0:0:0.0 --> 0:0:6.700  
Craig Ervine (He/Him/His)  
And uh, and in our past program coordinator was of course Christina, who is with us this afternoon, so.

0:0:8.350 --> 0:0:16.980  
Craig Ervine (He/Him/His)  
With that, hopefully I will, along with Christina's help, be able to answer most of the questions that that arise and and keep the meeting going so.

0:0:18.20 --> 0:0:27.710  
Craig Ervine (He/Him/His)  
So we should begin with uh, with, as noted by Louise, with starting the meeting by assigning our in this case Co chairs.

0:0:28.600 --> 0:0:29.280  
Craig Ervine (He/Him/His)  
So.

0:0:29.830 --> 0:0:59.660  
Craig Ervine (He/Him/His)  
Uh, for the past meeting. So that was a year ago. Last November, actually, our Co chairs at the time were faizaan Sheikh and Mohammed Ibrahim. And I don't think that either one of them is able to join us today, although that might change. I did hear from Faizaan. He mentioned that he may be able to join a little bit later on in the session. So I would like to begin by thanking both of them for serving as Co chairs and for this upcoming period I have.

0:1:0.50 --> 0:1:6.880  
Craig Ervine (He/Him/His)  
Been able to uh, canvas and find 2 volunteers Bradley Box and Asif Dadashov who are with us.

0:1:8.60 --> 0:1:21.30  
Craig Ervine (He/Him/His)  
As you can see on screen and if certainly appreciate their willingness to serve as Co chairs. So let me begin by making a motion to approve Bradley Box and Asif Dadashov as the code shares for our.

0:1:22.230 --> 0:1:27.780  
Craig Ervine (He/Him/His)  
For our international business management Program Advisory Committee for the upcoming term.

0:1:30.120 --> 0:1:34.890  
Craig Ervine (He/Him/His)  
So I will make that motion and all I need is somebody to 2nd that motion.

0:1:37.990 --> 0:1:43.80  
Craig Ervine (He/Him/His)  
Cheeky. You. You second the motion. Yeah, I could. I could see your your hands. So.

0:1:45.170 --> 0:1:46.240  
Craig Ervine (He/Him/His)  
And all in favor.

0:1:47.230 --> 0:2:1.380  
Craig Ervine (He/Him/His)  
And rather than saying all in favor, maybe what I will do going forward or perhaps with Bradley and Asif would like to do going forward is just ask if anybody is not in favor as I don't see everybody on my screen and they may not either. So that might be a more effective way of.

0:2:3.0 --> 0:2:5.490  
Craig Ervine (He/Him/His)  
Moving through the meeting. So.

0:2:6.470 --> 0:2:16.720  
Craig Ervine (He/Him/His)  
It looks like unanimous approval for for Bradley and a safe to serve as Co chair, so I will hand the meeting over to both of them and.

0:2:17.710 --> 0:2:19.420  
Craig Ervine (He/Him/His)  
Allow them to continue with the agenda.

0:2:21.620 --> 0:2:39.350  
Bradley Box [Student]  
Are you, Craig? Good afternoon, everyone. It's Craig. Just said my name is Bradley Box along with my fellow colleague. Asked if Dadashov we're both international business management students in the first semester with respect to everybody's time, I'd like to call this meeting to order on December 2nd at 11:53 AM.

0:2:40.870 --> 0:3:1.320  
Bradley Box [Student]  
First, again, I wanna thank you all for your time to be here. You're your input will be invaluable to what we're gonna be doing once we go out into the working environment. And I know that we've all written our names and associations and organizations, but just to get to know each other better would be mind just going through an introducing each other. Just so we know who's talking and stuff like that. Is that OK?

0:3:3.910 --> 0:3:4.220  
Craig Ervine (He/Him/His)  
Good.

0:3:2.500 --> 0:3:6.260  
joan (Guest)  
Yeah. So you're gonna take, are you gonna say who should speak?

0:3:7.310 --> 0:3:9.820  
Bradley Box [Student]  
Yes, I'll go down the list of participants.

0:3:11.690 --> 0:3:14.150  
Bradley Box [Student]  
Uh, I see. Would you like to introduce yourself?

0:3:15.640 --> 0:3:17.340  
Asif Dadashov [Student]  
Yes, thank you, Bradley.

0:3:18.430 --> 0:3:34.500  
Asif Dadashov [Student]  
First, I apologize I have trouble with my camera, so I'm also international business management student. It's my second program at School of Business at Saint Lawrence College and I'm happy to be here in meeting and see your thank you.

0:3:36.720 --> 0:3:42.60  
Bradley Box [Student]  
Thank you, Asif uh. I apologize if I mispronounced your name. What chikei is it?

0:3:43.960 --> 0:3:44.230  
Bradley Box [Student]  
OK.

0:3:42.670 --> 0:3:44.280  
Chikei  
Chica. Yeah. Here we go. Thanks.

0:3:46.480 --> 0:3:47.970  
Chikei  
OK, introduction from for myself.

0:3:49.270 --> 0:4:14.590  
Chikei  
Yeah, sure. Cheeky. Based on auto, we here I met Christina a few years ago. You still work in finance and now I'm on a kind of a call IT, professional services technology company based out of Vancouver still living in Ottawa. Yeah, happy to be volunteering my time and helping get some check marks for the advisory committee. So happy to provide any commentary necessary. So nice to meet you. Nice to meet everybody here.

0:4:16.790 --> 0:4:18.300  
Bradley Box [Student]  
Nice to meet you. Thank you, Christina.

0:4:20.310 --> 0:4:47.840  
Christina Decarie (She/Her/Hers)  
Thank you, Bradley. I'm Christina Decarie and I am the former coordinator of international business management. And every time I take on coordinator duties and then step away from them, I like to refer to myself as a recovering coordinator. So thank you to Craig for taking it over. Lord knows I'll probably jump in and volunteer to do it another time in the future. I can't help myself. I'm a communications professor in the School of Business and for International business management.

