair College students will be invited to participate during the Winter 2026 semester. CCWS will provide data annually that will help shape the programs, services and initiatives that support our students to succeed on and off campus.

## **Wrap-Around Services**

In addition to Mental Health and Academic Counselling, student services such as the Health Centre, Tutoring, Library Services and Accessibility Services help students reduce stress at school and promote overall wellness. Online counselling services such as IM Well, Good2Talk and WeConnect help to increase the College's capacity to assist students 24 hours a day, 7 days a week. Statistics related to Accessibility, Library, Peer Tutoring and Counselling Services are collected and reviewed monthly to identify trends and improve service delivery by reallocating resources.

### **RECOMMENDATION:**

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Pillar #1 as it pertains to St. Clair's Student and Community Impact (Elevate St. Clair's brand and reputation for community impact and student personal growth, well-being and academic success) – Providing supports to students as it pertains to mental health, well-being and a sense of belonging, for information.



**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: STRATEGIC DIRECTIONS UPDATE (2025-2026) – ST. CLAIR’S STUDENT AND COMMUNITY IMPACT – SUPPORT THE SUCCESS OF THE COMMUNITIES WE SERVE**

**SECTOR: JOHN FAIRLEY, SENIOR VICE PRESIDENT, COMMUNICATIONS, ADVANCEMENT AND EXTERNAL AFFAIRS**

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**AIM:**

To provide the Board of Governors with an update on the Strategic Directions (2025-2026). This update pertains to Strategic Pillar # 1 St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Support the success of the communities we serve. Specific details include the following:

<b>Goal</b>	<b>Objective</b>	<b>Measure</b>	<b>Target</b>
Support the success of the communities we serve.	Instill St. Clair’s community and service-oriented values in students by embedding leadership, volunteerism, and community engagement into academic and co-curricular experiences.	Document and report the number of community service events and activities involving members of the College community	February-Annually

**BACKGROUND:**

As an outcome of the Strategic Directions 2025-2030, Administration provides an annual report to the Board that contains information regarding College faculty, staff and students, reporting on engagement in our communities. In year one of this initiative, the College focused on maintaining and strengthening its existing community engagement tactics while enhancing how impact is captured and shared. This included continuing the current approach to community events, volunteerism, and engagement activities across the College, while also gathering feedback through established channels to inform ongoing improvement. At the same time, the College developed Community Engagement Reports that document community service initiatives undertaken by staff, students, alumni and retirees.

This community engagement has been highlighted in social media platforms, College news and media releases which outline collective efforts, celebrate successes, and reinforce St. Clair College's commitment to community impact.

**RECOMMENDATION:**

**IT IS RECOMMENDED THAT** the Board of Governors receive this update on Strategic Pillar #1 – St. Clair's Student and Community Impact (Elevate St. Clair's brand and reputation for community impact and student personal growth, well-being and academic success) – Support the success of the communities we serve, for information.

	<b>VOLUNTEER ACTIVITIES</b>
<b>College President</b>	• Windsor-Essex Regional Chamber of Commerce, Board of Directors.
	• Assumption University, Board of Directors.
	• Committee of Presidents (COP).
	• WE-SPARK, Board of Trustees.
	• Canadian Italian Business and Professional Association (CIBPA) Windsor.
	• CIGan President's Circle.
	• St. Clair College Alumni Association.
	• St. Clair College Foundation Board and Audit Committee Meetings • Student Leadership Monthly Meetings (TSI/SRC/SSAA).
<b>Staff</b>	• Board Member, Children First.
	• Committee Member, local and provincial ECE mentorship programs for early childhood educators.
	• Volunteer, Play for a Cure, 100 Women Who Care, Women United.
	• Board Member, Windsor Airport YQG.
	• Trainer of new volunteers, Chatham-Kent Services on Domestic Violence.
	• Member, Highgate District Agriculture School Program for Highgate Fair.
	• Member, Kiwanis Club of Ridgetown, organizing many community events.
	• Board member - Volunteer Service-Humanist Chaplaincy and International Leadership.
	• Volunteer, WETech Board.
	• Board member, Windsor Cancer Centre Foundation.
	• Chair, Governance Committee, Windsor Cancer Centre Foundation.
	• Director, WE Spark Board.
	• Board member, NewLIFE Thrift Store - Chatham.
	• Treasurer, Board of Directors, House of Sophrosyne.
	• Community member, Windsor Regional Hospital Finance, Audit and Resources Committee.
	• Member, Administrative Services Coordinating Committee.
	• Chair, Ontario College Athletic Association, Audit and Finance Committee.
	• Board of Directors, Ontario College Athletic Association.
	• Volunteer, Windsor Wildcats Women's Hockey Association.
	• Head Coach, U18 BB Women's Hockey.
	• Volunteer, LaSalle Minor Hockey Association, U15B team.
	• On-ice official, Ontario Women's Hockey Association (OWHA) and Ontario Minor Hockey Association (OMHA).
	• Board member, Ridge Marsh Manor.
	• Board member, Sandy Town Association.
	• Volunteer/Co-Captain, The Gift for Ridgetown.
	• Member, Ridgetown Kiwanis Club.
• Vice Chair, Chair of Beautification and Chair of Marketing, Tecumseh Business Improvement Area.	

	VOLUNTEER ACTIVITIES
<b>Staff</b>	• Committee Member, Children and Youth Planning Committee, Children Services, City of Windsor.
	• Committee Member, Dads Matter Steering Committee.
	• Committee Member, Fantastic Fathers.
	• Organizing Partner, Life Canadian Blood Services plasma donor events, spearheaded by the Medical Laboratory Program.
	• Volunteer, Meals on Wheels for the VON.
	• Seat on the Medical Advisory Committee of the Melo Clinic and Pregnancy Centre.
	• Guest reader, Grade 4 class at St. James Elementary School.
	• Assistant Coach, LaSalle Turtle Club - Baseball.
	• Board Vice-President, Changing Perspectives.
	• Community Letter of Support for a grant for Autism Services Inc.
	• Director and Committee member, Art In The Park.
	• Rotarian, Rotary Club of Windsor 1918.
	• Volunteer Coach, Caboto Soccer.
	• Committee member, Mental Health Table for Chatham-Kent.
	• Leadership role on the United Way planning committee.
	• United Way - Summer East for Kids Program volunteer at elementary schools in Windsor, Essex and Chatham.
	• Organize volunteers for the Salvation Army Annual Christmas Dinner event.
	• Volunteer, The Hospice of Windsor and Essex County.
	• Board member and former Chair, Hospice for Life Foundation
	• Board member and Vice Chair, Harrow Family Health Team.
	• Board member, Province on Ontario Alliance for Healthier Communities.
	• Veteran's initiatives volunteer, Royal Canadian Legion.
	• Member, Program Accreditation Committee for the Canadian Athletic Therapists Association.
	• Member, University of Windsor Animal Care Committee.
	• Member, Chatham-Kent Hospice Board of Directors.
	• Member, Chatham-Kent Workforce Planning Board.
	• Member, Chatham-Kent Job Action Team.
	• Member, Chatham-Kent Community Leaders' Cabinet.
	• Member, Chatham-Kent Local Immigration Partnership.
	• President, REACH International.
• Chair, Annual Greenhouse Competitions fundraising.	
• Co-Chair, Indigenous Education Council.	
• Member, St. Clair College Board of Governors.	
• Member, Chatham-Kent Hospice Governance committee.	

VOLUNTEER ACTIVITIES	
<b>TSI</b>	<ul style="list-style-type: none"> <li>• TSI, in collaboration with the College raised funds for United Way, hosting Pie the Professor and Holiday Family Movie Night.</li> <li>• TSI sponsored the Victim Services Bowl-A-Thon, directly impacting Victim Services.</li> <li>• TSI partnered with Victim Services on campus during the “End Violence Against Women” campaign.</li> <li>• TSI partnered with the Katelyn Bedard Bone Marrow Association for swab events and sponsored their Bowl-A-Thon.</li> <li>• Chatham students and TSI raised \$500.00 to donate to the oncology unit at the CK hospital to go towards breast cancer research.</li> <li>• TSI held our annual Trick or Eat campaign and through community donations, stocked the student foodbank.</li> <li>• TSI raised funds for Buxton’s Next Generation during Black History Awareness month.</li> <li>• TSI , along with the college to raise funds for United Way, hosting Pie the Professor and Holiday Family Movie Night.</li> <li>• Holiday Toy and Food Drive.</li> <li>• Hosted many student-focused events to benefit the community.</li> <li>• Chatham students and TSI raised \$500.00 for the oncology unit at the CK hospital towards breast cancer research.</li> </ul>
<b>Community and Justice Services Program</b>	<ul style="list-style-type: none"> <li>• March 2025 - CJS Club organized a Canadian Blood Services Plasma Drive.</li> <li>• September 2025 – "Toonies for Turkey" – students raised money and donated to the Downtown Mission to support 86 holiday meals.</li> <li>• September 2025 – “Operation Clean Sweep” was a cleanup of the Riverfront and SCCA areas organized by the CJS Club.</li> <li>• October 2025 – Staff and students participated in the WYCKEd 5K Run supporting Windsor Youth Centre.</li> <li>• October 2025 – Hallowe'en for Hunger was organized by the CJS Club. Students collected non-perishable canned goods to support the emergency food bank at New Beginnings.</li> <li>• November 2025 – Drive for Essential Items – CJS Club purchased hygiene items to donate to the Downtown Mission.</li> <li>• November 2025 – "Bowling for Boilers" was a CJS Club organized event that raised funds to contribute to the need of the Downtown Mission’s heating system.</li> <li>• The CJS Club is currently planning the third annual Rough Night Out event in conjunction with the Windsor Residence for Young Men to be held in February 2026.</li> <li>• Community and Justice Service’s partnership with New Beginnings Windsor-Essex for student capstone projects.</li> </ul>
<b>Practical Nursing Society</b>	<ul style="list-style-type: none"> <li>• Fundraising efforts by students raised funds for the following: <ul style="list-style-type: none"> <li>• Donated 10 gift baskets to Hiatus House filled with requested items.</li> <li>• Donated \$1000 cheque for former club president after a devastating family car accident.</li> <li>• Donated \$1000 in Walmart gift cards to Practical Nursing Student and family after house fire and displacement.</li> <li>• Donated \$150 to purchase non-perishable items and collected donations to host a Food Bank on campus for our Practical Nursing and PSW students.</li> </ul> </li> <li>• Collected used Practical Nursing Student scrubs to sell and the money raised was used to donate over \$150 worth of food to the Windsor Downtown mission - as per the request of the lead cook (fresh chicken, fresh beef, oil, rice).</li> <li>• Hosted an "International Dinner" over the holidays for international and out of town domestic Practical Nursing students.</li> <li>• Cards for the elderly – made homemade cards and distributed them to local long-term care/retirement homes.</li> <li>• Volunteered by serving at Salvation Army Christmas Dinner at the St. Clair Centre for the Arts.</li> </ul>

VOLUNTEER ACTIVITIES	
<b>Dental Hygiene Program</b>	<ul style="list-style-type: none"> <li>• Preventative Dental Health Program partnered with the Windsor-Essex Catholic District School Board.</li> <li>• Health promotion activities in the community including oral pathology, health and recruitment.</li> <li>• Participation in the Guatemala Hope mission trip to provide dental care to the community.</li> </ul>
<b>Interior Design</b>	<ul style="list-style-type: none"> <li>• Students participated in a can drive for the Soup Shack and collected essential items for Hiatus House.</li> <li>• Students participated in the decorating of Willistead Manor for the holidays, along with Friends of Willistead.</li> <li>• Completed design projects for the Children's Area at Hiatus House.</li> <li>• Students completed design projects for the "Fishbowl" and cafeteria at Enwin Utilities.</li> </ul>
<b>Millwright</b>	<ul style="list-style-type: none"> <li>• Engaged with the DEDSB for the last 6 years, 4th semester students assess and refurbish machines for the highschool students' use. This year, students are working with the Windsor Essex Catholic School Board, the Chahtam Kent District School Board and the Chatham Christian highschool.</li> <li>• The 4th semester Cap Stone student groups is building a Kiosk for the Windsor Essex bicycling community.</li> </ul>
<b>Fashion Design</b>	<ul style="list-style-type: none"> <li>• Student started Fashion Week Windsor Essex in March, 2025.</li> </ul>
<b>Electrical Techniques Program and Electrical Apprenticeship Program</b>	<ul style="list-style-type: none"> <li>• Ontario Electrical League Event - trade show - attracted approximately 800 attendees from the industry.</li> <li>• Hosted the Annual Electrical Industry Day – Electrical Techniques Program - bringing together community stakeholders.</li> </ul>
<b>Architecture/CPM</b>	<ul style="list-style-type: none"> <li>• Archictecture club worked on a design build for Wolf Creek BMX Pavilion.</li> <li>• Prop fabrication for Strange Tales from the South Shore (TV series).</li> </ul>
<b>CICE Program</b>	<ul style="list-style-type: none"> <li>• Chili Fundraiser for CICE scholarships.</li> </ul>
<b>PSI/Police Foundations</b>	<ul style="list-style-type: none"> <li>• Financial and/or volunteer support for the following organizations: Cystic Fibrosis, Windsor/Essex Child and Youth Advocacy Centre, Children's Aid Society, Hospice of Windsor/Essex, local food banks, Fight Like Mason Foundation, Street Help, Downtown Mission, Victim Services, Santas Landing (Devonshire Mall), Halloween for Hunger food drive for New Beginnings (Windsor), collect formal wear for the "Say YES to the Prom Dress" initiative, Rought Night Out, Polar Plunge, Goodfellows Paper Drive (raised \$10,000).</li> <li>• Provide bursaries and gift cards for students experiencing financial hardship or other insecurities.</li> <li>• Random Act of Kindness Fall Yard Cleanup.</li> <li>• Charity Par 3 Golf Challenge (2024/25) hosted at Woodland Hills for the Windsor Essex Youth Advocacy Centre.</li> <li>• Community bottle drive with proceeds going to help a local family whose child is undergoing cancer treatment.</li> <li>• Cabana Road community clean up.</li> <li>• Mardi Gras pancake sale for Play for a CURE.</li> <li>• Assisted the CICE Club with a Chili Lunch fundraiser for CICE scholarhship fund.</li> </ul>
<b>Varsity Esports Program</b>	<ul style="list-style-type: none"> <li>• From March 2025 onward, students and staff supported or led: No Man's LAN 17, Sakura Anime Fest, The Summoning, OSEA High School Provincial Championships, Lambton Kent District School Board Fall High School Championships, Fragadelphia, Pressure Point</li> <li>• Delivered March Break and Summer Youth Esports Camps</li> <li>• Students volunteer contributions estimated at over 1,000 combined hours</li> <li>• Maintained active partnerships with: Lambton Kent District School Board, Ontario Scholastic Esports Association, National Association of Collegiate Esports, Fragadelphia, No Style Esports, Riot Games.</li> <li>• Chair,NACE Board of Directors.</li> </ul>

	VOLUNTEER ACTIVITIES
<b>Varsity Esports Program</b>	<ul style="list-style-type: none"> <li>• Council Member, Esport Canada - Postsecondary.</li> <li>• Assistant Esports Director, NACE Competition Council.</li> </ul>
<b>SSAA</b>	<ul style="list-style-type: none"> <li>• Participated and donated \$1,500.00 to the annual Windsor Polar Plunge.</li> <li>• Hosted Grade School Invitational Basketball Tournament SSAA/Jr. Saints.</li> <li>• Assisted Saints Athletics with Bell Let's Talk Day.</li> <li>• Hosted WECSSAA Boys Basketball Championships at Sportsplex.</li> <li>• Hosted WECSSAA Boys Basketball All-Star Game SSAA/Jr. Saints.</li> <li>• Association Pickleball Tournament at Zekelman Pickleball Courts.</li> <li>• Sportsplex Basketball Summer League.</li> <li>• Annual Back Forty Golf Tournament at Woodland Hills in early Spring.</li> <li>• SSAA Youth Summer Camps.</li> <li>• Girls Softball Camp run by St. Clair College Alumni.</li> <li>• Boys Baseball Camp run by St. Clair College Assistant Coach.</li> <li>• Boys/Girls Basketball Camp run by St. Clair College Alumni.</li> <li>• Girls Volleyball Camp run by St. Clair College Volleyball Team raising over \$20,000.</li> <li>• The Association Flag Football Tournament at Acumen Stadium.</li> <li>• Partnered with SACU for the 4th annual "Spikin 4 SACU" Volleyball Tournament raising \$1,200.</li> <li>• Assisted with United Way's Summer Eats Program.</li> <li>• The 2nd annual St. Clair Athletics Beach Volleyball fundraiser raised \$1,500.</li> <li>• Partnered with St. Clair Football &amp; WMFA for 1-day Football camp.</li> <li>• Sponsored and participated in the CMHA: Suicide Prevention Walk.</li> <li>• RAD Sports Card and TCG Show at Sportsplex.</li> <li>• Partnered with SPARK to host first Basketball Camp (Youth and Varsity) at Sportsplex and Classic Gym.</li> <li>• WECSSAA Girls Basketball Championships at Sportsplex.</li> <li>• Hosted Puma Youth Basketball Circuit in Classic Gym.</li> </ul>
<b>SRC</b>	<ul style="list-style-type: none"> <li>• PSI / P.S.I.P.F. Club donated \$5,350.58 to the Windsor Essex Child and Youth Advocacy Centre to support child and youth advocacy services.</li> <li>• PSI / P.S.I.P.F. Club donated \$1,300.00 to the Royal Canadian Legion in support of the 2025 Poppy Campaign</li> <li>• PSI / P.S.I.P.F. Club donated \$285.00 to the St. Clair College Alumni Association to support alumni initiatives.</li> <li>• PSI / P.S.I.P.F. Club raised \$8,228.00 for Windsor Goodfellows in support of community assistance programs.</li> <li>• Sport and Recreation Management Club donated \$4,000 to KidSport to support youth access to sports and recreation.</li> <li>• Sport &amp; Recreation Management Club donated \$1,000 to St. Clair College in support of student programs and initiatives.</li> <li>• Sport &amp; Recreation Management Club donated \$500 to the Saint Student Athletic Association in support of OCR Hockey.</li> <li>• Social Justice Club donated \$500 to Trans Wellness Ontario to support wellness and advocacy services.</li> <li>• Social Justice Club donated \$500 to St. Leonard's House Windsor to support community housing services.</li> <li>• Social Justice Club donated \$500 to Noah's House to support community outreach and family services.</li> </ul>

	<b>VOLUNTEER ACTIVITIES</b>
<b>SRC</b>	<ul style="list-style-type: none"> <li>• Social Justice Club donated \$250 to the MH100 Youth Program to support youth development initiatives.</li> <li>• Paralegal Club donated \$275 to Windsor Goodfellows in support of holiday assistance programs.</li> <li>• Paralegal Club donated \$200 in support of academic and student-related initiatives.</li> <li>• Paralegal Club donated \$1,280 to the Welcome Centre to support student transition and settlement services.</li> <li>• Educational Support Club donated \$200 to Family Respite Services to support families and caregivers.</li> <li>• Educational Support Club donated \$200 to the Windsor Essex Catholic District School Board to support educational initiatives.</li> <li>• Educational Support Club donated \$200 to the Greater Essex County District School Board to support student programming.</li> <li>• Educational Support Club donated \$200 to John McGivney Children’s Centre to support children’s developmental services.</li> <li>• Educational Support Club donated \$200 to Autism Services Inc. of Windsor to support autism programs and services.</li> <li>• SSW Gerontology Club donated \$1,000 to the Alzheimer Society of Windsor-Essex to support seniors and dementia care.</li> <li>• SSW Gerontology Club donated \$600 to Karen Desantis in support of community caregiving initiatives.</li> <li>• Nursing Society donated \$500 to Our Lady of Guadalupe Home to support community care services.</li> <li>• Nursing Society donated \$500 to The Hospice of Windsor and Essex County to support end-of-life care.</li> <li>• Nursing Society donated \$150 to the Windsor Essex County Exploratory Program to support community education.</li> <li>• Nursing Society donated \$1,500 to support medical and hardship assistance.</li> <li>• Nursing Society donated \$265 to The Downtown Mission to support food and nutrition needs.</li> <li>• Nursing Society donated \$171 to support patient care needs.</li> <li>• Nursing Society donated \$1,000 in Walmart gift cards to support food security for a student in need.</li> <li>• Nursing Society donated \$156 to support food bank and emergency assistance.</li> <li>• Culinary Club donated \$103 through cookie-based fundraising to support a long term care home.</li> <li>• Hospitality Club donated \$63 through food-based fundraising initiatives to support a long term care home.</li> <li>• Paramedic Club raised \$4,000 through the Haunted Morgue event for community donation.</li> <li>• Community &amp; Justice Services (CJS) Club donated \$700 to The Downtown Mission to support food and community outreach services.</li> <li>• Community &amp; Justice Services (CJS) Club donated groceries valued at \$980 to the Downtown Mission Kitchen.</li> <li>• Protection Security &amp; Investigation / Police Foundations Club raised in one day \$7500 plus an additional \$5000 from a third party to be donated towards a young lady in Windsor with a rare cancer, where treatment in the US out of pocket.</li> </ul>

	VOLUNTEER ACTIVITIES
<b>Sports &amp; Recreation Management</b>	<ul style="list-style-type: none"> <li>• Hosted annual run/walk - raised \$4,000 for KidSport Windsor.</li> <li>• Maintained two \$500 scholarhips for SRM students and initiated a new \$1000.00 scholarship.</li> </ul>
<b>St. Clair Centre for the Arts Alumni Association</b>	<ul style="list-style-type: none"> <li>• Windsor Police Services, First Responders Career Fair.</li> <li>• Black Joy and Excellence Symposium.</li> <li>• EMS Service Awards and Survivor Day.</li> <li>• Ontario Chamber of Commerce Conference.</li> <li>• Multicultural Council Awards Gala.</li> <li>• Rotary Club Wines of the World and Athena Awards.</li> <li>• One Day Dreams.</li> <li>• SickKids Symposium.</li> <li>• Windsor-Essex Build a Dream.</li> <li>• Easter Seals Hockey Classic.</li> <li>• T2B - Courts for a Cause.</li> <li>• WIFF Opening Gala.</li> <li>• Windsor Life Centre Gala.</li> <li>• United Way, Labour Appreciation Night.</li> <li>• Salvation Army Holiday Dinner.</li> <li>• S'Aints Concert for Foodbanks.</li> <li>• Beauty is Me Luncheon.</li> <li>• WEST of Windsor, International Women's Day.</li> <li>• United Way Children Lunches (Serving 800 lunches at 2 local Schools).</li> <li>• Windsor Police, Police Week.</li> <li>• Community Saints, Soup Fundrasier.</li> <li>• Windsor-Essex Chamber of Commerce, Business Excellence Awards 2025.</li> <li>• MCC Professional Development Day.</li> <li>• Breakfast with Santa.</li> <li>• Breakfast with the Easter Bunny.</li> <li>• Chrysler Theatre Summer Camps.</li> <li>• Jill of all Trades.</li> <li>• St. Clair College 4th Annual Alumni and Student Pow Wow.</li> <li>• Windsor Stars Baseball Kevin Siddall Invitational Baseball Tournament.</li> <li>• East Kent Hot Rods for Hospice.</li> <li>• Windsor Clippers Lacrosse 2025 Season Sponsorship.</li> <li>• Rotary Club of Windsor – Roseland – Wines for the World.</li> <li>• Amherstburg Firefighters Association – 3rd Annual Cornhole Tournament.</li> <li>• Essex Santa's Village.</li> <li>• Windsor Life Centre – Designed to Shine Gala.</li> </ul>

	VOLUNTEER ACTIVITIES
<p align="center"><b>St. Clair College Centre for the Arts Alumni Association</b></p>	• Chatham-Kent Healthcare Alliance Foundation – Parade of Chefs.
	• Friedreich’s Fighters Event supporting Friedreich’s Ataxia.
	• Cystic Fibrosis Canada – Royal Ball.
	• Do Good Divas Community Group supporting Habitat for Humanity – Handbag Heaven event.
	• Life After Fifty – Be Well Expo.
	• The Terry Fox Foundation – Lauren & Friends Lemonade Stand.
	• Rise Above Community Health Conference.
	• Amherstburg Uncommon Festival.
	• Walk for Parkinson’s supporting the Parkinson Society of Southwestern Ontario.
	• Genio Tech Robotics – Genius Cup Tournament.
	• Windsor Essex Soapbox Derby Association.
	• Working Towards Wellness Gord Smith Healthy Workplace Awards.
	• Kingsville Music Society – The May Fund for Youth Music and Arts.
	• Children’s Treatment Centre Gala – Children’s Treatment Centre Chatham-Kent.
	<p align="center"><b>St. Clair College Alumni Association</b></p>
• Fantastic Fathers Annual Events.	
• Farrow Miracle Park sponsorship.	
• Fight Like Mason Foundation Annual Events.	
• First Robotics Events.	
• Knobby’s Kids 2025-26 Season.	
• 2025 Polar Plunge supporting Special Olympics.	
• WFCU Spelling Bee.	
• Windsor International Film Festival.	
• Jack Miner Migratory Bird Sanctuary 2025 Season.	
• Salvation Army Holiday Dinner.	
• Windsor Light Music Theatre.	
• Bright Lights Windsor.	
• Art in the Park.	



# ST. CLAIR

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COLLEGE

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: STRATEGIC DIRECTIONS UPDATE (2025-2026): ST. CLAIR’S STUDENT AND COMMUNITY IMPACT – SUPPORT THE SUCCESS OF COMMUNITIES WE SERVE**

**SECTOR: MARC JONES, SENIOR VICE PRESIDENT, FINANCE, ADMINISTRATION AND CHIEF FINANCIAL OFFICER**

**AIM:**

To provide the Board with an update on the Strategic Directions (2025-2026). This update pertains to Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Support the success of communities we serve. Specific details include the following:

Goal	Initiative	Objective	Measure
Support the success of the communities we serve	Leverage St. Clair’s education, research, and physical capacity to partner with government and community organizations on impactful solutions to local and regional socio-economic challenges.	Deliver community driven research initiatives by enhancing student research and offering guided research tours.	Document and report the number of partnerships, joint projects and initiatives addressing local and regional socio-economic challenges.
		Track research initiatives and the number of students engaged.	The number of students engaged in projects supported by the College’s Research and Innovation department.

## **BACKGROUND:**

The Board of Governors recognizes Research and Innovation (R&I) as a key driver of St. Clair College's Strategic Plan and continues to prioritize its role in advancing academic excellence, community impact, and institutional strength for 2025-2026. As the College is directed by its mission of "excellence in all we do", R&I remains central in fostering innovation, strengthening regional capacity and creating meaningful pathways for student success through hands-on, community-engaged research.

Building on the momentum of previous years, the 2025-2026 Strategic Plan places renewed emphasis on leveraging the College's educational, research, and physical assets to address complex challenges facing our region. Through applied research, prototype development, testing, process improvement, and technology adoption, the College continues to support partners in advancing new products, services, and solutions that are directly applicable to the real world. These innovations are strengthened through targeted R&I investment, commercialization opportunities, and enhanced training that ensures students and employees are equipped for emerging workforce demands.

In alignment with the 2025-2026 Strategic Plan, the College is entering a period of research expansion. This includes strengthening internal research infrastructure, increasing student participation across all academic programs, and scaling partnerships that support the region's competitiveness in sectors such as advanced manufacturing, mobility, agriculture, healthcare, artificial intelligence and digital technologies. The arrival of new partners increased the national visibility and growing demand for the College's applied research, and signals that the College is a pivotal player in shaping the future economic landscape of the region. Looking ahead, continued investment in digital transformation, extended reality/enhanced learning, data-driven research, Indigenous collaboration, and interdisciplinary innovation will position the College as an institution of applied research excellence in Ontario.

The following sections outline the initiatives undertaken by R&I during the 2025 calendar year that operationalize the objectives within the 2025-2026 Strategic Plan.

### **A. Objective: Deliver Community Driven Research Initiatives by Enhancing Student Research and Offering Guided Research Tours**

Between January 2025 and December 2025, the R&I strategy was to implement several initiatives to engage faculty, staff and students in research across all campuses. R&I advanced a comprehensive suite of community-driven research initiatives designed to strengthen regional partnerships, expand student engagement, and respond to emerging socio-economic priorities across Windsor-Essex and Chatham-Kent. In addition, these initiatives not only deepened collaboration with government, industry, healthcare, Indigenous communities and social service organizations, but showcased student-led innovation and applied research capability.

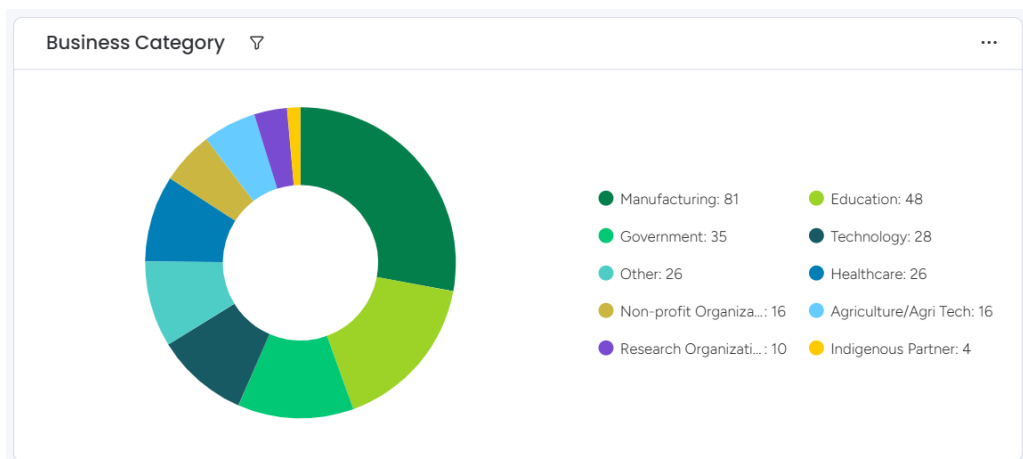


Throughout the year, faculty, staff and students participated in events, site visits, research exchanges, showcases, industry roundtables and community-facing activities that collectively demonstrated the breadth of the College’s engagement. Whether through international delegations, grassroots partnerships, sector-specific conferences or interdisciplinary research showcases, each initiative helped translate classroom learning into real-world solutions, while strengthening the College’s visibility and impact as a Top 50 Research College in Canada (<https://researchinfosource.com/cil/2025/top-50-research-colleges/list>). The following examples illustrate the depth and diversity of initiatives undertaken:

**i. Knowledge Hub**

R&I strengthened its communication and transparency through the development of a public-facing Knowledge Hub (<https://www.stclairresearch.ca/knowledge-hub/>) and released a series of structured newsletters (six) documenting the evolution of applied research throughout 2025.

The newsletters collectively showcased the College’s expanding partnerships, emerging research priorities and student-led innovations across multiple sectors. These publications highlighted key milestones from community-engaged studies and provincial roundtables to engineering showcases, Indigenous collaborations, and mobility-sector advancements. Together, they provide a clear narrative of how the College’s research ecosystem is maturing and responding to regional socio-economic needs.



## ii. “Saints Strong: Marching Forward” Event

The “Marching Forward” event held on March 28, 2025, marked a defining moment in the College’s growing leadership in applied research and community collaboration. Bringing together more than 100 industry and community partners, 20 students and faculty, the event transformed the St. Clair College Centre for the Arts into a dynamic showcase of innovation in action. Seventeen student-led research projects were featured through interactive booths, demonstrating the depth of student talent and the real-world relevance of college-led inquiry. An inspiring speaker panel explored how education, technology and social impact intersect to shape the future of our region.

Supported by sponsors such as Atlas Tube and Taurean EV, the event underscored the College’s strategic commitment to building strong partnerships and driving forward-thinking solutions that address local and regional challenges.

## iii. Members of the R&I Team “Ride for Research”

The inaugural “Ride for Research” held on September 20, 2025, marked a milestone moment in the College’s commitment to advancing grassroots, community-driven research. Led by Director, Research & Innovation, Dr. Karamjeet Dhillon, and Program Lead Kevin Roy, the 100 km cycling tour across Essex County served as a symbol of how research begins in our communities, with real people and real stories.

As part of a movement aligned with Colleges and Institutes Canada’s (CICan) vision for Open Campus Week, the event showcased the essential role that colleges play in making research accessible, visible and deeply connected to local student needs. By raising awareness for student-led, grassroots research initiatives, the “Ride for Research” demonstrated that innovation does not always start in a lab, it often starts at the grassroots level, in the questions and concerns shared by the communities we serve. The ride brought together residents, partners and supporters in a celebration of connection, commitment and the transformative potential of applied research.



#### **iv. Windsor Hosts Belgian Trade Commissioner: A Cultural and Research Exchange Begins at St. Clair**

The College welcomed Belgian Trade Commissioner Christophe Van Overstraeten of the Wallonia-Brussels Trade Office on September 3, 2025, for a strategic research exchange that strengthened both international and local partnerships. The visit functioned as a guided research tour, showcasing the College's applied research strengths in agriculture, healthcare innovation, advanced manufacturing and digital transformation. Students played a significant role in presenting ongoing projects and demonstrating how grassroots research responds to socio-economic needs in Windsor-Essex and Chatham-Kent. This exchange not only expanded the College's network but also opened pathways for future collaborative projects that reinforce the College's growing role as a global hub for community-driven innovation and student-centered inquiry.



#### **v. “Innovation That Listens First” R&I Storytelling With and For the Community**

The College deepened its partnership with Feeding Windsor-Essex, a grassroots organization serving more than 220,000 residents annually. Through on-site visits, guided tours and collaborative dialogue, the R&I team engaged directly with community leaders to understand how dignity, trust and proximity shape meaningful social impact. These engagements informed the development of a student-led pilot model focused on improving food access, strengthening volunteer sustainability and designing inclusive recovery spaces that reflect community-identified needs.

#### **vi. LaSalle Business Connect 2025: Applied Research as Community Practice**

On June 17, 2025, the R&I Team participated in LaSalle Business Connect, an event designed to accelerate regional collaboration and economic growth across Windsor-Essex. By engaging directly with local businesses, entrepreneurs and community organizations, the College showcased how its academic expertise and applied research capacity can support industry needs and drive innovation. This engagement contributed to the ongoing development of partnerships and joint projects that address socio-economic challenges in the region. The event created new opportunities for student-led applied research projects, facilitated conversations about workforce needs and innovation gaps, and strengthened the College's presence within the regional economic ecosystem.

## vii. Partner Visits

The partner engagements conducted throughout 2025 significantly expanded the College's influence, connectivity and operational capacity across multiple sectors. Through more than 35 strategic touchpoints, spanning industry, government, international delegations, academic institutions and grassroots community organizations, the College strengthened its position as a regional anchor for applied research, innovation and workforce development. On-site visits showcased the College's technological capabilities, student talent and research infrastructure, directly contributing to new collaborations, fee-for-service opportunities and exploratory projects in automobility, advanced manufacturing, robotics, AI, digital transformation and agriculture. Off-site engagements embedded the College within broader innovation ecosystems, enabling participation in national and provincial conversations that shape policy, research security, talent pathways and sector-wide priorities.

These interactions not only broadened the College's partnership network but also deepened trust, visibility and credibility across communities and industries. They generated new opportunities for student integration, joint proposals, interdisciplinary research and community-engaged initiatives aligned with socio-economic needs in Windsor-Essex and Chatham-Kent. Importantly, the engagements reinforced St. Clair College's reputation as a nimble, responsive institution whose research and innovation contributions have measurable regional impact.

The following is a summary of the partner engagement visits conducted both onsite and offsite during 2025.

<b>On Site Visits</b>	
<b>Partner</b>	<b>Date</b>
Invest Windsor Essex	January 28
Niagara College	February 12
Longterm Tech	March 4
Formula First	March 11
Syngo	March 17
Syngo	March 24
AIS	May 27
Automobility Enterprises	July 8
University of Windsor	July 15
Belgium's Trade and Investment Consulate	September 3
Vengeance Power	September 10
Singular	September 16
Yuhan Technical School	September 25
OVIN	September 29
Simcoe Economic Development	September 29
Honda Canada	September 29
Evolution Motion Solutions	November 11
Haunted Zoo	November 12

<b>Off Site Visits</b>	
<b>Partner</b>	<b>Date</b>
Reconcil-Action	March 1
Formula First	April 9
Indigenous Education Committee	May 27
WEtech Alliance	June 3
Women in Mobility and NextStar Energy	July 24
OVIN and Invest Windsor Essex	July 25
John McGivney Children's Centre	July 30
Vengeance Power	August 21
Fanshawe College / SONAMI	September 9
Workforce Windsor Essex	September 18
Build A Dream	October 9
Smith Homestead	October 17
Feeding Windsor Essex	October 27
Invest Windsor Essex	October 29
Canadian Association of Moldmakers	November 12
Ministry of Agriculture	November 13
Cavalier Mold	November 14
Sterling Infosystems	December 15
Integrity Tool	December 17

### **viii. Lead With Kindness Campaign**

In 2025, the R&I team launched the *Lead with Kindness Campaign*. This campaign is an institutional call to action that unites individuals, organizations and researchers around shared community and industry priorities. Through hands-on demonstrations, such as the Mobile Discovery Hub, interactive engagements at the Innovation Station, and student-focused programs such as Sponsor a Student, the campaign showcases how kindness, collaboration and applied research intersect to create meaningful change. This initiative expands the College's network of community and industry partners, strengthens the documentation of joint projects addressing local socio-economic challenges, and positions student-led research as a catalyst for community well-being and innovation.

### **ix. Fee-for-Service Initiative**

The Fee-for-Service Initiative further advances this strategic objective by opening the College's advanced facilities, equipment and technical expertise to faculty, students, community organizations, and industry partners seeking practical solutions to real-world problems. From fabrication and robotics to media production, prototyping and testing, this initiative bridges academic inquiry with applied outcomes, thereby strengthening local industries while providing students with immersive research experiences. By enabling collaborative projects and supporting student-integrated work, the Fee-for-Service Initiative

contributes directly to the College's mandate to document partnerships, expand guided research opportunities, and deliver community-driven innovation that enhances regional competitiveness. During 2025, the College received \$1,026 and a further \$3,745 in equipment.

#### x. National Spotlight on Student-Led Research and Entrepreneurial Innovation

The College's growing national profile was highlighted in a recent National Post feature, which showcased the College's distinctive approach to applied research, one that centres on collaboration, creativity, and real-world impact over fanfare.

This spotlight underscored how the College's research model empowers students to lead inquiry that responds directly to community and industry needs. Grounded in the philosophy of *The Body as a Knowledge Incubator*®, students engage in research as an embodied, entrepreneurial act, drawing on lived experience, curiosity and iterative problem-solving to co-create meaningful solutions. Supported by faculty and industry partners, student-led projects advance technology, address gaps in service for underserved populations, and foster systemic change across the region. This recognition affirms the College's commitment to nurturing an entrepreneurial research culture where students are not just participants in innovation but active architects.



#### xi. A Portfolio Strengthened by Influence and Policy Leadership

The College is making impact by grounding its research and innovation agenda in the real needs, lived experiences, and economic priorities of Windsor-Essex and Chatham-Kent. Rather than adopting a top-down or abstract research model, the College has built a deeply rooted, community-centered portfolio where partnerships begin with listening, humility, and proximity. This approach ensures that every project responds to challenges that matter to the region and aligns directly with the strengths of the College's academic programs.



Research at the College is becoming a signature value proposition because it is not siloed and it is woven into the fabric of teaching, student experience, community service, and workforce development. Guided research tours, student-led inquiry, interdisciplinary applied research, and sector-wide collaborations help the College build relationships that are authentic, reciprocal, and sustained. These relationships, in turn, generate projects that bring tangible value back to the College through new applied research opportunities for faculty, experiential learning pipelines for students, industry-driven curriculum enhancements, and increased competitiveness for provincial and federal funding.

