



# 2020-2021 ANNUAL REPORT

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 **MOHAWK**  
FUTURE READY

## Table of Contents

Section 1: Board of Governors .....	1
Section 2: Strategic Plan .....	2
Section 3: Message from the President.....	4
Section 4: Report on Previous Year’s Goals .....	6
Section 5: President’s Advisory Council Activities Report.....	11
Section 6: Statement of Operations .....	14
Section 7: KPI Performance .....	15
Appendix A – Audited Financial Statements.....	18
• The Mohawk College of Applied Arts and Technology .....	18
• Mohawk College Enterprise Corporation .....	18
Appendix B: Summary of Advertising and Marketing Complaints Received.....	19

## Section 1: Board of Governors

Name	LGIC/Appt	Date Started	Term Coming Due	Current Term
<i>External Members</i>				
Bill Chisholm	Appt	Sept 1, 2018	Aug 31, 2021	1st
Anna Filice	Appt	Sept 1, 2020	Aug 31, 2023	1st
Lisa Knap	LGIC	May 7, 2020	Aug 31, 2022	1st
Sheri Longboat	Appt	Sept 1, 2020	Aug 31, 2023	1st
Rocco Passero	Appt	Sept 1, 2020	Aug 31, 2023	1st
Paul Pastirik Chair	LGIC	Sept 1, 2015	Aug 31, 2021	2nd
Mila Ray-Daniels	Appt	Sept 1, 2017	Aug 31, 2023	2nd
Raymond Simmons	LGIC	Sept 1, 2015	Aug 31, 2021	2nd
Steve Stipsits	Appt	Sept 1, 2016	Aug 31, 2022	2nd
Barbara Sullivan	Appt	Sept 1, 2018	Aug 31, 2021	1st
Sony Poulouse	LGIC	Sept 1, 2019	Aug 31, 2022	1st
David van der Woerd	Appt	Sept 1, 2017	Aug 31, 2023	2nd
Ron McKerlie, <i>PRESIDENT</i>	Appt (President)	Aug 5, 2014		
<i>Internal Members</i>				
Louisa Drost	Admin	Sept 1, 2019	Aug 31, 2022	1st
Kamala Kruse	Faculty	Sept 1, 2018	Aug 31, 2021	1st
Tracey Richardson	Support	Sept 1, 2017	Aug 31, 2023	2nd
Hardik Sheliyah	Student	Sept 1, 2020	Aug 31, 2021	1st

## **Section 2: Strategic Plan**

### **Vision:**

Future Ready. Learning for Life

### **Mission:**

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

### **Values:**

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

### **Strategic Themes and Priorities:**

#### ***Student Success***

- Provide more entry points and pathways to a credential.
- Address financial barriers.
- Grow our reach and impact.
- Student engagement to support success.

#### ***Graduate Success***

- Ensure graduates are Job Ready. Guaranteed.
- Provide career support for life.
- Foster entrepreneurship, innovation and global competencies.
- Become a leader in simulation-based learning.
- Rank highest for most satisfied employers.

#### ***Collaboration and Partnerships***

- Leaders in applied research.
- Generate innovative solutions for industry and community challenges.
- Reframe the definition of campus to support growth and collaboration.

### ***Community Leadership***

- Lead in Indigenous education in Ontario.
- Lead in social inclusion.
- Lead in internationalization and global experiences.
- Lead in environmental sustainability.

### ***Strong Foundations***

- Build reputation and pride.
- Foster excellence in staff and faculty.
- Maintain financial stability to ensure long-term viability.
- Plan for the future.

## Section 3: Message from the President

For the Mohawk College community, the past year was likely the most unpredictable in our 55-year history. The only constant we had from month to month was the assurance that we would work together with flexibility and cooperation to successfully complete the year.

Guided by the college's Incident Command Group (ICG), the Academic Task Force responded to the ongoing delivery impacts of the COVID-19 Response Framework by providing a mix of virtual and remote learning, in-person delivery and online services. This produced a degree of flexibility not experienced in prior years.

Faculty and staff responded quickly to ensure our students were supported and engaged. Our priority was to ensure that students were able to meet all required learning outcomes and continue with their studies. Staff and faculty created and maintained a safe environment for in-person delivery, supported students through a number of scheduling changes and kept the college running, often from a dining room table or makeshift home office.