0:4:48.760 --> 0:4:50.400  
Christina Decarie (She/Her/Hers)  
Thank you everybody for attending today.

0:4:51.980 --> 0:4:53.230  
Bradley Box [Student]  
Thank you, Christina Craig.

0:4:54.350 --> 0:5:15.300  
Craig Ervine (He/Him/His)  
Yeah. So as mentioned earlier in the session, Craig Irvin, I am the interim program coordinator taking over from Christina and waiting for Mary Deacon to return to the position and learning a lot in so far in the few months that I've been doing this. So I'm located in Kingston should make that clear as it may not be evident.

0:5:15.440 --> 0:5:22.590  
Craig Ervine (He/Him/His)  
And yeah, I think I've been teaching with the in the international business management program for two years now, so.

0:5:23.330 --> 0:5:24.520  
Craig Ervine (He/Him/His)  
That's a little bit about me.

0:5:26.480 --> 0:5:27.740  
Bradley Box [Student]  
Thank you, Craig. Jennifer.

0:5:29.860 --> 0:5:50.550  
Jennifer Sommer  
Hello everyone. My name is Jennifer Sommer. I'm the manager of quality curriculum development for program planning, development and renewal here at Saint Lawrence International business. Management is going through review and renewal this year. So I'm here just to listen and get some interesting insights and take notes to see how the industry is evolving in what's going on.

0:5:52.820 --> 0:5:54.910  
Bradley Box [Student]  
Thank you, Jennifer. And last but not least jump.

0:5:56.800 --> 0:5:58.210  
joan (Guest)  
I'm Joan vogelesang.

0:5:58.930 --> 0:6:29.30  
joan (Guest)  
I began my career at IBM, was one of the first eight women that went into a professional role, then was Vice president, that he, Phillips Electronics. Again, the first female out of 380,000 people where we designed the first multimedia PC that dates myself pretty well and then executive attached you before becoming the President and CEO of a software technology company called Toon Boom Animation. We were very fortunate to win two Technical Emmys and.

0:6:29.300 --> 0:6:53.280  
joan (Guest)  
Many international awards and Toonboom was bought by chorus about seven years ago, and I've been doing international business consulting, particularly interested in this course because I'm very active right now. I'm developing a hub and Trinidad and Tobago, which we received a multi $1,000,000 investment from an investment Development Bank.

0:6:54.40 --> 0:6:58.950  
joan (Guest)  
Working in Kenya and Montreal, of course, which is where my primary residence is.

0:7:0.10 --> 0:7:13.450  
joan (Guest)  
But have observed have particularly and by the way, I've been to I30 three times. We built a very good business in India among the Canada India Business Council and know that a lot of students at the college come from India.

0:7:14.290 --> 0:7:17.810  
joan (Guest)  
And very concerned right now to be frank with you.

0:7:18.400 --> 0:7:22.950  
joan (Guest)  
Umm. In dealing with the new graduates and so on.

0:7:23.760 --> 0:7:54.510  
joan (Guest)  
The attention to bureaucracy, with more or less a lack of out-of-the-box thinking, and I'm sort of concerned about that because paperwork and bureaucracy do not create jobs, and so it's something that I would like to participate in and hope that I can add some value in that I'm on the ground right now and being able to observe the tendency, except for the pure entrepreneur of people, to go into an organization and become totally bogged down.

0:7:54.990 --> 0:7:56.460  
joan (Guest)  
With paperwork and bureaucracy.

0:7:58.390 --> 0:7:58.830  
joan (Guest)  
That's it.

0:8:0.270 --> 0:8:19.250  
Bradley Box [Student]  
Thank you very much, Joan. Again, I wanna thank all of you for being here today and your professional experience will be invaluable in helping to shape this program going forward to try and get us more into the professional atmosphere before our meeting began with the agenda was distributed. Do we have any amendments to the agenda?

0:8:23.350 --> 0:8:27.440  
Bradley Box [Student]  
Seeing none, could I get a motion to pass as the agenda is?

0:8:29.350 --> 0:8:30.260  
Bradley Box [Student]  
OK.

0:8:29.740 --> 0:8:30.440  
Christina Decarie (She/Her/Hers)  
I shall move.

0:8:31.620 --> 0:8:34.310  
Bradley Box [Student]  
Christina moves in a second. I've seen Jones hand go up.

0:8:35.630 --> 0:8:47.20  
Bradley Box [Student]  
So I'll move that the agenda is as stated also previously the Minutes from our previous meeting were distributed. Are there any amendments or corrections to the Minutes from previous meeting?

0:8:47.820 --> 0:8:52.140  
Bradley Box [Student]  
No. Then I'll ask that the previous minutes be filed as presented.

0:8:53.600 --> 0:8:55.380  
Bradley Box [Student]  
Is there any old business we'd like to?

0:8:56.120 --> 0:8:57.120  
Bradley Box [Student]  
Of Craig. Yes, Sir.

0:8:57.680 --> 0:8:59.70  
Craig Ervine (He/Him/His)  
I just going to move that motion.

0:8:59.630 --> 0:9:1.840  
Bradley Box [Student]  
Yeah, OK, second feeling.

0:9:1.260 --> 0:9:2.890  
Christina Decarie (She/Her/Hers)  
And I will second to that motion.

0:9:3.360 --> 0:9:4.40  
Bradley Box [Student]  
Thank you, Christina.

0:9:4.830 --> 0:9:10.560  
Bradley Box [Student]  
Uh, so business arising from previous do we wanna talk about the previous curriculum review?

0:9:12.470 --> 0:9:23.0  
Christina Decarie (She/Her/Hers)  
There wasn't a curriculum review before, so this program is so new that we haven't gone through this process. The process that Jennifer is here to assist us with this will be our first one, Jennifer.

0:9:26.60 --> 0:9:27.20  
Bradley Box [Student]  
OK and.