## **xii. Integrating Inquiry into Practice: Advancing Student and Faculty Research at St. Clair College**

Over the past 22 months, the College has made a decisive shift toward embedding research as an essential component of academic identity and program excellence. What began with a foundational “*Departmental Evaluative Research Engagement Survey and Focus Group*”, our first institution-wide assessment of faculty readiness, capacity, and needs, has evolved into a coordinated strategy to integrate research directly into teaching practice and student experience. Academic Chairs played a central role in shaping this transition through a focused dialogue on three critical questions:

- What it would take for research to feel integral rather than additional?
- How can R&I support sustainable and inquiry-driven projects?
- Where does the strongest potential exist for applied research to elevate academic programming?

These insights are now informing one-on-one strategic engagements with each Academic School, accompanied by the development of school-specific dashboards that visualize course structures, research opportunities, faculty strengths, and partnership pipelines. Together, these intentional actions are building a foundation for a research culture that is embedded within academic practice.

The academic impact of this work has been both visible and measurable. Faculty across multiple Schools are increasingly engaged in applied research projects, interdisciplinary collaborations, and grant-funded initiatives. Students are now participating more actively as researchers, innovators, and co-creators of knowledge, whether through capstone projects, advanced prototyping showcases, community-engaged research, or student-led inquiries rooted in real-world challenges. Initiatives such as: *Applied Research 101*, *WE-SPARK Think*

Tanks, Lunch and Learn sessions, and guided research tours have strengthened academic capacity, expanded networks, and connected learning directly to the needs of Windsor-Essex and Chatham-Kent.

This work is especially significant within the context of the College’s Strategic Plan. By making research an accessible and integrated academic activity, the College is strengthening curriculum relevance, enhancing experiential learning, and preparing students for a rapidly evolving workforce where inquiry, adaptability, and innovation are essential skills. The R&I team’s ability to listen to faculty, co-design tools with Academic Chairs, and ensuring that research opportunities align with teaching realities, has positioned academic programming as a driver of institutional reputation, community impact, and student success. For 2026, the key academic research priorities include:

Priority Area	Key Actions
<p><b>Deepening Research Integration Across Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Expand embedded inquiry and research-informed learning within core courses across all Schools.</li> <li>• Create new interdisciplinary research pathways that connect programs through shared projects and thematic challenges.</li> <li>• Increase the number of student researcher roles within the Student Research in Action pipeline to enhance hands-on inquiry and knowledge production.</li> </ul>
<p><b>Strengthening Faculty Research Capacity</b></p>	<ul style="list-style-type: none"> <li>• Launch advanced faculty development streams, including applied research training, grant-writing cohorts, and ethics mentorship.</li> <li>• Provide structured tools and templates to support sustainable, inquiry-driven teaching practices aligned with academic workload and curriculum planning.</li> <li>• Expand faculty participation in national and regional research networks to broaden collaboration opportunities.</li> </ul>
<p><b>Implementing School Research Dashboards</b></p>	<ul style="list-style-type: none"> <li>• Finalize and deploy ‘school-specific dashboards’ that centralize course maps, research opportunities, partnership data, and faculty engagement.</li> <li>• Use dashboards to guide accreditation activities, program renewal cycles, and evidence-informed academic planning.</li> <li>• Enable Chairs to make data-driven decisions about curriculum innovation and research integration.</li> </ul>
<p><b>Advancing Strategic Academic Partnerships</b></p>	<ul style="list-style-type: none"> <li>• Strengthen long-term collaborations with WE-SPARK, SONAMI, CUTRIC, Indigenous communities, and regional innovation networks.</li> <li>• Expand opportunities for joint student projects, faculty exchanges, and interdisciplinary applied research.</li> <li>• Position academic Schools as integral contributors to regional innovation, economic development, and community well-being.</li> </ul>
<p><b>Enhancing Academic Impact Measurement</b></p>	<ul style="list-style-type: none"> <li>• Increase visibility of academic contributions to national rankings, including applied research funding, partnerships, and student engagement metrics.</li> </ul>

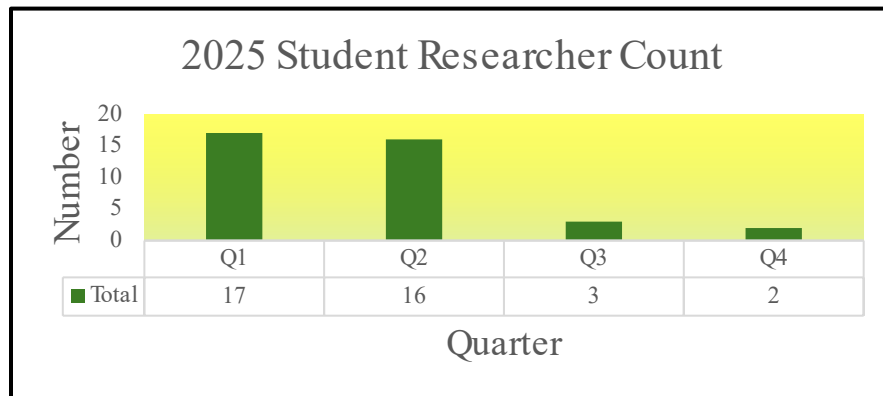
Priority Area	Key Actions
	<ul style="list-style-type: none"> <li>• Track and report curriculum and teaching practice innovations linked to research activities, demonstrating responsiveness to industry and community needs.</li> <li>• Document partnership growth and socio-economic impact resulting from academic-led research initiatives.</li> </ul>
<p><b>Empowering Academic Chairs as Research Leaders</b></p>	<ul style="list-style-type: none"> <li>• Equip Chairs with research analytics, and decision-making tools to align program planning with evolving community and industry needs.</li> <li>• Support Chairs in cultivating research-active faculty teams and inquiry-rich learning environments.</li> <li>• Strengthen communication pathways between R&amp;I, Academic Schools, CAE and institutional leadership to ensure alignment with the strategic plan.</li> </ul>
<p><b>Building a Student-Centered Research Ecosystem</b></p>	<ul style="list-style-type: none"> <li>• Position students as co-creators of knowledge through guided research tours, community-engaged inquiry, and interdisciplinary projects.</li> <li>• Increase recognition, publishing, and showcase opportunities for student-led research.</li> <li>• Embed research experiences that directly enhance employability, innovation skills, and workforce readiness.</li> </ul>

**B. Objective: Track Research Initiatives and the Number of Students Engaged.**

During 2025, the College significantly advanced its commitment to student-engaged research, with faculty and students contributing to more than a dozen multidisciplinary projects spanning social justice, healthcare innovation, engineering technologies, early childhood development, digital transformation, and mobility. These initiatives reflect a growing culture of inquiry across Academic Schools, where students are not merely participants but central knowledge creators driving applied research forward.

Student researchers played a critical role in addressing complex social issues through projects such as the ONCAT-funded learner mobility initiative, the youth homelessness study with Family Services Windsor-Essex, and WE-SPARK’s gender-based violence and literacy-from-birth projects. These initiatives positioned students as co-investigators generating new insights that inform policy, program design, and community support systems.

R&I serviced 38 total Student Research contracts during calendar year 2025.



In STEM and applied technologies:

- Students led impactful design and engineering projects with tangible community outcomes. The OVIN 2.0 Robotics Summer Camp reached 200 youth and mobilized over 50 College student researchers.
- Engineering students produced innovative civic infrastructure solutions (i.e. award-winning Gordie Howe Bridge bike rack design).
- Honours Bachelor of Business Administration students worked directly with the Windsor-Detroit Tunnel on data analytics and operational forecasting.

Healthcare-focused initiatives expanded the College's reach into regional health systems through WE-SPARK-funded projects on early literacy, mental health in research, and 2SLGBTQIA+ inclusive care. These projects not only strengthened student competencies in community health research but also deepened partnerships with Erie Shores HealthCare, Chatham-Kent Health Alliance, and national collaborators. Meanwhile, the John McGivney Children's Centre Mitacs project demonstrated how embedded student researchers can directly advance service innovation within pediatric rehabilitation, supporting long-term workforce development in a specialized field.

Collectively, these initiatives demonstrate a maturing research ecosystem where student engagement is both broad and deep. Most importantly, the research enabled students to develop critical thinking, leadership, methodological skills, and interdisciplinary collaboration.

The College's investment in student-engaged research has created measurable impact across disciplines and communities. By continuing to track student involvement, project outcomes, and interdisciplinary growth, the College is building a sustainable model of applied learning that enhances academic quality, expands partnerships, and positions students as active contributors to regional socio-economic development. This work will continue to grow in 2026 through guided research tours, expanded faculty-student collaboration, and deeper integration of research into academic programming.

## Highlights

### **Community-Driven Research Showcased on the National and International Stage**

The College's research leadership was showcased on June 2 at the Canadian Sociological Association's *'Beyond the Ivory Tower'* panel during the Congress of the Humanities and Social Sciences (the largest academic conference in Canada). Faculty and student researchers delivered compelling presentations that demonstrated the College's growing influence in national dialogues on social justice and community transformation. Honours Bachelor of Applied Arts and Social Justice & Legal Studies (SJLS) graduate Sarah Wilkins shared groundbreaking findings from an NSERC-funded study on youth homelessness in partnership with Family Services Windsor-Essex, offering new insight into how economic precarity, identity, and mental health shape lived experience and inform prevention strategies. Fellow SJLS alum and emerging scholar Madison Dekok co-presented research on gender-based violence, including a WE-SPARK-funded initiative that advances relational, adaptive research methods for under-resourced sectors.

Building on this momentum, SJLS students continue to demonstrate scholarly excellence. On December 10, students hosted a Research Proposal Poster Showcase, highlighting the depth and range of inquiry they have pursued throughout the semester. This internal showcase reflects the growing integration of research within the SJLS program and offers faculty, Academic Chairs, and colleagues an opportunity to witness student-led scholarship in action.

#### **(i) Engineering Technologies Student Unveils Winning Design of Bike Racks Leading to Gordie Howe International Bridge**

The bike rack design project connected to the Gordie Howe International Bridge demonstrates how College students are directly shaping the physical and cultural landscape of Windsor-Essex. Through a partnership anchored in the Bridge's \$46 million Community Benefits Plan, Mechanical Engineering Technology student Jimmy Mugenyi transformed a classroom design challenge into a permanent public installation. His winning design, inspired by the Bridge's iconic towers, reflects not only technical skill but an ability to interpret local identity and history through engineering creativity.

For the community, this project enhances active transportation infrastructure, supports trail connectivity, and reinforces the region's commitment to sustainable mobility. For the College, it spotlights the power of student-led applied research.



**(ii) ONCAT grant supports innovative project at the College to support postsecondary learner mobility**

The College was awarded ONCAT funding to advance a transformative initiative that reimagines how students move through postsecondary education. By modularizing courses, standardizing assessments, and developing flexible bridging tools, the College is creating pathways that make education more accessible, equitable, and responsive to diverse learner needs. Launching with the Community and Justice Services program, the project integrates faculty expertise with student-led inquiry, positioning learners as co-designers in curriculum innovation. This work not only strengthens credit transfer within Ontario’s postsecondary system but also demonstrates the College’s leadership in shaping future-ready educational models grounded in research, flexibility, and student success.

**(iii) School nutrition project takes fresh approach to student health at Immaculate Conception**

The NSERC funded School Nutrition Project reached a major milestone this year, completing its full pilot implementation at Immaculate Conception School and advancing into the final phase of analysis and knowledge mobilization. Through bi-weekly food literacy lessons and a school-wide lunch program that served 300 students, the project generated rich, practice-based insights into how nutrition education influences student health, engagement, and learning readiness. A Stakeholder Observation Day brought together educators, community partners, and academic researchers to document real-time impact and identify opportunities for long-term system improvement.

With classroom delivery now concluded, the project team, including College student researchers, has shifted to synthesizing findings and developing high-impact deliverables. These include best-practice guidelines, scalable implementation frameworks, and evaluation tools that can be adopted by schools across the region.



(iv) **'Books from Birth': WE-Spark Igniting Discovery grant to help provide resources and tools for new parents**

The *Books from Birth* study has the potential to transform early childhood development across Windsor-Essex. By placing literacy resources directly into the hands of new parents, the project strengthens family capacity, supports early brain development, and addresses long-standing inequities in rural and underserved communities. Its community impact is both immediate and long-term, contributing to stronger school readiness, lifelong learning outcomes, and improved population health. At the same time, the study elevates the College's research reputation by demonstrating how a college-based research team can meaningfully shape healthcare and education systems through evidence-based, community-responsive innovation. By integrating student researchers, health partners, and educational stakeholders, *Books from Birth* positions the College as a leader in applied early literacy research and showcases the College's growing expertise in interdisciplinary, high-impact studies that address complex social challenges.



(v) **St. Clair Nursing professor secures WE-SPARK grant for research to support student Equity, Diversity and Inclusion (EDI) training**

The WE-SPARK-funded EDI healthcare initiative led by Dr. Linda MacDougall represents a critical step toward building a more inclusive and culturally competent healthcare workforce across Windsor-Essex and Chatham-Kent. By addressing documented gaps in nursing and personal support worker curricula related to the care of gender and sexually diverse populations, the project directly responds to community needs and improves the quality of care available to 2SLGBTQIA+ individuals. The integration of guest speakers, reflective learning practices, and hands-on student engagement equips future healthcare providers with the knowledge, empathy, and skills required to deliver safe, affirming, and patient-centered care.

At the same time, the project positions the College as a leader in applied EDI research. By collaborating with the Chatham-Kent Health Alliance and embedding student researchers into the project, the College demonstrates its capacity to respond to emerging healthcare priorities with evidence-based, socially responsive innovation. This strengthens the College's visibility within regional health networks, enhances its credibility with funders such as WE-SPARK, and contributes to a growing reputation for producing research that is not only academically rigorous but also transformative for the communities it serves.



**(vi) WE-SPARK Igniting Discovery Grant to champion mental well-being in health research**

The College’s participation in *Program LEAD*, a WE-SPARK–funded national collaboration, marks a significant advancement in how the College supports the mental well-being of students and emerging researchers engaged in health sciences. As mental health pressures intensify across postsecondary environments, this project responds to the national need to ensure that highly qualified personnel are supported with the resilience, leadership capacity, and professional tools needed to thrive in demanding research settings. By contributing to a Canada-wide initiative led by the University of Windsor and involving partners from Carleton University, University of British Columbia, and GreenShield, the College is directly influencing how institutions across the country design healthier, more equitable research cultures.

This collaboration elevates the College’s research profile by positioning the institution as an active contributor to national dialogues on wellness, research training, and capacity building. The involvement of St. Clair’s faculty researchers, Dr. Stephanie De Franceschi and Dr. Karamjeet Dhillon, highlights the College’s growing expertise in interdisciplinary research that integrates education, mental health, and applied practice.



**(vii) From Campus to Community: St. Clair College champions a new era of grassroots research impact**

The College’s presentation at the Canadian Society for the Study of Education (CSSE) conference marked a significant moment in showcasing how grassroots, college-led research can reshape educational access and workforce development across Ontario. Presented by Dr. Karamjeet Dhillon and David Potocek, the session highlighted the evolution of the OVIN Regional Future Workforce Program (a multi-year initiative that is redefining how underserved youth engage with STEAM learning).

Across OVIN 1.0 to 3.0, the program has engaged more than 1,000 youth, supported by over 50 College student researchers, 10 lead researchers, and numerous faculty and community partners. This ecosystem has become a living research laboratory. Through national conference presentations, public-facing resources, and ongoing knowledge mobilization, the College is demonstrating that innovation begins at the grassroots level. For the community, OVIN is cultivating a diverse, future-ready talent pipeline at a time when the regional economy is rapidly shifting toward electrification, automation, and advanced manufacturing.



**RECOMMENDATION:**

IT IS RECOMMENDED THAT the Board of Governors receive this update on Strategic Pillar #1 – St. Clair’s Student and Community Impact (Elevate St. Clair’s brand and reputation for community impact and student personal growth, well-being and academic success) – Support the success of communities we serve, for information.



**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: STRATEGIC DIRECTIONS UPDATE (2025 – 2026) – ACADEMICS THAT BUILD REWARDING CAREERS – EXPAND ACCESS TO LEARNING BY MEETING STUDENTS WHERE THEY ARE.**

**SECTOR: RALPH NICOLETTI, SENIOR VICE PRESIDENT, INTERNATIONAL RELATIONS AND STUDENT SERVICES**

**LINDI PRENDI, EXECUTIVE DIRECTOR, ACADEMIC EXCELLENCE, QUALITY ASSURANCE AND ACCOUNTABILITY**

**AIM:**

To provide the Board of Governors with an update on the Strategic Directions (2025–2026). This update pertains to Strategic Pillar #2 – Academics That Build Rewarding Careers (Deliver the hands-on learning experiences, academic pathways and innovative teaching that enable long-term career success) – Expand online and hybrid courses, program and credential modalities. Specific details include the following:

Goal	Objective	Measure	Target
Expand access to learning by meeting students where they are.	Expand online and hybrid courses, program and credential modalities.	Increase online and hybrid course activity year-over-year.  Growth in student enrolment in online and hybrid courses compared to previous years	February 2026.

**BACKGROUND:**

As part of the feedback gathered through the Strategic Directions development process, students and community members highlighted the importance of flexible delivery models to enhance access to education beyond the traditional postsecondary student, such as those in the workforce or students in remote locations. The College responded to this by continuing our strategic focus on developing or converting high demand courses to online and hybrid delivery, adopting more courses through OntarioLearn, and working toward

increasing the number of micro-credentials offered through eCampus Ontario.

Statistics provided in the table below illustrate the number of unique courses, both vocational and general education, offered in an online or hybrid delivery model across our postsecondary programs, Continuing Education, Academic and Career Entrance (ACE), and OntarioLearn, as well as the corresponding number of students enrolled in the courses. are provided as well.

Academic Year	# of High Demand Unique Courses Developed and Converted to Online/ # of Students Enrolled in Online and Hybrid Courses	Increase in High Demand Courses Online
2025-2026	245 courses / 8744 students	N/A – this is the base year

For historical context, statistics from the prior year are provided. However, these figures reflect the number of online and hybrid sections. Beginning with the 2025–2026 academic year data reflects unique online and hybrid courses and total enrollments in those courses. As 2025–2026 serves as the baseline year for this revised approach, percentage increases are not shown.

Academic Year	# of High Demand Course Sections Developed/Converted to Online	Increase in High Demand Courses Online
2019-2020	51	
2020-2021	75	47%
2021-2022	86	69%
2022-2023	120	135%
2023-2024	316	519%
2024-2025	568	1,014%

The College continues to advance its strategic objective to expand high-quality online and hybrid learning, while strengthening institutional digital capacity in both content and delivery. The Centre for Academic Excellence and Quality Assurance (CAE) plays a central role in supporting course development, faculty capacity building, and quality assurance across online and hybrid delivery. Key activities include:

### Course Development, Conversion, and Quality Assurance

- Supported the development and conversion of 47 online and hybrid courses, including 44 existing courses and three newly developed courses. These courses progressed through a structured development cycle, including ideation, planning, curriculum alignment, course design, delivery, feedback and quality assurance.
- Implemented a standardized faculty orientation and Blackboard course shell template to ensure consistency, effective Learning Management System (LMS) use and student-centered course design.

- Continued alignment with institutional quality expectations, including Accessibility for Ontarians with Disabilities Act (AODA), Universal Design for Learning (UDL), Equity, Diversity, Decolonization and Inclusion (EDDI), and Outcome-based Education OBE principles.

### **Faculty Capacity Building: Professional Development and Supports**

Faculty capacity building remained a priority in 2025–2026, with professional development and resources focused on strengthening instructional quality in online and hybrid delivery. Key initiatives included:

- Delivered targeted Professional Development (PD) addressing essential competencies for effective online teaching, including LMS proficiency (*Blackboard Basics for Teaching Online*), online assessment design (*Assessment Tools for Online Learning*), accessibility and inclusive course development (*Supporting Accessibility Online*), student engagement strategies (*Keeping Students Engaged Online*), and fostering a culture of academic integrity in virtual environments (*Creating a Culture of Academic Integrity Online*).
- Initiated development of an asynchronous professional learning module grounded in evidence-based online pedagogy to support scalable, flexible faculty development.
- Expanded curated teaching and learning resources through the CAE Faculty Hub, including materials focused on effective online discussions (*Effective Online Discussions: 10 Tips for Success*) and fostering meaningful virtual learning communities (*Virtual Learning Communities*).
- Leveraged curated resources to inform faculty-focused monthly online learning FAQs, providing timely, practical guidance on common instructional design and teaching challenges in online environments.

### **Digital Resources and Student-Focused Supports**

- Continued development and enhancement of asynchronous modules, courses and Open Educational Resources (OER) supporting academic integrity, academic writing, and student success.
- Expanded flexible digital resources to support consistent expectations and scalable learner support across delivery modes.

### **Expanded Institutional Support**

- Strengthened Blackboard and educational technology support through ongoing training, mentorship and virtual assistance for faculty.
- Extended online and hybrid development support beyond traditional academic programming to areas including Continuing Education and Corporate Training, while applying program quality assurance practices across delivery contexts.

- Extended faculty development and instructional quality support through collaboration with the Continuing Education department, ensuring that online offerings delivered through OntarioLearn align with institutional standards for instructional design, accessibility, and quality assurance.

### **Overall Impact**

Collectively, these initiatives strengthen the College's capacity to deliver engaging, accessible, and high-quality online and hybrid learning. Led by CAE, the College has advanced a structured approach to course conversion and development, expanded faculty capability through targeted professional development and curated resources, and strengthened educational technology supports to ensure consistent, student-centered learning experiences. This work reinforces institutional standards for instructional design, accessibility, and quality assurance across delivery contexts—including continuing education—and positions the College to respond effectively to evolving learner needs and for sustainable growth in online learning.

### **RECOMMENDATION:**

**IT IS RECOMMENDED THAT** the Board of Governors receive this update on Strategic Pillar #2 – Academics That Build Rewarding Careers, regarding the commitment to expand access to learning by meeting students where they are, for information.



# ST. CLAIR

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C O L L E G E

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: DAY 10 ENROLMENT REPORT – WINTER 2026**

**SECTOR: MARC JONES, SENIOR VICE PRESIDENT, FINANCE,  
ADMINISTRATION AND CHIEF FINANCIAL OFFICER**

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**AIM:**

To provide the Board of Governors with an update regarding the overall College enrolment at Day 10 for the Winter 2026 semester.

**BACKGROUND:**

This enrolment update is provided to the Board of Governors every semester as the College has established student intakes each term.

This report represents a summary of Day 10 registration statistics and acts as a monitoring report to provide an enrolment update, as well as provide insight into international student recruitment activities. Day 10 tracking is a measurement date as it is the final day for students to withdraw from the College and receive a refund of tuition fees paid, less an administrative fee.

These enrolment figures provide administration with a means of determining whether budget projections are accurate as we begin preparations for the College's fiscal year-end budget review.

	Winter 2026: Full-Time (FT) Post-Secondary Enrolment		
	Domestic FT	International FT	Total FT
Windsor-Chatham Intake	419	145	564
Windsor-Chatham Returning	6,472	1,468	7,940
Windsor-Chatham Total	6,891	1,613	8,504

For comparative purposes, FT Post-Secondary statistics for Winter 2025 Day 10 was 14,103, which reflected 2,299 students at Ace Acumen and 11,804 in Windsor/Chatham. The Ace Acumen winddown is now complete. The 3,300 (28%) Windsor/Chatham enrolment decrease reflects 55 domestic students and 3,245 international students.

**RECOMMENDATION:**

**IT IS RECOMMENDED** that the Board of Governors receive this update regarding the overall College enrolment at Day 10 for the Winter 2026 semester, for information.

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: FINANCIAL MONITORING REPORT  
FINANCIAL RESULTS FOR THE NINE MONTHS ENDED  
DECEMBER 31, 2025**

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

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**AIM:**

To provide the Board with a report on the financial results for the nine months ended December 31, 2025.

**BACKGROUND:**

It is the practice of St. Clair College to review its revenue and expenditure patterns to ensure the financial plan is being achieved. Administration continues to enhance its reporting on these patterns. To this end, Administration communicated to the Board of Governors (BOG) that regular financial reports would be provided.

The BOG approved the College's mid-year budget on November 26, 2025.

**RECOMMENDATIONS:**

IT IS RECOMMENDED THAT the Board of Governors receive the Financial Monitoring Report for the nine months ended December 31, 2025, as information.

## **STATEMENT OF OPERATIONS BUDGET**

### **EXECUTIVE SUMMARY (Schedule 1)**

The 2025-26 mid-year budget approved by the Board on November 26, 2025 provided for a deficit position of \$12,018,146. The net surplus at December 31, 2025 of \$2,836,872 is a decrease of \$21,303,686 from the net surplus noted for the 2024 comparative period of \$24,140,558. The variance is primarily due to a decrease of international student enrolment in Windsor, Chatham and Toronto.

### **REVENUE (Schedule 2)**

Overall, revenues decreased by \$101,620,502 or 42% from the 2024 comparative period. The following highlights the major changes in revenue compared to the mid-year budget projection and the 2024 comparative period:

#### i. MCURES Operating Grants

MCU Operating Grants are aligned with the mid-year budget projection at 72% and has increased over the 2024 comparative period by \$6,262,236 or 20%. This is primarily due to the following:

- a. International Student Recovery (ISR): The ISR effectively reduces the College's Operating Grant by \$375 for every international student per semester. Due to the lower international student enrolment (11,478 lower registrations across the fiscal year to date), a \$4,304,250 reduction in our ISR obligation has occurred.
- b. MCURES is providing \$15 million to the college sector over three years from 2024-25 to 2026-27, through the Postsecondary Education Sustainability Fund – Efficiency and Accountability Fund. The College's incremental increase in funding received to date is \$1,315,646.

#### ii. Contract Income

Contract Income is aligned with the mid-year budget projection at 71% and has increased over the 2024 comparative period by 797,281 or 15%. This is due to timing related to the receipt of funding connected to the Apprenticeship Seat Plan and School College Work Initiative programs.

#### iii. Tuition Revenue

Total Tuition Revenue is trending above the mid-year budget projection at 77% and has decreased over the 2024 comparative period by \$81,481,017 or 58%, due to the following:

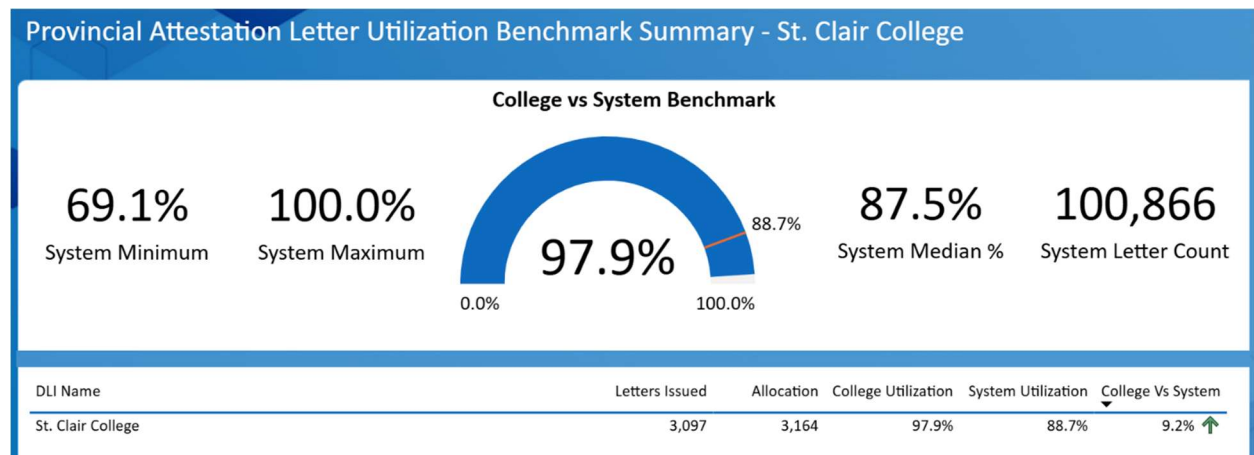
a. Domestic Tuition:

As shared with the BOG during the 2025-26 Mid-Year Budget, Fall 2025 full-time post-secondary domestic enrolment has a Day 10 count of 7,645, up by 51 (0.7%) against the prior year. In addition, the Winter 2026 full-time post-secondary domestic enrolment has a Day 10 count of 6,891, down by 55 (0.8%) against the prior year.

b. International Tuition:

As shared with the BOG during the 2025-26 Mid-Year Budget, Fall 2025 full-time post-secondary international enrolment has a Day 10 count of 1,732, down 2,909 (63%) against the prior year. In addition, the Winter 2026 full-time post-secondary international enrolment has a Day 10 count of 1,613, down by 3,245 (67%) against the prior year.

As of December 31, 2025, the College’s Provincial Attestation Letter (PAL) usage is as follows:



In addition, MCURES notified the College in December 2025 that its initial 2026 PAL allocation is 2,417, a 1,207 (33%) decrease for the 2025 PAL initial allocation.

c. Public College Private Partnership (PCPP) Tuition

As shared with the BOG during the 2025-26 Mid-Year Budget, Fall 2025 full-time post-secondary international enrolment has a Day 10 count of 6, down 3,520 (99%) against the prior year. In addition, for the Winter 2026 semester there are no enrolled students and the Ace Acumen partnership wind down is complete.

iv. Other Income

Other Income is trending above the mid-year budget projection at 79% and has decreased over the 2024 comparative period by \$26,640,113 or 52%, due to the following:

- a. Decrease in Interest Income of \$3,598,064 due to lower interest rates and cash holdings.

- b. Decrease in PCPP Fee-for-Service of \$15,925,823 due to the winddown of the Ace Acumen partnership.
- c. Decrease in Other Income of \$1,840,815 which is mostly due to the net impact from the \$744,725 loss on disposal relating to the furniture and appliances at the Marion Avenue property, and lower fees (i.e. administration and graduation) collected from the lower international student enrolment.
- d. Decrease in Divisional Income of \$5,764,833 primarily due to the winddown and sale of the Regional Training Centre, lower flow-through fees owed to Ace Acumen due to the partnership winddown and lower health/dental insurance fees collected from the lower international student enrolment.

### **EXPENDITURES (Schedule 3)**

Overall, expenditures decreased by \$80,316,816 or 37% over the 2024 comparative period. The following highlights the major changes in expenditures compared to the mid-year budget projection and the 2024 comparative period:

#### **i. Salaries and Benefits**

Salaries and Benefits are trending below the mid-year budget projection at 66%, and has decreased over the 2024 comparative period by 15,992,076 or 20%, due to the decline in student enrolment and the 'right sizing' of College operations, more specifically:

- a. Full-Time Administration of \$2,053,563 due to redundancy arrangements.
- b. Full-Time Faculty of \$2,814,008 due to Voluntary Early Leave Incentives.
- c. Full-Time Support of \$2,187,247 primarily due to savings realized from the 5-week work stoppage and stability.
- d. Across-the-board part-time staffing reductions related to the decline in student enrolment and 'right sizing' of College operations.

#### **ii. Non-Salary Expenditures**

Non-Salary expenditures are trending below mid-year budget projection at 74% and has decreased over the 2024 comparative period by 63,170,794 or 51%, due to the following:

- a. Decrease in Advertising of \$1,327,867 primarily due to reduced community engagement supports and advertising mediums (i.e. billboards, magazines, etc).
- b. Decrease in Contracted Educational Services of \$51,291,658 due to the Ace Acumen partnership wind down.

- c. Decrease in Contracted Services Other of \$3,719,253 due to lower agent commissions because of lower international student enrolment relative to the prior year.
- d. Decrease in Instructional Supplies due to lower student enrolment.
- e. Decrease in Insurance of \$3,833,495 due to lower international student insurance premiums to be paid from the lower international student enrolment.
- f. Decrease in Scholarships of \$1,265,894 as a result of lower international student enrolment and reallocating a portion of the budget to ancillary operations to reflect the complimentary accommodation offered at GEM and La Residence for recruitment purposes.
- g. Increase in Amortization of \$1,734,986 due to a full year of amortization from the assets capitalized (\$34 million) during the 2024-25 fiscal year.

#### **ANCILLARY OPERATIONS (Schedules 4 - A & B)**

The Ancillary Operations overall \$2,403,467 mid-year budget deficit is trending better than the projection primarily due to the lower international student enrolment in bundled academic programs for the Winter 2026 semester where the College would have provided scholarships towards complimentary accommodation.

In addition, the Ancillary Operations deficit of \$686,076 has improved by \$595,057 or 46% from the 2024 comparative period, due to the following:

- a. Increase in the Parking surplus of \$447,756 due to the College discontinuing the lease of parking spots in the Downtown Windsor Pitt Street parking garage.
- b. Decrease in the SportsPlex deficit of \$437,030 due to part-time staffing reductions.

SCHEDULE 1

ST. CLAIR COLLEGE  
 SUMMARY OF REVENUES AND EXPENDITURES  
 FOR THE NINE MONTHS ENDED DECEMBER 31, 2025

	A	B	A - B	
MCU BUDGET (12 months)	ACTUAL (9 months)	ACTUAL PRIOR YEAR (9 months)	VARIANCE (9 months)	
<b><u>REVENUE</u></b>				
MCU Operating Grants	51,867,475	37,453,805	31,191,569	6,262,236
Contract Income	8,631,137	6,116,960	5,319,679	797,281
Tuition	76,590,417	58,789,360	140,270,377	(81,481,017)
Other	31,729,332	25,029,749	51,669,862	(26,640,113)
Total Operating	168,818,361	127,389,874	228,451,487	(101,061,613)
Total Ancillary	13,900,335	10,734,235	11,293,124	(558,889)
<b>TOTAL REVENUE</b>	<b>182,718,696</b>	<b>138,124,109</b>	<b>239,744,611</b>	<b>(101,620,502)</b>
<b><u>EXPENDITURES</u></b>				
Salary & Benefits	95,037,642	62,300,549	78,292,625	(15,992,076)
Non-Salary	83,395,398	61,566,377	124,737,171	(63,170,794)
Total Operating	178,433,040	123,866,926	203,029,796	(79,162,870)
Total Ancillary	16,303,802	11,420,311	12,574,257	(1,153,946)
<b>TOTAL EXPENDITURES</b>	<b>194,736,842</b>	<b>135,287,237</b>	<b>215,604,053</b>	<b>(80,316,816)</b>
<b>Total Net Surplus / (Deficit)</b>	<b>(\$12,018,146)</b>	<b>\$2,836,872</b>	<b>\$24,140,558</b>	<b>(\$21,303,686)</b>

**ST. CLAIR COLLEGE  
REVENUES  
FOR THE NINE MONTHS ENDED DECEMBER 31, 2025**

	A	B	A - B	
MCU BUDGET <u>(12 months)</u>	ACTUAL <u>(9 months)</u>	ACTUAL PRIOR YEAR <u>(9 months)</u>	VARIANCE <u>(9 months)</u>	
<b><u>REVENUE</u></b>				
Enrolment Based Envelope: see note 1	13,671,621	10,474,771	9,552,358	922,413
Differentiation Envelope: see note 2	30,936,247	23,202,185	24,154,519	(952,334)
Special Purpose / Other Grants: see note 3	7,259,607	3,776,849	(2,515,308)	6,292,157
<b><i>Total MCU Operating Grants</i></b>	<b>51,867,475</b>	<b>37,453,805</b>	<b>31,191,569</b>	<b>6,262,236</b>
Apprenticeship	4,632,052	3,852,928	3,400,169	452,759
Literacy & Basic Skills	1,380,172	1,035,117	1,032,117	3,000
School College Work Initiative	1,930,372	830,716	453,567	377,149
Other: see note 4	688,541	398,199	433,826	(35,627)
<b><i>Total Contract Income</i></b>	<b>8,631,137</b>	<b>6,116,960</b>	<b>5,319,679</b>	<b>797,281</b>
Post Secondary - Domestic	26,895,901	17,936,998	17,378,081	558,917
Post Secondary - International	38,018,493	29,325,310	60,795,177	(31,469,867)
Post Secondary - PCPP	10,537,238	10,539,988	60,357,845	(49,817,857)
Continuing Education	1,138,785	987,064	1,739,274	(752,210)
<b><i>Total Tuition</i></b>	<b>76,590,417</b>	<b>58,789,360</b>	<b>140,270,377</b>	<b>(81,481,017)</b>
Interest Income	10,220,000	7,801,672	11,399,736	(3,598,064)
Contract Training	800,000	1,001,672	709,493	292,179
International Projects	510,000	-	25,938	(25,938)
PCPP Fee-for-Service	2,412,615	2,412,615	18,338,438	(15,925,823)
Other: see note 5	1,995,825	282,998	2,123,813	(1,840,815)
Divisional Income	9,173,782	8,534,401	14,299,234	(5,764,833)
Amortization DCC	6,617,110	4,996,391	4,773,210	223,181
<b><i>Total Other</i></b>	<b>31,729,332</b>	<b>25,029,749</b>	<b>51,669,862</b>	<b>(26,640,113)</b>
<b>Total Revenue Before Ancillary</b>	<b>168,818,361</b>	<b>127,389,874</b>	<b>228,451,487</b>	<b>(101,061,613)</b>
Ancillary Revenue (Schedule 4)	13,900,335	10,734,235	11,293,124	(558,889)
<b>Total Revenues</b>	<b>\$182,718,696</b>	<b>\$138,124,109</b>	<b>\$239,744,611</b>	<b>(\$101,620,502)</b>

SCHEDULE 3

ST. CLAIR COLLEGE  
EXPENDITURES  
FOR THE NINE MONTHS ENDED DECEMBER 31, 2025

	A	B	A - B	
MCU BUDGET <u>(12 months)</u>	ACTUAL <u>(9 months)</u>	ACTUAL PRIOR YEAR <u>(9 months)</u>	VARIANCE <u>(9 months)</u>	
<b><u>SALARY &amp; BENEFITS</u></b>				
Administrative: Full-Time	7,363,364	5,167,103	7,220,666	(2,053,563)
Administrative: Part-Time	1,146,686	668,318	1,611,848	(943,530)
Faculty: Full-Time	37,659,689	24,232,381	27,046,389	(2,814,008)
Faculty: Part-Time	13,681,683	8,758,343	11,765,218	(3,006,875)
Support: Full-Time	13,165,301	9,329,304	11,516,551	(2,187,247)
Support: Part-Time	4,106,924	2,340,399	5,018,442	(2,678,043)
Fringe Benefits	17,913,995	11,804,701	14,113,511	(2,308,810)
<b>Total Salary &amp; Benefits</b>	<b>95,037,642</b>	<b>62,300,549</b>	<b>78,292,625</b>	<b>(15,992,076)</b>
<b><u>NON-SALARY</u></b>				
Advertising	1,966,643	1,081,338	2,409,205	(1,327,867)
Bad Debt	1,025,000	76,330	234,625	(158,295)
Building Repairs & Maintenance	674,044	238,517	317,453	(78,936)
Contracted Cleaning Services	2,956,652	1,906,751	1,977,466	(70,715)
Contracted Educational Services	12,104,359	11,340,195	62,631,853	(51,291,658)
Contracted Services Other	8,683,219	6,418,235	10,137,488	(3,719,253)
Equipment Maintenance & Repairs	3,177,350	2,102,051	3,086,556	(984,505)
Equipment Rentals	3,621,294	3,420,045	2,901,025	519,020
Grounds Maintenance	768,100	445,166	476,785	(31,619)
Instructional Supplies	6,824,995	4,151,273	5,327,656	(1,176,383)
Insurance	3,928,585	4,053,822	7,887,317	(3,833,495)
Janitorial & Maintenance Supplies	789,589	317,544	446,253	(128,709)
Long-Term Debt Interest	692,415	291,786	307,737	(15,951)
Memberships & Dues	788,043	593,022	646,640	(53,618)
Municipal Taxes	833,594	787,076	781,955	5,121
Office Supplies	1,041,829	666,757	776,986	(110,229)
Premise Rental	3,151,330	2,565,896	2,549,706	16,190
Professional Development	591,479	158,427	309,118	(150,691)
Professional Fees	913,827	456,800	594,704	(137,904)
Security Services	2,931,738	1,977,654	2,181,705	(204,051)
Stipends, Allowances & Scholarships	1,656,655	1,649,233	2,083,654	(434,421)
Student Assistance 30% Tuition	950,000	673,773	1,505,246	(831,473)
Travel	737,350	423,464	707,268	(283,804)
Utilities	4,192,200	2,578,265	2,933,156	(354,891)
Other: see note 6	1,410,289	1,169,808	1,237,451	(67,643)
Amortization	16,984,819	12,023,149	10,288,163	1,734,986
<b>Total Non-Salary</b>	<b>83,395,398</b>	<b>61,566,377</b>	<b>124,737,171</b>	<b>(63,170,794)</b>
<b>Total Operating Expenses</b>	<b>178,433,040</b>	<b>123,866,926</b>	<b>203,029,796</b>	<b>(79,162,870)</b>
Ancillary Expenses (Schedule 4)	16,303,802	11,420,311	12,574,257	(1,153,946)
<b>Total Expenditures</b>	<b>\$194,736,842</b>	<b>\$135,287,237</b>	<b>\$215,604,053</b>	<b>(\$80,316,816)</b>