This was truly a year of unprecedented collaboration. Collaboration throughout the college, and in consultation with Hamilton Public Health, allowed us the ability to provide education and support to our students and kept the college operating smoothly. Because of this collective commitment, our students were able to continue their studies safely and receive the quality education they expect. Supports were also provided for employees to ensure their transition to working from home or working on campus with additional safety restrictions.

And collaboration on a higher level allowed Mohawk College to achieve success on a national scale.

In September, Mohawk led the formation of Canadian Colleges for a Resilient Recovery, established to educate a post-pandemic workforce to support a new climate-focused recovery. Starting with eight colleges, that group has grown to 17 already. In February, Mohawk partnered with KF Aerospace to open the Mohawk College Centre for Aviation Technology, bringing together all Aviation programs in an airside hangar at John C. Munro Hamilton International Airport and doubling the student enrolment capacity. Then, in May, Mohawk met a critical milestone for Challenge 2025, expanding the City School training model across the country in collaboration with three partner colleges.

Our college continued to build on previous successes, as well. The Future Ready Premium Partnership program continued to roll out with industry partners, offering more training supports for enrolled students. We were recognized for our applied research efforts, rising to 4<sup>th</sup> in the latest national rankings. Last year also marked the launch of Mohawk's first stand-alone degree program with the introduction of the Bachelor of Digital Health

(Honours). We sustained our recognition as one of our region's best employers and one of Canada's Greenest Employers. And The Joyce Centre for Partnership & Innovation retained its dual-certification as a net-zero building in design and performance.

The ongoing pandemic will continue to present challenges for our college. I am confident, however, that with the strategic guidance of our Board of Governors and the ongoing commitment of our employees, Mohawk will continue to lead Canada's college sector in education and innovation.

Regards,  
Ron J. McKerlie,  
President & CEO

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

### ***Student Success***

#### **More entry points, more pathways to completion with a credential:**

In September, Mohawk College and Lambton College collaborated with McMaster University and Wilfrid Laurier University to establish a college-to-university pathway program. The 2+2 pathway creates new opportunities for Indigenous Studies students to advance their post-secondary education and it raises the awareness and understanding of Indigenous histories, cultures, and issues among the broader student body.

#### **Address financial barriers:**

Students were supported with a \$1 million COVID-19 aid package to assist with food and housing costs in the early days of the pandemic. Student Financial support totaled \$4.5 million for the fiscal year. This was through tuition set aside, scholarship and bursaries and emergency support funding for our students.

#### **Grow reach and impact:**

Planning shifted to execution for Challenge 2025 in 2020-2021. The taskforce completed its work in August 2020, providing Challenge 2025 with a vision, guiding principles, core strategies and strategic priorities, and the program was officially launched in November, raising community awareness of Challenge 2025 goals and objectives. A Deloitte report, released in February suggested there is a significant social and economic return on funding of City School and, soon after, a major milestone was reached with the national expansion of City School programming in Vancouver, Winnipeg and Halifax.

#### **Student engagement to support success:**

The College Student Success Innovation Centre received funding for three independent research projects in May; supporting City School Employer Demand-led Research, a City School Wellness Connect initiative and developing a first-of-its-kind intervention for Mohawk's Future Ready Premium Program to help translate employer skills expectations to impact college curriculum.

### ***Graduate Success***

#### **Job ready, guaranteed:**

Campaigns to support the Future Ready Premium Employer program were initiated and the student training modules were launched to the student body, with positive involvement from individual students and program teams that had to revise student activities due to delivery modifications as a result of the pandemic.



### **Career support for life:**

Despite the restrictions imposed by the pandemic, Alumni Relations continued to deliver a digital version of In Touch and monthly newsletters to support alumni. Alumni Relations demonstrated flexibility and creativity in the changing environment, offering weekly Resumé Critique & Career Virtual Drop-In sessions, continuing to provide meaningful opportunities and benefits to our alumni community.

### **Entrepreneurship, Innovation and global competencies:**

The Centre for Entrepreneurship created greater awareness within the college community with ongoing virtual events and services through the year and raised awareness in the greater community through social media campaigns and regular local television media opportunities.

### **A leader in simulation-based learning:**

Mohawk instructors continue to find innovative ways to build AR/VR into their teaching. Simulations continue to support learning, especially during a time when in-person instruction is a challenge. Examples include Social Service Worker students training and practicing using avatars, or building and modeling a virtual house for our construction students have provided beneficial learning opportunities.