0:9:26.470 --> 0:9:32.220  
Craig Ervine (He/Him/His)  
Right. And and I'll just add that I had a meeting earlier this week with a Elizabeth Pero on this.

0:9:33.610 --> 0:9:52.750  
Craig Ervine (He/Him/His)  
Program renewal which you know is all new to me. So she shared kind of the enormity of the task that we're about to undertake and I'm still here. So I haven't fled the scene yet. I'm so that's good news. But yeah, it does look like it is going to be quite comprehensive and we'll, you know, definitely benefit from the.

0:9:53.650 --> 0:10:2.20  
Craig Ervine (He/Him/His)  
You know the kind of advice and the comments and the suggestions that we we get to here today and at our next upcoming meetings as well, so.

0:10:5.20 --> 0:10:6.810  
Bradley Box [Student]  
Thank you. What about?

0:10:7.510 --> 0:10:14.60  
Bradley Box [Student]  
Working trends of the change must, since the pandemic between the previous meeting until now, have you guys noticed a big change in the industry?

0:10:16.680 --> 0:10:47.210  
joan (Guest)  
Well, if if we we can just jump in with answers. I certainly think that remote working is here to stay in some form or another. I think it opened up a tremendous amount of opportunities for people and I think it's positive we we need to learn how to handle team building and how do you get people to be personally communicating at least parts of the week et cetera. But things have clearly changed since the pandemic where there's an acceptance.

0:10:47.540 --> 0:10:51.310  
joan (Guest)  
Certainly that people can very effectively work from home.

0:10:53.740 --> 0:10:57.90  
Bradley Box [Student]  
Is there any other old business? Anyway, I'd like to discuss from the previous minutes.

0:11:25.730 --> 0:11:26.180  
joan (Guest)  
Yeah.

0:10:58.930 --> 0:11:27.940  
Christina Decarie (She/Her/Hers)  
If I could just add, looking at the old minutes, there was discussion at our last PAC about concerns regarding mental health and emotional health. Uh studying and working remotely. And so while and and how do we continue to to teach remotely? Well, now we're teaching in person, but I think as Joan has said, the future of work and study is that there's going to be at least a blend of some remote. So I think that that item from the last.

0:11:29.100 --> 0:11:35.770  
Christina Decarie (She/Her/Hers)  
The last minutes should be carried forward about emotional and mental health in this new style of working.

0:12:4.260 --> 0:12:4.430  
Christina Decarie (She/Her/Hers)  
Yeah.

0:11:37.820 --> 0:12:8.880  
joan (Guest)  
I was thinking, Christina, it's not just the style of working. I think the stress and strain on people goes even beyond that. I think having the upheavals around the world, the war in Ukraine, you know, I actually know young people that that have become very psychologically disturbed thinking they're gonna be picked up and put in the army. And I think we don't realize the impact of of negative press, the continual negativity. And these are things I if we can discuss at some point later on in our program is.

0:12:9.170 --> 0:12:13.360  
joan (Guest)  
Really, how to stop approaching things always from a negative viewpoint?

0:12:17.590 --> 0:12:18.820  
joan (Guest)  
At the crack.

0:12:20.890 --> 0:12:21.180  
joan (Guest)  
Yeah.

0:12:29.640 --> 0:12:29.960  
joan (Guest)  
Yeah.

0:12:34.870 --> 0:12:35.150  
joan (Guest)  
Yeah.

0:12:14.500 --> 0:12:36.430  
Christina Decarie (She/Her/Hers)  
Umm, everything from a crisis. Just constant level of crisis constantly and when actually when in Michael's opening remarks in the earlier meeting when he said, you know, living in an age of constant uncertainty, I kind of thought do we have to keep on saying that because it just stresses me out when we say it. You know I think I think we know.

0:12:36.830 --> 0:12:37.410  
joan (Guest)  
Yeah, yeah.

0:12:37.520 --> 0:12:40.650  
Christina Decarie (She/Her/Hers)  
But it is this focus on the negativity which is.

0:12:40.260 --> 0:12:52.690  
joan (Guest)  
And the other thing that I wanted to sort, I I forwarded this software package at these great developers put together in Toronto. They originally done it for Indian students, but it's for all students.

0:12:53.410 --> 0:13:21.250  
joan (Guest)  
And I was suggesting that we had an ability also an offering that says if you are in, if you need consulting services press here and there would be counselors and others that would be available to people to just talk to. You know, we often we we provide things like how do you where do you live, what food do you get and so on. But often they don't know how can they access someone to speak to if they need to or I think.

0:13:20.0 --> 0:13:34.840  
Christina Decarie (She/Her/Hers)  
Umm, we we do have that, Joan, so that it would be good news. There is a service for international students and students can connect with a counselor remotely in a huge range of languages and cultures.

0:13:35.230 --> 0:13:42.280  
joan (Guest)  
So I'd like to I'd like to propose we add that to this package, these fellows are putting together, if you could let me know.

0:13:42.570 --> 0:13:43.480  
Christina Decarie (She/Her/Hers)  
I'll send it to you.

0:13:43.740 --> 0:13:52.820  
joan (Guest)  
How to do that? Because I think that would be fantastic to have it in, you know, cause this package is being rolled out for all students to access.

0:13:54.320 --> 0:13:56.670  
Christina Decarie (She/Her/Hers)  
I guess send that to you when we're done.

0:13:59.640 --> 0:14:5.80  
Bradley Box [Student]  
Awesome. Is there any other previous visits or should I make a motion to include mental health in the next meeting?

0:14:5.910 --> 0:14:11.260  
Craig Ervine (He/Him/His)  
Well, I wonder, you know, as we kind of as this conversations evolving here if we.

0:14:12.10 --> 0:14:31.760  
Craig Ervine (He/Him/His)  
Look at the kind of the point that was made on the last minutes about, you know, how are we going to prepare students for to for more adaptive experience, a more, you know, adaptive career business, organizational experience. And bear in mind that those last minutes are from November of last year. So this was within the kind of the pandemic.