**ST. CLAIR COLLEGE  
ANCILLARY OPERATIONS  
FOR THE NINE MONTHS ENDED DECEMBER 31, 2025**

	A	B	A - B
MCU BUDGET <u>(12 months)</u>	ACTUAL <u>(9 months)</u>	ACTUAL PRIOR YEAR <u>(9 months)</u>	VARIANCE <u>(9 months)</u>
<b><u>Revenue</u></b>			
Beverage & Cafeteria	107,619	49,206	81,841 <span style="color: red;">(32,635)</span>
Bookstore - Windsor & Chatham	185,000	76,266	125,917 <span style="color: red;">(49,651)</span>
Special Events	75,000	10,784	208,697 <span style="color: red;">(197,913)</span>
Lockers Administration	46,142	40,050	44,895 <span style="color: red;">(4,845)</span>
Parking Lots	2,101,035	2,064,783	2,019,378 45,405
Residence - Windsor	3,927,194	2,379,659	2,309,964 69,695
St. Clair College Centre for the Arts	4,361,385	3,579,485	3,510,395 69,090
Varsity Sports	2,000,000	1,493,097	1,957,192 <span style="color: red;">(464,095)</span>
Sports Park	200,000	117,336	202,450 <span style="color: red;">(85,114)</span>
HealthPlex	308,500	313,295	269,878 43,417
SportsPlex	3,460	9,367	2,041 7,326
Woodland Hills Golf Course	585,000	600,907	560,476 40,431
	13,900,335	10,734,235	11,293,124 <span style="color: red;">(558,889)</span>
<b><u>Expenditures</u></b>			
Bookstore - Windsor & Chatham	-		2,370 <span style="color: red;">(2,370)</span>
Special Events	52,630	10,461	139,037 <span style="color: red;">(128,576)</span>
Lockers Administration	8,086	8,461	- 8,461
Parking Lots	1,346,522	788,836	1,191,187 <span style="color: red;">(402,351)</span>
Residence - Windsor	2,416,755	1,525,521	1,603,248 <span style="color: red;">(77,727)</span>
Residence - Chatham	32,554	12,596	65,432 <span style="color: red;">(52,836)</span>
Residence - GEM	922,765	510,861	377,513 133,348
Residence - La Residence	1,326,216	1,057,832	504,015 553,817
Residence - Saints	837,200	837,200	700,000 137,200
St. Clair College Centre for the Arts	4,190,740	3,198,333	3,298,061 <span style="color: red;">(99,728)</span>
Varsity Sports	2,461,886	1,671,312	2,309,689 <span style="color: red;">(638,377)</span>
Sports Park	204,994	117,336	254,799 <span style="color: red;">(137,463)</span>
HealthPlex	740,923	474,405	555,558 <span style="color: red;">(81,153)</span>
SportsPlex	1,270,851	809,739	1,239,443 <span style="color: red;">(429,704)</span>
Woodland Hills Golf Course	491,680	397,418	333,905 63,513
	16,303,802	11,420,311	12,574,257 <span style="color: red;">(1,153,946)</span>
<b>Total Net Surplus / (Deficit)</b>	<b><span style="color: red;">(\$2,403,467)</span></b>	<b><span style="color: red;">(\$686,076)</span></b>	<b><span style="color: red;">(\$1,281,133)</span></b> <b>\$595,057</b>

**ST. CLAIR COLLEGE**  
**ANCILLARY OPERATIONS: SURPLUS / (DEFICIT)**  
**FOR THE NINE MONTHS ENDED DECEMBER 31, 2025**

**SCHEDULE 4B**

	<b>MCU BUDGET (12 months)</b>	<b>ACTUAL (9 months)</b>	<b>ACTUAL PRIOR YEAR (9 months)</b>
Beverage & Cafeteria: Revenue	107,619	49,206	81,841
Bookstore - Windsor & Chatham: Revenue	185,000	76,266	125,917
Bookstore - Windsor & Chatham: Expenditures	-	-	2,370
	<u>185,000</u>	<u>76,266</u>	<u>123,547</u>
Lockers Administration: Revenue	46,142	40,050	44,895
Lockers Administration: Expenditures	8,086	8,461	-
	<u>38,056</u>	<u>31,589</u>	<u>44,895</u>
Special Events: Revenue	75,000	10,784	208,697
Special Events: Expenditures	52,630	10,461	139,037
	<u>22,370</u>	<u>323</u>	<u>69,660</u>
Parking Lots: Revenue	2,101,035	2,064,783	2,019,378
Parking Lots: Expenditures	1,346,522	788,836	1,191,187
	<u>754,513</u>	<u>1,275,947</u>	<u>828,191</u>
Residence - Windsor: Revenue	3,927,194	2,379,659	2,309,964
Residence - Windsor: Expenditures	2,416,755	1,525,521	1,603,248
	<u>1,510,439</u>	<u>854,138</u>	<u>706,716</u>
Residence - Chatham: Expenditures	32,554	12,596	65,432
Residence - GEM: Expenditures	922,765	510,861	377,513
Residence - La Residence: Expenditures	1,326,216	1,057,832	504,015
Residence - Saints: Expenditures	837,200	837,200	700,000
<b>Residences Total: Net</b>	<b>(1,608,296)</b>	<b>(1,564,351)</b>	<b>(940,244)</b>
St. Clair College Centre for the Arts: Revenue	4,361,385	3,579,485	3,510,395
St. Clair College Centre for the Arts: Expenditures	4,190,740	3,198,333	3,298,061
	<u>170,645</u>	<u>381,152</u>	<u>212,334</u>
Varsity Sports: Revenue	2,000,000	1,493,097	1,957,192
Varsity Sports: Expenditures	2,461,886	1,671,312	2,309,689
	<b>(461,886)</b>	<b>(178,215)</b>	<b>(352,497)</b>
Sports Park: Revenue	200,000	117,336	202,450
Sports Park: Expenditures	204,994	117,336	254,799
	<b>(4,994)</b>	<b>-</b>	<b>(52,349)</b>
HealthPlex: Revenue	308,500	313,295	269,878
HealthPlex: Expenditures	740,923	474,405	555,558
	<b>(432,423)</b>	<b>(161,110)</b>	<b>(285,680)</b>
SportsPlex: Revenue	3,460	9,367	2,041
SportsPlex: Expenditures	1,270,851	809,739	1,239,443
	<b>(1,267,391)</b>	<b>(800,372)</b>	<b>(1,237,402)</b>
Woodland Hills Golf Course: Revenue	585,000	600,907	560,476
Woodland Hills Golf Course: Expenditures	491,680	397,418	333,905
	<u>93,320</u>	<u>203,489</u>	<u>226,571</u>
<b>Athletics/Recreation Total: Net</b>	<b>(2,073,374)</b>	<b>(936,208)</b>	<b>(1,701,357)</b>
Total Revenue	<u>13,900,335</u>	<u>10,734,235</u>	<u>11,293,124</u>
Total Expenditures	<u>16,303,802</u>	<u>11,420,311</u>	<u>12,574,257</u>
<b>Total Net Surplus / (Deficit)</b>	<b>(2,403,467)</b>	<b>(686,076)</b>	<b>(1,281,133)</b>

## Notes: Revenues & 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 for Students  
Allied Health Enrolment Expansion  
Clinical Education / Nursing Enrolment Expansion  
Collaborative Nursing  
Electrical Techniques Expansions  
International Student Recovery  
Interpreters  
Mental Health Worker and Services  
Municipal Taxes  
Postsecondary Education Sustainability  
Skilled Trades Expansion  
STEM Enrolment SMA4
- Note 4**      **REVENUE: Other**  
Access and Inclusion  
Better Jobs Ontario  
Campus Safety  
Indigenous Student Success Fund  
WSIB
- Note 5**      **REVENUE: Other**  
Administration Fees  
Apprenticeship Classroom Fees  
Credit Transfer Fees  
Diploma Certificate Replacement  
Gain / Loss on Sale of Assets  
Grade Appeals  
Graduation Fees  
Miscellaneous Income  
Termination Gratuities  
Transcript Fee  
Unrestricted Donations
- Note 6**      **EXPENDITURES: Other**  
Audit Fees  
Bank Charges  
Capital Non-Depreciable  
College Employer Council  
Field Studies  
Food Service  
Learning Resource Material  
Postage  
Staff Employment  
Telephone  
Vehicle Expenses



# ST. CLAIR

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C O L L E G E

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: PROGRAM ADVISORY COMMITTEES**

**SECTOR: MONICA STALEY LIANG, SENIOR VICE PRESIDENT, ACADEMIC AND CAREER SUPPORTS**

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**AIM:**

To provide a report to the Board of Governors on Program Advisory Committee (PAC) activities for the 2024 – 2025 academic year, as required by the Board of Governors' workplan.

**BACKGROUND:**

In keeping with the Colleges of Applied Arts and Technology Policy Framework, Program Advisory Committees are mandated under the Ministry's Binding Policy Directive, "Framework for Programs of Instruction". In addition, PAC are instrumental to the College in ensuring that the College's academic programs remain relevant and up to date with industry, business and the needs of the community. PAC also serve as advisors on admissions, graduate requirements, quality assurance and program equipment.

The committee memberships consist of individuals from within the community who have vocational or academic experience and knowledge that enables them to best advise the College on matters relevant to College programs and services.

**RECOMMENDATION:**

**IT IS RECOMMENDED THAT** the Board receive the annual summary report on the Program Advisory Committee activities for the 2024 – 2025 academic year, for information.

## **Program Advisory Committee (PAC) Report Executive Summary 2024 – 2025**

St. Clair College has a total of 157 academic programs, including apprenticeship and Ministry-funded programs, for example ACE and LBS.

A total of 84 Program Advisory Committees exist to support the entire program offerings at St. Clair College.

Forty-one programs have stand-alone Program Advisory Committees, while the remainder of the programs have combined Advisory Committees due to similarity of vocations.

All programs met the obligation of a minimum of one meeting per year.

A total of 97 PAC meetings were held across all programs during the 2024 – 2025 academic year. Thirteen Program Advisory Committees met more than once during this period.

In order to gather feedback for maintaining currency and vibrancy of our programs, PACs follow standardized agendas and discuss the following items:

- Entrance Requirements
- Graduation and Progression Requirements
- Related Pathways and Transfer Agreements
- Vocational Learning Outcomes
- Pre- and Co-requisite Courses
- Experiential Learning
- Quality Assurance Reviews (Annual and Cyclical)
- Curriculum Update
- Equipment and Facilities
- Student Activities/Community Engagement
- Accreditations

The 2024 – 2025 PAC Meeting Schedule is attached. The Program Advisory Committee membership lists and the Annual Reports can be found on the Board of Governors' portal.

Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd
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**Zekelman School of Business**

1	B875 Advertising and Marketing Communications Management B792 Web and Interactive Advertising	19-Jun-2025	Yes			
2	B604/K600/M977 Business	4-Mar-2025	Yes			
3	B010/K150 Business - Accounting B007 Business Administration - Accounting	23-Jan-2025	Yes			
4	B851 Business Administration - Finance	9-Apr-2025	Yes			
5	B880 Business Administration - Human Resources B804/M802 Human Resources Management	16-Apr-2025	Yes			
6	B012 Business - Marketing B009 Business Administration - Marketing	24-Apr-2025	Yes			
7	B906 eSports Administration and Entrepreneurship	27-Mar-2025	Yes			
8	B908 Event Management	21-May-2025	Yes			
9	B999/M999 International Business Management - Logistics Systems B892 Business Administration - International B788 Supply Chain Management [Re-launched Spring 2025.]	3-Apr-2025	Yes			
10	B227 Office Administration - General B226/K231 Office Administration - Executive B228/K238/M228 Office Administration - Health Services	6-Feb-2025	Yes			
11	B904 Sport and Recreation Management	1-Apr-2025	Yes			

**School of Community Studies**

1	C772 ACE C774 College and Employment Preparation Literacy Basic Skills	3-Oct-2024	Yes			
2	K972 Academic and Career Entrance Literacy Basic Skills	7-Nov-2024	Yes			
3	B935 Autism and Behavioural Science	23-Oct-2024	Yes			
4	B961/K967 Border Services	19-Feb-2025	Yes			
5	B992 Child and Youth Care K994 Child and Youth Care - Accelerated	17-Oct-2024	Yes			
6	B603 Community and Justice Services	7-Nov-2024	Yes			
7	C365 Community Integration through Co-operative Education	25-Mar-2025	Yes			
8	K200 Developmental Services Worker K824 Developmental Services Worker Accelerated D620 Developmental Services Worker - Apprenticeship	7-Nov-2024	Yes	17-Apr-2025	Yes	
9	B101 Early Childhood Education B820 Early Childhood Education - Accelerated B846 Concurrent Early Childhood Education	15-Oct-2024	Yes			
10	K240 Early Childhood Education	9-Oct-2024	Yes	20-Mar-2025	Yes	
11	B899 Educational Support	12-May-2025	Yes			
12	C999 Honours Bachelor of Applied Arts in Social Justice and Legal Studies	2-Apr-2025	Yes			
13	C623 Liberal Arts C862 General Arts and Science	2-Jun-2025	Yes			
14	A887 Music Theatre Performance	16-Jun-2025	Yes			
15	B897 Paralegal B959 Paralegal Accelerated	18-Jun-2025	Yes			
16	B819 Police Foundations B803 Protection, Security and Investigation	28-Apr-2025	Yes			
17	K813 Protection, Security and Investigation K919 Police Foundations	28-Nov-2024	Yes	6-Mar-2025	Yes	
18	B895/K384/M995 Social Service Worker - Gerontology	13-May-2025	Yes			

Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd
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**School of Engineering Technologies**

1	T020 Architectural Technology	9-Oct-2024	Yes			
2	T755 Biomedical Engineering Technology - Equipment and Devices	16-Oct-2024	Yes			
3	T836 Chemical Laboratory Technology	20-Nov-2024	Yes			
4	T154 Civil Engineering Technology T036 Construction Engineering Technician T046 Construction Project Management	23-Oct-2024	Yes			
5	T974 Electromechanical Engineering Technician - Robotics T976 Electromechanical Technology - Robotics	2-Apr-2025	Yes			
6	B877 Fashion Design Technician	10-Jun-2025	Yes			
7	T146 Interior Design	7-May-2025	Yes			
8	T826 Mechanical Engineering Technology - Automotive Product Design	13-Nov-2024	Yes			
9	T941 Power Engineering Technology - Mechanical T942 Power Engineering Technician T940 Power Engineering Techniques	6-Nov-2024	Yes			
10	T050 Strategic Project Management	21-May-2025	Yes			

**School of Health Sciences**

1	H912 Advanced Medical Esthetics Practitioner B912/K946 Esthetician	15-Apr-2025	Yes			
2	H794 Cardiovascular Technology	5-Nov-2024	Yes	29-Apr-2025	Yes	
3	H915 Dental Assisting - Level I and II H800 Dental Hygiene	30-Apr-2025	Yes			
4	H797 Diagnostic Cardiac Sonography	9-Oct-2024	Yes	17-Mar-2025	Yes	
5	H796 Diagnostic Medical Sonography	14-Jan-2025	Yes	17-Jun-2025	Yes	
6	H879 Fitness and Health Promotion	3-Jun-2025	Yes			
7	H837 Medical Laboratory Science [Combined with Medical Laboratory Technician in June 2025.]	21-Oct-2024	Yes	9-Jun-2025	Yes	
8	H299 Medical Laboratory Technician [Combined with Medical Laboratory Science in June 2025.]	18-Nov-2024	Yes	9-Jun-2025	Yes	
9	K893 Occupational Therapist Assistant/Physiotherapist Assistant	27-Mar-2025	Yes			
10	K940/H840 Paramedic	21-May-2025	Yes			
11	H812 Pharmacy Technician	16-Oct-2024	Yes	2-Apr-2025	Yes	
12	H795 Respiratory Therapy	11-Dec-2024	Yes	10-Jun-2025	Yes	
13	H258 Veterinary Technician	21-Apr-2025	Yes			

**Zekelman School of Information Technology**

1	T993 Animation - 2D/3D	20-Feb-2025	Yes			
2	T860/M979 Computer Systems Technician - Networking T861 Computer Systems Technology - Networking	7-Apr-2025	Yes			
3	B935 Culinary Management 415A Cook Apprentice Branch 2	10-Jun-2025	Yes			
4	T890 Cybersecurity T891 Cybersecurity - Automobility T895 Cybersecurity Analytics - Automobility [Launched Fall 2024.]	28-Apr-2025	Yes			
5	B018/M018 Data Analytics for Business [Changing to B021/K021 Predictive Data Analytics in Spring 2025.] B019 Data Analytics [Launched Fall 2024.]	21-May-2025	Yes			
6	T809 Graphic Design	9-Jun-2025	Yes			
7	B699 Honours Bachelor of Business Administration (Information Communication Technology)	16-Apr-2025	Yes			
8	B940 Hospitality - Hotel and Restaurant	26-Jun-2025	Yes			
9	B894 Journalism B882 Media Convergence	28-Nov-2024	Yes			
10	B990 Mobile Applications Development T850 Computer Programming	5-Feb-2025	Yes			
11	B791 Public Relations	12-Jun-2025	Yes			
12	B826 Tourism - Travel	17-Jun-2025	Yes			

Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd	Meeting Date	Minutes Rec'd
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**School of Nursing**

1	K950 Collaborative Nursing K963 Practical Nursing K933 Personal Support Worker	2-Oct-2024	Yes	8-May-2025	Yes		
2	H850 Collaborative Nursing H863 Practical Nursing H932 Personal Support Worker	6-Nov-2024	Yes	7-May-2025	Yes		
3	C904/K904 Pre-Health Sciences Pathway to Advanced Diplomas and Degrees	2-May-2025	Yes				

**School of Skilled Trades**

1	401A Brick and Stone Masonry Apprenticeship T874 Pre-Apprenticeship Brick and Stone	26-Feb-2025	Yes				
2	T131 Electric Drive Vehicle Fundamentals T132 Electric Drive Vehicle Technician	29-Jan-2025	Yes				
3	K788 Electrical Engineering Technician	20-Nov-2024	Yes	5-Feb-2025	Yes		
4	T947/K731 Electrical Techniques 309A Electrician: Construction Maintenance 442A Industrial Electrician	8-Nov-2024	Yes				
5	T865 Greenhouse Technician	21-Jan-2025	Yes				
6	T914 Hairstyling 332A Hairstylist	15-May-2025	Yes				
7	T207 Heating, Refrigeration and Air Conditioning Technician 313A Refrigeration and Air Conditioning Systems Mechanic	17-Oct-2024	Yes				
8	T866 Landscape Horticulture	14-Feb-2025	Yes				
9	T855 Mechanical Engineering Technology - Industrial (Millwright) 433A Industrial Mechanic - Millwright	15-Nov-2024	Yes				
10	T867 Mechanical Technician - CAD/CAM T923 Mechanical Techniques - Precision Metal Cutting T797 Pre-Apprenticeship CNC Precision Metal Cutting 429A General Machining 430A Tool and Die Maker 431A Mould Maker	2-Oct-2024	Yes				
11	T167 Motive Power Technician T958 Truck and Coach Techniques 310T Truck and Coach Technician 310S Automotive Service Technician	27-May-2025	Yes				
12	T954 Plumbing Techniques 306A Plumber	4-Dec-2024	Yes				
13	K766 Powerline Technician	17-Oct-2024	Yes	6-Feb-2025	Yes		
14	T876 Pre-Service Firefighter Education and Training	22-Oct-2024	Yes				
15	T949 Welding Techniques	26-Nov-2024	Yes				
16	T805 Woodworking T965 Carpentry and Renovation Techniques 403A General Carpenter	5-Mar-2025	Yes				

**Skilled Trades Regional Training Centre**

1	Precision Metal Cutting [Earn While You Learn] [Program ended August 2025.]	16-Oct-2024	Yes				
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**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: ACADEMIC EXCELLENCE, QUALITY ASSURANCE, AND ACCOUNTABILITY UPDATE**

**SECTOR: LINDI PRENDI, EXECUTIVE DIRECTOR, CENTRE FOR ACADEMIC EXCELLENCE, QUALITY ASSURANCE AND ACCOUNTABILITY**

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**AIM:**

To provide the Board of Governors with an update regarding how St. Clair College achieves academic excellence, Quality Assurance (QA), and institutional accountability through the activities and institutional role of the Centre for Academic Excellence and Quality Assurance (CAE), including progress on the College Quality Assurance Audit Process (CQAAP) self-study, current academic QA and accountability mechanisms, and alignment of CAE portfolios with the St. Clair College Strategic Plan 2025–2030.

As this is the first such report submitted in this format, it aims to establish a clear understanding of the CAE’s mandate, its expanded portfolio, and its role within St. Clair College’s academic governance structure.

**BACKGROUND:**

St. Clair’s QA ecosystem is multifaceted and integrated within the College’s culture and daily operations. The system is supported by the College’s Strategic Directions, policies, program review processes, monitoring and improvement planning, and student and instructional feedback mechanisms that enhance teaching, learning, and service delivery.

The CAE plays an institutional leadership role in advancing academic quality, integrity, and continuous improvement across the College. Its work spans all phases of the academic lifecycle—from program conception and curriculum development to teaching and learning support, educational technology integration, academic integrity systems, faculty development, and the application of formal quality-assurance mechanisms. Collectively, these portfolios ensure that academic programs remain current, responsive to community and labour market needs, and aligned with the College’s Strategic Direction - thereby operationalizing the College’s commitment to “Excellence in All We Do”. CAE portfolios are illustrated in Figure 1 below.



**Figure 1. CAE Portfolios and Functions**

The Executive Director, Academic Excellence, Quality Assurance and Accountability (EDAEQAA) reports directly to the President. Through this direct reporting relationship to the President, the CAE maintains the autonomy necessary to exercise objective oversight of program quality, policy adherence, and academic integrity. This is complemented by the College’s internal accountability audit, conducted by the EDAEQAA - an arrangement designed to strengthen administrative accountability and ensure consistency in the application of QA processes across the academic schools and departments.

From an oversight perspective, the CAE provides assurance across three key governance domains:

1. **Academic quality and credential credibility:** The CAE strengthens consistency of curriculum and assessment practices and supports teaching quality across modalities (in-person, hybrid, online), protecting the credibility of St. Clair College credentials.
2. **Integrity, fairness, and due process:** The CAE advances a culture of academic integrity and supports integrity practices and processes that reinforce fairness and procedural consistency.
3. **Institutional accountability and continuous improvement:** The CAE anchors evidence-based program review systems and supports internal accountability auditing to verify completion and follow-through on quality improvement actions.

## **OPERATIONAL AND STRATEGIC UPDATE**

### **Academic Excellence**

Academic excellence at St. Clair College is achieved through the intentional design of programs and courses, the capability of faculty to deliver rigorous and inclusive learning experiences, and the effective integration of digital and applied learning modalities. The CAE advances instructional excellence by supporting evidence-informed pedagogy and assessment literacy, providing instructional resources, and sustaining communities of practice that strengthen consistency and effectiveness across academic schools. Faculty development workshops, Learning Cafés, and specialized sessions on assessment, academic integrity, and technology-enhanced instruction support faculty in meeting the expectations of a modern learning environment while reinforcing course and program alignment to Vocational Learning Outcomes (VLOs) and relevant program standards.

Within this excellence mandate, the CAE provides program lifecycle leadership through curriculum design and development activities, including outcomes mapping, course outline standards, curriculum refresh, and support for new program development. These mechanisms strengthen program coherence, transparency, and quality by ensuring that students have clear visibility of learning expectations, assessment plans, and aligned teaching and learning activities within standardized course outline frameworks. At the delivery level, the CAE enables high-quality flexible learning by supporting educational technology and digital learning practices, including our Learning Management System (LMS), that strengthen the consistency, accessibility, and quality of online and hybrid experiences, supported by institutionally managed digital teaching and learning tools. The CAE also facilitates the integration of experiential learning to deepen career readiness and reinforce the applied nature of curricula in partnership with industry and community stakeholders, ensuring the alignment of academic excellence with workforce relevance and regional impact.

Faculty capacity building is sustained through coordinated professional development, including structured onboarding and ongoing learning supports. A key mechanism is the College Educator Development Program (CEDP), a collaborative, outcomes-based program that is mandatory for new full-time faculty at St. Clair and designed to strengthen pedagogical foundation, assessment competence, reflective practice, and the effective use of learning technologies through phased development and structured components. Additionally, regular events such as monthly Learning Cafés complement formal programs by providing an ongoing, peer-supported environment where faculty can address timely instructional challenges and share practice in a safe, collegial setting.

Within the academic excellence mandate, the CAE has been awarded a \$60,000 Capacity Grant through the Ontario Council on Articulation and Transfer (ONCAT) to advance the modernization of prior learning assessment and recognition (PLAR) practices at St. Clair College. This funding supports the enhancement of PLAR frameworks, tools, and processes to strengthen consistency, transparency, and academic rigor while improving access and mobility for learners with prior non-formal learning. The initiative advances evidence-informed assessment practices, reinforces credential credibility, and supports student-centred pathways by enabling more efficient, equitable, and scalable recognition of prior learning, aligning academic excellence with learner access, workforce responsiveness, and institutional quality standards. This project is expected to begin later this Winter 2026 semester, following formal funding agreements.

### **Quality Assurance**

QA remains a central component of the CAE's mandate and operates as a continuous, integrated system embedded within the College's culture and daily operations. The QA ecosystem is multifaceted and strategically designed, incorporating multiple participants, feedback loops, and evidence sources that collectively support continuous improvement in teaching, learning, and services we offer. Within this system, activities such as Annual Program Reviews provide structured monitoring of curriculum currency, program performance indicators and trends, and the status of improvement actions, while Cyclical Reviews provide deeper evaluation of program relevance, program health, stakeholder perspectives, and alignment to labour market needs. Together, these mechanisms ensure that programs undergo regular, evidence-based evaluation aligned to Policy 9.3: Academic Program Quality Assurance Reviews, and that corrective actions are documented, monitored, and tracked through completion.

QA is further strengthened through stakeholder input and structured engagement mechanisms, including Program Advisory Committee (PAC) feedback and other external perspectives that support program relevance, currency, and responsiveness to community and employer needs.

In addition, recognition of prior learning and pathways, through PLAR and transfer credit supports student mobility while maintaining academic standards through defined policy frameworks that specify eligibility, documentation requirements, decision criteria, and transparent processes.

Academic integrity also functions as a quality safeguard. Reliable education and faculty support strengthen shared expectations, protect fairness, and reinforce confidence in the credibility of assessment and credentials.

### **Accountability**

Accountability is embedded through governance design, internal verification mechanisms, and external audit readiness. The EDAEQAA's direct reporting relationship to the President supports independence and objectivity in overseeing the College's academic quality systems, while the College's internal Quality Assurance Accountability Audit provides an additional institutional control point to reinforce transparency and administrative accountability for the completion of program QA reviews and associated improvement action plans. This structure strengthens Board assurance that quality processes are not only well-designed but consistently executed and followed through across programs.

Externally, the CAE is leading institutional accountability for the upcoming College Quality Assurance Audit Process (CQAAP) through coordination of the self-study and alignment of institutional evidence to the six standards as described in the next section of this report.

### **CQAAP SELF-STUDY — INSTITUTIONAL AUDIT READINESS**

The CAE is coordinating the College's CQAAP self-study, aligning institutional evidence to the six CQAAP standards. The CQAAP is a legislated, institutional-level audit that uses an evidence-based assessment model and is developmental in intent, supporting continuous improvement.

The six CQAAP standards include: program quality management; VLO-centred program development across the program lifecycle; conformity with government requirements; program delivery and student assessment; policies and practices influencing academic quality; and availability and allocation of college-wide resources.

In advance of the 2025–2026 audit cycle, the College completed a comprehensive gap analysis approximately one year prior to the start of the self-study to identify areas requiring strengthening against the CQAAP standards and requirements. Corrective measures were implemented to address identified gaps, and the self-study evidence set is being developed to demonstrate both the actions taken and the impact of those measures as part of continuous quality improvement. This proactive gap identification and remediation approach reduces institutional risk and increases confidence that St. Clair will be able to demonstrate a mature, well-integrated QA system through evidence.

The College’s approach integrates outcomes from the 2021 audit and the 2023 18-month follow-up, to demonstrate continuous improvement since the last cycle. Evidence is being curated using standardized templates, centralized document control, and staged internal reviews to ensure quality, completeness, and audit readiness.

The self-study is progressing well and will be submitted by end of March 2026, per OCQAS timelines. A two-and-a-half-day site visit is scheduled for June 2026 and one of the sessions involves interviews with Board of Governors representatives.

**STRATEGIC PLAN ALIGNMENT**

Collectively, the activities described above are delivered through the CAE’s integrated portfolios and are a primary mechanism by which St. Clair College operationalizes its vision of “Excellence in All We Do.” By setting institution-wide standards for curriculum and course quality, strengthening teaching capacity, enabling high-quality flexible delivery and applied learning, and sustaining a mature QA and integrity framework, the CAE directly advances the Strategic Plan 2025–2030 pillars and goals and provides measurable assurance of progress through evidence and continuous improvement.

Building on this foundation, the Strategic Plan 2025–2030 defines three pillars and associated goals that guide the College’s priorities over the next five years. These pillars—*Student and Community Impact*, *Academics that Build Rewarding Careers*, and *A Talented and Accountable Organization*—provide the strategic framework through which the CAE’s impact is both delivered and measured. As the institutional driver of academic quality, teaching excellence, and continuous improvement, the CAE’s portfolios align directly with each pillar’s intent, translating high-level strategic commitments into the day-to-day academic systems, faculty supports, and QA mechanisms that sustain institutional performance and student success

The Strategic Plan 2025–2030 defines three pillars and associated goals:

Strategic Pillar	Strategic Goal	Strategic Contributions of the CAE
<b>Pillar 1</b> <b>Student and Community Impact</b>	<i>Enhance student well-being and success through the ‘Saints Experience’</i>	Strengthens course quality and learning experience consistency through instructional supports, assessment literacy, and integrity processes that reinforce fairness and clarity for students.
	<i>Support the success of the communities we serve.</i>	Supports program relevance and responsiveness through structured program review systems, stakeholder engagement, and continuous improvement actions that maintain alignment with workforce and community needs.
<b>Pillar 2</b> <b>Academics that Build Rewarding Careers</b>	<i>Deliver demand-driven academic programs that respond to current and future labour market needs</i>	Leads program lifecycle quality (curriculum mapping, course outline standards, curriculum refresh, and new program development), strengthening alignment to sector standards and labour market expectations.
	<i>Enhance access to learning by meeting students where they are.</i>	Enables high-quality flexible delivery through digital learning and educational technology supports that promote consistency, accessibility, and quality across online and hybrid learning

		experiences.
<b>Pillar 3</b>  <b>A Talented and Accountable Organization,</b>	<i>Strengthen talent development and accountability performance</i>	Advances faculty capacity through structured professional development and formal onboarding supports (including CEDP) and strengthens institution-wide expectations for quality teaching and assessment practices.
	<i>Plan for the long-term sustainability of St. Clair College</i>	Strengthens institutional resilience through embedded QA systems, internal accountability auditing for completion and follow-through, and audit readiness practices that validate and mature institutional quality processes over time.

**Trends and Capacity Building**

The CAE 2024-2025 Annual Report includes statistical information that provide the Board with visibility into CAE’s institutional reach and performance across portfolios (e.g., uptake and engagement in faculty development, volume and throughput of curriculum and program lifecycle work, program review activity and action plan follow-through, digital learning enablement, and integrity supports). The three-year trends document provides a high-level overview. These documents should be read as leading indicators of quality system activity, capacity demand, and emerging areas of opportunity or risk requiring institutional attention. *(Appendix A provides a trends overview; Appendix B contains the full CAE Annual Report.)*

In closing, the CAE plays an institutional leadership role in advancing academic quality, integrity, and continuous improvement across the College. Through its portfolios spanning the academic lifecycle—and its governance positioning that supports independence, evidence-based oversight, and accountability—the CAE strengthens the College’s ability to deliver high-quality programs, protect credential credibility, demonstrate audit readiness, and advance the Strategic Plan 2025–2030.

**RECOMMENDATION:**

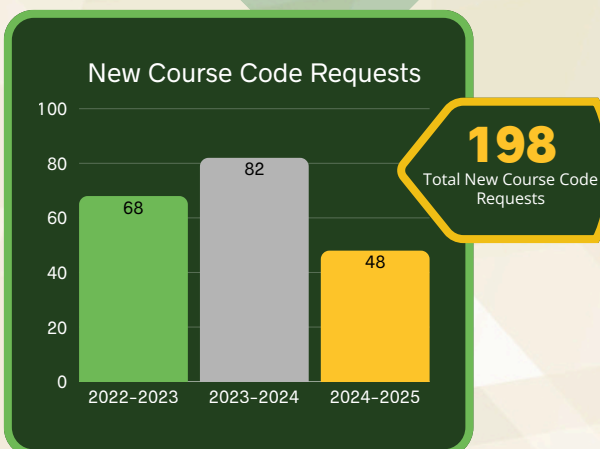
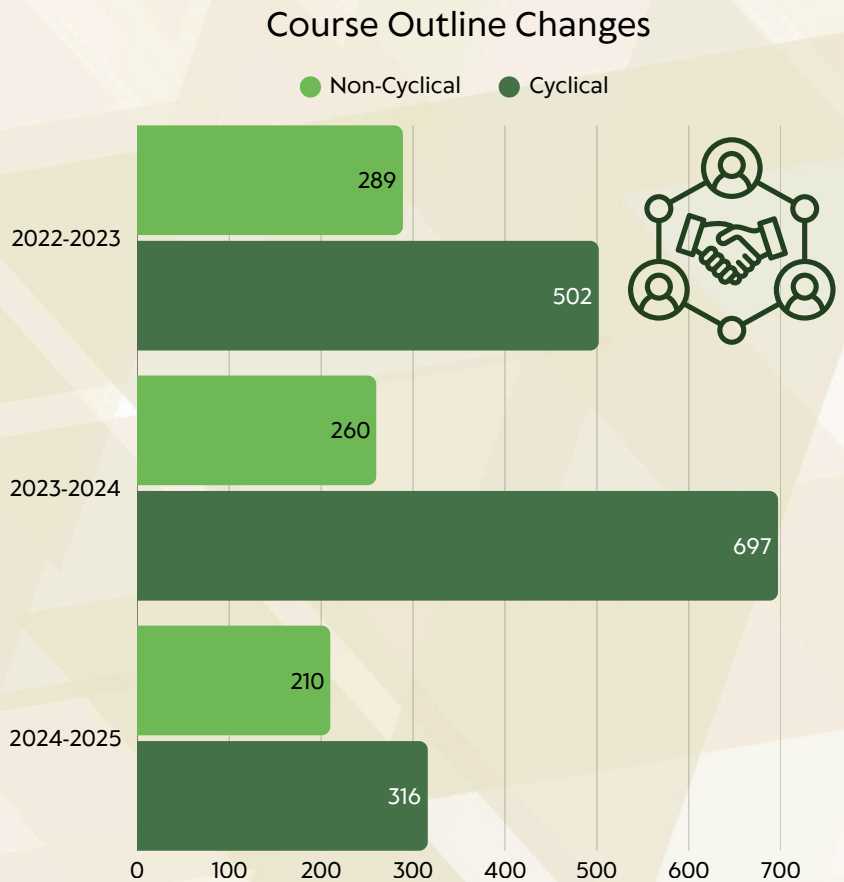
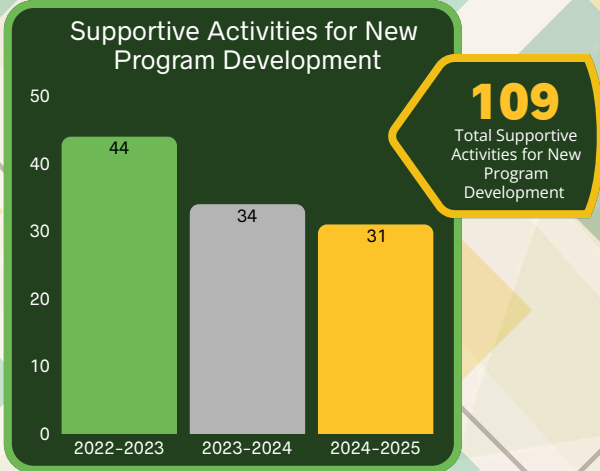
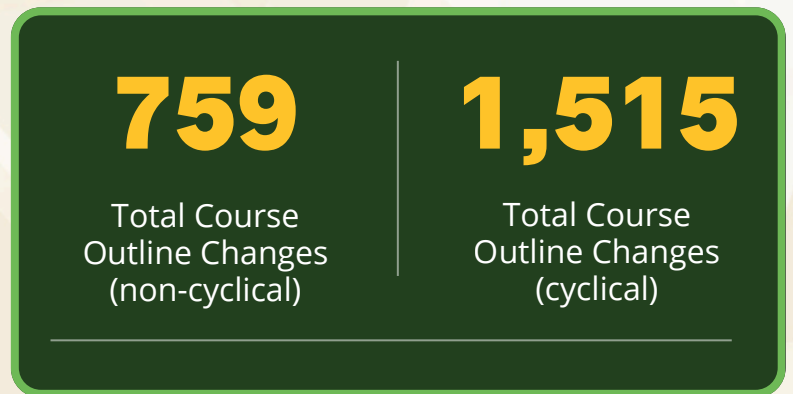
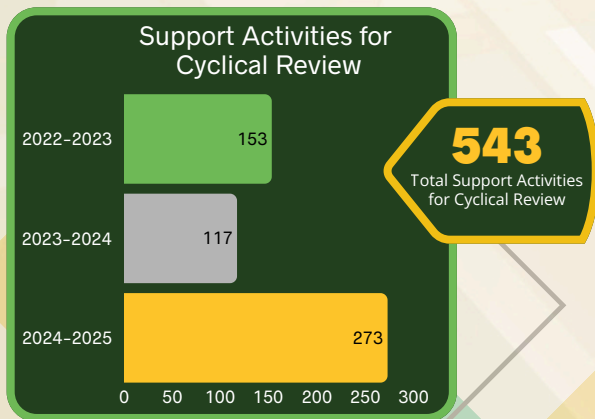
**IT IS RECOMMENDED THAT** the Board of Governors receive this update regarding how St. Clair College achieves academic excellence, Quality Assurance (QA), and institutional accountability through the activities and institutional role of the Centre for Academic Excellence and Quality Assurance (CAE), including progress on the College Quality Assurance Audit Process (CQAAP) self-study, current academic QA and accountability mechanisms, and alignment of CAE portfolios with the St. Clair College Strategic Plan 2025–2030, for information.