### **Most satisfied employers:**

The launch of the Material Handling 4.0 project through Future Skills Centre continues to help jobseekers up-skill and re-skill to fill in demand jobs. Employers in the supply chain sector are suffering from labour shortages and disruptive technologies have left some workers behind. This project is helping to transition workers into new job opportunities with the supply chain sector.

### ***Collaboration and Partnerships***

#### **Leaders in applied research:**

Mohawk College rose in national rankings this year, named the fourth top applied research college in Canada. Reorganization of departments resulted in the Centre for Climate Change Management joining the IDEAWORKS applied research portfolio. Mohawk students, faculty and staff collaborated with industry, government and community partners on applied research projects in a number of key areas: MEDIC (mHealth and eHealth Development and Innovation Centre), AMIC (Additive Manufacturing Innovation Centre), EPIC (Energy and Power Innovation Centre), Medical Technologies Innovation Centre, Augmented and Virtual Reality, Industrial Internet of Things Research, Sustainability Research, Remotely Piloted Aircraft Systems (RPAS), Digital Accessibility, Cybersecurity, Student Success & Social Innovation and Centre for Climate Change Management

**Generating innovative solutions for industry and community:**

This year provided further development and successes for Challenge 2025, with federal funding for a supply chain-focussed City School program and expansion across the country. As well, in September, Mohawk College initiated the national Canadian Colleges for a Resilient Recovery initiative – a 17-college strong consortium of institutions focussed on supporting the innovation and training required to develop industries that are sustainable and resilient to the impacts of climate change.

**Redefining campus to support growth and collaboration:**

The opening of the Mohawk Centre for Aviation Technology has placed students shoulder-to-shoulder with certified tradespeople in a facility that has been built and occupied with an industry partner. Mohawk continued to explore and move forward deliverables from the Campus Master Plan including the Digital Imaging Centre of Excellence for IAHS. Both Mohawk and McMaster have committed to the purchase of a 3 Tesla Magnetic Resonance Imaging (MRI) with the vision to provide integrated, comprehensive diagnostic imaging facilities for researchers, students, patients, clinicians, technologists and the wider Hamilton-Niagara community. Through a partnership agreement with triOS College, Mohawk College began offering International students the opportunity to earn a Mohawk College credential at triOS College's Mississauga campus.

***Community Leadership*****Leaders in Indigenous education:**

The 2+2 pathway created in collaboration with Lambton College, McMaster University and Wilfrid Laurier University provides new opportunities for Indigenous Studies students at Mohawk and Lambton who take Indigenous-focused courses now have the opportunity to continue their studies at Wilfrid Laurier (Honours B.A. in Indigenous Studies) and McMaster (Honours B.A. in Indigenous Studies) to complete a university degree. In response to the impacts of the pandemic, the Indigenous Education and Student Services team worked to support and assist FNMI (First Nation, Metis and Inuit) students with the transition to virtual learning by created an online series called the Virtual Learning Basket. This experience offers students resources to help address physical, mental, emotional, spiritual and relational needs during the academic year, and beyond.

**Leaders in social inclusion:**

The Equity, Diversity and Inclusion Steering Committee was established and the delivery of EDI-focused training for employees was prioritized. We held a series a events for employees and students called Critical Conversations on Anti-Black Racism that encouraged discussion and deepened people's understanding of the issue and the people impacted by it. By the year's end, every department had submitted an EDI action plan that would become part of the first college-wide EDI Action Plan. The

college also hired of a Manager of Workplace Equity and Inclusion to coordinate the college's EDI efforts within the Human Resources department.

### **Leaders in internationalization and global experiences:**

In January, Mohawk announced a new Public Private Partnership agreement with triOS College, at their campus in Mississauga. Under the agreement, International students will now be able to earn a Mohawk College credential while remaining in the Greater Toronto Area and be eligible for a post-graduate work permit. We will be moving forward with our first intake of International students at a triOS College campus in September. This partnership will be welcome news for many International students who want to attend Mohawk but wish to remain in the GTA.

### **Leaders in environmental sustainability:**

In 2020, Mohawk College maintained its status as one of the Greenest Employers in Canada and also retained its dual-certification status for the design and performance for The Joyce Centre for Partnership & Innovation. The Climate Change Leaders initiative with regional school boards focused on HVAC building health and efficiency, with great success. Notably, the aforementioned launch of Canadian Colleges for a Resilient Recovery positioned Mohawk as a national leader in sustainability and in training support for the emerging green economy.