0:14:32.160 --> 0:15:2.250  
Craig Ervine (He/Him/His)  
Uh. Experience more fully as we were still teaching remotely and prior to the invasion into Ukraine. So at that point in time it probably had a bit of a different hue, but it seems that that idea of what some, you know, professionals and academics are calling business resiliency is something that really kind of works well for the conversation that we're having now. So when we talk about resiliency, we're really talking about.

0:15:2.410 --> 0:15:20.220  
Craig Ervine (He/Him/His)  
How do people respond, both psychologically and functionally, when it comes to dealing with uncertainty and all the things that that we talked about earlier, that kind of volatile environment in which so many businesses and organizations find themselves in now? So I think that's a really interesting.

0:15:21.440 --> 0:15:26.810  
Craig Ervine (He/Him/His)  
Consideration, and one that I think will be important going forward to include in programs like this.

0:15:28.760 --> 0:15:33.710  
Bradley Box [Student]  
OK. Thank you, Craig. Maybe we can talk more about that and, uh, changing workplace observations and trends area.

0:15:34.530 --> 0:15:35.500  
Bradley Box [Student]  
And you business?

0:15:36.990 --> 0:15:41.670  
Bradley Box [Student]  
If that's it for old business though, would Christina or Craig like to give the program metrics brief?

0:15:43.580 --> 0:15:48.590  
Craig Ervine (He/Him/His)  
So currently we have 31 students in the international Business management program.

0:15:50.130 --> 0:16:18.940  
Craig Ervine (He/Him/His)  
To John's point or comment earlier, you know the majority of those folks are from India, although we do have some students from Nigeria, we do have students from the Philippines and of course the chief is from Azerbaijan. So we do have a representation outside of India as well and that is consistent with what we've seen in past years as well. For the upcoming term. From what I understand, we have 35 students coming into the program.

0:16:19.240 --> 0:16:32.290  
Craig Ervine (He/Him/His)  
In a January, if I understand the the the report correctly. So that's again consistent and is is steady number compared to what we have seen so far over the past couple of terms.

0:16:33.990 --> 0:16:36.140  
Craig Ervine (He/Him/His)  
I don't know if Christina you have any other.

0:16:37.20 --> 0:16:39.50  
Craig Ervine (He/Him/His)  
Details to add or comment but.

0:16:41.520 --> 0:16:44.150  
Craig Ervine (He/Him/His)  
That's the metrics as I as I understand them.

0:16:46.720 --> 0:16:48.80  
Bradley Box [Student]  
OK. Thank you, Craig.

0:16:48.570 --> 0:16:48.790  
Craig Ervine (He/Him/His)  
Yep.

0:16:48.850 --> 0:16:59.360  
Bradley Box [Student]  
I know I'll go into our industry discussions portion now. I know that we're talking about how the war in Ukraine has definitely affected mental health. Working from home is now hybrid in here to stay.

0:17:0.760 --> 0:17:4.720  
Bradley Box [Student]  
As students, what skills do you think that are key for us to learn?

0:17:6.320 --> 0:17:8.170  
Bradley Box [Student]  
Ohh Christina will be right back.

0:17:10.60 --> 0:17:10.500  
Bradley Box [Student]  
Umm.

0:17:11.740 --> 0:17:23.850  
Bradley Box [Student]  
Uh, so check if you wouldn't mind weighing in on what do you think are some observations and trends that you're noticing within your industry and how as students we can kind of learn to adapt to it or try to incorporate it into international business management?

0:17:25.560 --> 0:17:46.610  
Chikei  
Well, it's a big topic. It's a big question. I don't know, didn't know without knowing too much about the curriculum, I looked online. Obviously the last couple of years on the course load and I don't know, just from industry, I think we hear a lot. It's not like a complaint by any means. It's just accurate. No, everyone coming out of school is pretty green. Everybody is. We were all there and.

0:17:47.50 --> 0:17:50.20  
Chikei  
That's normal, right? That's part of those why schools there.

0:17:51.500 --> 0:18:22.410  
Chikei  
You know, in terms of skills and I think I think just the ability to adapt, I think the mindset, I think you know we're always trapped around world a little bit. I know this is really cheesy, but we put our blinders on no matter what we're doing in life, like, OK, this is what we're doing. And then only after you kind of graduate or move on, you realize, oh, OK, there was all this other stuff in my blind spot. So I don't. I think, just experience. I think just you know, whether that's interning or it's doing some volunteer work outside their typical maybe course load or maybe within their.

0:18:22.480 --> 0:18:31.480  
Chikei  
With their studies and it's always a common thread, I think I'm not the one to come up with that. I think lots of people have voiced that that's pretty much it, more work experience.

0:18:31.560 --> 0:18:53.210  
Chikei  
Umm, I think and then attitude is hard to teach, but no one get into that. But I think just from a course perspective, yeah, more more options to kind of spend some hours with you know large enterprise or small medium businesses right for the students I think is always nice, right. And that's it really nothing too original definitely.

0:18:54.900 --> 0:18:56.890  
Chikei  
It's pretty common out there, but yeah.

0:18:57.850 --> 0:19:1.500  
Chikei  
I think more specific. I think there's a program called Mitacs. I'm sure you heard of it. It's.

0:19:2.950 --> 0:19:31.820  
Chikei  
It's it's government program and I'm I'm butchering the their value prop, but essentially they help place graduates into research roles or roles and they they'll cover the tuition to the university or college and a company gets a new grad for free essentially, so to speak, right. Doesn't hit their payroll, but that could be something to look into to maybe have a partnership with my tax and just to place technical folks into companies, but.

0:19:32.510 --> 0:19:41.210  
Chikei  
Maybe it's not part of the international business, but maybe more than technical programs that assume Orange. But that's all I had. Hope that's not too messy, but that's kind of my.