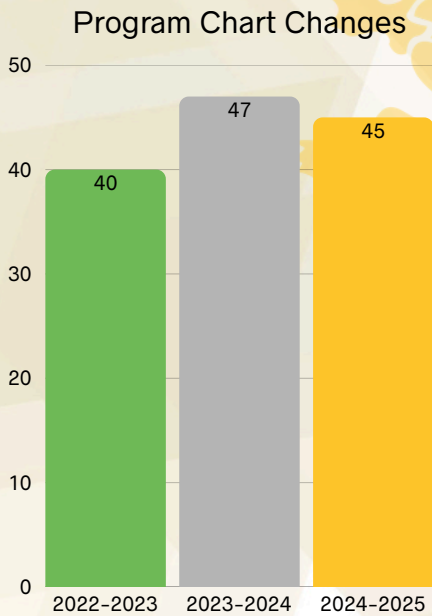
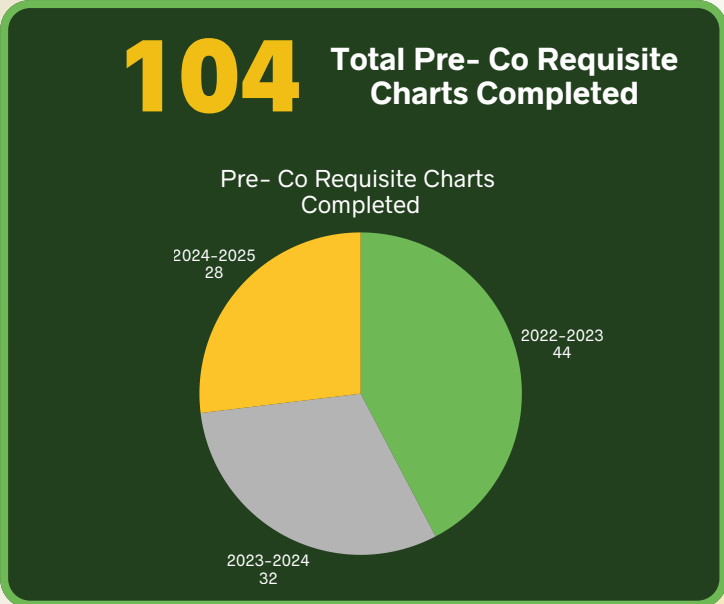
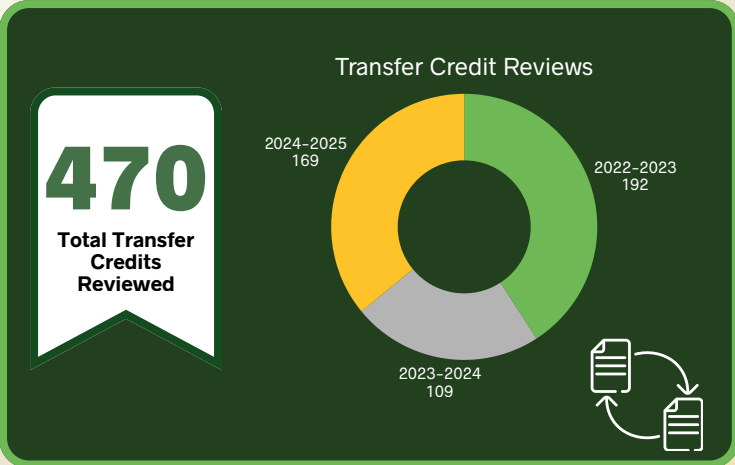
# The Centre for Academic Excellence and Quality Assurance (CAE)



**ST. CLAIR COLLEGE**  
CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

## 2022-2025

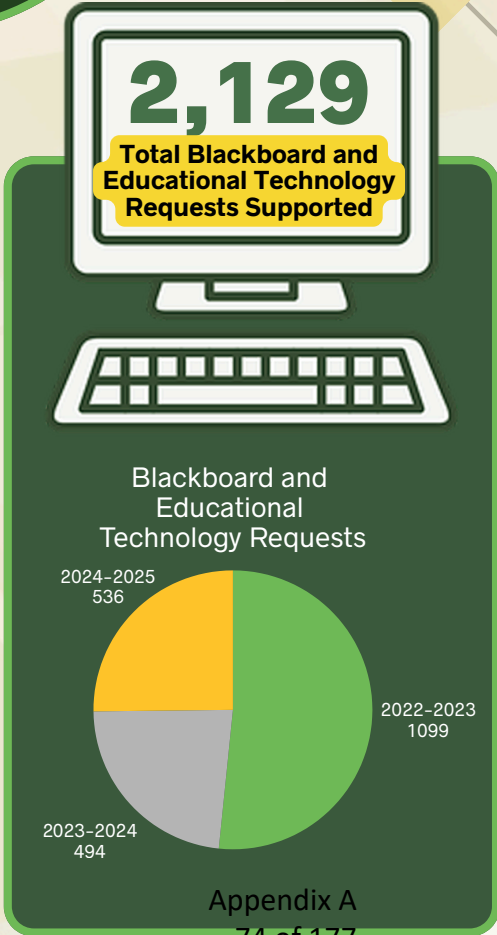
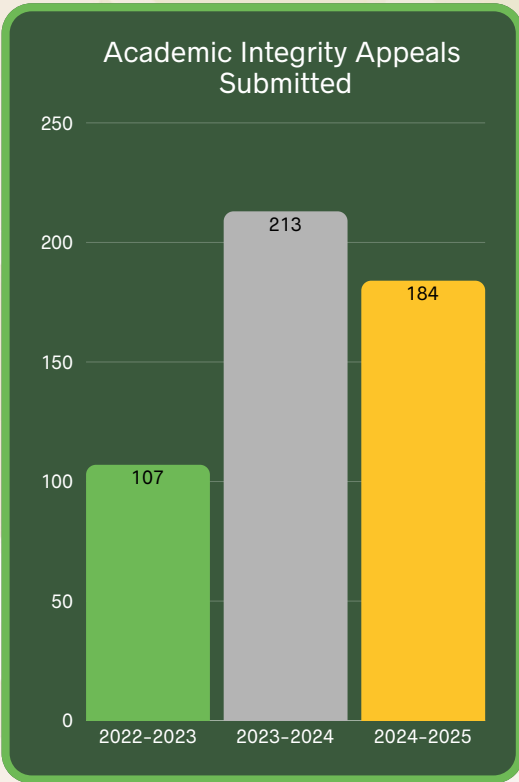
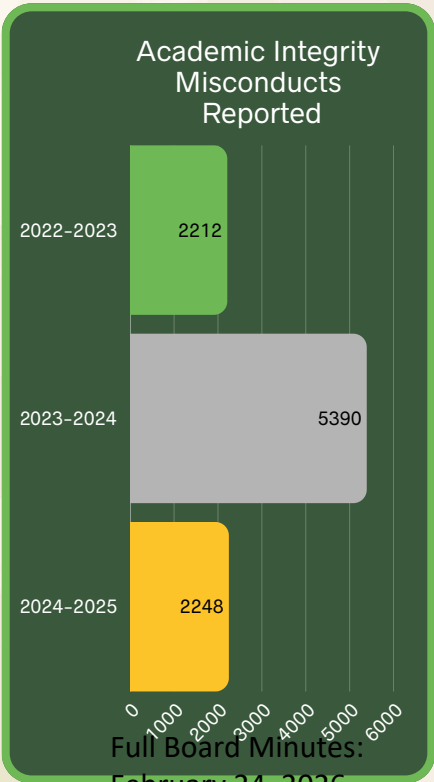




**132**  
Total Program Chart Changes

- Some PD Topics Include:
- Academic Integrity
  - Accessibility
  - Assessment Strategies
  - Blackboard and Educational Technologies
  - Inclusion and Student Engagement
  - Open Educational Resources
  - PLARs
  - Quality Assurance
  - Teaching & Learning Strategies

**1,095**  
Total Professional Development Attendees





# ST. CLAIR COLLEGE

CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

## Annual Report 2024-2025





# ST. CLAIR COLLEGE

CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

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## A Message from the Executive Director

The Centre for Academic Excellence and Quality Assurance (CAE) is proud to share our journey through the 2024–2025 academic year—a year marked by innovation, collaboration, and meaningful impact. In this latest edition of our annual report, you’ll meet the passionate individuals behind our work and explore the diverse areas we support. Through stories, visuals, and highlights, we showcase how our team continues to lead with purpose, advancing curriculum development, quality assurance, academic integrity, and inclusive learning practices.

We’ve embraced new opportunities to expand experiential learning pathways and open education resources, all while refining our curriculum and quality assurance processes. These efforts reflect our deep commitment to student success and institutional excellence.

This year, we were honoured to receive recognition from the Ontario College Quality Assurance Service for our “incredible quality processes”—a reflection of the dedication and excellence that drives everything we do. We’re excited to share our story with you and invite you to celebrate the impact we’ve made together.

We are happy to share our story with all of you. Happy reading!

*Lindi Prendi*



**ST. CLAIR COLLEGE**  
CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

## Purpose

The CAE drives quality and promotes integrity by supporting faculty, students, and administration to advance the College's Vision, Mission, and Values.

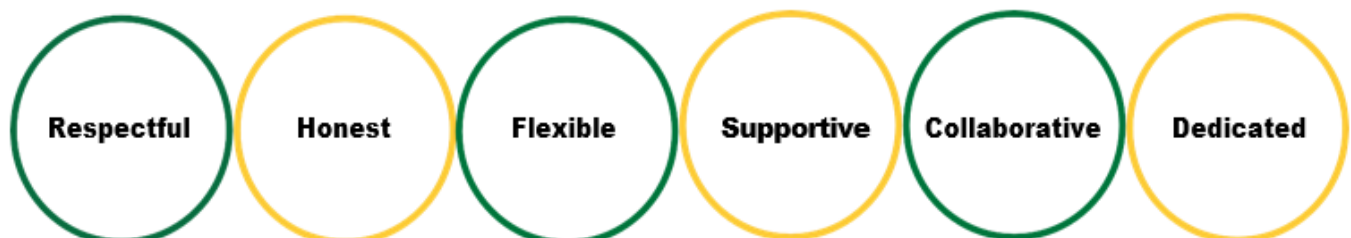
## Goals & Priorities

The CAE is a hub that connects multiple stakeholders and departments. Leadership, expertise, and support focuses on:

- Higher education pedagogical theories
- Curriculum design and development
- Quality assurance
- Experiential Learning
- Academic integrity
- Integration of educational technologies
- Flexible delivery modalities  
(online/hybrid/hyflex)

Our priorities align with the Strategic Directions and the Strategic Mandate Agreement of St. Clair College. We continue to strive for *Excellence in All We Do* and maintain strong brand recognition domestically and internationally.

## Team Culture



# Overview

The Centre for Academic Excellence and Quality Assurance’s (CAE) Annual Report (2024-2025) highlights data from the following areas: program development, design and renewal, experiential learning, educational technology, professional development and training, academic integrity, teaching and learning supports and resources, quality assurance, CAE initiatives and involvement, team professional development, and the Scholarship of Teaching and Learning (SoTL).



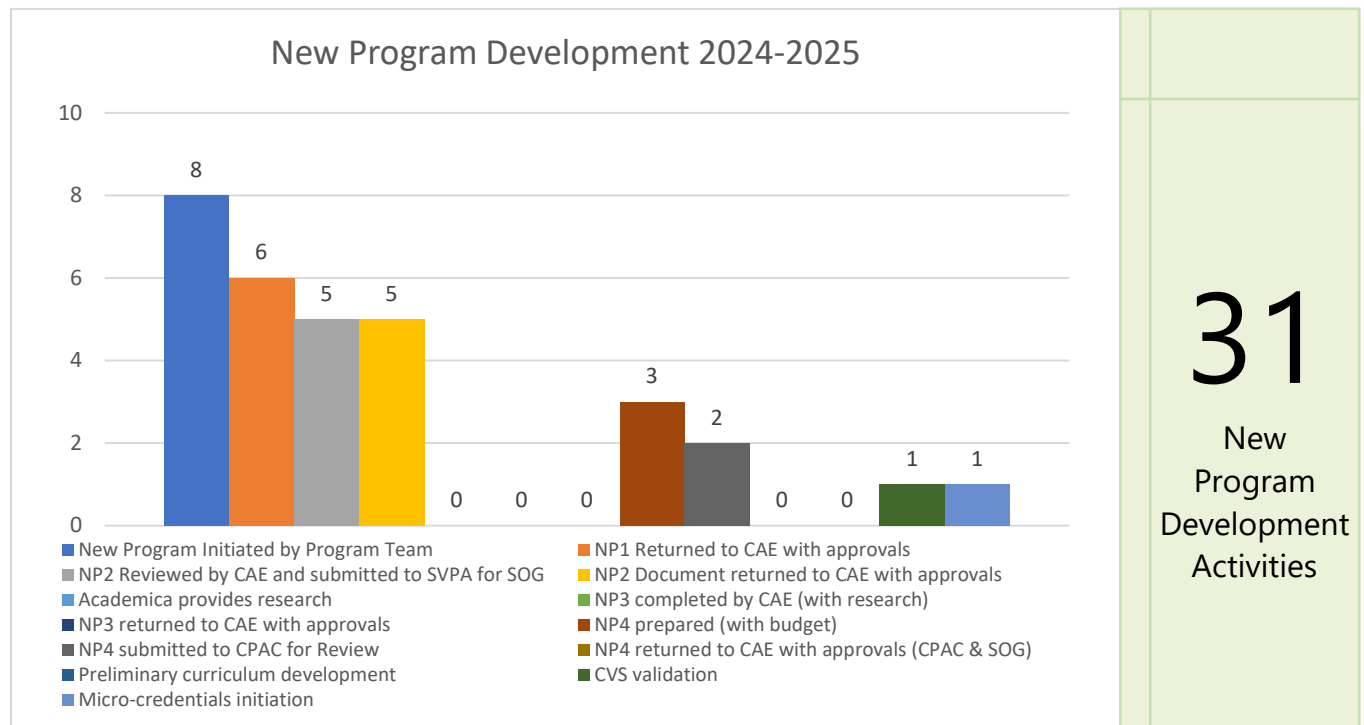
# CAE Structure



# Program Development, Design, & Renewal

## New Program Development & Micro credentials

The CAE leads all new program development activities for St. Clair College. During this reporting year, the CAE worked on 31 activities related to new program development and micro-credential requests over a variety of phases. The details of each activity referenced in the chart below are included in the new program development protocol, as well as St. Clair College Policy 9-7 Academic Program Development.



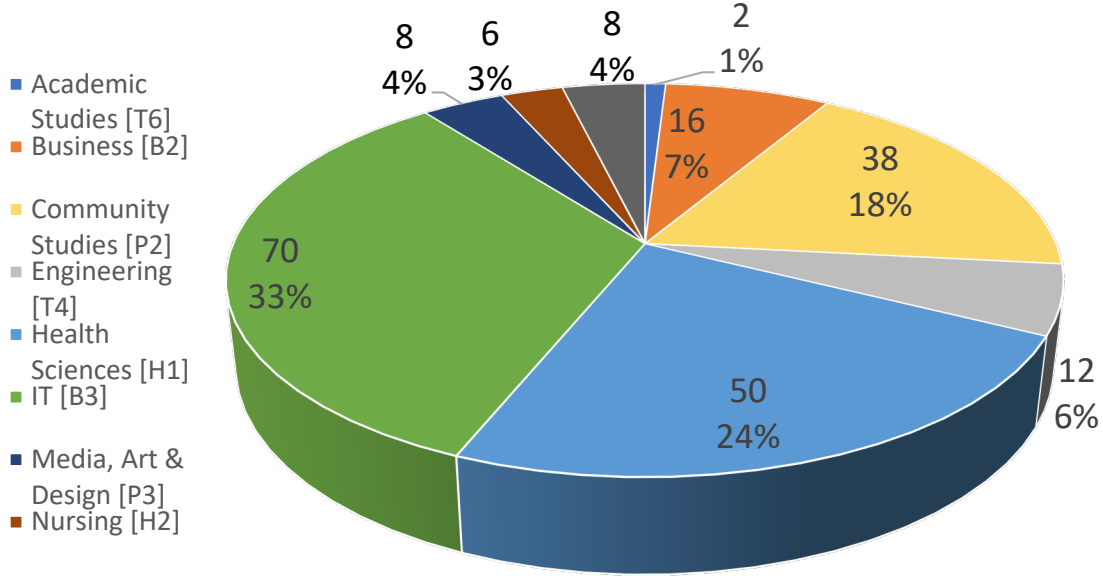
In the Fall of 2024, the CAE began developing the three-year Paramedicine degree. In Winter 2025, work began on an additional three-year Bachelors of Applied Computing (BAC) degree. Both programs are being developed using system-wide collaborative efforts and resources. These two degrees were College priorities for the 2024-2025 year and both programs are projected to be submitted to the ministry in 2026.

## Course Outline Changes

The CAE assisted all schools with changes to their course outlines. All the requests were a result of email correspondence or the Cyclical Review.

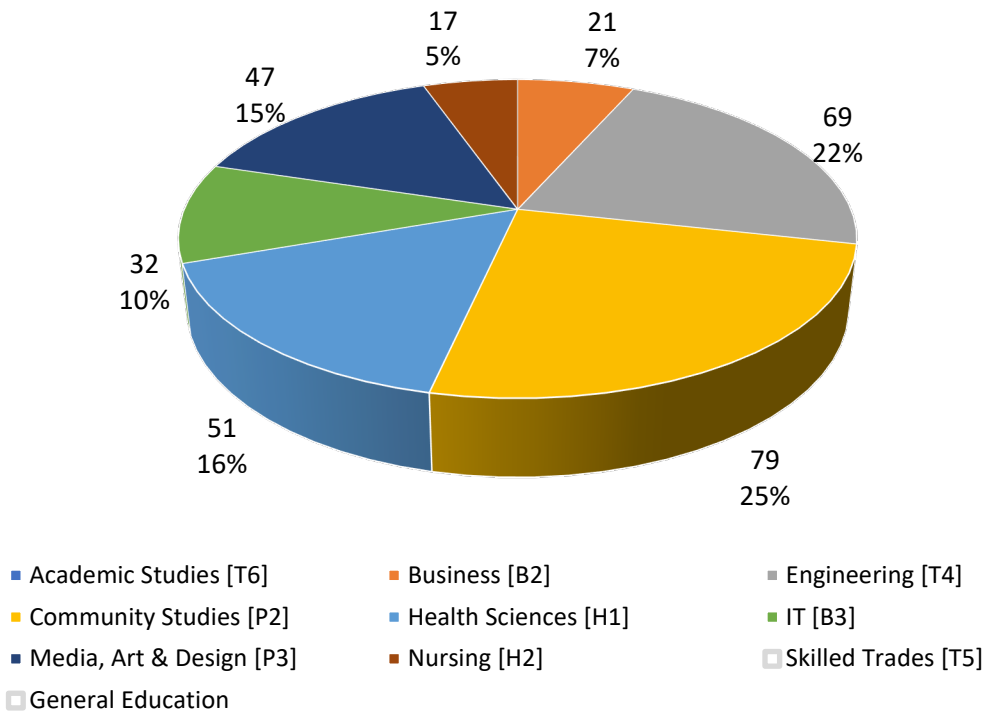
Types of changes included updates to CLO/EKS language, comprehensive EES review, textbook edition updates, and tweaks to various assessments, including weighting and types.

**Non-Cyclical Course Outline Changes Requested by School 2024 2025**



**210**  
Course Outline Changes (Non-Cyclical Review)

**Cyclical Course Outline Changes Requested by School 2024-2025**

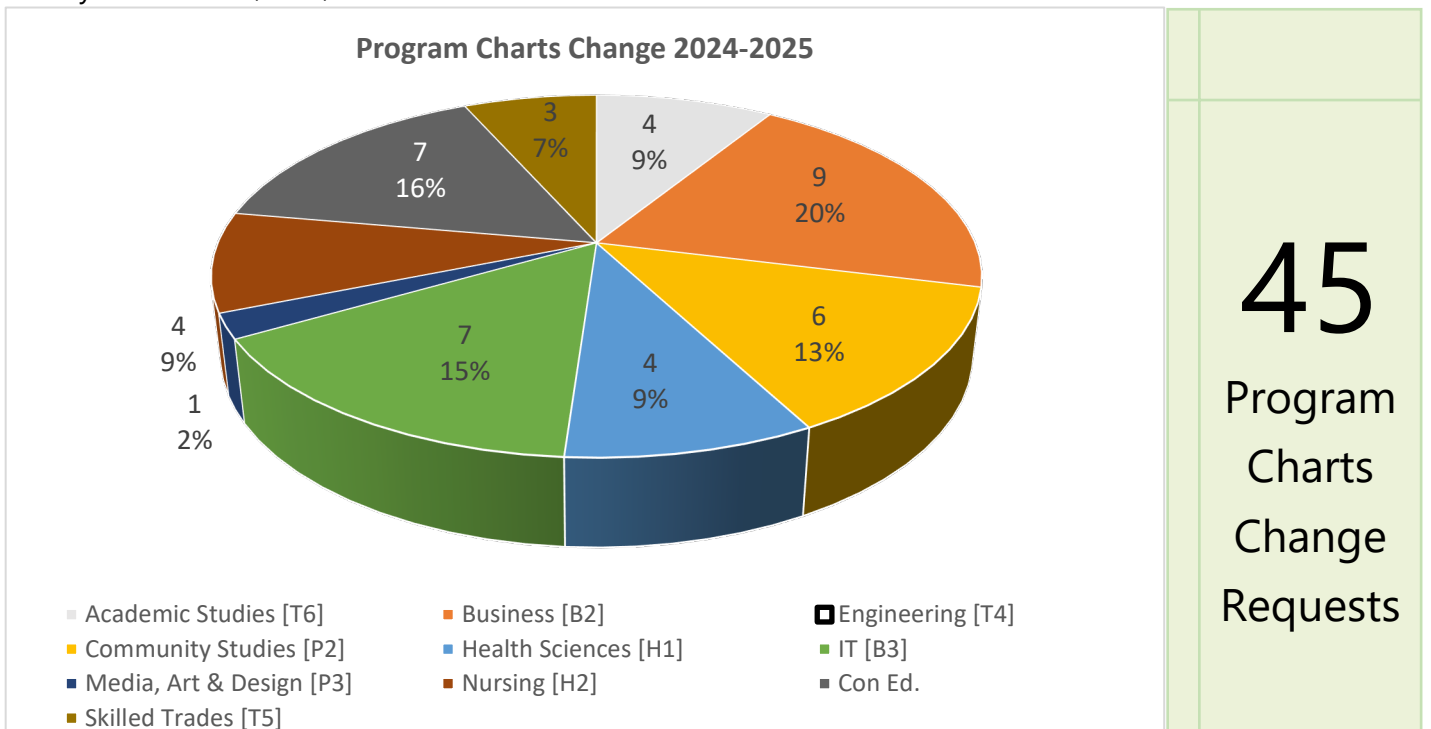


**316**  
Course Outline Changes from Cyclical Review

## Program Chart Changes

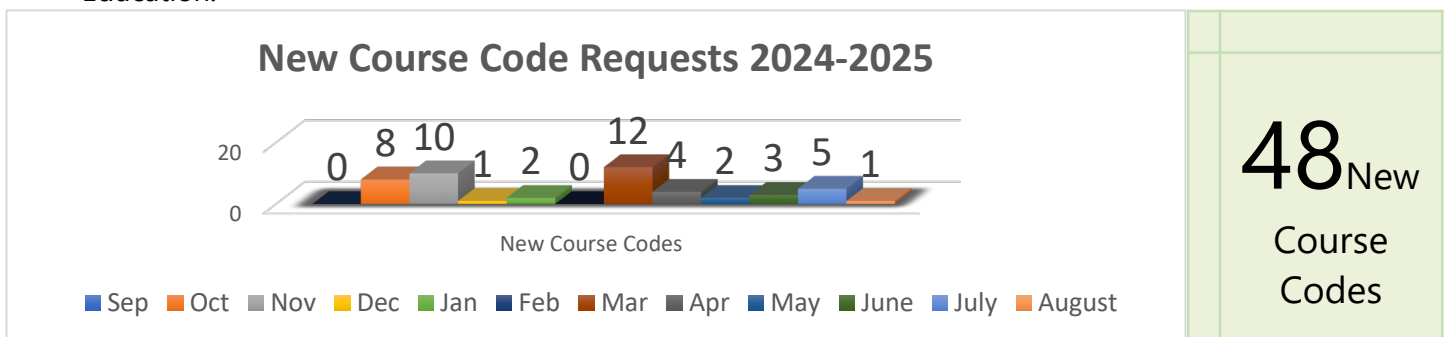
Throughout the academic year 2024-2025, a total of 45 programs had major changes resulting in program curriculum chart change requests. The Zekelman School of Business had the most with nine requests.

Requested changes ranged from tagging of experiential learning (EL) courses to title changes, credit weight changes, or larger changes resulting from our quality assurance processes such as Cyclical Review, PAC, or Annual Review.



## Course Codes

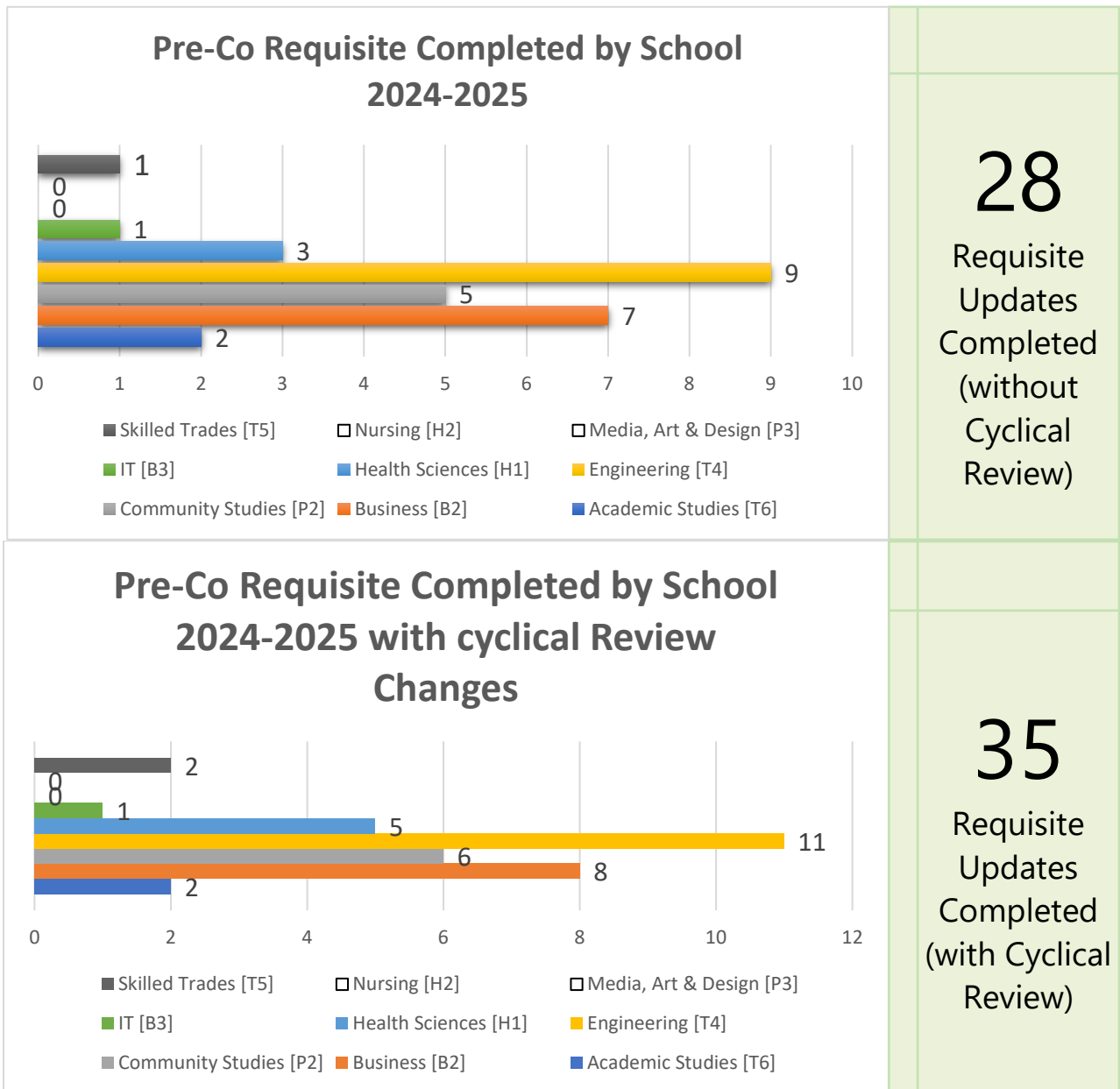
Forty-eight new courses code requests were processed in the 2024-2025. Consistent with last year, these requests were mostly for courses offered through Corporate Training or Continuing Education.



## Pre/Co-Requisites

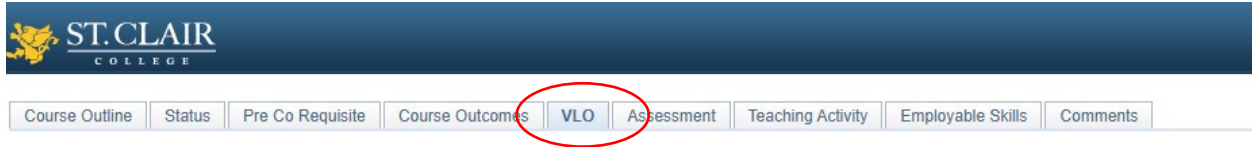
Throughout the academic year 2024-2025, a total of 28 pre/co-requisite validation templates were developed for review and processed. The School of Engineering was involved in the largest number of reviews during this period.

Required requisite reviews were a result of a combination of factors including program chart changes and new program development. Cyclical Reviews resulted in additional 7 template updates (for a total of 35 changes).



# Vocational Learning Outcomes on Course Outlines

The addition of Vocation Learning Outcomes (VLOs) is new for this year. Beginning Summer 2025, CAE faculty have started to link VLOs to course outlines. These outlines will be updated as programs enter cyclical review:



## Online/Hybrid Delivery

During the academic year 2024-2025, 44 existing courses and 3 new courses were part of the online/hybrid conversion process. Below is a list of all course codes that began the process during the 2024-2025 school year. These course are at various stages of the development process.

The CAE will continue to support fully developed courses through Phase 6 and 7 of the process.

Number of courses in the process, grouped by program:

General Education	3
Biomedical Engineering Technology – Equipment and Devices	1
Dental Hygiene	1
Cybersecurity	4
Predictive Data Analytics	15
Mobile Applications Development	5
Computer Systems Technology - Networking	12
Public Relations	2
Business	1
Office Administration	1
Continuing Education (Micro credentials)	2

The CAE will continue to support faculty with online/hybrid conversions to achieve our commitment of increasing online course offerings by 7% over five years.

## Experiential Learning

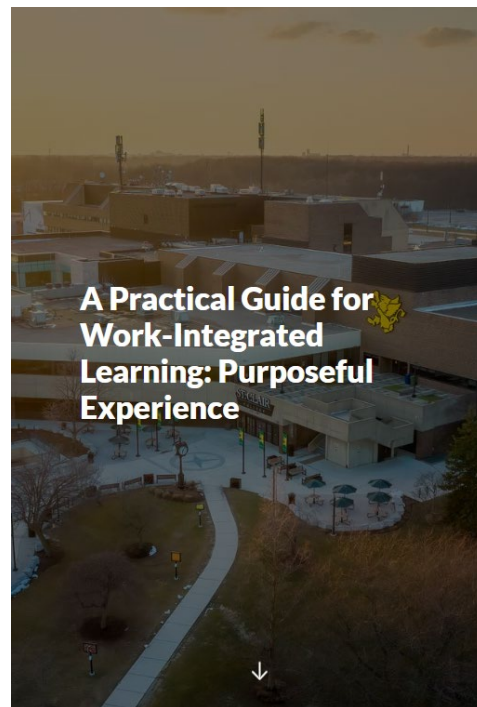
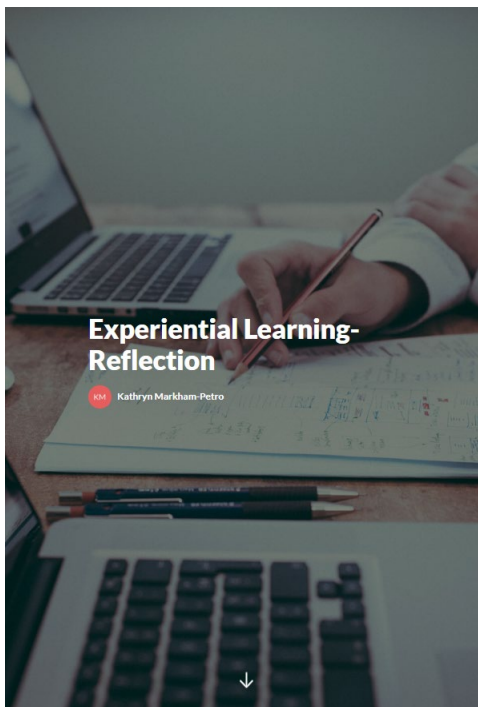
Experiential learning (EL) is defined as the process of learning through reflection on doing. EL emphasizes the active role of the learner in constructing knowledge based on direct

engagement with real-world contexts. In EL, students gain first-hand experience by applying their classroom knowledge in actual work settings.

The CAE supports EL at St. Clair College by creating resources, modules, and providing guidance and support with embedding EL where appropriate in curriculum, course outlines, and program charts.

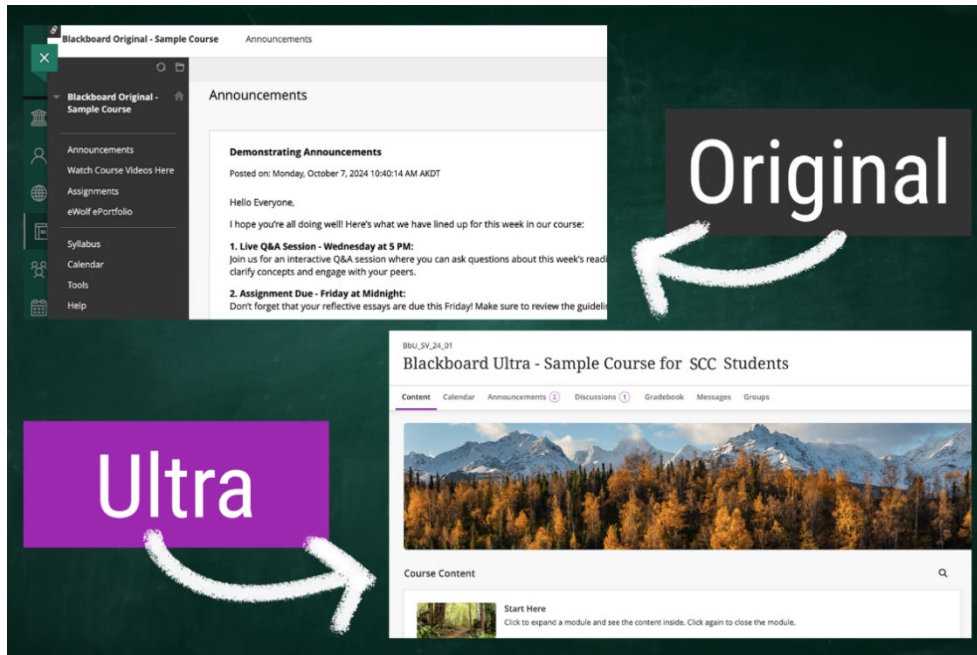
During the 2024-2025 semester, three professional development (PD) modules were made available to faculty with a focus on *HEQCO: A Practical Guide for Work Integrated Learning*. On the CAE Teaching & Learning Faculty Hub (faculty Blackboard course), modules and readings have been added about the theory behind EL, making EL a purposeful experience, and reflective practice.

Samples of the EL modules and resources available to faculty are include below:



## Blackboard and Educational Technology

In 2024-2025, the CAE started planning on the Blackboard Modernization project: an upgrade from Blackboard original to Blackboard Ultra which is projected to be fully implemented by January 2027. The CAE will continue to support the College with all Blackboard requests while helping transition the college to the new Learning Management System (LMS).



## Blackboard Support

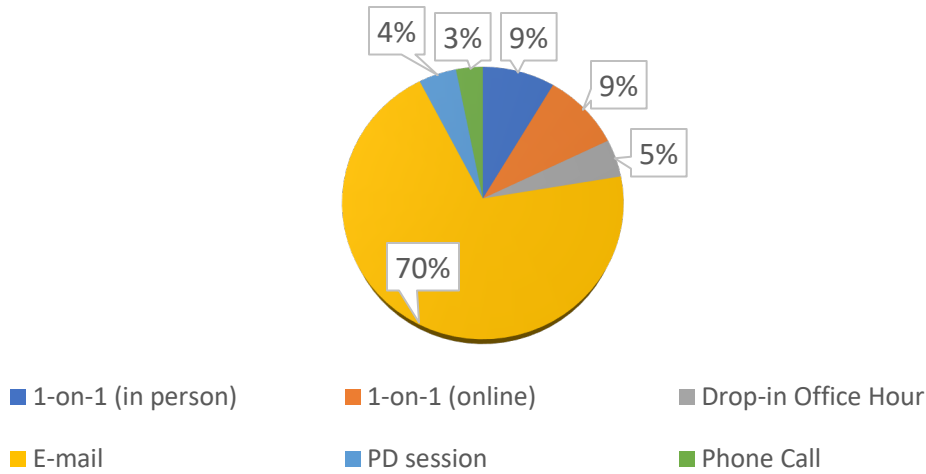
The CAE provides comprehensive support for Blackboard, ensuring faculty and students have a smooth and reliable digital learning experience. Instructors can access timely assistance through multiple channels, including the BB Help email, where CAE responds to course-related inquiries, troubleshooting needs, and LMS best-practice questions.

CAE also supports Blackboard through the Digital Technology Centre (DTC), which offers hands-on guidance, workshops, and one-on-one assistance for faculty integrating digital tools into their teaching. Alongside these services, CAE collaborates with other academic and technical support areas to streamline issue resolution, promote effective course design, and enhance overall teaching and learning quality within the Blackboard environment.

The data below represents the different sources and topics covered during the academic year. PD sessions and resources are created in response to commonly asked questions.

The CAE supported 536 faculty members in 2024-2025 in a variety of methods.