### ***Strong Foundations***

#### **Reputation and pride:**

Mohawk College is respected as an anchor institution and innovative corporate citizen in the Hamilton region. Utilizing custom publishing vehicles such as Momentum magazine, In Touch alumni magazine, Perspectives publications and regular mainstream and industry media coverage, Mohawk showcases the achievements of our students, graduates, employees, partner employers and stakeholders.

#### **Excellence in staff and faculty:**

Supporting Mohawk College faculty and staff, the college successfully transitioned to a hybrid of virtual and remote learning, in-person delivery and online services which has allowed a degree of flexibility that did not exist in prior years. Additional resources were created to support onboarding of faculty at the beginning of the new academic year and more supports were provided throughout the year to support faculty and staff excellence. Given the unprecedented pressures these changes presented, a series of additional health and wellness resources were also provided. The safety and health of staff and faculty were a primary focus throughout the year.

### **Financial stability:**

The pandemic has had a negative impact on enrolments both from domestic and international students, and ancillary revenues. In order to mitigate lost revenues, the College reduced its expenses by implementing cost-reduction measures. The college continues to monitor the effect of the pandemic on its financial condition, liquidity, operations, suppliers and workforce.

### **Planning for the future:**

By the end of this reporting year, the college had plans in place for a gradual return to campuses for a large proportion of the student body, and the faculty and staff required to support that return. This work was overseen by the Incident Command Group and supported through the work of the Business Restoration Team, including representation from key areas of the college including Facilities, Human Resources and Academics. We continue to balance the need to ensure long-term financial sustainability to position Mohawk College for future growth. Focus stimulus and strategic planning efforts over the last several months have elevated our planning from recovery to innovation. This bridge between the strategic plans will explore, investigate, launch and support new opportunities and creative innovations. The future beyond the return to campus in 2021-22 will be guided by a new three-year strategic plan, which has been developed in the past year. No matter how that plan reshapes the college operations and administration, Mohawk will remain true to its core mission of educating future-ready graduates.

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

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

### **President's Advisory Council Membership 2020-2021**

#### **1. Membership**

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

##### **1.1 Composition**

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

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

- (1) President (Ex-Officio, Non-Voting) – Ron McKerlie
- (1) President's Designate (Non-Voting) – Alison Horton
- (1) Mohawk Students' Association President (Ex-Officio, Voting) – Garrett Blair
- (4) Mohawk Student's Association Representatives (Ex-Officio, Voting) – rotating
- (1) Mohawk College Administrative Staff Association Representative (Ex-Officio, Voting) – Vacant
- (1) Local 240 Representative (Ex-Officio, Voting) – Heather Giardine-Tuck
- (1) Local 241 Representative (Ex-Officio, Voting) – Tracey-Ann Prokipczuk

##### **Elected**

- (1) Representative per Dean:
  - Students – Pamela Ingleton
  - International & Partnerships – Daniel Farr (*Chair*)
  - Applied Research – Cristina Gage
  - School of Health & Community Services – Michael Chan
  - School of Engineering Technology & Aviation – Kevin Browne
  - Marshall School of Skilled Trades & Apprenticeship – Ivan Sverko
  - McKeil School of Business, School of Communications, Creative Industries & Liberal Studies – Tim Tuck

- Centre for Community Partnerships and Experiential Learning – vacant
- Continuing Education, Academic Quality, Library & Centre for Teaching and Learning – Kelley Hoyt

- (1) Administrative Representative (Fennell) – Gabriela Soraggi
- (1) Administrative Representative (Stoney Creek) – Angelo Cosco
- (1) Administrative Representative (IAHS) – Beth Morris
- (1) Support Staff Representative (Fennell) – Kathy Hicks
- (1) Support Staff Representative (Stoney Creek) – Jessica Vanhooren
- (1) Support Staff Representative (IAHS) – Sharon Baptist
- (1) Student Services Representative – Krista Welsh
- (1) Corporate Services Representative – vacant
- (1) Public Affairs, Marketing and Strategic Initiatives Representative – Regina Foisey

**Secretariat**

Cindy Merifield

**2020-2021 Meeting Dates:**

- November 16, 2020
- January 18, 2021
- March 29, 2021
- June 14, 2021

Policies and procedures discussed and reviewed by the PAC included:

Space Management and Allocation Policy
Change of Name for Employees Policy
Change of Name for Students Policy
IT User Account Lifecycle Policy
Indigenous Events Policy
Wireless and Cellular Technology Policy
IT Requirements for Encryption Policy
IT Patch and Vulnerability Management Policy
IT Infrastructure Policy
IT Asset Management Policy
Information Security and Classification Policy
Acceptable Employee Use of IT Resources Policy
Acceptable Student Use of IT Resources Policy
Purchasing Policy