0:19:41.570 --> 0:19:43.210  
Chikei  
So initial thoughts?

0:19:44.540 --> 0:19:53.990  
Bradley Box [Student]  
Thank you. It's not too messy. Any type of information is something that we can do actionable items with. Joan, what is your perspective on industry for us, his new students?

0:19:53.140 --> 0:19:55.350  
joan (Guest)  
What think I think?

0:19:56.540 --> 0:20:2.520  
joan (Guest)  
This initial these initiatives I'm involved in right now are making some things very clear to me.

0:20:3.220 --> 0:20:7.530  
joan (Guest)  
And one of them is a complete lack of leadership. So.

0:20:8.210 --> 0:20:22.520  
joan (Guest)  
You know, I think leaders are not only at the top of companies, there are what you call leaders from within. So within every category, there will be people that take on leadership.

0:20:23.690 --> 0:20:27.70  
joan (Guest)  
Characteristics at a very young age and you you can spot them.

0:20:28.530 --> 0:20:37.780  
joan (Guest)  
But what what I see right now is that the contract between the youngster coming into the workforce.

0:20:39.680 --> 0:20:41.160  
joan (Guest)  
Alright, that's that's right.

0:20:37.720 --> 0:20:41.490  
Chikei  
Someone's phone vibrating there just kind of picking up audio there.

0:20:41.890 --> 0:20:47.900  
joan (Guest)  
Hang on, let me let me put that off. Ohh. OK. Hang on. Why is it not going off?

0:20:49.540 --> 0:20:50.250  
joan (Guest)  
Getting rid of it.

0:20:52.900 --> 0:21:25.190  
joan (Guest)  
So as an example, if you look at getting this huge funding in and setting up this hub and hiring these young people to to do these jobs, which they've actually done very well, and then due to the paperwork and the lack of flexibility, they don't get paid for a week or two a month or two, sorry we we've got that resolved now. But what I see is a is a lack of leadership from the viewpoint of understanding the responsibility that the leaders have.

0:21:25.300 --> 0:21:54.870  
joan (Guest)  
Towards the people that they hire and when you're going through these courses, these things are taught at a young age. You know, I started in a company like IBM, which I think God must have sent me to because actually both IBM and Phillips had amazing training programs and and when you went in, not anymore. I'm sure with globalization. But there were certain things and mores and ethics and morals and all sorts of things that you were taught.

0:21:55.610 --> 0:22:25.800  
joan (Guest)  
And I think it would be interesting to incorporate courses along these lines, even with the younger people, so that as they progress goes remember some of those younger people are gonna be leaders very quickly depending on what type of organization they go into. If it's a smaller one, they could become a leader immediately. And just some of those concepts, which is how do you motivate people? How do you keep people calm? How do you work with your teammates and make sure that you're not?

0:22:25.880 --> 0:22:49.160  
joan (Guest)  
Adding to the problem, but your your your sort of adding to the solutions. So though I I I I'm I'm sort of like wondering if I'm being a bit messy here myself, but I'm trying to sort of get across the sense that I have in being out there today and seeing the the switch. I mean we've got the Elon Musks of the world, you know treating people really badly.

0:22:49.940 --> 0:23:12.30  
joan (Guest)  
And and because he's rich, everybody's saying it's the right thing to do, but it isn't the right thing to do to treat people badly is never the right thing to do. So I'd like to see some of these types of subjects being addressed when people are in their formative years instead of waiting until they're formed and they're creating chaos.

0:23:12.790 --> 0:23:13.860  
joan (Guest)  
Does that make sense?

0:23:14.890 --> 0:23:22.480  
Bradley Box [Student]  
Certainly. Thank you. And I know with the discussion with I was having with Craig yesterday, are these some of the points you'd like to touch on that Chikei and Joan, I have prep for.

0:23:24.400 --> 0:23:30.140  
Craig Ervine (He/Him/His)  
Yeah, I mean, you know, I'm, I'm not in my head as Jones speaking because this has been experience that.

0:23:31.460 --> 0:23:33.390  
Craig Ervine (He/Him/His)  
You know, I've I've been kind of encountering.

0:23:34.770 --> 0:24:3.620  
Craig Ervine (He/Him/His)  
Throughout the last, you know, decade or so, working with various boards and Centers for workforce development and those kinds of environments. And so I I have actually integrated just that kind of experience where we kind of unpack maybe at a high level ethical considerations and what it means to you know think about business from an ethical perspective and indeed in the second part of the international business management program, the second semester, there is a course that centers just on that.

0:24:26.630 --> 0:24:27.20  
joan (Guest)  
Yeah.

0:24:3.740 --> 0:24:34.580  
Craig Ervine (He/Him/His)  
As well, but it tried to kind of keep that conversation and pepper it in when I can in various courses that that I teach because it's so important and and I agree oftentimes you know, I will ask students, have you, you know, had the benefit of taking a course in ethics or values or something along those lines. And it's very rare that anybody puts up their hand. And remember these folks that are in this program are coming out of oftentimes universities and colleges.

0:24:34.980 --> 0:24:35.230  
joan (Guest)  
Yeah.

0:24:34.810 --> 0:25:2.480  
Craig Ervine (He/Him/His)  
Because this is a graduate certificate, so they are actually a little bit further along in their academic journey than a typical undergrads might be. And it's I'd say 90% have not had a course like that at all. Sometimes I'll ask, you know, as anybody taken a course in philosophy because usually that's where ethics kind of falls under that program. And again, you know, I I don't think anybody that I've had in the courses that I've taught over the past few years has.

0:25:2.560 --> 0:25:34.390  
Craig Ervine (He/Him/His)  
Uh, you know, done any work in that area as well? So what I try to do is because I have a bit of a background in that space, I try to integrate it into the courses that I'm involved in and Bradley and to see if can attest that we just actually talked about this this past Monday and in the other section. So I have two sections of legal aspects of international trade and international marketing. We just did the exercise. So I do a case that we explored together in class and they just did that on Thursday.