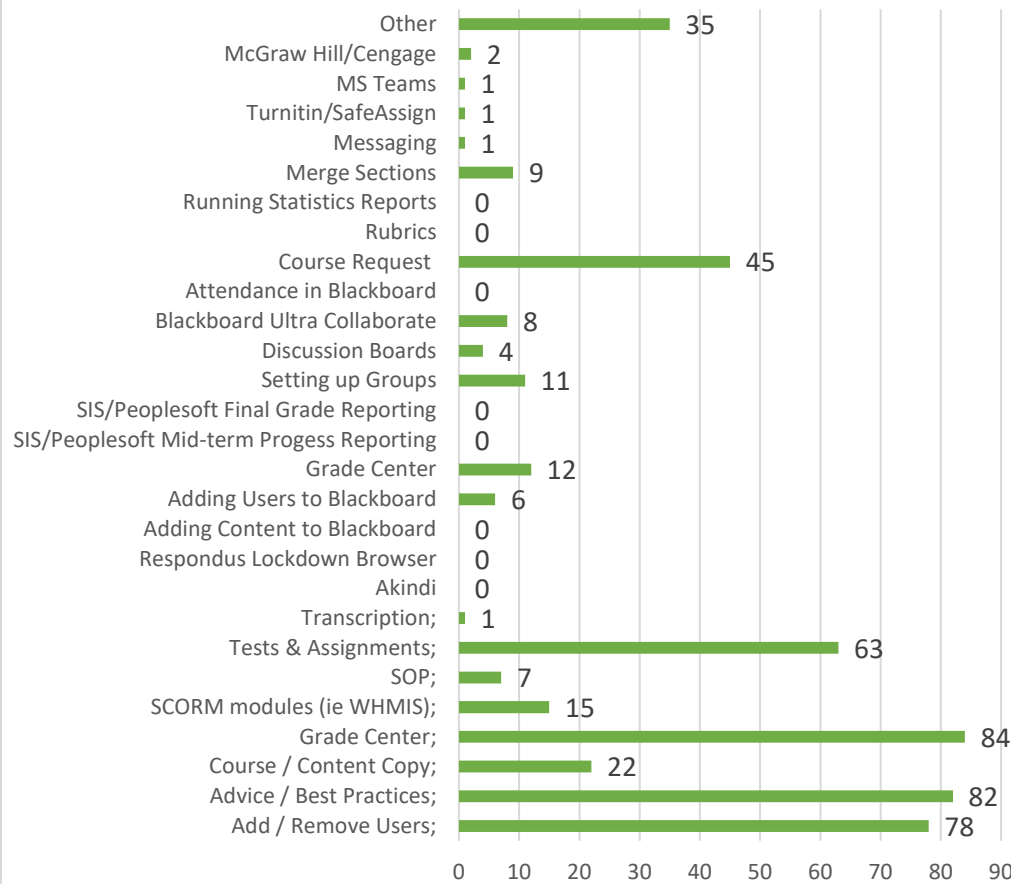
Percentage of Requests by Source 2024-2025



**536**  
Faculty  
Member  
Requests

The topics of support vary and the numbers of support for each category are included below:

Types of Topics Covered 2024-2025



**28**  
Topics  
covered

**487**  
Supportive  
Activities

# Professional Development

The Professional Development (PD) schedule is heavily influenced by current faculty needs and PD preferences survey results, while factoring in facilitator availability. The PD preferences surveys showed that faculty were overwhelmingly interested in sessions on Blackboard, Academic Integrity, Course Outline development including writing CLOs, Experiential Learning, Multiple Choice Testing, and Mental Health.

To meet the needs of faculty and to follow the CAE timeline of events on our website, the CAE offered training in categories that include Blackboard, Teaching & Learning, Assessments, Educational Technology, Program Curriculum & Course Outline Development, Mental Health/Supporting Students, Academic Integrity, Accessibility/Accommodation Plans, and Equity, Diversity, and Inclusion (EDI).

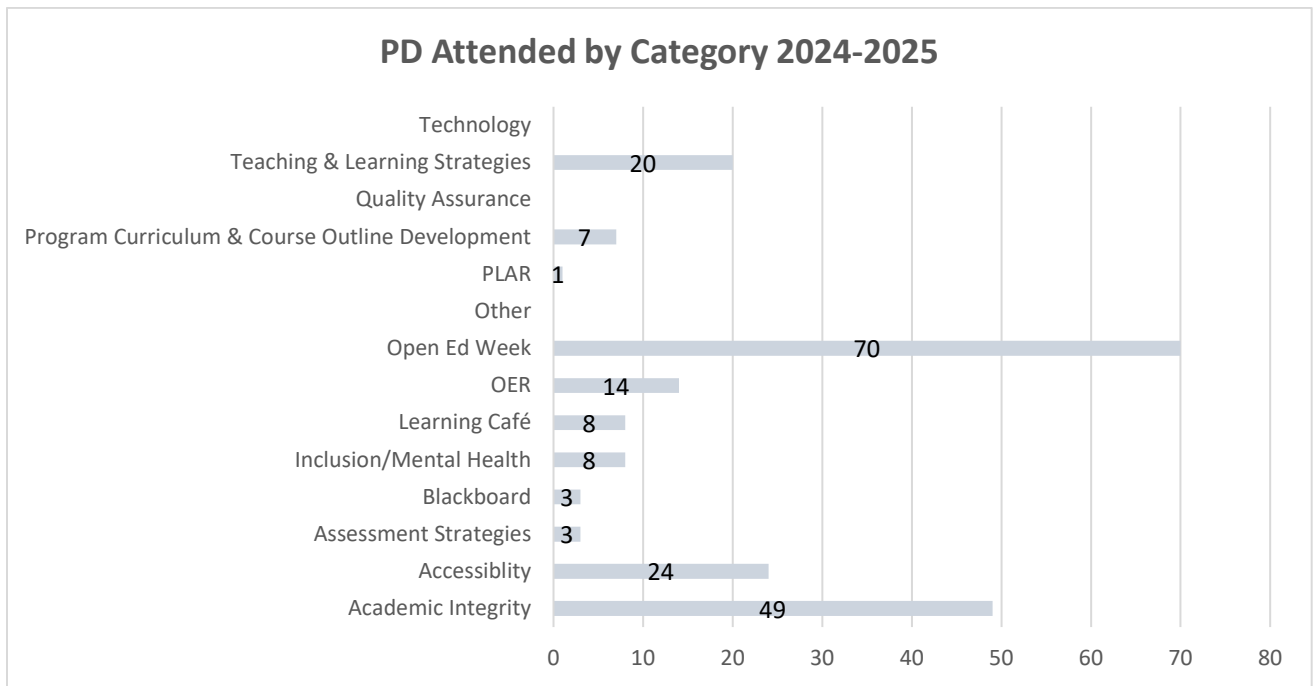
## Professional Development Monthly Themes

The CAE surveys faculty near the beginning of each semester to assess what PD themes are in demand, then the PD calendar is grouped by themes for each month. As a result, the CAE offers PD opportunities and resources based on the theme of the month. The CAE also curates the PD offerings and resources outside of each theme on an as-needed basis, based on academic calendar dates and demand from faculty.

The monthly themes for 2024-2025 were:

September 2024	Building Trust in the Online Classroom
October 2024	Educational Technology
November 2024	Faculty Wellbeing
December 2024	Open Educational Resources
January 2025	Student Mental Health
February 2025	Student Engagement
March 2025	Open and Online Learning
April 2025	Assessment & Artificial Intelligence
May 2025	Course Outlines and Integrated Course Design
June 2025	Best Practices for Online Pedagogy

# Professional Development Categories and Attendance



There were 207 total attendees across the different PD opportunities provided by the CAE. This is across all 67 scheduled sessions for the 2024-2025 school year. The most popular PD this year by the number of attendees was the Open Ed Week.



## On Demand Resources and Videos

The CAE offers educational teaching and learning videos through *Magna Campus*. These videos are offered on the CAE Faculty Hub on Blackboard monthly to align with the “Teaching & Learning Theme of the Month.” Each Monday, Magna offers Monday Morning mentor videos. The CAE carefully reviews all videos, curating which are most suitable to share with faculty. The following tables outline the Magna videos for 2024-2025:

### Monday Mentors from Magna

CATEGORY	VIDEO OFFERED	DATE DISTRIBUTED
Assessment	How Can I Apply Virtual Reality to Create Meaningful Assignments and Assessments?	3/9/2024
Student Engagement	How Do I Get Students to Complete Reading Assignments?	9/9/2024
Accessibility	How Can I Teach Courses That Are Inclusively Accessible to All Learners?	17/9/2024
AI	How Can I Use AI to Create Engaging Discussion Boards?	23/9/2024
Student Engagement	How Can I Recover Student Engagement Mid-Semester?	30/9/2024
Technology	How Can I Enhance the Quality of Class Discussions Using Shared Documents?	7/10/2024
EDI	How Can I Create Alternative Syllabi to Make My Class More Inclusive?	15/10/2024
Teaching & Learning	How to Supercharge Your Slide Deck	21/10/2024
Teaching & Learning	How Can I Help Students Become Comfortable with the Uncomfortable?	4/11/2024
Teaching & Learning	How to Ensure Students Are Prepared for Class	11/11/2024
Teaching & Learning	How to Teach Transferable Skills for Career Readiness	18/11/2024
OER	Using OER to Create Inclusive Classrooms	24/11/2024
Teaching & Learning	How Can I Use Mindfulness Strategies to Prepare Students for Learning?	2/12/2024
Other	Re-envisioning Office Hours to Increase Engagement	20/1/2025
Student Engagement	How Can I Spark and Sustain Engagement in Reluctant Learners?	24/1/2025
Teaching & Learning	How Can I Incorporate Best Practices into My Online Teaching?	3/2/2025
Accessibility	What Challenges Do Neurodivergent Students Face in the College Classroom?	10/2/2025
AI	How Can I Create Assignments that Teach Ethical AI Literacy?	18/2/2025
Online Learning	Applying "See One, Do One, Teach One" in Online Education	24/2/2025
Teaching & Learning	How Can I Alleviate Student Stress and Anxiety in My Class?	3/3/2025
Online Learning	How Can Online Instructors Better Manage Their Workload?	10/3/2025
Online Learning	What Assessment Strategies Are Effective for Asynchronous Online Teaching?	24/3/2025
AI	Conspicuously Human- How to be You in an AI-Driven Classroom	31/3/2025
Quality Assurance	Core Concepts of Quality Assessment	7/4/2025
Student Engagement	Using Surveys and Polls to Support Active Learning	14/4/2025
AI	Teaching AI Prompt Engineering to Students	21/4/2025
Teaching & Learning	Assessing Active Learning Strategies in the Classroom	28/4/2025
Other	Recharging Your (Personal and Professional) Batteries	5/5/2025

## Learning Cafés

Learning Cafés offer an opportunity for faculty to connect in a safe space and discuss various topics related to higher education. Sessions included:

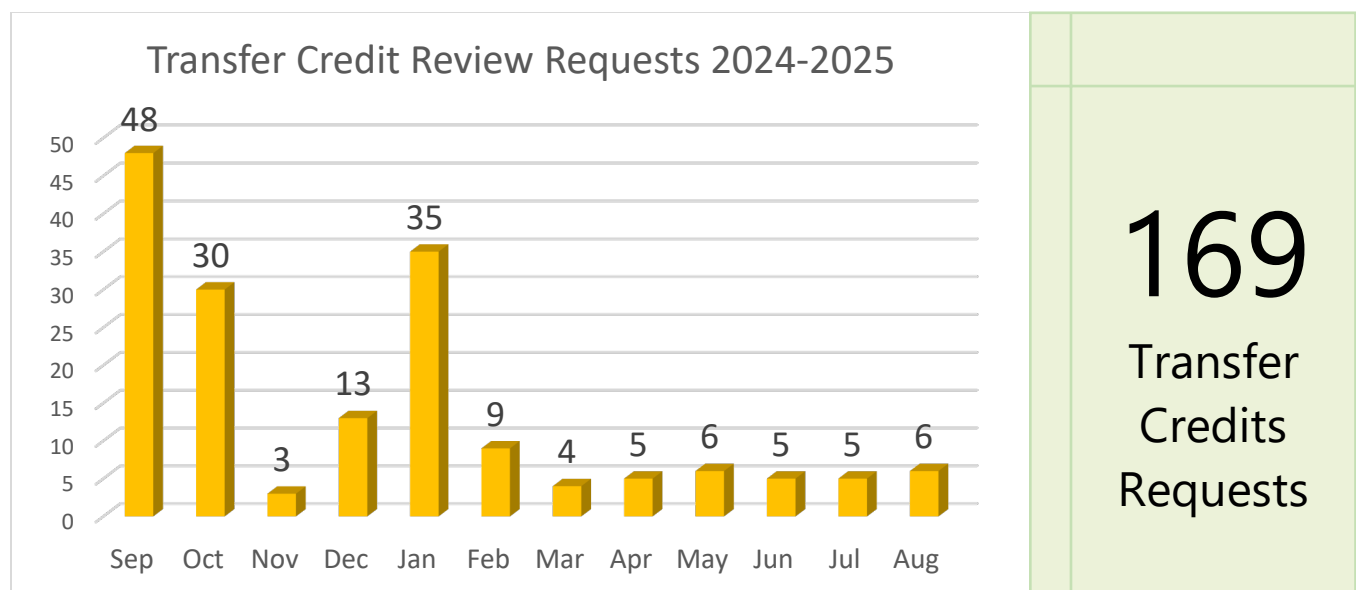
- **October 2024:** Open Access – What is it and Why Does it Matter in Degree Programs?
- **November 2024:** 2 B Me: Talking 2SLGBTQ+ (Trans Day of Remembrance)
- **December 2024:** Open Educational Resources
- **January 2025:** Academic Integrity with Chairs
- **March 2025:** Open Educational Resources (OE Week)
- **April 2025:** Compassionate Pedagogy



## Teaching & Learning Supports and Resources

### Transfer Credits

Another area where the CAE provided support was the processing of transfer credit requests for General Education Courses. The CAE reviewed a total of 169 general education transfer requests over the year 2024-2025 academic year with 90 [53%] being approved.



## Consultations and Faculty Support

Several consultations were had across multiple programs related to cyclical review and new program development. There were more than 255 consultations with the CAE that are not otherwise captured in this report. These consultations include topics such as:

- Questions about academic integrity and appeals
- Brainstorming ideas to reduce impact of requisite changes on students
- Degree program consent renewal planning
- Assessment re-design
- New program idea development and workshopping
- Program standards update and mapping to newly released standards
- Consultations with the Ministry and faculty on CIP codes

## Monthly FAQs

Each month the CAE produces Frequently Asked Questions (FAQs) to support faculty on a variety of topics, such as teaching and learning, academic integrity, and accessibility. Some of our topics included (see Appendix B):

- **September:** How do I establish a classroom community?
- **October:** What can our library staff do for faculty?
- **November:** What is experiential learning?
- **December:** What is peer assessment?
- **January:** How can I support student mental health?
- **February:** How can I promote student engagement?
- **March:** How can I convert my class to online or hybrid?
- **April:** How can I adjust my assessments in the age of AI?
- **May:** When can I make course outline changes?
- **June:** Why is end-of-term reflection important?

## Faculty Resources

A variety of resources for faculty were created and uploaded to the Intranet. Some examples include AI Use in Assessments, Authentic and Alternative Assessment, Integrated Course Design, and How do Design an Effective Rubric.

A collection of select resources has been included as Appendix C.

## CEDP

The College Educator Development Program (CEDP) is a collaborative undertaking of the five Western Region Colleges. Its mission is to foster teaching excellence through the shared exploration of evidence-based teaching and engagement in ongoing reflective teaching practice. This assessed, outcomes-based program focuses on the scholarship of teaching and learning (SoTL).



Graduates of the 2025 CEDP

CEDP participants can access all resources related to CEDP not only on the CAE website but through a new Blackboard site. This site is divided into each phase in a user-friendly platform. Through Blackboard Collaborate, sessions were held throughout the semester for participants heading to Phase 3 to ensure their portfolios were ready for in person presentation to their CEDP cohort on June 17-19, 2025, at Fanshawe College, followed by a celebration at St. Clair College on June 20, 2025.

CEDP participants are expected to attend a minimum of one session that falls under the Scholarship Discussions component of CEDP. Some examples are Teaching & Learning (T&L) Conversations and Book Club. T&L Conversations are run by Niagara College and attended by CEDP participants from all five participating colleges. The following table outlines the attendance to T&L Conversations over the past year.

CEDP			
In-Between Phase Component	Topic	Month	Number of Participants
T&L Conversations	Unraveling Faculty Burnout	9/26/2024	5

T&L Conversations	How and Why to Humanize your Online Class	10/28/2024	3
T&L Conversations	How do we respond to generative AI in education? Open educational practices give us a framework for an ongoing process	11/28/2024	6
T&L Conversations	Unlocking the Hidden Curriculum: The Key to Full Inclusion	2/27/2025	4
T&L Conversations	Compassionate Pedagogy	3/27/2025	8

## Academic Integrity

The CAE leads academic integrity in a variety of areas, such as offering Academic Integrity Workshop for students, consulting with faculty and staff, facilitating PD sessions, tracking misconduct in the database, and conducting misconduct appeal hearings.

### Student Code of Rights and Responsibilities Module

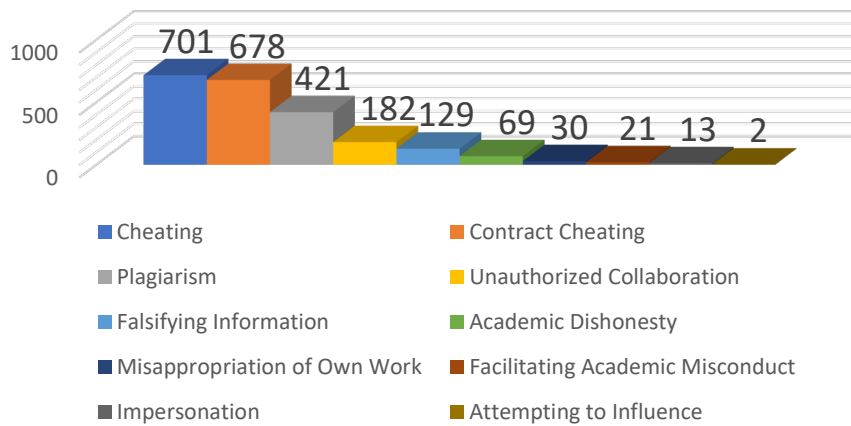
During the 2024-2025 academic year 8,752 students were enrolled in the Student Code of Rights and Responsibilities Module, formerly referred to as the "Academic Integrity Tutorial". Of those enrolled in the module for the Fall 2024, Winter 2025, and Spring 2025 semesters, 5,753 completed the module. This represents 66% of enrollees.



### Academic Integrity Misconduct Reports

In the academic year 2024-2025, faculty and administrators reported 2248 academic misconducts. St. Clair College has 10 categories for Academic Integrity misconduct as shown in the chart below. The most common offence was cheating and the most common penalty was a mark reduction, most often a zero mark.

## Misconduct by Offence 2024-2025



## Academic Integrity Initiatives

To foster a culture of academic integrity at St. Clair College, the Centre for Academic Excellence (CAE) has undertaken a range of initiatives and collaborative efforts throughout the 2024–2025 academic year. These include classroom visits and student leadership events, which collectively engaged 1461 students.

Emphasizing a preventative approach to academic misconduct, the CAE developed a variety of new resources focused on Generative Artificial Intelligence. These include sample syllabus statements, professional development opportunities, and newly designed faculty modules, which are available on both the College Intranet and the CAE website.

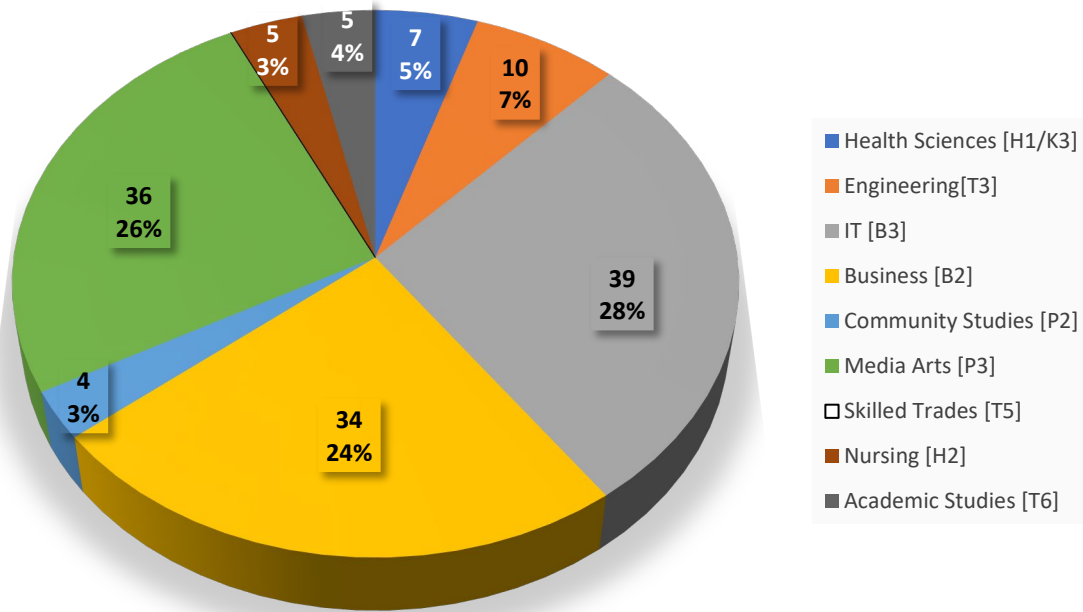
To further support students navigating the academic appeal process, the CAE partnered with Student Leadership to create a new [Open Educational Resource \(OER\) guide](#). This guide provides a clear, step-by-step overview of the reporting and appeal procedures.

Additionally, two new asynchronous modules were launched, one for faculty and one for program chairs, detailing the reporting and escalation process. While these modules thoroughly review the procedures for identifying and reporting academic misconduct, they also focus on prevention strategies. Both modules are accessible via the College Intranet.

## Academic Integrity Appeals

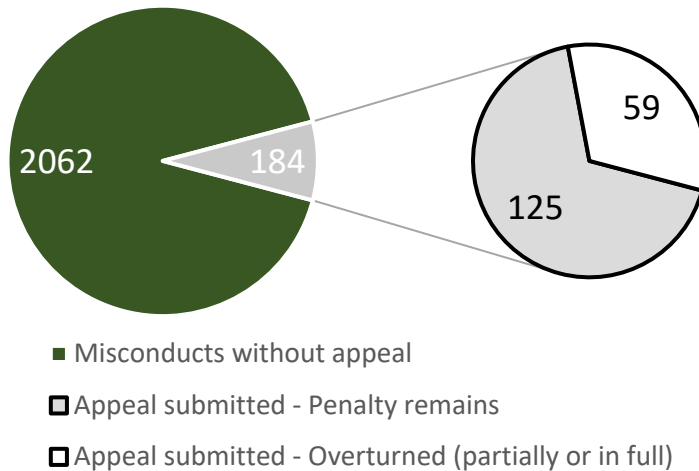
Students can appeal Academic Integrity misconducts if they are not satisfied with the final decision of their teachers. Of the misconducts reported, only 184 were appealed and only 59 were overturned (partially or in full).

### Academic Integrity Appeals Hearings by school 2024 - 2025



**184**  
Academic Integrity Appeals

### Misconducts and Appeals



**2.6%**  
Of all penalties overturned (partially or in full)

## Quality Assurance

### Cyclical Review Progress to Date

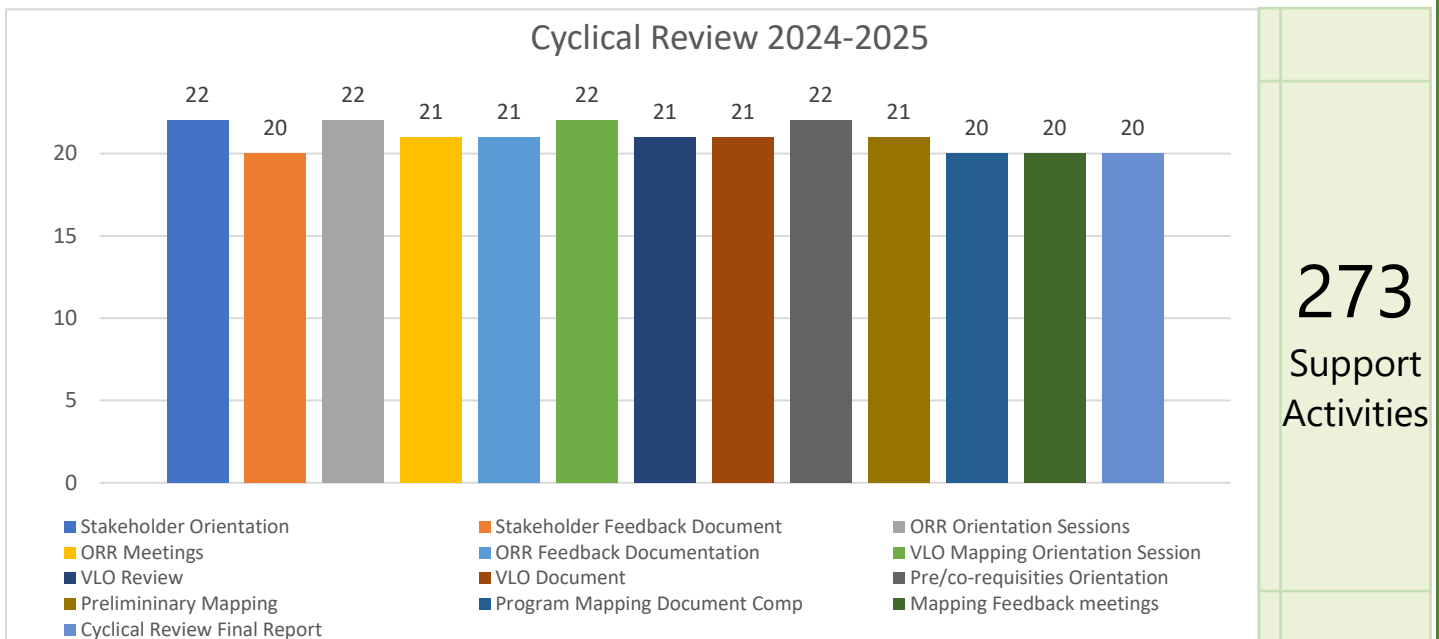
As per St. Clair College Policy 9-3 Academic Program Quality Assurance Reviews, the essential function of the program review process is to provide a method for ongoing quality

improvement in the design, development and delivery of curriculum to learners. The cyclical review of curriculum occur at least once every two to five years for all College programs. Cyclical reviews include several phases of activity where program teams along with the CAE review all elements of the program in the greatest level of detail possible.

There were a total of 22 programs that underwent their cyclical review for the 2024-2025 academic year. Throughout the year there had been a total of 273 supporting activities completed with the program teams in the following areas:

- Occupational Relevancy Reviews (ORR) where industry experts and graduates are invited to a meeting to review the program curriculum in detail.
- Stakeholder feedback solicitations where current students, graduates, and employers are asked to provide qualitative feedback about the program,
- VLO reviews where program teams and the CAE analyze the vocational learning outcomes (VLOs) of the program
- Pre/Co-Requisite reviews which include a thorough analysis of each requisite that is part of the program
- Mapping analysis where the CAE performs a full breakdown of the program including connections to course learning outcomes (CLOs), Essential Employability Skills (EESs), Teaching and Learning activities, experiential learning, and assessments.

20 programs have completed the cyclical review for the 2024-2025 school year. The two programs that did not complete the review this year were shifted to the 2025-2026 review period for operational reasons.



## Annual Review Progress to Date

The Annual Review of Program-Related Data (referred as Annual Review) is another essential function of the quality assurance process. It consists of a yearly review of items such as historical numbers of applications and registrations in the program, attrition/retention rates for the program, grade ranges by course, Key Performance Indicators (KPIs), Ontario College Student Experience Surveys (OCSES) for the program, course feedback by students (IFSs), program costing, and a number of other qualitative and quantitative data as outlined in the Annual Review Final Report and Action Plan template. Program Teams work with the CAE and other college stakeholders to complete the review.

For the 2024-2025 school year, 100% of academic programs have completed their annual reviews. The next steps for these implement any action items identified throughout the annual review. The implementation occurs during the 2025-2026 school year.

## CQAAP Audit

The CAE is leading the 2026 St. Clair College Quality Assurance Audit Process (CQAAP). This institutional-level audit involves the regular and cyclical review of each college's quality assurance mechanisms. The CQAAP standards provide a consistent framework for Ontario's colleges to evaluate how effectively their internal processes meet established expectations. The audit is developmental in nature, designed to promote continual improvement across all quality-related activities. The process incorporates six standards and thirty detailed requirements that guide the assessment.

Since the completion of the previous audit in 2021, the CAE has been actively preparing for the 2026 self-study. The CAE will finalize and submit the completed self-study in March 2026 and will then organize a multi-day site visit for June 2026. To date, the team has collected and reviewed 1,856 pieces of supporting evidence including policies, protocols, templates, reports, samples, screenshots, and other documentation that demonstrate the College's commitment to quality and continuous enhancement.

**1,856**  
Pieces of  
evidence  
collected for  
the CQAAP  
Audit

## Degree Consent Renewal

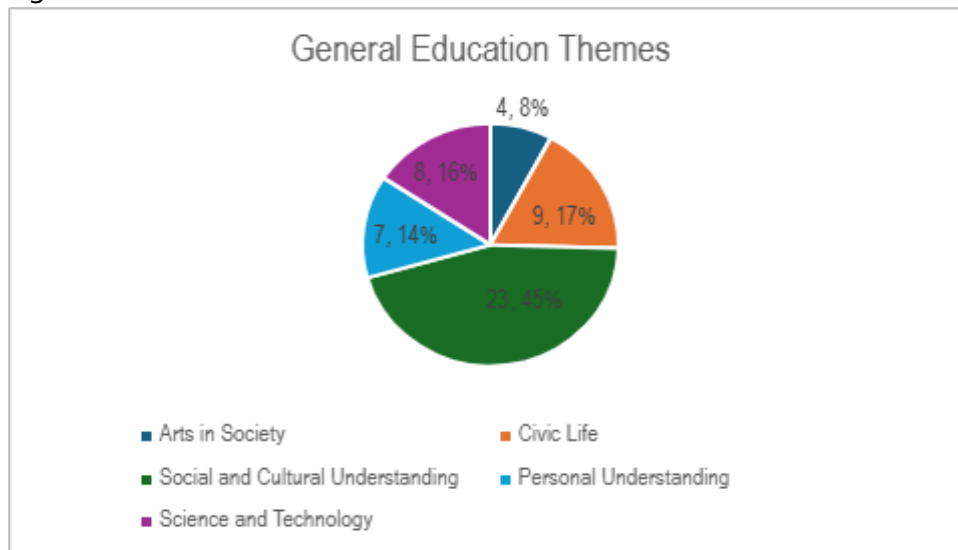
In the Fall of 2024 the Honours Bachelor of Applied Arts in Social Justice and Legal Studies program team, with assistance from the CAE, submitted their Action Items for the conditions of consent renewal. The program has 18 months to deliver on their Action Plan items.

The Honours Bachelor of Business Administration (Information Communication Technology) had their consent renewal deferred until March 2027. The program team, along with the CAE, again began work in the winter/spring of 2025 to complete the expedited consent renewal process. More institutional and student data were collected, the self-study written, and new samples of student work were collected. The site visit for consent renewal will take place in the fall of 2025 so submit the full application in March 2026.

## General Education Quality Assurance Review

As part of the CAE quality assurance processes, 17 non-degree General Education, 1 degree breadth, and 1 non-core breadth courses in the 2024-2025 academic year were reviewed and updated as needed as part of the General Education Cyclical Review to ensure they meet the criteria set in the Minister’s Binding Policy Directive.

There are currently a total of 51 General Education courses offered by St. Clair College for non-degree programs. The themes of these courses are identified below:



## Breadth Course Renewal

As part of the CAE quality assurance processes, 1 degree breadth and 1 non-core breadth course in the 2024-2025 academic year were reviewed as part of the General Education Cyclical Review to ensure they meet the criteria set out by the Postsecondary Education Quality Assessment Board (PEQAB).

## Committees

The CAE Team members volunteer and participate in several committees both internally and externally to the College. Some examples are:

- Educational Technology Committee (ETC)
- Curriculum Developers Affinity Group (CDAG)
- CDAG Award of Excellence Committee (CDAG)
- CDAG Conference Planning Committee (CDAG)
- CDAG Research Committee (CDAG)
- Council of Ontario Educational Developers (COED)
- College Degree Operating Group (CDOG)
- Heads of Quality (HQM)
- International Centre for Academic Integrity (ICAI)
- Academic Integrity Council of Ontario (AICO)
- Academic Integrity Committee (SCC)
- Digital Transformation Committee (SCC)
- Stigma Enigma
- Quality Assurance Panel (SCC)
- Enterprise Risk Management Committee (SCC)
- Enrollment Management Committee (SCC)
- College Program Assessment Committee (SCC)



## CAE Team Professional Development

As part of continued professional learning, the CAE Team also participated in a variety of conferences and workshops, as well as a micro-credential.

### Conferences

- Council of Ontario Educational Developers (COED) Fall Meeting 2024, online (Oct. 25, 2024)
- Experiential Learning and Work Integrated Learning Conference (Nov. 19-20, 2024), online
- 2024 International Day of Action Against Contract Cheating (AICO) Conference (Oct 16, 2024), online
- 2024 Curriculum Developers Affinity Group (CDAG) Conference (Nov. 13-14, 2024), online
- Fall 2024 Southeast International Center for Academic Integrity, online

- eCampus Micro Credential Conference (February, 2025), Toronto
- 2025 Canadore College Symposium of Teaching and Learning, (May 30, 2025), online

## Workshops/Webinars

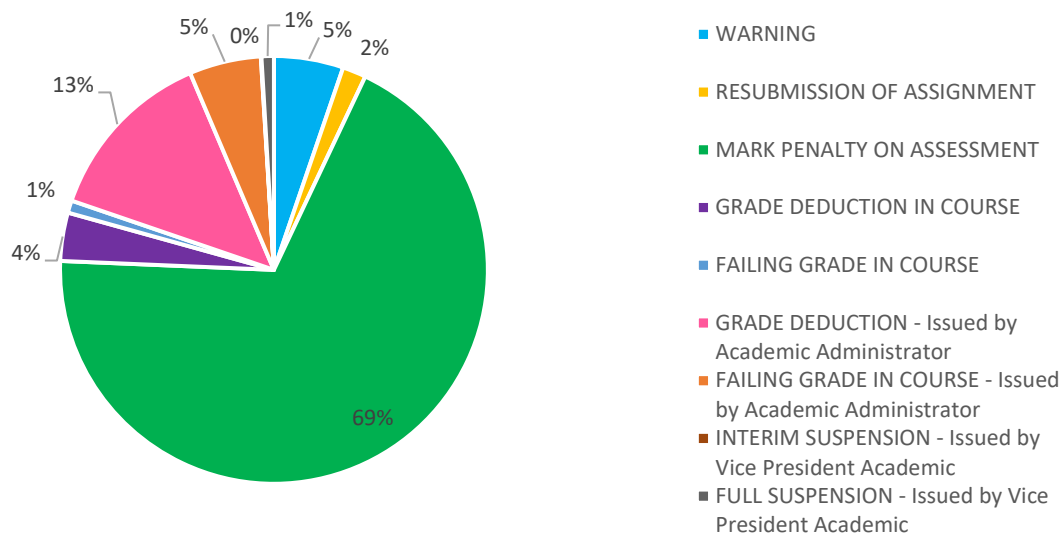
- 9-Point Action Plan: Guiding Generative AI Integration in Education
- 2024-2025 Manitoba Academic Integrity Network (MAIN) Speaker Series (Session 5)
- Unlocking Education: Discover the Power of OER
- How Faculty Can Harness Generative AI for Enhanced Learning: Part 4 - Best of AI Pedagogy
- Hands-On OER: Crafting Engaging Content with Pressbooks
- Opening Doors and Breaking Barriers: Advancing EDI through Open Education
- Demystifying Copyright and Creative Commons Licensing
- Navigating AI Ethics in Education: From Deepfakes to Academic Integrity
- Webinar: Empowering Canadian Academic Leaders
- Finding the State of Academic Integrity on Your Campus: AIRS 2.0 Re-Release
- What's next for Colleges and Universities with AI
- Responsible AI Use: Applying the CARE-AI Framework to Real-World Scenarios (Contact North)
- Indigenous Instructional Design Model
- How Faculty Can Harness Generative AI for Enhanced Learning: Part 1 - Strategies and Instructional Support
- How Faculty Can Harness Generative AI for Enhanced Learning: Part 2 -Supporting Teaching
- How Faculty Can Harness Generative AI for Enhanced Learning, Part 3-Generic to Specific
- How Faculty Can Harness Generative AI for Enhanced Learning: Part 4 - Best of AI Pedagogy
- What is Co-Pilot, Get Started with Microsoft's Everyday AI Companion
- Alternative Assessment-Athabasca University
- Understanding Treaties-Carleton University
- Universal Design for Learning: Increasing accessibility across disciplines
- How can I create alternative syllabi to make my class more inclusive?
- How can I create assignments that teaching ethical AI Literacy?
- A Dialogue with Academica Group: Pathway Initiatives, Projects, and Research, Academica Group, webinar
- Indigenous Instructional Design Model, University of Windsor, webinar
- AI and Assessment, CDAG, webinar
- CIP Code Workshop, OCQAS
- What does it mean to be an ED? EDCC, webinar

## APPENDIX A – Academic Misconduct Reports

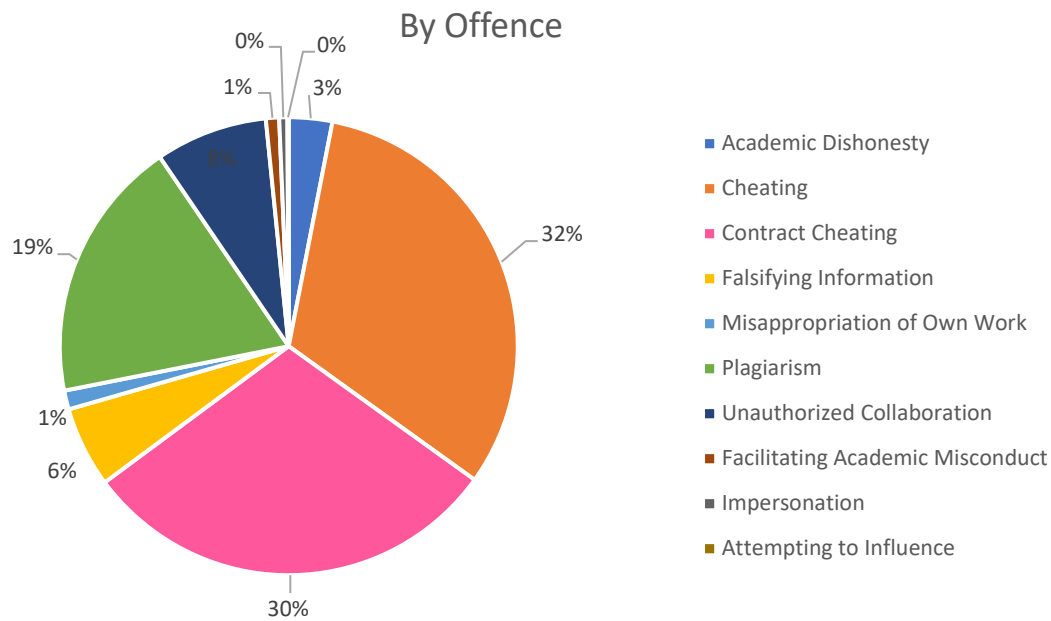
Penalty/Offense	Academic Dishonesty	Attempting to Influence	Cheating	Contract Cheating	Facilitating Academic Misconduct	Falsifying Information	Impersonation	Misappropriation of Own Work	Plagiarism	Unauthorized Collaboration	Total
Warning	11		60	10	2	3			23	9	118
Resubmission Of Assignment	2			18		1		4	11	4	40
Mark Penalty on Assessment	32	2	463	476	11	70	9	21	321	138	1543
Grade Deduction in Course	9		39	21	1	4		3	2	3	82
Failing Grade in Course	1		9		1	9			1		21
Grade Deduction ADM	11		108	92	5	17		2	46	19	300
Failing Grade in Course ADM	3		36	52	1	8	3		14	5	122
Interim Suspension VPA				1							1
Full Suspension VPA			1	3		16	1				21
<b>Total</b>	<b>69</b>	<b>2</b>	<b>716</b>	<b>673</b>	<b>21</b>	<b>128</b>	<b>13</b>	<b>30</b>	<b>418</b>	<b>178</b>	<b>2248</b>

Penalty	Count
Warning	118
Resubmission of Assignment	40
Mark Penalty on Assessment	1543
Grade Deduction in Course	82
Failing Grade in Course	21
Grade Deduction - Issued by Academic Administrator	300
Failing Grade in Course - Issued by Academic Administrator	122
Interim Suspension - Issued by Vice President Academic	1
Full Suspension - Issued by Vice President Academic	21
<b>Total</b>	<b>2248</b>

By Penalty



Offence	Count
Academic Dishonesty	69
Cheating	716
Contract Cheating	673
Falsifying Information	128
Misappropriation of Own Work	30
Plagiarism	418
Unauthorized Collaboration	178
Facilitating Academic Misconduct	21
Impersonation	13
Attempting to Influence	2
<b>Grand Total</b>	<b>2248</b>



# APPENDIX B – FAQs

FAQ September 2024

## How do I establish a classroom community?



### Community Building in the Classroom is...



“Creating a space in which students and instructors are **committed to a shared learning goal** and achieve learning through frequent collaboration and social interaction” (Adams & Wilson, 2020; Berry, 2019; McMillan & Chavis, 1986 as cited by [Columbia CTL](#)).