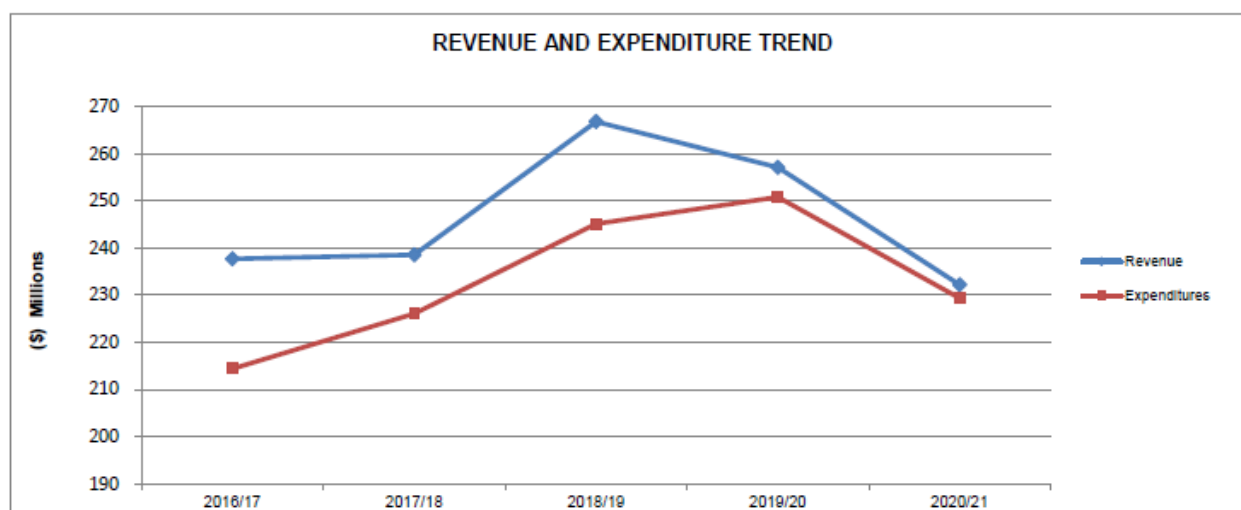
## Section 5: President's Advisory Council Activities Report

PAC members also received updates and provided input on:

Strategic Planning Engagement Session
ICG & Academic Task Force Update
International/COVID Safe Arrival
Land Acknowledgement Presentation

## Section 6: Statement of Operations

	2016/17	2017/18	2018/19	2019/20	2020/21
	\$	\$	\$	\$	\$
<b>Revenue</b>					
Grants	96,800,419	98,387,310	107,336,810	95,481,287	97,760,308
Student Fees	90,729,290	98,418,021	119,187,711	122,091,432	107,742,914
Ancillary	14,594,366	14,017,695	15,286,399	14,560,442	3,678,180
Amortization of deferred contributions	4,926,907	4,776,132	4,578,303	4,989,524	4,268,761
Amortization of deferred contributions related to capital assets	7,436,374	8,024,028	9,041,450	10,429,783	9,274,331
Other	23,206,527	14,938,356	11,339,830	9,533,358	9,475,919
<b>Total Revenue</b>	<b>237,693,883</b>	<b>238,561,542</b>	<b>266,770,503</b>	<b>257,085,826</b>	<b>232,200,413</b>
<b>Expenditures</b>					
Salaries and benefits	126,609,223	131,411,070	146,319,595	152,352,949	148,094,510
Contracted services and professional Fees	17,854,530	19,025,711	19,093,006	20,506,076	16,442,156
Supplies and other expenses	15,526,638	17,863,262	18,421,474	21,474,194	15,312,687
Utilities, maintenance and taxes	16,257,855	17,532,616	16,576,432	9,380,355	6,877,974
Instructional supplies	6,099,798	6,417,588	6,854,797	7,953,425	8,530,812
Ancillary	10,083,858	11,828,253	13,310,126	12,081,476	7,816,332
Scholarships, bursary & award payments	4,926,907	4,776,132	4,578,303	4,989,524	4,476,086
Amortization expense	14,451,134	15,164,336	17,781,617	19,699,753	19,559,739
Interest on long-term liabilities	2,575,285	2,071,984	2,192,063	2,349,927	2,225,280
<b>Total Expenditures</b>	<b>214,385,228</b>	<b>226,090,952</b>	<b>245,127,413</b>	<b>250,787,679</b>	<b>229,335,576</b>
<b>Excess of Revenue over Expenditures</b>	<b>23,308,655</b>	<b>12,470,590</b>	<b>21,643,090</b>	<b>6,298,147</b>	<b>2,864,837</b>