0:25:34.540 --> 0:25:38.980  
Craig Ervine (He/Him/His)  
So it's really interesting that you bring this up because it's something that it is kind of, you know, front of mind.

0:25:39.670 --> 0:25:39.940  
joan (Guest)  
But.

0:25:40.80 --> 0:25:43.650  
Craig Ervine (He/Him/His)  
As far as I'm concerned, and as far as this program is concerned, I think as well.

0:25:44.520 --> 0:25:46.30  
joan (Guest)  
Good, good to hear.

0:25:48.820 --> 0:25:57.20  
Craig Ervine (He/Him/His)  
Yeah. And I think you know, there's other kinds of examples of that in other courses, but I'm just speaking directly of the ones that I'm I'm, you know, involved in personally, so.

0:25:58.410 --> 0:26:28.480  
Craig Ervine (He/Him/His)  
But just on that point, you know, Umm, if I can connect it to some of the data that's out there. So I've been a director for the Center for Workforce Development here in Belleville. I live in Belleville teach in Kingston. The There's a sister board. There's 26 of these boards across Ontario. So they develop a lot of content, a lot of research. And the purpose of these boards is to really ensure that the students coming out of high school, college universities, whatever, the post secondary institution might be, that they have the skills.

0:26:28.800 --> 0:26:58.890  
Craig Ervine (He/Him/His)  
That local employers are looking for. So they have that that capacity to kind of integrate into the local economy rather than having to go to the GTA or a larger center in order to find work. And that's a very difficult kind of task. But in the labor kind of market research that we do, we do a lot of surveys with organizations and businesses throughout the catchment area. And I know that all the other boards do this and we have access to that information as well. What comes up over and over again.

0:26:59.340 --> 0:27:4.840  
Craig Ervine (He/Him/His)  
Is that employers are looking for graduates who have a certain you know.

0:27:5.580 --> 0:27:9.350  
Craig Ervine (He/Him/His)  
So sustainable set of skills in communication.

0:27:10.200 --> 0:27:15.440  
Craig Ervine (He/Him/His)  
You know, operating within a team, so a kind of a team environment problem solving and.

0:27:16.700 --> 0:27:18.280  
Craig Ervine (He/Him/His)  
Essentially kind of.

0:27:20.440 --> 0:27:31.450  
Craig Ervine (He/Him/His)  
Because we've kind of talked about teams having strong interpersonal or what we might call psychological kinds of sensitivity. So they they have good.

0:27:32.630 --> 0:28:1.340  
Craig Ervine (He/Him/His)  
Empathy skills. Good intuition. They can kind of read room, so to speak, especially if they're within a a project environment. They can kind of understand what without necessarily having it laid out before them, exactly what the dynamics are. And that's something that again, you know, she mentioned that that's very difficult to teach that attitude and approach is something that is hard to integrate in these programs. But I don't think that it's impossible. I think we can introduce an orientation to this.

0:28:1.690 --> 0:28:1.930  
joan (Guest)  
Yeah.

0:28:1.780 --> 0:28:3.130  
Craig Ervine (He/Him/His)  
And I know that in some of the.

0:28:4.790 --> 0:28:25.160  
Craig Ervine (He/Him/His)  
It's nations that Christina teaches. There is this component to it and something again I tried to integrate as well, but it's interesting that this is something that we see over and over again pre pandemic and post pandemic as being essential core. You know fundamental skill sets that organizations everywhere, small, medium and large are looking for.

0:28:28.680 --> 0:28:31.960  
Bradley Box [Student]  
Thank you, Craig. Christina, do you have anything to have from your perspective?

0:28:32.650 --> 0:28:32.900  
Bradley Box [Student]  
No.

0:28:34.160 --> 0:28:36.850  
Bradley Box [Student]  
OK. I guess we can go into.

0:28:37.600 --> 0:28:45.620  
Bradley Box [Student]  
Another question of the program currency. So as you mentioned to you, you want to really see like practical experience, so some sort of?

0:28:46.960 --> 0:28:48.550  
Bradley Box [Student]  
Placement or something like that.

0:28:51.610 --> 0:28:52.560  
Bradley Box [Student]  
She comes so sorry.

0:28:48.940 --> 0:29:0.50  
Chikei  
Yeah. Sorry it's a cheeky, but yeah, just yeah, no worries. No worries. It's not common name. Yeah, I mean, you her employers of all and trades talking about lack of.

0:29:2.720 --> 0:29:15.70  
Chikei  
Which is, you know, employment is great, but also not great sometimes for for employers. Right. So, yeah, just anything. Right. I mean, that's not sure that will look again, I'm not in the academic field but.

0:29:16.430 --> 0:29:24.170  
Chikei  
It just options really right. I think. I'm not sure. I'm sure you guys track how many placements you guys put in or how many cops students there are. Like I think that's that's.

0:29:27.120 --> 0:29:27.340  
Chikei  
OK.

0:29:41.670 --> 0:29:42.70  
Chikei  
Yeah.

0:29:23.820 --> 0:29:48.570  
Christina Decarie (She/Her/Hers)  
Well, we, we don't have Cooper placement in this program and this is something Jennifer maybe could speak to that because we're going into the program review. This would be the opportunity to put a work placement. We don't have coops generally at the college. I don't know that that means that we can't, we just we don't have paid co-ops, but because it's a one year certificate program, Jennifer, does that introduce challenges or is it possible?

0:29:59.470 --> 0:29:59.710  
Chikei  
Yeah.

0:29:49.970 --> 0:30:1.210  
Jennifer Sommer  
It does increase some challenges. It all sort of dependent on our funding models and that type of thing of what we were approved for. But it doesn't mean that it can't happen. It's just discussions that we'll have to have.

0:30:2.220 --> 0:30:2.420  
Chikei  
Yeah.