### Preparing for Community Building

1

To ensure effective class interactions and smooth technology use, establish community agreements (class expectations), check equipment beforehand (with accessibility features), prepare students for group activities, and have tech support information readily available. [Try using Ice Breakers.](#)

### Metacognitive Activities

2

These practices enable students to reflect on and regulate their own learning processes, fostering self-awareness and critical thinking skills. When used consistently throughout a course, they enhance learning outcomes by encouraging students to collaboratively engage in self-assessment and problem-solving, ultimately building a stronger academic community and improving communication skills. [Sample activities.](#)

### Content-based Activities

3

These activities integrate community-building with subject-matter learning, encouraging students to collaborate on course-specific tasks to achieve shared learning objectives. They can be implemented throughout the semester to orient students, facilitate learning, and promote reflection, ultimately fostering a diverse and supportive learning environment while simultaneously advancing content knowledge. [Sample activities.](#)

### Considerations for Large Classes

4

Fostering a sense of community through student interactions and instructor engagement can significantly enhance motivation, enjoyment, and learning outcomes. To achieve this, instructors should provide multiple opportunities for interaction throughout the term, be explicit about the purpose of community-building activities, model expectations, and offer various modes of participation to accommodate different student comfort levels. [Check out these strategies.](#)

*Connect with Us!*



OCTOBER

FAQ

This month's FAQ is brought to you by our Library Staff



### What can our library staff do for faculty?

The library offers many services for Faculty here at the college. These include:

Course Reserves: If a faculty member has a textbook which they would like to place on reserve for their students to use, they may do so with us. This will ensure the book stays in the library, and students have access to a copy without having to purchase one. In some cases, the library may have a copy or be able to purchase one for this purpose.

Classroom Visits: We are happy to visit your class and demonstrate how students can navigate library databases and website for their research needs. We cover how to construct a proper search, how to access different materials, how to access and use our Subject Guides, and proper citation in APA, MLA, Chicago style and more. You can also encourage your students to drop by the library for one-on-one research help with their assignments.

**Professional Development Collection:** We offer a special collection of material designated "professional development" for staff and faculty's benefit. Feel free to come in and browse our collection!

Purchase Request: Have a book that you'd like us to purchase? You can fill out a library purchase request in—person or online. We can't guarantee that we will purchase everything requested, but if you'd like to suggest something, please feel free!

#### What is a Subject Guide?

Library "Subject Guides", also referred to as "Research Guides", are a collection of web pages accessible through the library website on various topics. Each college program has a guide, complete with web resources and links to our databases and journals relevant to that guide, making them excellent resources for students and staff alike. We also have guides on subjects like LGBT+pride, Indigenous matters, Open Access, and more. Explore our Guides today!

<https://stclaircollege.libguides.com>

#### What is Open Access?

Open Access is a movement in academic publishing designed to overcome limitations of paywalls and redistribute knowledge freely. Many academic publishers charge individuals and libraries high prices to access published research and scholarly material. This creates a barrier for individuals who don't have access to a subscribing library, or the funds to purchase access on their own. Open Access is the practice of publishing with "Open Access", meaning that an individual or institution doesn't need to pay to access the material.

*For more information on Open Access, stay tuned for Open Access Week, October 21-27th, 2024!*

#### What is Page 1+?

Page 1+ is the library's database, where users can access all library resources, both online and electronic. This is located on the library's website, as well as via the library's MyStClair tile. Users can find access to books, ebooks, online articles, videos, DVDs, and more.

For help navigating Page1+, visit our Page1+ guide at

<https://stclaircollege.libguides.com/searchpage1plus>, or contact library staff!

Please visit email our Library Staff with any questions you might have:

[library@stclaircollege.ca](mailto:library@stclaircollege.ca)

## What is experiential learning?

Experiential Learning (EL) at the postsecondary level is an educational activity where students

- learn by doing to enhance employability,
- develop interpersonal skills,
- transition to the workplace through College supported or facilitated experiences.

There are a number of different types of EL which fall into three general categories: Work-Integrated Learning (WIL), Enterprise Learning Experience (ELE), and Capstone.

The minimum requirements for a course to be tagged as “EL” are the same for each category, and include:

- The experience is fundamental to student learning, with substantial time commitment and evaluation connected to the experience
- The experience is meaningful and authentic with respect to the work/simulated environment, the cognitive demands, and the types of activities
- A **reflection** component is included as part of the assessment plan

For more information visit:

<https://cae.stclaircollege.ca/experiential-learning>



**ADAPTED FROM GIBBS, 1988**

# DECEMBER, 2024



**ST. CLAIR COLLEGE**  
CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

## FAQ

### WHAT IS PEER ASSESSMENT?

Peer assessment in a group project is a process in which group members evaluate each other's contributions, performance, and the quality of work done within the team. It typically involves individuals providing feedback or assigning grades to their peers based on predefined criteria, which may include aspects such as:

1. Collaboration: How well each member worked with others, communicated, and contributed to the group's progress.
2. Quality of Contribution: The level of effort and the quality of work produced by each member.
3. Timeliness: Whether each member met deadlines and adhered to the project schedule.
4. Problem-Solving and Creativity: The ability to think critically, suggest solutions, and contribute creative ideas.
5. Leadership or Support: Taking initiative, leading, or supporting other members in achieving project goals.

The purpose of peer assessment is to:

- Ensure accountability: It holds each group member responsible for their part of the project.
- Provide constructive feedback: Helps individuals understand their strengths and areas for improvement.
- Enhance fairness: It can adjust the final grade or evaluation to reflect individual contributions rather than just a group-wide grade.

Peer assessments can be anonymous or open and may involve rating scales or written comments. The feedback provided can be used by instructors to adjust individual grades or inform future group dynamics.

#### References

- Topping, K. J. (2009). Peer assessment. *Theory into Practice*, 48(1), 20-27.  
<https://doi.org/10.1080/00405840802577569>

For more information visit

<https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/methods-assessing-group-work>

# How can I support student mental health?

When we strive to position our students for success, we nurture caring, professional relationships with our students. By considering student mental health in course design and facilitation may help to create a supportive, compassionate learning environment.



## Creating a Supportive Class Climate

- A warm-toned syllabus acknowledging mental health can make instructors appear more approachable
- Addressing equity, diversity, and inclusion, including our [SCC Land Acknowledgement](#) in syllabi is important for international and historically and structurally minoritized groups



## Pedagogical Approaches to Difficult Content

- Provide detailed lesson plans to allow students to prepare for potentially difficult content
- Curate mental health resources tailored to course content
- Prepare evidence-based responses to unhelpful or hateful attitudes expressed in class



## Our Responsibilities as Faculty

- Acknowledge students' lived experiences
- Provide [mental health resources](#)
- Creating a supportive class climate
- Developing [strategies](#) to handle [difficult discussions](#)
- Practicing self-care to effectively support students



## Holistic Student Support

- Recognize the connection between mental health and academic success
- Promote student well-being as part of effective teaching
- Address equity, diversity, and inclusion in educational settings

Source: [Quinlan, K.M. \(2016\)](#)

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## How can I promote student engagement?



### Respect

- Create a culture of mutual respect. Encourage students to participate in setting rules and consequences to them. When you notice students interrupting each other, call them out and model how you would like students to know that one another.



### Active Learning

- Incorporate active learning strategies into your teaching practice. Promoting discussion related to the learning material; gamification of classroom content; using case studies rather than a lecture are all simple active learning strategies



### Peer Teaching

- Encourage students to lead discussions, present research findings, or even co-teach certain topics. This empowers them and builds confidence in their subject knowledge.



### Communication

- Encouraging students to speak to one another to establish friendships. Utilize opportunities for you to get to know the student's better. Learning student names, their past experiences related to the course content are simple questions to ask

**Contact [CAE@stclaircollege.ca](mailto:CAE@stclaircollege.ca) for more information.**

# How can I convert my class to online or hybrid?



**ST. CLAIR COLLEGE**  
CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

**March, 2025**



## Phase 1: Idea

If you have an idea, consult with your Chair and program coordinator(s), complete the Online/Hybrid Course Development Proposal Form (found on the CAE Intranet) and forward it to [cae@stclaircollege.ca](mailto:cae@stclaircollege.ca)

## Phase 2: Planning

The CAE and Chair will work to develop a timeline and budget. Upon approval, the Chair will assign the faculty member responsible for converting the class to an online or hybrid format.

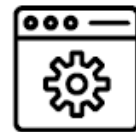


## Phase 3: Training

The CAE will meet with the faculty member and anyone else involved in the course conversion to provide orientation to the process, provide resources and templates, and provide training for online teaching and course design.

## Phase 4 & 5: Development and Design

The faculty member will meet regularly with a member of the CAE to ensure alignment between online/hybrid learning activities and assessments with the CLOs and EESs. The faculty member will develop the LMS course site, which will be reviewed by the CAE, and necessary course outlines changes will be made.



## Phase 6: Delivery & Feedback

The faculty member will teach the course in the new format, and the survey results from the IFS, coupled with faculty reflection will be used to identify areas for improvement.

## Phase 7: Quality Assurance Review

The CAE will perform a review and audit of the course components including the LMS site, lesson plans, and samples of student work. Continuous quality assurance will be included in Cyclical Program Reviews.



contact [cae@stclaircollege.ca](mailto:cae@stclaircollege.ca) for more information

# How can I adjust my assessments in the age of AI?



## Shift to Performance-Based Assessment

- Create tasks that require observable performance (e.g., oral interviews, presentations, experiments/labs).
- Use collaborative tasks for student interaction to encourage students to engage in discussion.
- Assign oral presentations, using evidence to support ideas (images, video) for professor and peers to ask questions (develops presentations skills and the ability to respond to an audience).

## Emphasize Real-World Application

- Students can conduct empirical research, collecting interviews, surveys, and experiments, and present findings to peers.
- Engage students in debates, panel discussions, and seminars (prepares for argumentation, counter-arguments, listening and responding skills).
- Students can create podcasts or videos explaining course-related topics.

## Integrate AI Literacy

- Students can annotate AI content and compare to their own work (can be done with group discussion and reflections on the writing/data collection process).
- Have CLEAR AI use expectations and ethical implications at the start of an assessment.
- Depending on your AI classroom policy, encourage the use of AI as a “guide” to help expand knowledge, modeling how to use AI for prompts and discussion rather than full assignment generation.

## Use Diverse Assessment Methods

- Use a variety of authentic assessment methods (e.g., problem-based learning, case studies, role-play, portfolio-based learning, designing solutions to real-world problems).
- Incorporate iterative tasks that allow students to apply knowledge and skills in multiple contexts.
- Provide frequent feedback on student knowledge and skills to improve goal-setting for future performance.

## Use AI as a Tool

- **Integrate AI visibly into the learning process:** Explore their limitations and capabilities in class
- **Use AI-generated drafts for critical analysis and refinement:** Focus on critical thinking and evaluation skills, identifying gaps for improvement
- **Teach fact-checking and AI ethics:** AI makes mistakes! Help students develop fact-checking skills, as well as attribution, copyright, plagiarism, and ethical use

## Resources

[Alternative Assessments](#)

[Active Learning Library](#)

[Want Your Students to Write Better? Assign Video Essays.](#)

[Designing Assessments with Integrity](#)

**References:**

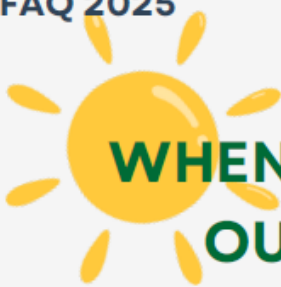
[Assessment Tools and Strategies in the Age of AI](#)

[Embracing AI as a Teaching Tool](#)

\* This article was prepared with the help of [Perplexity](#) to assist in summarizing primary information sources.

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# WHEN CAN I MAKE COURSE OUTLINES CHANGES?

## STANDARD COURSE OUTLINE CHANGES

Faculty are able to initiate course outline changes. It is important to review changes with your program team, as well as with faculty at different campuses. Some changes, such as adding/deleting a textbook always need Chair approval, while other changes may need Chair approval depending on the degree of revision (e.g., assessments).

[Course Outline Change Request Form.](#)



For **fall** semester → Submit a change request in the spring for the next academic year

For **winter** semester → Submit a change request in the fall, but **ONLY** if the course is not currently running or has not run in the previous semester of the current academic year

For **spring** semester → Submit a change request in the winter, but **ONLY** if the course is not currently running or has not run in the previous semester of the current academic year

### CYCLICAL & ANNUAL REVIEWS

- An ideal time to review course outlines is during Annual Review, while Cyclical Review is when programs go in-depth to review course outlines and make revisions.



- Once the academic year has begun and a course is running, course outline changes for that academic year can no longer be made.
- If your program is currently in **cyclical review**, course outline changes are suspended until cyclical review is completed.

### Reminder

All course outline change requests must be approved/authorized by the CAE: [Policy 9.5 Course Outline Requirements and Approval Process.](#)





# Why is end-of-term reflection important?

## TAKE STOCK

- What went well? What engaged students the most?
- What didn't go well? Is there a pattern of similarity across those two things?
- What units, materials, and assignments could benefit most from revision before teaching this course again?

End of semester reflection is essential for your growth as faculty:

- In what ways have you grown over the semester/year?
- What experiences helped you with this growth? (e.g., conferences, professional reading, mentorship, etc.)
- How will this growth affect your course next year?

## GROWTH

## ASSESSMENTS

- How successful were your students, and how well did they perform on assessments? Did they meet the CLOs?
- If students struggled, are there revisions needed to assessments (authentic and/or alternative considerations)?
- Was feedback timely and supportive?
- Do students have enough resources to support their success?

- Discuss any challenges with colleagues and peers
- Reach out for curriculum support in the CAE to discuss changes to assessment on the course outline
- Reach out to the CAE for pedagogical support, and resources for teaching & learning.

## CONSULT

### RESOURCES

[End of Semester Reflection](#)  
[Ending the Semester with Intention](#)  
[Powerful Endings and Reflection](#)  
[Becoming a Reflective Teacher](#)



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## APPENDIX C – Select Faculty Resources



**ST. CLAIR COLLEGE**  
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### Transfer Credits Pathway Agreements PLARs

#### Transfer Credits

Transfer Credits can be applied for by students who wish to obtain a transfer of previously acquired academic credit(s). These previously acquired academic credits may have been taken at another post-secondary educational institution (external) or may have been taken as part of a different program offered at St. Clair College (internal).

Students and applicants can explore transfer credit options here: <https://www.ontransfer.ca/>

The policies that impact transfer credits are: [Policy 1.6.9](#) and [Policy 1.6.22](#).

Only current students can apply for transfer credits because the process begins on SIS. In most situations, students must provide an official transcript, official course outlines and/or syllabi, and pay the fee.

Step-by-step instructions are found on the webpage here - <https://www.stclaircollege.ca/registrar-office/credit-transfers>. All approved transfer credits not on the pre-approved list will be subject to an internal accountability audit before final approval can be given.

#### Pathway Agreements

St. Clair College has a number of articulation and pathway agreements with post-secondary institutions in 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 another post-secondary credential.

The page to explore available pathways can be found here: <https://www.stclaircollege.ca/programs/credit-transfer-pathway-agreements>

The policies that impact pathway agreements are: [Policy 1.6.9](#) and [Policy 1.6.22](#).

Start with the Registrar's Office of the school you wish to pursue. For example, if you wish to explore the transfer to the Bachelor of Engineering Technology degree with Cape Breton University (CBU), you should start by contacting CBU's Registrar's office. Admission requirements and curricula change and these changes may alter these agreements.

#### Prior Learning Assessment and Recognition (PLAR)


A PLAR is a recognition of learning that is not covered by the transfer credit process. This includes learning completed through employment, self-directed study, volunteering, seminars, travel, or other experiences.

The policies that impact PLARs are: [Policy 1.6.11](#) and [Policy 1.6.22](#).

Only current students can apply for PLAR credit review.

The process begins with a conversation with the Chair and/or the program coordinator. Once it is determined that there is sufficient evidence to warrant a PLAR review, the Chair or the coordinator will start by filling out the [Course Addition Form found here](#). Faculty would then complete the PLAR with the student by filling out the web form found here: <https://www.stclaircollege.ca/forms/plar>. This signed form as well as any attachments are sent to the Registrar who will then send it to the auditor.

All finalized PLARs will be subject to an internal audit before final approval can be given.

Want to create or adapt books like this? [Learn more](#) about how Pressbooks supports open publishing practices. 

## LEARNING TO LEARN ONLINE

by Joelle Nagle St. Clair College Centre for Academic Excellence and Quality Assurance (CAE)

Learning to Learn Online was created by students to help ease the shift from a traditional classroom setting to an online environment. You will explore a total of six unique chapters that will help you successfully prepare for online learning.



**Creative Commons Attribution ShareAlike**

[READ BOOK](#)



## COURSE OUTLINES

# A QUICK GUIDE TO FORMATTING A TEXTBOOK ON A COURSE OUTLINE



ST. CLAIR COLLEGE  
CENTRE FOR ACADEMIC EXCELLENCE  
AND QUALITY ASSURANCE

### Use APA 7th ed. for textbook referencing

#### BASIC FORMAT

**Lastname, A.A. (Year of Publication). *Title of work italicized: Capital letter also for subtitle.* Publisher Name.**

**EXAMPLE:** Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy.* Scholastic.

#### EDITION OTHER THAN THE FIRST

**Lastname, A.A. (Year of Publication). *Title of work (# edition).* Publisher Name.**

**EXAMPLE:** Heizer, J., Render, B., Munson, C., & Griffin, P. (2022). *Operations management: Sustainability and supply chain management (4th ed.).* Pearson.

#### OPEN EDUCATIONAL RESOURCES

**Lastname, A.A. (Year, Month Day). *Title of work (# edition).* Publisher site. URL Link.**

**Lastname, A.A. (no date). *Title of work (# of edition).* Publisher site. Retrieval date. URL Link.**

**EXAMPLE:** Thiyagu, K. (2024, September 25). Psychological experiments – Practicum [Lecture slides]. OER Commons. Heizer, J., Render, B., Munson, C., & Griffin, P. (2022). *Operations management: Sustainability and supply chain management (4th ed.).* Pearson.

Lumen Learning. (n.d.). English composition II. Retrieved March 27, 2025, from Fagan, J. (2025, February 7). *Nursing clinical brain.* OER Commons. Retrieved April 8, 2025, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

#### ELECTRONIC SOURCES

**Lastname, F. M. (Year, Month Date). *Title of page.* Site Name. URL**

**EXAMPLE:** Price, D. (2018, March 23). Laziness does not exist. Medium. <https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01>

# What is GenAI? How does it work?

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## Learning Objectives

Generative Artificial Intelligence (GenAI) is rapidly transforming higher education. As faculty, staying informed about these changes is key to adapting your teaching, supporting academic integrity, and preparing students for the future workforce. This module provides a simple introduction to what GenAI is and how it works. By the end of this module, you will be able to:



**SCC OPEN EDUCATION WEEK  
MARCH 3-7, 2025**



For more information on specific event details and registration, please scan the QR Code above or visit the CAE website [here!](#)

# BINGO

**Instructions:** At each event during OE week, a “keyword” will be shared by the team leading the event. Insert the keyword into the event’s corresponding box on the BINGO card. Once you have 3 keywords in a row, email the CAE with your BINGO card attached, to be entered in the prize draw!

**Note:** A “row” includes left to right, up and down, or diagonal in any direction. Only one entry per person.

**New for 2025:** This year the CAE has collaborated with the University of Windsor to host sessions - make sure to take a look and register!



<p><b>Collaborative PD Session (Hosted by the University of Windsor)</b></p> <p>Keyword: <input type="text"/></p>	<p><b>SCC Library Pop-Up</b></p> <p>Keyword: <input type="text"/></p>	<p><b>OER Learning Café (Windsor or Chatham)</b></p> <p>Keyword: <input type="text"/></p>
<p><b>OER Learning Café (Windsor or Chatham)</b></p> <p>Keyword: <input type="text"/></p>	<p><b>CAE PD Session</b></p> <p>Keyword: <input type="text"/></p>	<p><b>Collaborative PD Session (Hosted by the University of Windsor)</b></p> <p>Keyword: <input type="text"/></p>
<p><b>Asynchronous screening of the film Paywall: The Business of Scholarship</b></p> <p>Keyword: <input type="text"/></p>	<p><b>OER Learning Café (Windsor or Chatham)</b></p> <p>Keyword: <input type="text"/></p>	<p><b>SCC Library Pop-Up</b></p> <p>Keyword: <input type="text"/></p>





# ST. CLAIR

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C O L L E G E

**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: REQUEST FOR NEW PROGRAM: BACHELOR OF PARAMEDICINE**

**SECTOR: LINDI PRENDI, EXECUTIVE DIRECTOR, CENTRE FOR ACADEMIC EXCELLENCE, QUALITY ASSURANCE AND ACCOUNTABILITY**

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**AIM:**

To request Board approval to deliver a three-year, funded, Bachelor of Paramedicine program, commencing Fall 2026.

**BACKGROUND:**

The development of the Bachelor of Paramedicine degree is a coordinated, provincial initiative involving Ontario's public colleges, key government and sector partners. The program builds on the common three-year structure previously developed through the 2017 provincial program standard review and reflects a shared commitment to modernizing primary care paramedicine education in alignment with workforce and regulatory expectations.

Colleges currently offer a two-year, funded Paramedic – Ontario College Diploma. The proposed degree enhances graduate employability and career readiness by expanding opportunities to develop advanced critical thinking, problem-solving, and research skills, while maintaining the applied, practice-based focus of paramedicine education.

Humber Polytechnic has served as the lead institution for the collaborative development of the degree, working with 17 other colleges to produce a comprehensive proposal, for a three-year degree for submission to the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) for referral to the Postsecondary Education Quality Assessment Board (PEQAB). This work establishes a common curriculum framework that can be replicated across institutions, reducing duplication, supporting quality

assurance, and enabling a consistent provincial approach to program delivery and stakeholder engagement. A shared structure is also expected to support ongoing system-level collaboration with partners such as the Ontario Association of Paramedic Chiefs and the Ontario Base Hospitals Group.

While the shared degree framework is intended to support accessible learner pathways, including opportunities for Prior Learning Assessment and Recognition (PLAR) for diploma graduates, the introduction of a degree-based credential creates uncertainty regarding the long-term role of the existing two-year Paramedic diploma. System expectations, clinical placement capacity, labour-market demand, and regulatory requirements may affect the College's ability to offer both credentials concurrently. Advancing the degree for MCURES consent at this stage, preserves institutional flexibility and allows for informed planning should provincial direction ultimately require program transition or realignment.

The addition of this degree will add to the compliment of credentials offered at St. Clair College, aligns with St. Clair's mission of expanding degree offerings in healthcare, and builds on St. Clair's established leadership in applied learning. The program development is in response to demonstrated labour market demand while providing a clear pathway for graduates to advance their education.

Approval of the Paramedicine degree is requested in principle to enable the College to advance the program to the Ministry for consent and to ensure the College is positioned and ready within the provincial postsecondary system. The decision to launch the program will be carefully considered after consent to deliver the program is granted. Proceeding at this stage supports the College's strategic positioning and helps avoid falling behind peer institutions as degree pathways in Paramedicine continue to develop across the sector.

### **PROGRAM DESCRIPTION:**

This program provides students with comprehensive theoretical and specialized knowledge and practical skills required for a paramedic career. Areas of focus include leadership, advocacy, health sciences, pharmacology, assessment, clinical reasoning, interprofessional collaboration, physical and mental wellness, evidence-informed practice, communications, and trauma informed approach in the provision of person-centered paramedic care. Through theory courses, practical labs, simulation, Experiential Learning (EL), and professional practicums, students learn how to effectively assess, communicate, and provide safe paramedic care to complex acute and chronic physiological and/or psychological conditions in pre-hospital environments. In-depth paramedic education will also include the skills, knowledge, and attitudes required to perform on interprofessional health-care teams and in specialized paramedic roles.

Students will also learn and experience the various contexts in which paramedics work, applying knowledge and theory in EL courses, exposing them to the role of paramedics

in traditional environments such as hospital and paramedic service placement. This also includes emerging environments such as team-based and community placements. Students will graduate with over 2000 hours combined in theory, lab, practicum, and EL settings.

### **ADMISSION REQUIREMENTS:**

Admission requirements are appropriate to the learning outcome goals of the program and consistent with the Ontario Qualifications Framework (OQF):

An Ontario Secondary School Diploma (OSSD) with a minimum of six (6) grade 12 U or M level courses with a minimum cumulative average 65%, with the following required courses:

- Grade 12 University English – ENG4U or EAE4U with 65% or better
- Grade 12 University Chemistry – SCH4U
- Grade 12 University Biology – SBI4U
- Two Grade 12 U or M course in addition to those listed above
- Any Grade 12 College or University Math

Note: If a Grade 12 College Math is used, an additional Grade 12 U or M course will be required in addition to those listed above.

OR

The Pre-Health Sciences Pathway to Advanced Diplomas and Degrees certificate.

PLUS

Applicants must have a G2 Driver's License when applying to the program. Once an applicant has been accepted and registered into the program, the applicant must obtain the G license by the end of the first semester in order to continue in the program.

### **MEETS ST. CLAIR COLLEGE'S STRATEGIC DIRECTIONS:**

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

1. Strategic Pillar #1 – St. Clair's Student and Community Impact.
2. Strategic Pillar #2 – Academics that Build Rewarding Careers.

### **MEETS ST. CLAIR COLLEGE'S STRATEGIC MANDATE AGREEMENT:**

A review of the 2025-2030 Strategic Mandate Agreement 4 (SMA) metrics indicates an increase in the metrics associated with Graduation Rate, Community/Local Impact, Graduate Employment Earnings, Experiential Learning, and Institutional Strength/Focus.

## **LABOUR MARKET RESEARCH:**

Bachelor of Paramedicine falls under the NOC code 32102, Paramedical occupations. Paramedic programs delivered in public colleges in Ontario hold the MCU code of 51637. The CIP Canada 2021 Version 1.0 code is 51.0904 - Emergency medical technology/technician (EMT Paramedic).

Current employment requirements include the completion of a one-to-three-year college, hospital-based, or other recognized paramedical or emergency medical technology program, licensing by a regulatory body, as well as an appropriate class of license for those operating emergency vehicles. Additionally, to qualify for employment as a primary care paramedic in Ontario, graduates of the college Paramedic Program are required to write the Ministry of Health and Long-Term Care Advanced Emergency Medical Care Assistant certificate exam to obtain Certification as an Advanced Emergency Medical Care Assistant (AEMCA).

At the time of preparing this report, the Government of Canada, Job Bank showed one available posting for Paramedical Occupations in Windsor, and two in Ontario. While an “Indeed” search showed one additional opportunity. The Labour Market analysis reports that paramedical occupations wages range from \$20.00 to \$48.00 hourly, locally and across the province. As of November 2023, the prospects for Paramedical occupations from 2023-2025 show as good. There is expected growth with new positions, such as Ambulance service providers.

## **EMPLOYMENT PROSPECTS:**

An environmental scan was completed, and the evidence shows that graduates of the potential Bachelor of Paramedicine program will be in high demand. Appendix A shows relevant research and statistics while the summary below provides key highlights.

Approximately 13,350 people are in the occupation, 77% in Ambulatory health care, 7% in hospitals and 5% in local, municipal, regional, aboriginal and other public administration positions. Regarding educational attainment, 66% hold a college diploma or university certificate below a bachelors, 23% hold a bachelor’s degree, and less than 5% hold a university certificate, degree, or diploma above bachelor level. The analysis of key labour market indicators such as job vacancies and employment growth, as well as the unemployment rate suggests that the demand substantially exceeded the supply in this occupational group over the 2019-2021 period.

For Paramedical occupations, over the period 2022-2031, new job openings (arising from expansion demand and replacement demand) are expected to total 17,200, while 18,500 new job seekers (arising from school leavers, immigration and mobility), are expected to be available to fill them. The labour shortage conditions seen in recent years are expected to persist into the 2022-2031 period.

A Paramedicine Degree is not yet offered in colleges across Ontario. However, there is an active movement amongst Ontario colleges to develop the degree. Humber Polytechnic and Conestoga College have already submitted an application for similar programs, both titled Bachelor of Paramedicine. At the time of writing, neither program has received a recommendation to grant consent.

For a more in-depth analysis, please refer to Appendix C.

### **ENROLMENT/INTAKE PROJECTIONS:**

The following table identifies the eight (8) year intake projections for a total of 320 anticipated full-time students, with all 320 coming from domestic enrollment:

<b>Intake</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>	<b>2032-2033</b>	<b>2033-2034</b>	<b>2034-2035</b>
<b>Domestic</b>	40	40	40	40	40	40	40	40
<b>International</b>	0	0	0	0	0	0	0	0
<b>Total:</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

It is important to note that the above chart portrays reduced intake numbers (compared to the two year Ontario College Diploma), while the budget is based on an aggregate number of students in the program.

Using the 2027-2028 year as an example, the projected intake in Fall 2027 will be 40 domestic students and six students will be lost to attrition. The second semester in Winter 2027 will include 34 students. Therefore, the total amount of enrollments captured in the first year is 74.

### **FINANCIAL IMPACT:**

A pro forma budget has been developed to estimate the projected costs and revenues associated with the proposed three-year Bachelor of Paramedicine program. Based on the eight-year net present value analysis, the program reflects an estimated cumulative net loss of \$2,982,796 under the proposed delivery model.

Beginning in 2025–26, the College’s core operating grant will be determined under the Enrollment + Performance + Accountability funding model (SMA4). Under this model, a college’s operating grant remains stable provided its weighted funding units (WFU) do not vary by more than 7 per cent from the established midpoint and performance and accountability targets are met. As a result, incremental changes in enrolment associated with individual programs do not directly translate into proportionate changes in core grant revenue.

The financial analysis is provided to support informed governance oversight and does not constitute approval to implement program activity until program feasibility is determined and provincial clarity is available, regarding the two year Ontario College Diploma.

For the full budget, please see Appendix A.

**AD-HOC PROGRAM ADVISORY COMMITTEE RECOMMENDATION:**

The Ad Hoc Program Advisory Committee (PAC) held three meetings to discuss the program development. The committee members voted on the endorsement of moving forward with the development of this program and the motion passed:

- Slawomir Pulcer, Essex-Windsor EMS – YES
- Justin Lammers, Essex-Windsor EMS – YES
- Kelly Young, Sunnybrook-Wallaceburg CACC – YES
- Lesley Taylor, Sunnybrook-Wallaceburg CACC – YES
- Tanya Morassutti, Ministry of Health, Emergency Health Programs Management & Delivery Branch - YES
- Peter Morassutti – Chatham-Kent EMS – YES
- Lauren Valdis – Southwest Centre for Prehospital Medicine Program – YES

For full meeting minutes from the third PAC meeting, held on November 4, 2025, please see Appendix B.

**RECOMMENDATION:**

IT IS RECOMMENDED THAT the Board of Governors approve the request to deliver to deliver a three-year, funded, Bachelor of Paramedicine program, commencing Fall 2026.

# Appendix A

## Program Budget Summary

Name of program: Bachelor of Paramedicine (3yr)

Academic School: Health Studies

Enrolment:	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031	FY 2031-2032	FY 2032-2033	FY 2033-2034	FY 2034-2035
Domestic	74	165	246	246	246	246	246	246
International	0	0	0	0	0	0	0	0
<b>Total</b>	<b>74</b>	<b>165</b>	<b>246</b>	<b>246</b>	<b>246</b>	<b>246</b>	<b>246</b>	<b>246</b>

Revenues:								
Domestic Tuition	\$195,952	\$386,072	\$584,105	\$584,105	\$584,105	\$584,105	\$584,105	\$584,105
International Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ISR	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ministry Funding	\$0	\$0	\$40,131	\$119,147	\$233,023	\$306,727	\$341,545	\$341,545
<b>Total Revenue</b>	<b>\$195,952</b>	<b>\$386,072</b>	<b>\$624,236</b>	<b>\$703,252</b>	<b>\$817,128</b>	<b>\$890,832</b>	<b>\$925,650</b>	<b>\$925,650</b>

Expenditures:								
FT Faculty Costs	\$377,208	\$473,371	\$496,869	\$521,536	\$527,007	\$537,641	\$548,490	\$559,559
PT Faculty Costs	\$61,630	\$239,228	\$249,000	\$251,073	\$256,094	\$261,216	\$266,440	\$271,769
FT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Supplies	\$31,500	\$32,130	\$32,773	\$33,428	\$34,097	\$34,779	\$35,474	\$36,184
Equipment Costs	\$22,000	\$22,440	\$22,889	\$23,347	\$23,814	\$24,290	\$24,776	\$25,271
Field Placement Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accreditation Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Professional Development & Curriculum Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Recruitment Commission (20%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Overhead	\$6,225	\$12,093	\$19,227	\$21,559	\$24,878	\$27,017	\$28,042	\$28,075
<b>Total Expenditures</b>	<b>\$498,563</b>	<b>\$779,262</b>	<b>\$820,757</b>	<b>\$850,942</b>	<b>\$865,890</b>	<b>\$884,942</b>	<b>\$903,222</b>	<b>\$920,858</b>

**Contribution Margin (40%)** \$78,381 \$154,429 \$249,694 \$281,301 \$326,851 \$356,333 \$370,260 \$370,260

**Expenditures & Contribution Margin** \$576,944 \$933,691 \$1,070,451 \$1,132,243 \$1,192,741 \$1,241,275 \$1,273,482 \$1,291,118

**Program Level Net Difference** **(\$380,992)** **(\$547,619)** **(\$446,215)** **(\$428,991)** **(\$375,613)** **(\$350,443)** **(\$347,832)** **(\$365,468)**


**Program Level Net Present Value** **(\$2,982,796)**

**Approved Year 1 Tuition** Domestic **\$6,355** International **\$20,342**

### Notes:

- 1 Fall: 40 domestic intake, Windsor only. Any growth beyond 40 would require additional capital expenditures. Current paramedic diploma programs have 4 FT faculty, the paramedic degree program is designed for 3 FT faculty. Due to credentialing requirements, at least 2 new faculty will need to be hired. Existing faculty will need to be transferred to other departments / programs where their workloads are anticipated to offset part-time hours, recovering some costs for other departments / programs; offset recovery savings are not captured in this budget.
  - 2
  - 3 Due to credentialing requirements, roles traditionally assigned to technologists will need to be performed by instructors.
  - 4 Existing paramedic diploma programs will cease intakes and be taught out upon launch of degree. There will be a two-year gap in graduating classes between the last diploma graduates and the first degree graduates.
  - 5 Tuition and WFU estimated from recent MCU 3 year degree funding approvals
  - 6 The program is not expected to directly negatively contribute to performance funding in SMA4.
  - 7 Equipment costs and instructional supplies are carried over from existing diploma programs
- The program's forecasted contribution margin over 8 years is -21%, 61 percentage points below the 40% benchmark. As a result, other programs/operations of the College will potentially need to cover the program's forecasted shortfalls relative to its contribution to overhead target.
- Under the corridor funding model, Ministry funding is static. New programs do not bring net new grant funding. As a result, the Ministry funding noted in this program budget represents a reallocation from existing funding already provided to the College.