## Section 7: KPI Performance

The KPI data included in this section is a summary of the latest data released by MCU and comprises survey results for Student Satisfaction – Apprenticeship, Graduate Satisfaction, Graduate Employment, Employer Satisfaction and Graduation Rate. MCU has suspended KPI Student Satisfaction surveys for post-secondary students. Mohawk will be implementing an internal mechanism to gather Student Satisfaction information as it is an important part of quality monitoring and meeting external regulatory and accreditations standards.

### ***Apprenticeship Student Satisfaction***

The ministry released the 2018-19 KPI Apprenticeship KPI satisfaction Survey in April 2021. These apprenticeship students were surveyed two to three years ago and at a time in a pre-pandemic era. The following are survey highlights:

	Mohawk College		Provincial Average
	2017-2018	2018-2019	2018-2019
<b>Overall Student Satisfaction</b>	71.0%	72.4%	72.5%
<b>Capstone 1: Knowledge and skills that will be useful in your future career</b>	83.2%	84.6%	84.4%
<b>Capstone 2: Quality of learning experiences in the program</b>	74.4%	75.6%	77.9%
<b>Capstone 3: Quality of services</b>	57.2%	54.6%	57.3%
<b>Capstone 4: Quality of facilities and resources</b>	69.1%	74.6%	70.4%

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

The graduate satisfaction survey is an MCU mandated survey conducted by a third-party research company. Ontario college graduates are surveyed approximately six months after graduation. For the 2019-20 reporting year, graduates from summer 2018, fall 2018 and winter 2019 were contacted with a 47.6 percent response rate, which is below the Provincial response rate of 49 percent.

Graduate Key Performance Indicators	Mohawk College		Provincial Average	GTHA colleges out of 6	Large colleges out of 8
	2018-2019	2019-2020	2019-2020	2019-2020 Ranking	2019-2020 Ranking
<b>Graduate Satisfaction Rate</b>	80.2%	81.2%	78.9%	1 <sup>st</sup>	1 <sup>st</sup>
<b>Graduate Employment Rate</b>	88.4%	89.5%	85.5%	1 <sup>st</sup>	1 <sup>st</sup>

Of the 2,449 respondents, 79 percent of graduates reported they were satisfied or very satisfied with the usefulness of their college education in achieving their goals after graduation. This is slightly above the provincial average of 77 percent.

When asked if they are working, 78 percent said they had found employment, which is slightly above the previous year and 3 percentage points above the provincial average of 75 percent.

Sixty-seven percent said they are working in jobs related to their program. This is slightly above the provincial average of 65% and unchanged from previous year.

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

- 81% of Mohawk graduates are overall satisfied with the college preparation for the type of work they are doing.
- 85% of graduates are satisfied with courses being up-to-date.
- 84% reported satisfaction with their course content.
- 84% satisfied with the quality of instruction.

- 77% satisfied with the skills developed in co-op, clinical, field placement experience, and career placement services.
- 86% satisfied with up-to-date equipment.

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

Of the 33 employers who answered the employer satisfaction survey, 93.9 percent reported being satisfied or very satisfied with their Mohawk graduate employee. This was an increase of 3.0 percent from last year and 2.8 percent higher than provincial average.

### ***Graduation Rate***

For 2019-20 reporting year, Mohawk's graduation rate was measured at 65.2 percent, unchanged for past 5 years. This is 1.2 percent below the provincial average.

The KPI survey definition for graduation rate includes all postsecondary students who have graduated within a time period equal to two times the length of their program. Therefore, the graduates included in the 2019-20 reporting year began their studies at Mohawk between 2012 and 2018. In addition, the KPI graduation rate definition does not include students enrolled in the Mohawk-McMaster collaborative programs, Apprenticeship, Pre-apprenticeship, Academic Upgrading or English as a Second Language (LINC) programs at Mohawk.

## Appendix A – Audited Financial Statements

*\*Final statements were approved at the June 9<sup>th</sup> Board meeting.*

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

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

Further to the Minister's Binding Policy Directive on the Framework for Programs and Instruction, Mohawk received no advertising or marketing complaints in 2020-2021.