0:30:2.10 --> 0:30:3.720  
Jennifer Sommer  
Throughout the review and renewal process.

0:30:4.110 --> 0:30:12.70  
Chikei  
Yeah. Yeah, yeah, yeah. I didn't mean to turn the program side down or any. I mean, create, create a bunch of work. But yeah, no problem. It's understandable.

0:30:19.330 --> 0:30:19.540  
Chikei  
Yeah.

0:30:23.250 --> 0:30:23.640  
Chikei  
That's right.

0:30:12.130 --> 0:30:27.660  
Christina Decarie (She/Her/Hers)  
It's not. Don't apologize like students want work placement. Students want to connect with their opportunities, you know, while they're still in school, it's highly desirable. I just. I know that for a one year certificate. I think it logistically it can be a challenge.

0:30:27.750 --> 0:30:28.220  
Chikei  
That's right.

0:30:29.520 --> 0:30:34.130  
joan (Guest)  
I'd like to touch on what she can't cheeky is that the way it's pronounced.

0:30:33.540 --> 0:30:35.240  
Chikei  
That's correct. Yeah. Thank you, John. Yeah.

0:30:35.180 --> 0:30:55.710  
joan (Guest)  
OK, about not having enough people for the jobs I read over the last couple of days. Something that disturbed me that Canada has the most educated people, the capita in the world with the most of those educated people.

0:30:56.460 --> 0:31:13.390  
joan (Guest)  
Working in McDonald's and coffee shops, so we clearly have a disconnect between the education people are getting and what the job market needs, and this is probably the most critical.

0:31:14.140 --> 0:31:25.670  
joan (Guest)  
Item that we have to fix. So why is it we have all these educated people, many of them underemployed, and when I say underemployed, I mean, I'm talking in, really.

0:31:26.990 --> 0:31:39.600  
joan (Guest)  
In the menial jobs with multiples of degrees, so there's somewhere that we are not, we're missing the boat. Let me put it to you that way, to be blunt.

0:31:40.460 --> 0:31:56.170  
joan (Guest)  
It makes no sense. So what are we doing wrong? What are we missing in their education that means they come out with a bachelors and masters or whatever, but they have to be be serving coffee because there are no jobs for their skill.

0:31:57.610 --> 0:31:59.890  
joan (Guest)  
I mean, does this bother anybody else or just me?

0:31:59.610 --> 0:32:20.980  
Christina Decarie (She/Her/Hers)  
It it bothers me, Joan, and what also bothers me is that I I feel that we're not embedding the job search and the job acquisition into the curriculum. So we we do have a career like preparedness course absolutely we have a career services department at the College.

0:32:44.340 --> 0:32:44.770  
joan (Guest)  
Right.

0:32:22.690 --> 0:32:52.980  
Christina Decarie (She/Her/Hers)  
But I feel like we still kind of leave it up to the students to figure out on their own, and especially for students from other countries and other cultures where the job search process is different than it is in Canada, the completely different. So we're asking students to navigate something that they're not even they don't have the road map for it in many ways. And there are some professors who will really dive in and they will coach and they will mentor individual students.

0:32:53.370 --> 0:33:7.680  
Christina Decarie (She/Her/Hers)  
But it's not systematic and it's it's not equitable. Some students get a lot of attention because they happen. There happens to be a click or a fit with this professor. This professor happens to have the time or the right connections like that day for that student.

0:33:8.390 --> 0:33:11.780  
Christina Decarie (She/Her/Hers)  
I I would like to see something more comprehensive and more directed.

0:33:12.470 --> 0:33:15.900  
Christina Decarie (She/Her/Hers)  
To really guide students through this.

0:33:17.380 --> 0:33:19.740  
Christina Decarie (She/Her/Hers)  
Getting of it, getting that first job.

0:33:20.280 --> 0:33:29.850  
joan (Guest)  
And I think, Christina, that we should absolutely lobby to have companies remove needing two years Canadian experience cause who cares?

0:33:30.280 --> 0:33:30.600  
Christina Decarie (She/Her/Hers)  
Yeah.

0:33:30.630 --> 0:33:38.510  
joan (Guest)  
You know, we're in an international business, 5% of my business was Canada, 95% was outside and 122 countries.

0:33:42.300 --> 0:33:42.590  
Christina Decarie (She/Her/Hers)  
Yeah.

0:34:3.340 --> 0:34:3.590  
Christina Decarie (She/Her/Hers)  
Yeah.

0:33:39.210 --> 0:34:11.420  
joan (Guest)  
So what did I care about Canadian experience? I I brought a gentleman in from South Korea who spoke no English or French, sent him to France to see a customer and he was great with no problem. You know, they they saw they solved the issue. So we have this archaic idea in a country that is built on immigration that we want people to have two years Canadian experience. So I don't know how we do that, but I think we really need to lobby to just get that out of the mentality of people cause it's there's no advantage to my.

0:34:11.510 --> 0:34:22.650  
joan (Guest)  
I brought in, I think it was maybe 10. Developers from India got a house because we couldn't hire enough people at the time in Montreal was full employment for.

0:34:23.390 --> 0:34:37.430  
joan (Guest)  
Do you know they were up and running off the ground operational immediately? We even got tax credits for them. So there's this blind or on that somehow? If you've got. And in fact I tell you the truth, I'm not sure Canadian work experience is the best.

0:34:39.390 --> 0:34:47.730  
joan (Guest)  
Because we need to be a little bit more entrepreneurial, a little bit more aggressive, we need to be a little more of a lot of stuff. So why are we doing that?

0:34:48.40 --> 0:34:51.980  
Christina Decarie (She/Her/Hers)  
No, and if you just hired them within two years, I'll have that experience that you say you want.

0:34:51.500 --> 0:34:52.20  
joan (Guest)  
Exactly.

0:34:52.990 --> 0:35:0.740  
joan (Guest)  
So maybe we could put our heads around that. How do we convince people that are hiring that look, give these kids a chance?