**Appendix B**  
**Ad Hoc PAC Meeting Minutes**

 <p><b>ST. CLAIR</b> COLLEGE</p>	<p><i>Consolidated Minutes of College Program Advisory Committee Meeting</i></p>			
<b>Program Code:</b>	<b>Program Name:</b>			
	Paramedicine Degree Program Ad Hoc PAC			
<b>Current Meeting Date:</b>	November 4, 2025			
<b>Meeting Place:</b>	Microsoft Teams			
<b>Previous Meeting Date:</b>	February 21, 2025			
<b>Next Meeting Date:</b>	N/A			
<b>Recording Secretary:</b>	Genie Magliaro			
<i>College policy requires meetings to be held at least once every academic year (defined as August 27<sup>th</sup> to August 26<sup>th</sup>).</i>				
<b>Committee Members</b>	<b>Organization</b>	<b>Attendance</b>	<b>Term</b>	<b>Conflicts</b>
Dr. Lauren Valdis	Southwest Ontario Regional Base Hospital	Present	Compliant	No
Jeff Brooks	Medavie Emergency Medical Services (EMS)	Regrets	Compliant	No
Justin Lammers	Essex-Windsor Emergency Medical Services (EMS)	Regrets	Compliant	No
Tanya Morassutti	Windsor Central Ambulance Communications Centre (CACC)	Regrets	Compliant	No
Jagpal Jhite	Ministry of Health	Regrets	Compliant	No
Kelly Young	Wallaceburg CACC - Sunnybrook	Present	Compliant	No
Jovan Mitrevski	Medavie Emergency Medical Services (EMS)	Present	Compliant	No
Slawomir Pulcer	Essex-Windsor Emergency Medical Services (EMS)	Present	Compliant	No
Matthew Gaudette	Medavie Emergency Medical Services (EMS)	Present	Compliant	No
Jason Schinbein	London Health Sciences Centre	Present	Compliant	No

Larry Trpkovski	Essex-Windsor Emergency Medical Services (EMS)	Present	Compliant	No
Nick DiRuzza	Southwest Ontario Regional Base Hospital	Present	Compliant	No
<b><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></b>				
<b><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></b>				
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
<b><i>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.</i></b>				
Are there a sufficient number of committee members present to constitute a quorum?				Yes

<b>College Resource Persons</b>	<b>Position</b>	<b>Attendance</b>	<b>Conflicts</b>
Dr. Stephanie De Franceschi	Chair, School of Health Sciences	Present	No
Ryan Cloutier	Faculty	Present	No
Borislav Jovic	Manager, Centre for Academic Excellence and Quality Assurance	Present	No
John Lassaline	Program Coordinator	Present	No
Brian Nairn	Professor, Coordinator of Program Curriculum Development, Quality Assurance, and Educational Development	Regrets	No
Mickey Parr	Faculty	Present	No
Lindita Prendi	Executive Director, Centre for Academic Excellence, Quality Assurance & Accountability	Regrets	No
Carolyn Ross	Program Coordinator	Regrets	No
Monica Staley Liang	Senior Vice President, Academic and Career Supports	Present	No

<b>College Program Advisory Committee Meeting General Information</b>
<b><i>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.</i></b>
<b><i>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.</i></b>

<b>Mandatory Discussion Topics for College Program Advisory Committee Meetings</b>				
Review of Minutes From Previous Meeting	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Entrance Requirements	<input type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Graduation Requirements	<input type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Related Pathways and Transfer Agreements	<input type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Vocational Learning Outcomes	<input type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Not Reviewed
<b>Comment:</b> <i>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.</i>				

<b>Item #</b>	<b>Agenda Topic and Discussion</b>	<b>Action Required</b>
<b>1.0</b>	<p><b>Introductions</b></p> <p>The meeting commenced at 1:03 p.m. M. Gaudette agreed to chair the meeting in the absence of J. Lammers.</p>	
<b>2.0</b>	<p><b>Approval of Agenda</b></p>	
<b>3.0</b>	<p><b>Approval of Minutes from Previous Meeting</b></p> <p>A summary of the previous minutes was provided to the members.</p> <p>Clarification was requested regarding differences in entry requirements between the two-year diploma and the three-year degree programs, particularly for high school students preparing for college- versus university-level prerequisites. It was noted that St. Clair College will continue to target two distinct student groups: those entering with university-level Grade 12 credentials and those meeting the current college-level requirements, including applicants from the Pre-Health program.</p> <p>It was further confirmed that the College is continuing to develop a robust pathway enabling students to transfer from the two-year diploma to the three-year degree without requiring a gap year. Requirements for admission to the two-year paramedic diploma will remain unchanged. Students who choose to pursue the degree once implemented will be required to meet the corresponding degree-level admission criteria. Both the two-year and three-year program options will be offered.</p> <p>With no additions, deletions or changes to the minutes, a motion to approve the agenda was made by S. Pulcer and seconded by N. DiRuzza. <b>CARRIED.</b></p>	

4.0	<b>Business Arising from the Minutes</b>	
5.0	<p data-bbox="289 168 869 206"><b>Ad Hoc Endorsement of the New Program</b></p> <p data-bbox="289 243 1493 423">Members were asked to provide support for the proposed three-year Paramedicine program. It was reiterated that the College is committed to ensuring there will be no gap in graduates and that both the two-year diploma and three-year degree programs will run concurrently until a formal decision is made. This approach ensures that no interruption in graduate supply will occur within the region.</p> <p data-bbox="289 461 764 498">The floor was opened for discussion.</p> <p data-bbox="289 535 1482 935">It was noted that at the time of the previous meeting, support had not been provided due to outstanding contingencies related to correspondence submitted to the Ministry. Concerns were raised by the Ontario Base Hospital Group (OBHG) regarding the need for Ministry alignment under the Ambulance Act to ensure consistent standards for student credentialing across the province. It was confirmed that the Ministry of Health has not yet designated the three-year degree as the formal provincial direction; however, the provincial intent appears to be for both the Ministry of Health and Ontario colleges to move forward in parallel. The Association of Paramedic Chiefs has endorsed the transition to a three-year degree, and all chiefs provincially have provided approval. The strategy is now pending Ministry of Health review, and once approved, the College is prepared to implement the program within the required timelines.</p> <p data-bbox="289 974 1444 1081">It was clarified that a vote does not need to occur during this meeting; however, a decision within the upcoming week would be appreciated. Members agreed that voting via email would be acceptable given scheduling constraints.</p> <p data-bbox="289 1120 1493 1373">A request was made for clarification on what would be required in future letters of support. It was explained that the Board of Governors currently requires only a yes/no vote. A future letter, to be included in the program’s formal submission to the Ministry, would outline placement commitments and endorsement of the program. Sample letters from comparable program submissions will be obtained for reference. It was restated that OBHG supports the three-year program but continues to seek Ministry action to include students under the Ambulance Act for consistency across the province.</p> <p data-bbox="289 1412 1461 1518">Discussion followed regarding the relationship between the Ambulance Act and program development. It was noted that while the inclusion of students in the Act is desirable, it is a separate legislative matter and not within the authority of this committee. The committee</p>	

	<p>acknowledged the concern that students must be able to practice under appropriate licensure during placements and agreed that practical skill development remains a critical component of training, regardless of program length.</p> <p>Further discussion emphasized the importance of maintaining consistent expectations across Base Hospital programs and ensuring that practical, in-field education is not diminished in the transition to a three-year degree. It was confirmed that ambulance field placement would remain an integral component of the curriculum. Concerns were raised regarding provincial consistency; however, continued support was expressed for advancing the three-year program while ensuring that key contingencies and standards are preserved.</p> <p>A motion was made by N. DiRuzza and seconded by S. Pulcer to conduct the committee's vote via email by Friday, November 7 at 4:00 p.m.</p>	
<b>6.0</b>	<b>New Business</b>	
<b>7.0</b>	<b>Date of Next Meeting TBD</b>	
<b>8.0</b>	<b>Adjournment</b>	
	The meeting was adjourned at 1:32 p.m.	

<i>Chair Implementation of PAC Action Plans</i>				
PART A: TO BE COMPLETED BY THE PROGRAM CHAIR				
5 November 2025	<input checked="" type="checkbox"/>	The committee has concluded, and the Chair agrees that formal action plans are not required.		
	<input type="checkbox"/>	The committee has concluded, and the Chair agrees that the following action plans are required:		
Action Item Description	Responsible Person	Anticipated Completion Date	Completion Date	Chair Finalize
Comment:				

PART B1: TO BE COMPLETED BY THE PROGRAM CHAIR	
<input type="checkbox"/>	I agree that the PAC minutes and associated action items are reviewed, and the PAC Meeting Minutes document is ready for entry in the Action Plan Database. The action plans are approved for implementation. N/A

PART B2: TO BE COMPLETED BY THE PROGRAM CHAIR	
	<input type="checkbox"/> I confirm that feedback has been solicited from Ace Acumen.
	<input checked="" type="checkbox"/> I confirm that feedback from Ace Acumen is not required for this program.
Comments	Please enter any comments that may have impacted the completion dates of the action items.

PART C: TO BE COMPLETED BY THE RECORDING SECRETARY	
	<input type="checkbox"/> I confirm that the PAC membership has been reviewed and/or revised, and the information is updated on the Action Plan Database. N/A

PART D: TO BE COMPLETED BY THE PROGRAM CHAIR	
	<input type="checkbox"/> I agree that all action plans listed in part A have been completed by the indicated due date.
Comments	Please enter any comments that may have impacted the completion dates of the action items. N/A

### Minute Taking / Action Item Entry Process

1. **Recording secretary**, completes minutes. Once complete the Minutes should be saved as PAC Minutes – year month (use a word not a number for the month) day – course code – course name. For example: PAC Minutes – 2021 December 11 – B897 Paralegal
2. **Recording secretary**, identifies Actions Required from minutes and brings all items in “Action Required” Tab to the bottom of the minutes in chart form.
3. **Recording Secretary**, Sends Minutes with identified Actions Required to Chair for final modifications and task assignment.
4. **Chair** makes any required modifications to the minutes.
5. **Chair** completes chart (Part A): Identifies person(s) responsible and sets completion date for all action items. Chair also identifies any additional action items he/she feels are required. The Chair communicates action items and due dates with the faculty assigned to the action item.
6. **Chair** Checks off box in Part B 1 and B2. Agrees the review is complete and action plans are approved for implementation.
7. **Recording Secretary**. Reviews and revises (where applicable) the PAC membership on the Action Plan Database. Then enters the date and checks the box on Part C of this document.
8. **Recording Secretary**, Uploads approved minutes to Action Plan Database – Supporting Documents using the name for the document as indicated in 1 above.
9. **Recording Secretary**, Copies URL link for document in Action Plan Database.
10. **Recording Secretary**. Creates one action item in Action Plan Database – Action Items section and links the PAC Meeting Minutes template.
11. **Chair** approves “Microsoft Flow” email that is sent by Action Plan Database. Approval of this email distributes the task to the person responsible.
12. **Chair** finalizes the action items by completing last column of Part A and Checks off box in Part D and marks the action item as complete in the Action Plan Database.

## **Appendix C**

### **Environmental Scan and Occupational Summary**

The information contained within this Appendix is mainly sourced from provincial sources (ontario.ca), federal sources (esdc.ca and jobbank.gc.ca), as well as the submissions to PEQAB by Conestoga College and Lambton College. Other citations are provided, where necessary.

#### **Occupational Summary**

Workers in paramedical occupations administer pre-hospital emergency medical care to patients with injuries or medical illnesses and transport them to hospitals or other medical facilities for further medical care. They are employed by private ambulance services, hospitals, fire departments, government departments and agencies, manufacturing firms, mining companies and other private sector establishments. Paramedics who are supervisors are included in this unit group.

Graduates of the proposed Bachelor of Paramedicine program could work in the field of Paramedicine. More specifically, Paramedical occupations (NOC code 32102) titles could include:

- Advanced care paramedic
- Ambulance attendant
- Ambulance services supervisor
- Critical care paramedic
- Emergency medical technician (EMT)
- Emergency medical technologist - paramedic (EMT-P)
- Paramedic
- Paramedic emergency medical technician
- Primary care paramedic

Graduates of the proposed Bachelor of Paramedicine program could potentially also work in fields of:

- Public and environmental health and safety professionals (21120)
- Occupational health and safety specialists (22232)

#### **Employment Concentrations**

According to the provincial job profile, the outlook for Paramedical occupations is good, the median income is \$101,000, and the largest concentration of jobs are in Toronto.

A good outlook means that this situation is more favourable to job seekers since it indicates moderate recent and future employer demand for workers. Relative to other occupations, these occupations tended to have high numbers of online job postings

relative to the size of the occupation, low unemployment rates in the recent past, high projected employment growth rates and high projected rates of attrition due to retirement.

Paramedical occupations make up 3% of the employment share in Windsor-Essex and 1% of the employment share in Chatham-Kent. This mirrors the employment share among all occupations in the province, indicating that both Windsor-Essex and Chatham-Kent do not have a higher or lower share of Paramedical occupations provincially.



### **Labour Market Trends**

According to the Canadian Occupational Projection System (COPS), Paramedical occupations are projected to have a shortage. This occupational group is expected to face labour shortage conditions over the period of 2022-2031 at the national level.

Over the 2019-2021 period, employment growth in this occupational group was among the strongest of all occupations, due in large part to the COVID-19 pandemic and the sudden increase in demand for emergency medical services. The unemployment rate fell to approximately 1.0% in 2021, well below the national average of 7.5%. As a result of a rising number of vacancies and very low unemployment, the ratio of unemployed workers to job vacancies remained below the average for all occupations and fell beneath 1 in 2021, suggesting that a lack of available labour limited further employment growth in this occupation. The difficult working environment created by the pandemic led to the burnout of many medical professionals. Moreover, the rapid spread of COVID-19 left many health care practitioners out sick or in isolation. Hence, the analysis of these and other key labour market indicators suggests that the number of job seekers was insufficient to fill all job openings in this occupational group.

Over the period 2022-2031, the number of job openings (arising from expansion demand and replacement demand) for Paramedical occupations are expected to total 17,200, while the number of job seekers (arising from school leavers, immigration and mobility) is expected to total 18,500.

As job openings and job seekers are projected to be relatively similar over the 2022-2031 period, it is expected that the shortage between labour supply and demand seen in recent years will continue over the projection period. Job openings are projected to

arise from both employment growth and retirements. Retirements are projected to account for over a quarter of job openings. Pressures arising from these departures are anticipated to be below the national average, as workers in this occupational group are significantly younger than average despite their tendency to retire slightly earlier. Job creation is expected to account for about two-thirds of job openings. Similar to most occupations in the health sector, the aging population is expected to increase the demand for paramedical workers. Indeed, health problems associated with aging that require urgent transportation, such as a heart attack or a cerebrovascular incident, are expected to maintain the demand for paramedics. On the other hand, hospital centers are increasingly promoting cheaper means of transportation than ambulances for carrying patients between institutions, such as taxis, family members, and paratransit services. Despite these measures to reduce the need for workers in this occupation, employment growth is expected to be higher than the average for all occupations.

With regard to labour supply, school leavers are projected to account for the majority of job seekers. Indeed, most of these workers need to be licensed by a provincial or territorial regulatory body, which is expected to impose barriers for new job seekers coming from other occupations or immigration. Moreover, the nature of the work in this occupational group is very demanding, both physically and psychologically. It also requires extensive availability, as paramedics often work evenings, nights, and weekends. Working hours are very long and overtime is common. Nevertheless, positive mobility from other occupations in the health sector and emergency services is expected due to the recently tight conditions in this occupational group.

Provincially, the Ministry of Health and the Ministry of Long-Term Care are committed to expanding the roles and responsibilities of the Paramedicine occupation. The *Plan to Stay Open* (Ontario.ca) states that the province continues to fund community paramedicine to provide more care for senior in their own homes. This indicates that education will have to add additional learning outcomes that address this new area of care.

### **Industry Association Report**

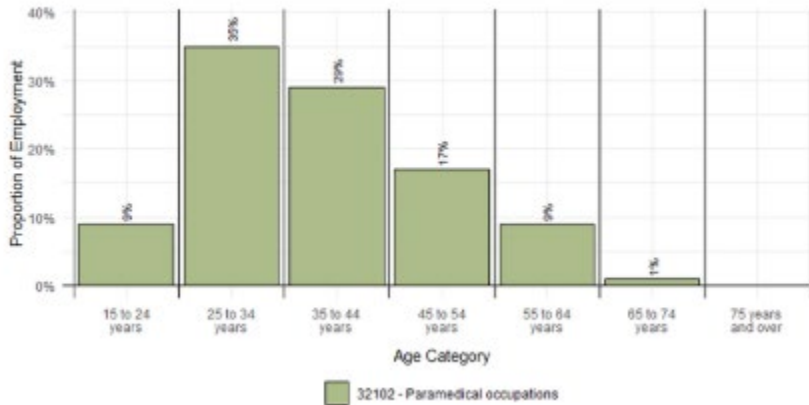
The Paramedic Association of Canada published the Career Framework for Paramedics in April 2024. This industry report states that the UK, Republic of Ireland, and Australia have adopted bachelor-degree entry to practice for paramedics and that is was time for Canadian paramedicine to lead the way. This is because it is important to prepare future paramedics for their expanding role within health and social care systems.

For more information, see the [NCFP Career Framework for Paramedics](#).

## Age, Education, and Income Demographics

The research conducted by Conestoga College indicates that the majority of those employed in Paramedical occupations are between 25 to 44 years old. The COPS summary indicates that nationally the median worked is 38.5 years old and the median age of retirement is 2021.

Figure 1. Age Distribution for Selected Occupational Classifications - Ontario



Source: Conestoga, Bachelor of Paramedicine. Application for Ministerial Consent. September 2024

This table presents the share of paramedical occupations represented at each level of education. This data was originally published in the Ontario Job Profiles, but the exact table is taken from the Conestoga submission:

Highest Educational Attainment 32102 - Paramedical occupations	
Education	Paramedical occupations
No certificate, diploma or degree	0%
Secondary (high) school diploma or equivalency certificate	4%
Apprenticeship or trades certificate or diploma	1%
College, CEGEP or other non-university certificate or diploma	66%
Bachelor's degree	23%
Degree in medicine, dentistry, veterinary medicine or optometry	0%
Master's degree	2%
Earned doctorate	0%
Other	4%

This table presents the median income by each level of education after working full time for one year:

Median Employment Income by Education Level		
Educational attainment	Paramedical occupations	All occupations
Secondary (high) school diploma or equivalency certificate	\$58,800	\$44,625
University certificate, diploma or degree	\$93,638	\$73,618
Apprenticeship or trades certificate or diploma	\$79,370	\$54,122
College, CEGEP or other non-university certificate or diploma	\$91,200	\$53,007
Bachelor's degree	\$93,670	\$69,994
Master's degree	\$102,166	\$83,934
<b>Total - Highest certificate, diploma or degree</b>	<b>\$101,000</b>	<b>\$55,121</b>

The final table represents the projected changes in the employment rate of Paramedical occupations, indicating that the amount of available jobs is projected to increase and unemployment will remain well below the provincial average:

Provincial Employment Information and Projected Change in Employment	
Measure	Paramedical occupations
Employment level in 2022	11,800
Projected change in job openings (2024-2028)	1,600
Projected change in employment levels (2024-2028)	0.013%
Unemployment rate	1.7%

For more information, please visit these links:

(Provincial job profile)<https://services.labour.gov.on.ca/labourmarket-ui/jobProfile?nocCode=32102>

(COPS)<https://occupations.esdc.gc.ca/sppc-cops/occupationssummarydetail.jsp?tid=122>

[Humber submission](#)

(<https://www.peqab.ca/CAATS/Humber/HumberParamedicine%203%20Year%20WEB.pdf>)

[Conestoga submission](#)

(<https://www.peqab.ca/CAATS/Conestoga/PEQAB%20Web%20Bachelor%20of%20Paramedicine%20Conestoga%20College.pdf>)

[MOH Plan to Stay Open](#) (<https://files.ontario.ca/moh-plan-to-stay-open-en-2022-08-18.pdf>)

[NCFP Career Framework for Paramedics](#)

(<https://paramedic.ca/documents/NCFP/2024%20PAC%20Career%20Framework%20for%20Paramedics%201e.pdf>)



**TO: BOARD OF GOVERNORS**

**FROM: MICHAEL SILVAGGI, PRESIDENT**

**DATE: FEBRUARY 24, 2026**

**RE: REQUEST FOR NEW PROGRAM: BACHELOR OF APPLIED COMPUTING**

**SECTOR: LINDI PRENDI, EXECUTIVE DIRECTOR, CENTRE FOR ACADEMIC EXCELLENCE, QUALITY ASSURANCE AND ACCOUNTABILITY**

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**AIM:**

To request Board approval to deliver the three-year, funded Bachelor of Applied Computing program, commencing in Fall 2027.

**BACKGROUND:**

The three-year Bachelor of Applied Computing (BAC) degree has been developed to address a growing need for professionals with deep knowledge and practical skills in Ontario's technology sector. This proposal has been developed in collaboration with other Ontario colleges and takes into consideration the ever-evolving landscape of the technology sector.

Ontario Colleges currently offer a three-year, funded Ontario College Advanced Diploma in Computer Programming. Similar to other program development collaborations, this work will establish a common curriculum framework that is replicated across institutions, providing a differentiated credential that offers enhanced graduate employability and career readiness by expanding opportunities to develop advanced critical thinking, problem solving and research skills, while maintaining the applied, practice-based focus that college education provides.

The outcomes of the BAC degree program are designed to deliver broadly-educated graduates who possess both general and specialized knowledge, interdisciplinary perspectives, competencies, skills and values required by industry. In addition, graduates will be well prepared to manage, deal with and adapt to the challenges of today's diverse and ever-changing professional work environments, within both domestic and global contexts.

The addition of this degree will add to the compliment of credentials offered at St. Clair College, and it aligns with St. Clair's mission of expanding degree offerings in STEM. St. Clair has been a leader in applied learning and has successfully developed high-quality programs that address labour market demands. The program also provides an articulated pathway for graduates of existing Zekelman School of Information Technology diploma and advanced diploma programs, enabling them to advance their education and professional qualifications. This aligns with St. Clair College's mission to expand access to degree-level education while responding to Ontario's workforce demands.

### **PROGRAM DESCRIPTION:**

This three-year degree program equips you with the skills and knowledge necessary for modern software development. Students will learn innovative approaches to designing, developing, and deploying a wide range of software solutions, while mastering essential concepts in programming, design, secure development, software engineering, cloud computing, and Artificial Intelligence (AI). The curriculum emphasizes industry best practices, ensuring you are equipped with the skills to design, develop, and maintain secure solutions across various technologies and platforms. Complementary courses in mathematics, communication, and ethics provide a well-rounded education. Specialized courses allow students to explore advanced areas of software development, and the program's hands-on approach is reinforced by a year-long capstone project in the final semesters, where students will develop software solutions for real-world problems. An integrated four-month co-op experience further enhances industry readiness. As a graduate of this program, students will be well-prepared for careers in software design and development, web application development, quality assurance, Artificial Intelligence/Machine Learning development, cloud computing, DevOps, and other areas of computing.

### **ADMISSION REQUIREMENTS:**

Admission requirements are appropriate to the learning outcome goals of the program and consistent with the Ontario Qualifications Framework (OQF):

- Ontario Secondary School Diploma (OSSD) or equivalent, OR 19 years of age or older
- A minimum of six (6) 4U/M courses with a minimum cumulative average of 65%, with the following required courses:
  - ENG4U
  - Any 4U Math course

Note: higher averages may be required for admission due to competition for available spaces in the program.

## **MEETS ST. CLAIR COLLEGE'S STRATEGIC DIRECTIONS:**

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

- (1) Strategic Pillar #1 – St. Clair's Student and Community Impact.
- (2) Strategic Pillar #2 – Academics that Build Rewarding Careers.

## **MEETS ST. CLAIR COLLEGE'S STRATEGIC MANDATE AGREEMENT:**

A review of the 2025-2030 Strategic Mandate Agreement 4 (SMA) metrics indicates an increase in the metrics associated with Graduation Rate, Community/Local Impact, Graduate Employment Earnings, EL, Institutional Strength/Focus, and Science Technology Engineering and Math (STEM) enrollment.

## **LABOUR MARKET RESEARCH:**

The BAC program builds capacity to support prosperous communities as it will fill an identified need for computer programming professionals. The attached Appendix C highlights the present labour market analysis and published trends, Workforce WindsorEssex report on Tech, and a summary of similar programs locally and regionally.

Graduates of the BAC program can find employment in jobs under National Occupation Code (NOC) 21231 - Software engineers and designers and NOC 21222 - Information systems specialists.

Under NOC 21231, in 2021 (last available census data from Stats Canada) there were 430 jobs in the Windsor area compared to the provincial total of 35,205. Under NOC 21222 - Information systems specialists, in 2021 (last available census data from Stats Canada) there were 630 jobs in the Windsor area compared with the provincial total of 51,030.

The specific CIP code that will be assigned to this program has not been established. The possible options include:

- 11.0201 - Computer programming/programmer, general
- 11.0101 - Computer and information sciences, general
- 11.0103 - Information technology
- 11.0701 - Computer science

All listed CIP Codes are Post Graduate Work Permit (PGWP) eligible.

## **EMPLOYMENT PROSPECTS:**

The employment outlook is very good. Over the next seven years, employment is predicted to have high growth in Ontario and Canada at a rate of 15.8% and 16.2%, respectively. Overall, graduates of BAC are expected to graduate with favourable job prospects. Job posting demand in Windsor-Sarnia is two job postings/month, whereas

the national average is 22 job postings/month for NOC 21231 and 50 job postings/month for NOC 21222. Although the employment outlook here can be labeled as limited, based on Workforce WindsorEssex data, there is a projected growth of 8.6% (for tech jobs overall), while it is predicted to have high growth in Ontario and Canada at a rate of 19.9% and 18.6%, respectively.

Windsor’s geographic proximity to the United States also allows graduates to pursue employment opportunities outside of Canada. Michigan's tech labor market is strong and growing, driven by the state's established advanced manufacturing, Electric Vehicle (EV), and semiconductor industries. Demand for skilled, specialized tech professionals in areas such as data science, cybersecurity, cloud engineering, and AI is high, and median tech wages are significantly higher than the statewide average.

Additionally, external research for an “Information Technology Degree” by Academica dated June 19, 2023, is being used to supplement the environmental scan. The BAC program will contain multiple courses in data and data analytics. Although the cited Academica report focused on NOCs related to data analytics, some overlap exists. Therefore, this report is being referenced to utilize existing resources. Key relevant findings include:

- Health/biotech and food/agriculture sectors represent two fields largely concentrated in Ontario and in which data-drives innovations are currently receiving investment and funding from government and other sources.
- Programming languages like Python and SQL are the most sought-after specialized software skills, with notable interest also being expressed for competency using platforms like Apache Sparks, Microsoft Azure, and Amazon Web Services
- A Bachelor’s degree remains the modal (46%) education requirements listed on job advertisements, with smaller shares also listing either a Master’s degree (26%) or Ph.D. (10%)

For a more in-depth analysis, please refer to Appendix C.

**ENROLMENT/INTAKE PROJECTIONS:**

The following table identifies the eight (8) year intake projections for a total of 260 new full-time students, with all 260 coming from domestic enrollment:

<b>Intake</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>	<b>2031-2032</b>	<b>2032-2033</b>	<b>2033-2034</b>	<b>2034-2035</b>
<b>Domestic</b>	25	25	35	35	35	35	35	35
<b>International</b>	0	0	0	0	0	0	0	0
<b>Total:</b>	25	25	35	35	35	35	35	35

Starting in 2029-30, 10 students graduating from other college programs would join Year Three of the existing cohort.

It is important to note that the above chart portrays intake numbers, while the budget is based on aggregate enrollments in the program. Using the 2027-2028 year as an example, the projected intake in Fall 2027 will be 25 domestic students and four students will be lost to attrition. The second semester in Winter 2028 will include 21 students. Therefore, the total amount of enrollments captured in the first year of the budget is 46.

### **FINANCIAL IMPACT:**

A pro-forma budget was created to show the costs/revenues for the three-year Bachelor of Applied Computing program. Please see attached budget. The eight-year net present value for the program shows a net loss of \$347,348.

Beginning in 2025-26, the core operating grant will be determined based on an Enrollment + Performance + Accountability model (SMA4). Under this model, a college's grant allocation remains static as long as the college's weighted funding units (WFU) do not fall more than 7% from the midpoint and a college's performance and accountability targets are achieved

For the full budget, please see Appendix A.

### **AD-HOC PROGRAM ADVISORY COMMITTEE RECOMMENDATION:**

The Ad Hoc Program Advisory Committee (PAC) held a meeting to discuss this program development. The committee members voted on the endorsement of moving forward with the development of this program. All five members voted in favour.

For full meeting minutes from November 4, 2025, please see Appendix B.

### **RECOMMENDATION:**

IT IS RECOMMENDED THAT the Board of Governors approve the request to deliver the three-year, funded Bachelor of Applied Computing program, commencing Fall 2027.

# Appendix A

## Program Budget Summary

Name of program: Applied Computing  
Academic School: Information Technology

Enrolment:	FY 2027-2028	FY 2028-2029	FY 2029-2030	FY 2030-2031	FY 2031-2032	FY 2032-2033	FY 2033-2034	FY 2034-2035
Domestic	46	83	136	161	161	161	161	161
International	0	0	0	0	0	0	0	0
<b>Total</b>	<b>46</b>	<b>83</b>	<b>136</b>	<b>161</b>	<b>161</b>	<b>161</b>	<b>161</b>	<b>161</b>

Revenues:								
Domestic Tuition	\$146,142	\$263,691	\$356,620	\$436,045	\$436,045	\$436,045	\$436,045	\$436,045
International Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ISR	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ministry Funding	\$0	\$0	\$29,673	\$83,249	\$154,256	\$208,455	\$238,791	\$251,698
<b>Total Revenue</b>	<b>\$146,142</b>	<b>\$263,691</b>	<b>\$386,293</b>	<b>\$519,294</b>	<b>\$590,301</b>	<b>\$644,500</b>	<b>\$674,836</b>	<b>\$687,743</b>

Expenditures:								
FT Faculty Costs	\$131,523	\$163,665	\$171,587	\$179,899	\$181,813	\$185,450	\$189,159	\$192,942
PT Faculty Costs	\$39,375	\$106,518	\$144,270	\$185,670	\$189,384	\$170,949	\$197,035	\$200,976
FT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PT Support Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Equipment Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accreditaton Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Professional Development & Curriculum Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Recruitment Commission (12%)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Overhead	\$2,775	\$4,974	\$7,238	\$9,663	\$10,949	\$11,928	\$12,478	\$12,717
<b>Total Expenditures</b>	<b>\$174,673</b>	<b>\$276,157</b>	<b>\$324,095</b>	<b>\$376,232</b>	<b>\$383,146</b>	<b>\$369,327</b>	<b>\$399,672</b>	<b>\$407,634</b>

<b>Contribution Margin (40%)</b>	\$58,457	\$105,476	\$154,517	\$207,718	\$236,120	\$257,800	\$269,934	\$275,097
<b>Expenditures &amp; Contribution Margin</b>	\$233,129	\$381,633	\$478,612	\$583,950	\$619,267	\$627,127	\$669,606	\$682,732
<b>Program Level Net Difference</b>	<b>(\$86,987)</b>	<b>(\$117,942)</b>	<b>(\$92,319)</b>	<b>(\$64,656)</b>	<b>(\$28,966)</b>	<b>\$17,373</b>	<b>\$5,230</b>	<b>\$5,011</b>


**Program Level Net Present Value** **(\$347,348)**

**Approved Year 1 Tuition** Domestic **\$6,354** International **\$21,356**

### Notes:

- 1 Fall: 25 domestic. Degree completion begins in Year 3 with 10 students joining from B990.
- 2 Full-time faculty costs represents reallocation of 1 FTE; remainder of hours covered by PT faculty.
- 3 Costs for a cost-neutral student kit are excluded from expenditures.
- 4 WFU and tuition estimated from similar programs recently approved.
- 7 The program is not expected to directly negatively contribute to institutional SMA4 metric targets
- 8 The program's forecasted contribution margin over 8 years is 30%, 10 percentage points below the 40% benchmark. As a result, other programs/operations of the College will potentially need to cover the program's forecasted shortfall

**Appendix B**  
**Ad Hoc PAC Meeting Minutes**

 <p><b>ST. CLAIR</b> COLLEGE</p>		<p>Minutes.of.College.Program.Ad.Hoc.Advisory.Committee. Meeting</p>		
Program Code:	Program Name:			
NEW	Bachelors of Applied Computing (BAC)			
Current Meeting Date:	4 November 2025			
Meeting Place:	Virtual (Teams) and in person in room A2332 – Centre for Academic Excellence and Quality Assurance			
Previous Meeting Date:	N/A			
Next Meeting Date:	TBD			
Recording Secretary:	Jorge Gutierrez Calzada			
Committee Members	Organization	Attendance	Term	Conflicts
Nicholas Sylvestre	Ford Motor Company	Electronically	Compliant	No
Simon Lizotte	Alteris Group	Electronically	Compliant	No
William Comartin	TapLane	Electronically	Compliant	No
Alaa Shaheen	TapLane	Electronically	Compliant	No
Ndricim Strazimiri	Border Pass	Electronically	Compliant	No
Ivan Zrvnar	RBC Financial	Electronically	Compliant	No
Annie Joseph	Fidelity investments	Electronically	Compliant	No
Venkata Prasad Viswanathan	Ford Motor Company	Electronically	Compliant	No
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;.				
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;				

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.8; A.quorum.is.defined.as. of.committee.members.>.7;	
Are there a sufficient number of committee members present to constitute a quorum? (N/A for this first Ad Hoc PAC)	Not Applicable

College Resource Persons	Position	Attendance	Conflicts
Lindi Prendi	Executive Director, Centre for Academic Excellence, Quality Assurance and Accountability	Present	No
Ruth Susannah	Chair, Zekelman School of Information Technology	Present	No
Darren Takaki	Faculty	Present	No
Borislav Jovic	Manager, Centre for Academic Excellence and Quality Assurance	Present	No
Aishwarya Rajasekaran	Faculty	Present	No
Mathew Haug	Faculty	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	<input checked="" 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	<input checked="" type="checkbox"/>	Not Reviewed
Review of Program Related Pathways and Transfer Agreements	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Vocational Learning Outcomes	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Pre/Co-Requisites	<input type="checkbox"/>	Reviewed	<input checked="" type="checkbox"/>	Not Reviewed

Review of Program Experiential Learning (EL)	<input checked="" type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Comment: Items.not.relevant.for.this.Ad.Hoc.PAC.meeting?but.some.items.were.discussed.as.part.of.the.Ad.Hoc.PAC.agenda;				

Item #	Agenda Topic and Discussion	Action Required
1.0	<p><b>Introductions</b></p> <p>Presenter: Ruth Susannah All attendees introduced themselves. Ruth emphasized the importance of the meeting and the value of industry feedback for the successful development of the Bachelor of Applied Computing program.</p>	N/A
2.0	<p><b>Establishment of Ad-Hoc PAC Committee (Review Policy)</b></p> <p>Presenter: Ruth Susannah &amp; Lindi Prendi Ruth explained that the committee consists of industry experts whose insights will ensure the program aligns with current industry needs. Lindi reviewed the relevant policy, that ensures the graduates are employable. Work through the procedures, clarifying the committee's advisory role and her availability for questions and guidance. Boris provided additional context for new members regarding the program development process.</p> <p>It was made clear to the team that in order to endorse the program, there needs to be a consent of 50% plus 1%.</p> <p><b>2.1 Election of Temporary Chair:</b> - Will Comartin volunteered and was appointed as the temporary Chair.</p> <p><b>2.2 Ad-Hoc Membership Numbers and Industry Representation:</b> Discussion acknowledged adequate representation across industry sectors.</p> <p><b>2.3 Identification of Voting Members:</b> Voting members are: Simon Lizotte, William Comartin, Alaa Shaheen, Ndricim Strazimiri, Ivan Zrvnar, Annie Joseph, Venkata Prasad Viswanathan</p>	N/A

	<p><b>2.4 Establishment of Official Ad-Hoc Committee:</b> Committee officially established through consensus.</p>	
3.0	<p><b>Approval of Agenda</b></p> <p>Presenter: Ad-Hoc PAC Chair Motion to approve the agenda: - Moved by: Will Comartin - Seconded by: Simon Lizotte Carried.</p>	N/A
4.0	<p><b>Approval of Minutes from Previous Meeting</b></p> <p>Not applicable (first meeting).</p>	N/A
5.0	<p><b>Business Arising from Previous Minutes</b></p> <p>Not applicable (first meeting).</p>	N/A
6.0	<p><b>New Program Proposal</b></p> <p>Presenter: CAE/Program Team</p> <p>Boris presented an overview of the proposed Bachelor of Applied Computing program (see attached presentation). He explained that St. Clair College already delivers relevant diploma programs and has existing expertise. Conestoga College has shared reference materials to support development; Conestoga is the first college to run this degree program in Ontario.</p> <p><b>6.1 Program Description and Intent:</b> Boris reviewed the admission requirements (see slide). Degree-level expectations differ from diploma programs, and applicant ranking may depend on application volume.</p> <p><b>6.2 Market Need:</b> Research identified a strong and growing demand for computing professionals, supported by</p>	N/A

Statistics Canada and Ontario Labour data. No similar program has been launched in Ontario in the last five years, aside from Conestoga College's offering. Strong community and industry need acknowledged. No questions at this stage.

**6.3 Program Curriculum Review:**

Lindi detailed the Degree Level Standards under the Ontario Qualifications Framework and the PCAP review process. She emphasized the required areas:

- Depth and Breadth of Knowledge
- Conceptual and Methodological Awareness Research
  - evaluate and problem solving
- Communication Skills
  - to properly communicate their thoughts and explain their ideas and knowledge learned
- Application of Knowledge
  - ability to apply what they learn, take the theory and apply in test/work
- Professional Capacity and Autonomy
  - responsibility on their actions, take accountability, soft skills, being part of a team
- Awareness of Knowledge Limits
  - an understanding of the limits of their own knowledge and how this might in

Program-level outcomes have been mapped to these standards (see slide 11). We ensure that we have done our due diligence to meet the PLOs and mapped against degree level standards, at least 2 PLO's for Degree level standard. Each PLO is mapped to a course and CLO.

Discussion Highlights:

- Simon Lizotte asked about target demographics.

-Boris: "Open admission to all that meet the admission requirement and there is no current target demographic"; he further went to say that pathways will be developed eventually.

- Darren read the 8 PLOs (found on document attached) to explain that these are the ones adopted to create the program. He also talked about the course schedule, talks about what courses the students will need to take for this program (see attachment), 7 semesters, and Sem 6 will include a co-op work term.
- Ndricim Strazimiri: asked if co-op is required. Darren confirms it is required.
- Venkata Prasad Viswanathan: Asked about programming languages. Darren: not finalized; open to input. Venkata Prasad Viswanathan suggested Java, Python, and Data-focused approaches.
- Ndricim Strazimiri: Asked about elective options. Darren: college will finalize selection.
- Will Comartin: Questioned relevance of “Microservices Design.”
- Venkata Prasad Viswanathan: Suggested inclusion of AI topics., Java, C#, Python, Advanced Javascript, Database, and Cloud
- Alaa Shaheen & Simon: Recommended broader coverage of Cloud Systems and Web Architecture.
- Will Comartin: Suggested more focus on JavaScript.
- Ivan: Agreed and recommended TypeScript.

**6.4 Placements:**

Boris confirmed a minimum of 300 hours of co-op experience required for graduation as per the ministry. However, the BAC program requires 420 hrs.

**6.5 Accreditation:**

Not currently pursuing formal accreditation but may consider it in the future.

**6.6 Equipment and Facilities:**

St. Clair College has sufficient labs and equipment. No additional investments required.

**6.7 Student Activities / Community Engagement:**

Boris confirmed that our students activity engagement are eligible (refer to presentation attached).

**6.8 Pathways:**

St. Clair College is committed to developing transfer pathways with domestic and

	<p>international universities and bridging options from existing programs (e.g., MAD).</p> <p><b>6.9 Other Questions:</b></p> <ul style="list-style-type: none"> <li>- Annie: Asked about electives. Lindi answered that electives refer to general education courses (e.g., communication, psychology, writing). Already available in the BBAICT degree program. Darren: related courses in Semester 7.</li> </ul> <p>Lindi thanked members for input and emphasized PAC's role.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>- Will asked if possible, need for a follow-up meeting for voting.</li> <li>- Lindi confirmed follow-up meeting will be scheduled, but voting can happen during this current meeting. If vote today, a follow-up meeting will be scheduled to update on the progress and provide more information.</li> </ul> <p>Lindi explained that the target launch will be Fall 2027; however, program package needs to be submitted by March 2026 to the ministry.</p> <ul style="list-style-type: none"> <li>- Ndricim Strazimiri: Asked if students from the MAD program will be able to bridge into this program. Darren explained that we will establish what needs to be taken so students can bridge into this program.</li> <li>- Ndricim Strazimiri: asked how many Bachelor programs St. Clair college offers. Boris stated that this will be the college's third degree program; we already have 2 degree programs currently running.</li> </ul>	
7.0	<p><b>Ad-Hoc Endorsement of the New Program</b></p> <p>7.1 Approval of Curriculum and Program Chart  7.2 Approval of Industry Support Letter</p> <p>Voting: Follow-up required with Venkata Prasad Viswanathan (left meeting before vote). All other members present voted in favor.</p>	N/A
8.0	<p><b>New Business</b></p> <p>No new business.</p>	N/A
9.0	<p><b>Date of Next Meeting</b></p> <p>To be determined.</p>	N/A

10.0	<p><b>Adjournment</b></p> <p>Presenter: Will Comartin  Chair called for final comments; none raised. Meeting adjourned.  Next Step: Program team to present to the Board of Governors.</p>	N/A
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Chair Implementation of PAC Action Plans		
PART A: TO BE COMPLETED BY THE PROGRAM CHAIR		
4 November 2025	<input checked="" type="checkbox"/>	The committee has concluded and the Chair agrees that formal action plans are not required.
	<input type="checkbox"/>	The committee has concluded and the Chair agrees that the following action plans are required:

PART B1: TO BE COMPLETED BY THE PROGRAM CHAIR		
N/A	N/A	I agree that the PAC minutes and associated action items are reviewed and the PAC Meeting Minutes document is ready for entry in the Action Plan Database. The action plans are approved for implementation.

PART B2: TO BE COMPLETED BY THE PROGRAM CHAIR		
5 November 2025	<input type="checkbox"/>	I confirm that feedback has been solicited from Ace Acumen.
	<input checked="" type="checkbox"/>	I confirm that feedback from Ace Acumen is not required for this program.
Comments	Please enter any comments that may have impacted the completion dates of the action items.	

PART C: TO BE COMPLETED BY THE RECORDING SECRETARY		
N/A	N/A	I confirm that the PAC membership has been reviewed and/or revised and the information is updated on the Action Plan Database.

PART D: TO BE COMPLETED BY THE PROGRAM CHAIR		
N/A	N/A	I agree all action plans listed in part A have been completed by the indicated due date.
Comments	Please enter any comments that may have impacted the completion dates of the action items.	

Minute Taking / Action Item Entry Process

1. Recording secretary, completes minutes. Once complete the Minutes should be saved as PAC Minutes – year month (use a word not a number for the month) day – course code – course name. For example: PAC Minutes – 2021 December 11 – B897 Paralegal
2. Recording secretary, identifies Actions Required from minutes and brings all items in “Action Required” Tab to the bottom of the minutes in chart form.
3. Recording Secretary, Sends Minutes with identified Actions Required to Chair for final modifications and task assignment.
4. Chair makes any required modifications to the minutes.
5. Chair completes chart (Part A): Identifies person(s) responsible and sets completion date for all action items. Chair also identifies any additional action items he/she feels are required. The Chair communicates action items and due dates with the faculty assigned to the action item.
6. Chair Checks off box in Part B 1 and B2. Agrees the review is complete and action plans are approved for implementation.
7. Recording Secretary. Reviews and revises (where applicable) the PAC membership on the Action Plan Database. Then enters the date and checks the box on Part C of this document.
8. Recording Secretary, Uploads approved minutes to Action Plan Database – Supporting Documents using the name for the document as indicated in 1 above.
9. Recording Secretary, Copies URL link for document in Action Plan Database.
10. Recording Secretary. Creates one action item in Action Plan Database – Action Items section and links the PAC Meeting Minutes template.

11. Chair approves “Microsoft Flow” email that is sent by Action Plan Database. Approval of this email distributes the task to the person responsible.
12. Chair finalizes the action items by completing last column of Part A and Checks off box in Part D and marks the action item as complete in the Action Plan Database.

## Appendix C

### Environmental Scan and Occupational Summary

This appendix contains three summaries:

1. Labour Market Analysis and Trends
2. Industry Report (Workforce Windsor Essex – The State of Tech)
3. Similar Post-Secondary Programs – Local and Regional

1. Labour Market Analysis and Trends

CIP Codes:

<b>11.0201</b>	<b>Computer programming/programmer, general</b>
<b>PGWP eligible</b>	
<p>This instructional program class comprises any program that focuses on the general writing and implementation of generic and customized programs to drive operating systems and that generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. These programs include courses in software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.</p> <ul style="list-style-type: none"><li>• Illustrative example(s)<ul style="list-style-type: none"><li>○ computer applications development</li><li>○ computer programmer</li><li>○ computer programming</li><li>○ computer programming technology</li><li>○ programming</li><li>○ software design</li><li>○ software development</li></ul></li></ul>	
<b>11.0101</b>	<b>Computer and information sciences, general</b>
<b>PGWP eligible</b>	
<p>This instructional program class comprises any general program that focuses on computing, computer science, and information science and systems. Such programs are undifferentiated as to title and content and are not to be confused with specific programs in computer science, information science, or related support services.</p> <ul style="list-style-type: none"><li>• Illustrative example(s)<ul style="list-style-type: none"><li>○ computer and information sciences</li><li>○ computing and information science</li><li>○ computing and information systems</li></ul></li></ul>	

<b>11.0103</b>	<b>Information technology</b>
<b>PGWP eligible</b>	
<p>This instructional program class comprises any program that focuses on computer systems from a user-centred perspective and studies the structure, behaviour and interactions of natural and artificial systems that store, process and communicate information. These programs include courses in information sciences, human computer interaction, information system analysis and design, telecommunications structure and information architecture and management.</p> <ul style="list-style-type: none"> <li>• Illustrative example(s) <ul style="list-style-type: none"> <li>○ informatics</li> <li>○ social informatics</li> </ul> </li> </ul>	
<b>11.0701</b>	<b>Computer Science</b>
<b>PGWP eligible</b>	
<p>This instructional program class comprises any program that focuses on computer theory, computing problems and solutions, and the design of computer systems and user interfaces from a scientific perspective. These programs include courses in the principles of computational science, computer development and programming; and applications to a variety of end-use situations.</p> <ul style="list-style-type: none"> <li>• Illustrative example(s) <ul style="list-style-type: none"> <li>○ computer science</li> <li>○ computer science technology</li> <li>○ computing science</li> </ul> </li> </ul>	

Graduates of the BAC program can find employment in jobs under:

1. NOC 21231 – Software engineers and designers
2. NOC 21222 – Information systems specialists

**NOC 21231 – Software engineers and designers**

Software engineers and designers research, design, evaluate, integrate and maintain software applications, technical environments, operating systems, embedded software, information warehouses and telecommunications software. They are employed in information technology consulting firms, information technology research and development firms, and information technology units throughout the private and public sectors, or they may be self-employed.

- **Illustrative example(s)**
  - application architect
  - computer software engineer

- embedded software designer
- embedded software engineer
- software architect
- software design engineer
- software design verification engineer
- software designer
- software testing engineer
- telecommunications software engineer

**Quick Facts:**

Wage Range: \$33.65 - \$84.13	Minimum education: Degree	3-year Windsor-Sarnia forecast: Limited*
Source: <a href="https://www.services.labour.gov.on.ca/labourmarket-ui/jobProfile?nocCode=21231">https://www.services.labour.gov.on.ca/labourmarket-ui/jobProfile?nocCode=21231</a>		

\* Limited means employment growth will lead to a moderate number of new positions. Not many positions will become available due to retirements. Windsor-Sarnia region includes the counties of Chatham-Kent, Lambton, and Essex.

The employment outlook will be limited for Software developers and programmers (NOC 21232) in the Windsor - Sarnia region for the 2024-2026 period.

The following factors contributed to this outlook:

- Employment growth will lead to a moderate number of new positions.
- Not many positions will become available due to retirements.

Here are some key facts about Software developers and programmers in the Windsor - Sarnia region:

- Approximately 640 people worked in this occupation in May 2021.
- Software developers and programmers mainly work in the following sectors:
  - Professional, scientific and technical services (North American Industry Classification System (NAICS 54)): 55%
  - Finance, insurance and Real estate and rental and leasing (NAICS 52-53): 13%
  - Motor vehicle, body, trailer and parts manufacturing (NAICS 3361-3363): 6%

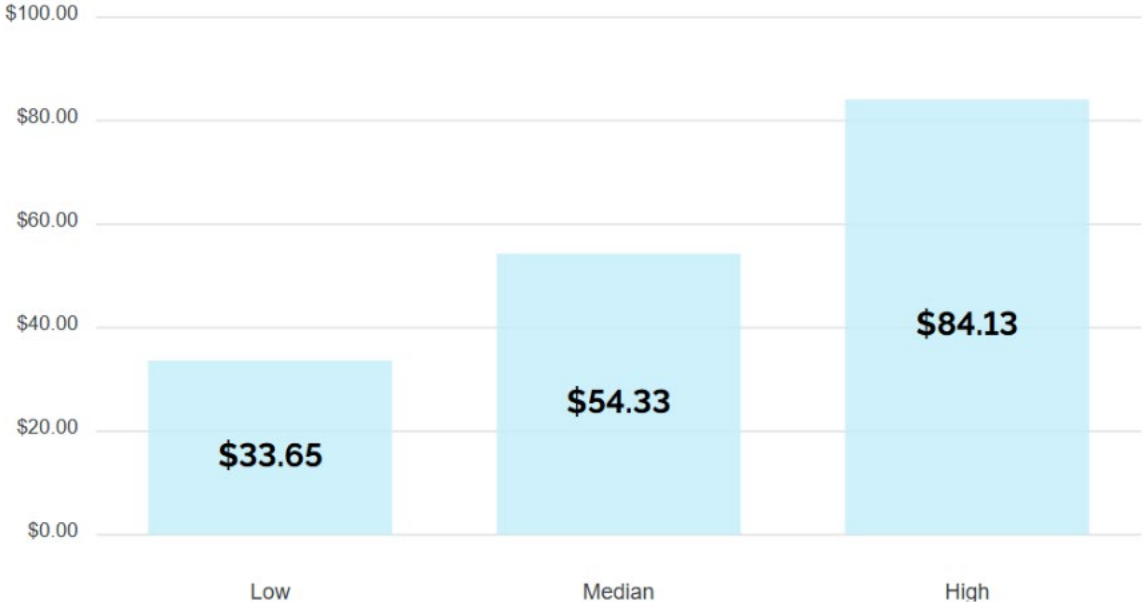
The occupation showed signs of balanced labour market conditions in recent years. Overall employment for this occupation increased from 2019 to 2023, and the unemployment rate remained consistently lower than the average for all occupations. Job vacancies increased significantly between 2019 and 2022, and the job vacancy rate was close to or higher than the average for all occupations. In addition, the number of unemployed workers available to fill the open vacancies was much lower than the national average during this period. However, in 2023, both job vacancies and the job vacancy rate fell sharply, and the number of unemployed workers per vacancy

increased to higher-than-average levels. These indicators suggest that while there was strong demand initially, the labour market adjusted over time. So, the labour supply was sufficient to meet the labour demand in this occupation over the 2021-2023 period.

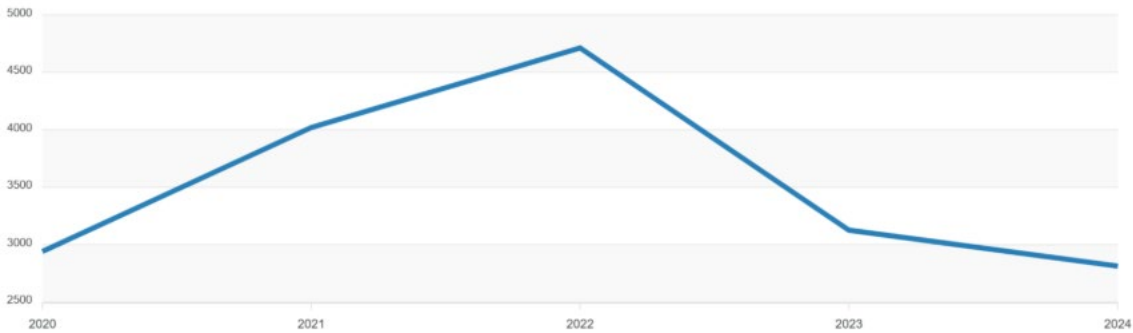
Labour demand and labour supply are expected to be broadly in line for this occupation over the period of 2024-2033 at the national level. Because the occupation was showing signs of balanced labour market conditions in the recent years, and the projected flows of job openings and job seekers are expected to be similar, the occupation is expected to experience balanced labour market conditions over the projection period.

**Average wage**

Below is data for the hourly wage of software engineers and designers across Ontario.



### Annual number of job postings (provincially):



	2020	2021	2022	2023	2024
Annual number of job postings	2941	4019	4712	3126	2814

In 2024, the Windsor-Sarnia area saw 16 new hirings based on online job postings from the past year. These employers had the most job postings listed during the selected timeframe:

1. Procom
2. CGI
3. Amazon Development Centre Canada ULC
4. Scotiabank
5. Ripple Labs

Source: Conference Board of Canada, 2024

### NOC 21222 – Information systems specialists

Information systems specialists analyze, test and assess systems requirements, develop and implement information systems development plans, policies and procedures, and provide advice on a wide range of information systems issues. They are employed in information technology consulting firms and in information technology units throughout the public and private sectors, or they may be self-employed.

- **Illustrative example(s)**
  - computer systems analyst
  - informatics consultant
  - information systems quality assurance (QA) analyst
  - information technology (IT) consultant
  - management information systems (MIS) analyst
  - systems auditor
  - systems consultant

## Quick Facts:

Wage Range: \$27.18 - \$69.71	Minimum education: Degree	3-year Windsor-Sarnia forecast: Very good*
Source: <a href="https://www.services.labour.gov.on.ca/labourmarket-ui/jobProfile?nocCode=21222">https://www.services.labour.gov.on.ca/labourmarket-ui/jobProfile?nocCode=21222</a>		

\* Very good means employment growth will lead to a moderate number of new positions.

Several positions will become available due to retirements. Windsor-Sarnia region includes the counties of Chatham-Kent, Lambton, and Essex.

The employment outlook will be very good for Information systems specialists (NOC 21222) in Ontario for the 2024-2026 period.

The following factors contributed to this outlook:

- Employment growth will lead to several new positions.
- Several positions will become available due to retirements.

Some key facts about Information systems specialists in Ontario:

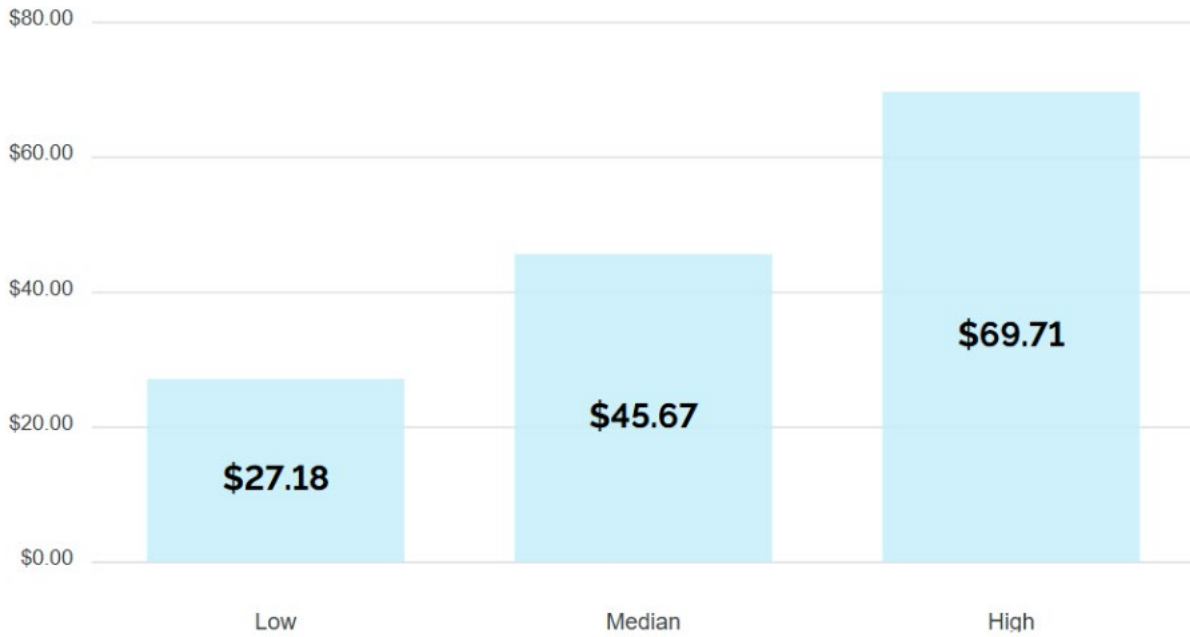
- Approximately 114,000 people work in this occupation.
- Information systems specialists mainly work in the following sectors:
  - Computer systems design services (NAICS 5415): 41%
  - Monetary Authorities - central bank and securities, commodity contracts and other intermediation and related activities (NAICS 521, 522, 523): 13%
  - Federal government public administration (NAICS 911): 6%

Over the past few years (2022-2024), there was a labour shortage for Information systems analysts and consultants in the Windsor-Sarnia Region. There were more job openings than workers available to fill them in this occupation. Labour demand and labour supply are expected to be broadly in line for this occupation over the period of 2024-2033 at the national level.

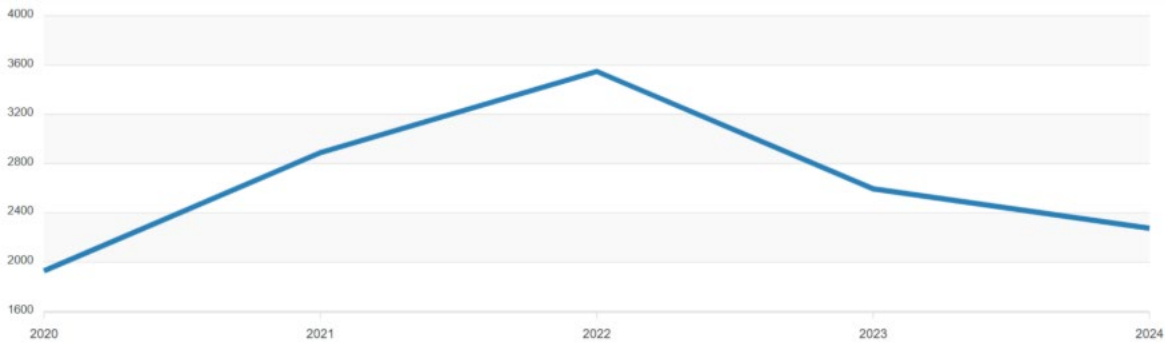
Because the occupation was showing signs of balanced labour market conditions in the recent years, and the projected flows of job openings and job seekers are expected to be similar, the occupation is expected to experience balanced labour market conditions over the projection period. Despite a balanced labour market, the province of Ontario is still projecting very good job growth for the Windsor-Sarnia region over the next 10 years.

### Average wage

Below is data for the hourly wage of information systems specialists across Ontario:



**Annual number of job postings (provincially):**



	2020	2021	2022	2023	2024
Annual number of job postings	1928	2888	3548	2595	2275

In 2024, the Windsor-Sarnia area saw 16 new hirings based on online job postings from the past year. These employers had the most job postings listed during the selected timeframe:

1. Ford Motor Company\*, HUB International\*, Scotiabank\*, TransForm Shared Service Organization\*, University of Windsor\*
2. Farm Lending Canada\*, Magna International Inc\*, Plasman\*, Pure Flavor Farms LP\*

\*denotes equal ranking.

Source: Conference Board of Canada, 2024

2. Industry Report (Workforce Windsor Essex – The State of Tech)

For the full report titled *The State of Tech: Insights into the Tech Sector in Windsor Essex (March, 2024)* by Workforce WindsorEssex, please visit the link here:

<https://www.workforcewindsoressex.com/state-of-tech/>

Key findings are included here:

# Tech in Windsor-Essex



The tech industry in Windsor-Essex is as unique as its surroundings. Strategically located between Detroit and the Greater Toronto Area (GTA), Windsor-Essex boasts access to both Canadian and American markets and employment. Windsor tech workers and residents benefit from affordable housing and a lower cost of living, providing them with many opportunities to work remotely or partake in cross-border work while living in a more affordable city. Meanwhile, local tech businesses benefit from access to international markets, strong tech talent, and low-cost labour.

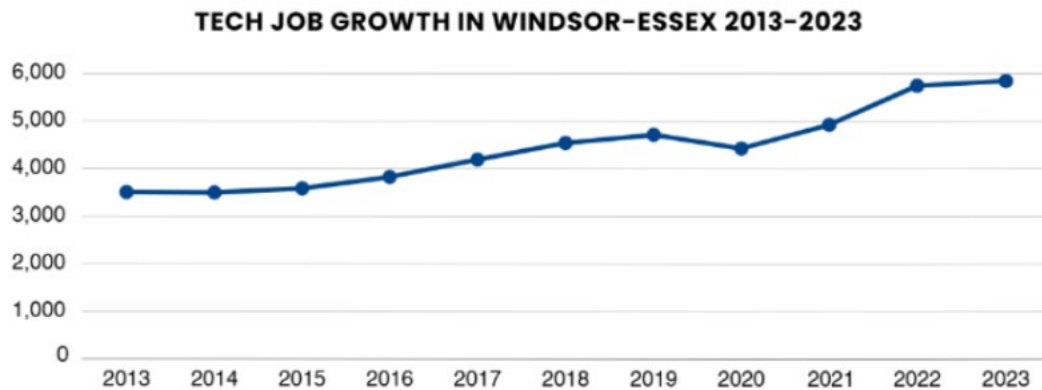


Figure 1. Tech Job Growth in Windsor-Essex 2013-2023.\*

Top hiring sectors in tech are varied. Below is a list of the top hiring sectors for tech jobs in Windsor-Essex from January 2023 to December 2023, accompanied by their appropriate NAICS codes and the number of jobs posted throughout the year. The data was sourced from Workforce WindsorEssex’s Job Demand Report:

Industry	Number of Job Postings
<b>61 - Educational Services</b>	584
<b>41 - Wholesale Trade</b>	386
<b>56 - Administrative and Support, Waste Management and Remediation</b>	293
<b>54 - Professional, Scientific and Technical Services</b>	190
<b>11 - Agriculture, Forestry, Fishing and Hunting</b>	184
<b>51 - Information and Cultural Industries</b>	148
<b>91 - Public Administration</b>	147
<b>23 - Construction</b>	117
<b>81 - Other Service (Except Public Administration)</b>	50
<b>31,32,33 - Manufacturing</b>	14

The report states that Windsor is experiencing local employment gaps in the tech sector because of the close proximity to the US and because of higher compensation elsewhere in Canada. Windsor has wages that are 8% lower than the national median; 18% lower than the Kitchener-Cambridge-Waterloo area. There is also a 46% pay gap between Canadian jobs and US jobs, meaning that on average US employees make 46% more than they do in Canada for the same tech job. The conclusion is that the Windsor and the surrounding region has challenges with meeting local demand due to competitive compensation in other areas. The report states that there is a growing need for tech professionals as well as an increase in the compensation to be offered.

### 3. Similar Post-Secondary Programs – Local and Regional

This matrix compares the proposed Bachelor of Applied Computing (BAC) at St. Clair College with other computing-related degree programs offered by Ontario colleges and the University of Windsor. It highlights credential length, delivery mode, work-integrated learning (WIL), program focus, and distinctiveness of the BAC.

<b>Institution &amp; Program</b>	<b>Credential / Length</b>	<b>Delivery &amp; WIL</b>	<b>Focus</b>	<b>Why BAC is Distinct</b>
University of Windsor – BCS (General); BCS (Honours)	3-yr BCS; 4-yr Honours	On-campus; Co-op available	Traditional CS theory, math depth, research pathways	BAC = applied, 3-yr, hybrid, smart-manufacturing relevance; industry-operations emphasis (DevOps/SRE, embedded/edge).
Seneca Polytechnic – Honours Bachelor of Technology – Software Development	4-yr Honours	Hybrid; mandatory co-op (≥420h)	Broad SW dev (OS, web, security, DB); GTA market	BAC = 3-yr, Windsor-focused, smart-manufacturing integration; faster completion.
Conestoga College – Bachelor of Computer Science (Honours)	4-yr Honours	Hybrid; multiple paid co-ops	Software quality/reliability/security; Waterloo tech cluster	BAC = 3-yr applied; includes edge/IoT + MLOps + SRE for manufacturing contexts.
Humber College – Bachelor of Computer Science	4-yr Honours	Hybrid; co-op	Emphasis on AI, cybersecurity, and general CS	BAC = shorter (3-yr), hybrid, Windsor-specific smart-manufacturing lens; distinct WIL block model.
Durham College / Ontario Tech – Artificial Intelligence –	4-yr Honours	Oshawa; co-op	AI specialization; joint diploma-degree pathways	BAC = broader applied computing scope; Windsor market; smart-manufacturing

Honours Bachelor				relevance vs. pure AI.
Georgian College / Lakehead – HBSc Computer Science + Georgian Diploma	4-yr Combined	Barrie/Orillia; co-op	University-college integrated program; theory + applied	BAC = single credential, 3-yr applied; hybrid; Windsor-specific positioning.
Fanshawe College – Honours Bachelor of Applied Technology – Biotechnology	4-yr Honours	London; co-op	Applied tech but not computing; IT via diplomas/grad certs	BAC fills gap: no computing bachelor at Fanshawe; Windsor niche.
St. Clair College – Honours BBA (ICT)	4-yr Honours	Hybrid; paid WIL post-S6	ICT leadership & business integration	BAC = developer-centric, not business; avoids internal overlap.

## POLICY AND PROCEDURE MANUAL

<b>Policy Title:</b>	<b>PROGRAM ADVISORY COMMITTEES</b>	<b>Area of Responsibility: PRESIDENT</b>
<b>Policy Section:</b>	<b>ACADEMIC</b>	
<b>Effective Date:</b>	<b>2025 12 04</b>	<b>Policy No: 9.1</b>
<b>Supersedes:</b>	<b>2025 10 21</b>	<b>Page 1 of 9</b>
<b>Mandatory Review Date:</b>	<b>2030 12 04</b>	<b>Last Review Date: 2025 12 04</b>

### 9.1 COLLEGE PROGRAM ADVISORY COMMITTEES

#### Preamble

Program Advisory Committees (PAC) are formed to assist the College with its post-secondary degree, diploma and certificate programs by ensuring such programs remain relevant and current with respect to business, industry and community needs, upcoming trends, graduate requirements, equipment, and any other factor necessary to ensure the quality of all College programs. This policy addresses the procedure for establishing and maintaining such committees.

#### Policy

##### *Role of a Program Advisory Committee*

A Program Advisory Committee is established by the College President and Senior Vice President, Academic and Career Supports, as outlined by the Board of Governors in Board By-Law #38, to assist the College in any or all of the following:

1. To provide input and advice on all aspects of our College programs, including feedback on the quality and relevance of program structure, curriculum, and recommendations for curriculum and program improvement or change.
2. To provide input on student recruitment, retention practices and strategies for student success.
3. To provide input and advice on new program opportunities and the training necessary to meet the evolving needs of industry and the community, including advising the College on emerging trends and developments in the labour market.
4. To provide input and advice on all aspects of College services and facilities available to students, industry, and community members.
5. To provide advice on technology, equipment, and facilities based upon current or anticipated needs.

6. To provide input and advice on the current and anticipated employer expectations for our graduates, regarding appropriate levels of knowledge, training, skills, and attitudes required for being successful in the workplace.
7. To identify work-integrated learning and career opportunities, job and field placement opportunities, capstone projects, co-op opportunities, internship and student international experiences, and identifying employment opportunities for graduates.
8. To represent the College as goodwill ambassadors in the wider community, thereby building connections with the College and the regions it serves.

## **Operational Procedures for Program Advisory Committees**

### ***Establishing and Maintaining Membership***

1. The committee shall be comprised of a cross-section of persons, external to the College, including representative from Public College-Private Partnerships (PCPP), if applicable, that have significant and current diversity of experience, knowledge, expertise and a direct interest in the particular occupational area addressed by the program.
2. Full or part-time employees of the College in any capacity, employed at any time during the academic year to which the meeting applies, are not external to the College and are not eligible as committee members. They may attend meetings as observers only. Academic programs with the sole purpose of preparing students for further studies are exempted from this membership restriction.
3. Committee members shall be appointed by the Program Chair for a period of not less than two years and not more than six years. Exceptions to extending the membership past six years can be considered with approval from the Senior Vice President, Academic and Career Supports.
4. Committees shall have a minimum number of four members and shall represent all community interests in the occupational area addressed by the program.
5. Where more than one program requires the same or similar community representation, a Program Chair may allow a single committee to represent multiple programs. In such circumstances, a meeting of such a committee shall count as a meeting for each program it represents.
6. The Program Chair will obtain and maintain contact information for all PAC members.
7. The College shall follow a common format approved of by the Senior Vice President, Academic and Career Supports for the submission of nominees and appointment of all committee members.
8. Each appointed committee member will be provided with the relevant College policies and procedures and will go through orientation in order to get an understanding of the purpose of PACs and the roles and responsibilities of members.
9. Each appointed committee member shall complete the Non-Disclosure Agreement (NDA) form.

10. When committee members finish their terms, the Senior Vice President, Academic and Career Supports shall be notified by the Program Chair. The Senior Vice President, Academic and Career Supports shall send a letter to those members thanking them for their service on the committee.

### ***Frequency of Meetings***

1. Committee meetings shall be held no less than once per academic year. An academic year shall be defined as September 1 to August 31

### ***The Advisory Committee Chair:***

1. Annually, each committee shall elect a Committee Chair.
2. The Committee Chair provides leadership to the Committee and works closely with the Program Chair to provide logistical support to the Committee.
3. The Committee Chair shall:
  - a) Chair all committee meetings.
  - b) Ensure meetings are run effectively and all members are given a fair opportunity to contribute.
  - c) Approve agendas prepared by the Program Chair.
  - d) Review meeting information packages before distribution to members.
  - e) Assist in recruitment and orientation of new members.
  - f) Approve meeting minutes.

### ***The Program Chair***

1. The Program Chair is a College employee who acts as a link between the College and the Committee, and :
  - a) Ensures new members are provided an orientation of the program and role of the Advisory Committee.
  - b) Prepares agendas and meeting information for approval of the Advisory Committee Chair.
  - c) Schedules meetings, provides notice of meetings to Committee Members, and distributes meeting information packages to all members, including placement reports and metrics reports.
  - d) Acts as a resource person to the Committee with information on College policies, procedures, planning, organizational changes and program information.
  - e) Schedules a room and a recording secretary for the meeting.
  - f) Ensures minutes are finalized, distributed and uploaded to the Action Plan Database no later than 30 calendar days after the completion of the meeting.
  - g) Ensures that a tentative date for the next meeting is agreed to by the committee before completion of the current meeting.
  - h) Ensure committee members complete a Conflict of Interest Agreement at the start of each meeting.
  - i) Approves action items and ensuring that approved action items are consistent with other College policies and procedures that may impact the action item and the approval of other College departments is obtained where required.
  - j) Ensuring that whenever possible, input and recommendations are acted upon by the College and that College personnel are kept updated with respect to the status of such input.

- k) Maintains a current membership list and assists the Senior Vice President, Academic and Career Supports with an annual report for the Board of Governors and the Senior Vice President, Communications, Advancement and External Affairs with an annual appreciation event for PAC members. The membership list shall include a member's name, organization and contact information and shall be filed in the Action Plan Database.
  - l) Monitors the progress of any action items resulting from the Committee meeting and ensuring they are completed in a timely fashion.
2. For the purposes of ensuring completion of the tasks itemized above, the Program Chair may request the assistance of the Program Coordinator to complete action items resulting from a PAC meeting.

### ***Meeting Procedure***

1. All members shall be treated with respect and provided a fair opportunity to be heard and contribute.
2. Minutes of the meeting shall be recorded in the form prescribed in the Program Advisory Committee Minutes Template (Appendix A) and shall include a record of persons in attendance. Members may attend in person or virtually. Members may also provide written input in advance of the meeting to the Committee Chair and Program Chair.
3. Subject to paragraph 4 below, generally it is not necessary to have a quorum of committee members for the meeting to proceed; however, if in the opinion of the Committee Chair or Program Chair there is an insufficient number of committee members present to have a meaningful and productive discussion on the issues, the meeting shall be adjourned and rescheduled in the current academic year.
4. Any recommendation to change a program's curriculum or hours by more than 25% shall require a consensus of 50% + 1 of the total number of committee members listed on the most recent Committee Membership List on file in the Action Plan Database.
5. There should also be a sufficient number of College program staff and stakeholders from all delivery locations present at the meeting to act as resource persons for the committee and to observe the discussion of committee members.
6. The committee meeting shall be considered as Phase I of the process. Following a thorough discussion on the issues, the meeting shall end, and committee members shall be excused.
7. Following Phase I, the process shall enter into Phase II. Phase II provides College program staff and stakeholders from all delivery locations an opportunity to analyze feedback, including recommendations for improvement received from committee members in Phase I. As part of Phase II, College staff shall determine if action items are required to address any concerns raised or recommendations made by committee members.
8. Required action items shall be created by College staff in Phase II. All action items shall be in compliance with requirements set out in the process outlined in Appendix A.
9. All suggested action items shall be reviewed by the Program Chair, who shall determine the feasibility of implementation and ensure this is consistent with College policies and procedures. The approval of other College departments may also be required for implementation.

10. All action items shall be documented in the Program Advisory Committee Minutes Template, which is uploaded in Action Plan Database, as indicated in point 1f under subheading titled *The Program Chair* of this policy, as the record of all action items resulting from the committee meeting. The due date of all action items will be in Spring of the same academic year as the PAC meeting, except for action items requiring immediate attention.
11. Action items noted on the PAC Minutes Template will be audited on completion on the PAC Meeting Minutes template.


### **Board Reports**

1. Each year, Program Chairs are responsible for submitting an Advisory Committee Annual Report to the Board of Governors, including major issues discussed, recommendations made, and plans for the next academic year for each advisory committee.
2. These reports are submitted in an established format according to the Program Advisory Committee Summaries template.
3. Following receipt of these reports, the Senior Vice President, Academic and Career Supports shall prepare an Executive Summary for the President.
4. These Board Reports, Executive Summary, and Committee Membership Lists shall be submitted to the Board of Governors annually.

### **Ad Hoc Program Advisory Committees**

1. When a new program is proposed or when an existing program has been suspended with the intention of improving and relaunching it, an Ad Hoc Advisory Committee shall be created on a temporary basis to help guide its development. This committee confirms and clarifies the need for the program, potential for graduate employment, provides feedback on program design and input on curriculum.
2. For the development of new programs and the relaunch of suspended programs, the Ad Hoc Committee shall meet as many times as required to fulfill its mandate, and no less than two times.
3. Ad Hoc Advisory Committees are expected to endorse a motion to support the proposed program for it to proceed to implementation. A quorum is required for any such vote. A quorum shall consist of 50% + 1 of the total number of committee members.
4. Once the program has been approved and launched, the Ad Hoc Advisory Committee will be disbanded, and a Program Advisory Committee will be created for the new program in accordance with this policy

Appendix A  
PAC Meeting Minutes Template

 <b>ST. CLAIR</b> COLLEGE	<h2 style="margin: 0;"><i>Minutes of College Program Advisory Committee Meeting</i></h2>			
<b>Program Code:</b>	<b>Program Name:</b>			
Insert Program Code	Insert Program Name			
Insert Program Code	Insert Program Name			
Insert Program Code	Insert Program Name			
<b>Current Meeting Date:</b>	Insert current date			
<b>Meeting Place:</b>	Identify which campus the meeting is being held at			
<b>Previous Meeting Date:</b>	Insert date of most recent previous meeting			
<b>Next Meeting Date:</b>	Insert tentative date for next meeting			
<b>Recording Secretary:</b>	Insert name			
<b><i>College policy requires meetings to be held at least once every academic year (defined as September 1<sup>st</sup> to August 31<sup>st</sup>).</i></b>				
<b>Committee Members</b>	<b>Organization</b>	<b>Attendance</b>	<b>Term</b>	<b>Conflicts</b>
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
Insert Name	Insert member organization	Choose an item.	Choose an item.	Choose an item.
<b><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></b>				
<b><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></b>				
Are committee members satisfied that current membership is representative of the community? If "no" an Action Plan should be created to expand committee membership.				Choose an item.
Are there a sufficient number of committee members present to have a meaningful and productive meeting?				Choose an item.
<b><i>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.</i></b>				
Are there a sufficient number of committee members present to constitute a quorum?				Choose an item.

College Resource Persons	Position	Attendance	Conflicts
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.
Insert Name	Insert title	Choose an item.	Choose an item.

**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.*

<b>Mandatory Discussion Topics for College Program Advisory Committee Meetings</b>				
Review of Minutes from Previous Meeting	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Entrance Requirements	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Graduation Requirements	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Related Pathways and Transfer Agreements	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Vocational Learning Outcomes	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Pre/Co-Requisites	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
Review of Program Experiential Learning (EL)	<input type="checkbox"/>	Reviewed	<input type="checkbox"/>	Not Reviewed
<b>Comment:</b> <i>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.</i>				

Item #	Agenda Topic and Discussion	Action Required
	<p>Record meeting discussions and any recommendations or motions here. Also record the results of any votes here. The meeting should end with scheduling a tentative date for the next meeting. That date is recorded at the beginning of this template.</p> <p>Note: If the PAC is happy with the College’s handling of this program it is suggested that be noted in this column at the end of the meeting just prior to scheduling a tentative date for the next meeting. You may add another row with each new topic or leave a space in this column and continue.</p>	

***Chair Implementation of PAC Action Plans***

<b>PART A: TO BE COMPLETED BY THE PROGRAM CHAIR</b>				
Click or tap to enter a date.	<input type="checkbox"/>	The committee has concluded and the Chair agrees that formal action plans are not required.		
	<input type="checkbox"/>	The committee has concluded and the Chair agrees that the following action plans are required:		
<b>Action Item Description</b>	<b>Responsible Person</b>	<b>Anticipated Completion Date</b>	<b>Completion Date</b>	<b>Chair Finalize</b>
Insert detailed action item here <b><u>in full sentence format.</u></b> Add rows as required for additional action items.	Insert the name of the person responsible for completion of the action item	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Comment:				

<b>PART B1: TO BE COMPLETED BY THE PROGRAM CHAIR</b>	
Click or tap to enter a date.	<input type="checkbox"/> I agree that the PAC minutes and associated action items are reviewed and the PAC Meeting Minutes document is ready for entry in the Action Plan Database. The action plans are approved for implementation.

<b>PART B2: TO BE COMPLETED BY THE PROGRAM CHAIR</b>	
Click or tap to enter a date.	<input type="checkbox"/> I confirm that feedback has been solicited from Ace Acumen.
	<input type="checkbox"/> I confirm that feedback from Ace Acumen is not required for this program.
Comments	Please enter any comments that may have impacted the completion dates of the action items.

<b>PART C: TO BE COMPLETED BY THE RECORDING SECRETARY</b>	
Click or tap to enter a date.	<input type="checkbox"/> I confirm that the PAC membership has been reviewed and/or revised and the information is updated on the Action Plan Database.

<b>PART D: TO BE COMPLETED BY THE PROGRAM CHAIR</b>	
Click or tap to enter a date.	<input type="checkbox"/> I agree all action plans listed in part A have been completed by the indicated due date.
Comments	Please enter any comments that may have impacted the completion dates of the action items.

### Minute Taking / Action Item Entry Process

1. **Recording Secretary** completes minutes. Once complete the Minutes should be saved as PAC Minutes – year month (use a word not a number for the month) day – course code – course name. For example: PAC Minutes – 2021 December 11 – B897 Paralegal
2. **Recording Secretary** identifies Actions Required from minutes and brings all items in “Action Required” Tab to the bottom of the minutes in chart form.
3. **Recording Secretary** sends Minutes with identified Actions Required to Chair for final modifications and task assignment.
4. **Chair** makes any required modifications to the minutes.
5. **Chair** completes chart (Part A): Identifies person(s) responsible and sets completion date for all action items. Chair also identifies any additional action items he/she feels are required. The Chair communicates action items and due dates with the faculty assigned to the action item.
6. **Chair** checks off box in Part B 1 and B2. Agrees the review is complete and action plans are approved for implementation.
7. **Recording Secretary** reviews and revises (where applicable) the PAC membership on the Action Plan Database. Then enters the date and checks the box on Part C of this document.
8. **Recording Secretary** uploads approved minutes to Action Plan Database – Supporting Documents using the name for the document as indicated in 1 above.
9. **Recording Secretary** copies URL link for document in Action Plan Database.
10. **Recording Secretary** creates one action item in Action Plan Database – Action Items section and links the PAC Meeting Minutes template.
11. **Chair** approves "Microsoft Flow" email that is sent by Action Plan Database. Approval of this email distributes the task to the person responsible.
12. **Chair** finalizes the action items by completing last column of Part A and Checks off box in Part D of the PAC Minutes template in the Action Plan Database.