0:35:4.190 --> 0:35:32.360  
Bradley Box [Student]  
As a student, I totally agree with that point, so I do as Craig mentioned, do have undergrad environmental science, but trying to get into a position that isn't just entry level, especially with rising inflation. Again kind of touches on that mental health aspect that you're first talking about, there is a lot for my generation that we are facing and different systematic barriers. So that would be something that we should try to work on collectively in my opinion too from like the student perspective.

0:35:36.90 --> 0:35:41.30  
Bradley Box [Student]  
Anybody have any other thoughts on this topic or we're prepared to continue on?

0:35:40.420 --> 0:35:42.110  
Christina Decarie (She/Her/Hers)  
I think we're all preaching to the choir.

0:35:42.470 --> 0:35:43.30  
Craig Ervine (He/Him/His)  
Yeah.

0:35:43.530 --> 0:35:44.320  
Christina Decarie (She/Her/Hers)  
We all agree.

0:35:45.580 --> 0:36:16.150  
Craig Ervine (He/Him/His)  
Yeah, for sure. And it's it's it's a complicated kind of undertaking because there's so many variables, moving parts that you have to kind of align and that's where these kinds of partnerships with Centers for workforce development sometimes are called training boards throughout the province and colleges and and others universities and so on really can be helpful to make those connections right and to inform and educate organizations and businesses and remove some of those barriers.

0:36:16.240 --> 0:36:19.280  
Craig Ervine (He/Him/His)  
Hope you're cratic and otherwise that are preventing.

0:36:39.340 --> 0:36:39.600  
joan (Guest)  
Yeah.

0:36:42.770 --> 0:36:43.180  
joan (Guest)  
Yes.

0:36:20.520 --> 0:36:48.50  
Craig Ervine (He/Him/His)  
You know what? What seems to be a very sensible path forward, right? For those who are looking from the outside. And I've had numerous students over the years asked the exact same question that, you know why? Why is it that when I come here, the only job I can get is what they call a survival job? Right. Working at a a quick service restaurant or because we can't use fast food anymore as a title and, you know, working out Walmart or other places, not that there's anything wrong with those jobs, but.

0:36:47.910 --> 0:36:49.310  
joan (Guest)  
No, no. But I understand.

0:36:48.670 --> 0:37:12.240  
Craig Ervine (He/Him/His)  
Umm, they're not quite the level that meets the expectation, right? And I think maybe that expectation needs to be managed differently as well. Maybe we're we're portraying a, you know, a potential or possibility that is not entirely accurate in some cases. So that might be part of this analysis as well.

0:37:13.500 --> 0:37:17.830  
joan (Guest)  
But to the point of we have so many jobs available without people to fill them.

0:37:21.360 --> 0:37:21.730  
Craig Ervine (He/Him/His)  
It's.

0:37:18.650 --> 0:37:22.480  
joan (Guest)  
You know where is the disconnect? What? What are we doing wrong?

0:37:31.590 --> 0:37:31.940  
joan (Guest)  
Yeah.

0:37:23.870 --> 0:37:53.200  
Craig Ervine (He/Him/His)  
That's. Yeah. And that's the question that uh, you know, every time I go to a meeting, uh. Monthly with the the Workforce Development Board that is on the table, it's getting better. I've actually seen more movement in a positive way in the in the past year than I've seen in you know the previous five. So there are connections being made, but it's taken a long time to build that fundamental kind of framework in order to make those connections and make them sustainable. So they're just not one off meetings where you get ambiguous kinds of commitments.

0:37:53.340 --> 0:37:58.690  
Craig Ervine (He/Him/His)  
Now we're getting much more clear, you know, structured commitments that we can follow up on.

0:38:2.660 --> 0:38:27.950  
Craig Ervine (He/Him/His)  
So there is hope for sure, and I, and I'm hoping that this is, uh, you know, this program in particular and as well as the others will find their way to, you know, creating more seamless, more efficient, more, you know, enterprising to use that term to kind of blend innovation and and as well as as the idea of.

0:38:37.970 --> 0:38:38.210  
joan (Guest)  
Yeah.

0:38:29.800 --> 0:38:43.430  
Craig Ervine (He/Him/His)  
You know, entrepreneurship in that as well. So that's a big part of this program is is really kind of developing those entrepreneurial skills and that mindset so that you know, coming back to your earlier point, people are not necessarily having to look just at.

0:38:44.630 --> 0:38:50.310  
Craig Ervine (He/Him/His)  
Job opportunities that already exist that maybe they can start thinking about creating those.

0:38:50.640 --> 0:38:51.240  
joan (Guest)  
Exactly.

0:38:54.810 --> 0:38:55.260  
joan (Guest)  
Yeah.

0:38:50.950 --> 0:38:58.400  
Craig Ervine (He/Him/His)  
And that's something that I think we could focus on even more and partner with other parts of the college that are involved in that.

0:38:59.620 --> 0:39:1.880  
Craig Ervine (He/Him/His)  
You know, and maybe further along in that journey.

0:39:2.330 --> 0:39:2.630  
joan (Guest)  
Yeah.

0:39:5.220 --> 0:39:6.580  
Bradley Box [Student]  
Thank you so.

0:39:7.270 --> 0:39:23.300  
Bradley Box [Student]  
If we were to incorporate some sort of practical experience, uh, do you think your industry would be more open to hiring new recruits, new students, new people just entering the workforce? If we were to have that previous experience through our college education?

0:39:25.640 --> 0:39:25.930  
Chikei  
In.

0:39:27.50 --> 0:39:42.610  
Chikei  
It's hard to say that I think for me, I think I know. I know part of the pack community objectives is to like, hear industry and and trying to maybe maybe bake in some some solutions. But I'm I'm sure there's like a platform or a service out there that exists, right?

0:39:43.330 --> 0:40:13.320  
Chikei  
Right. And it could be an easy check, mark, just to you know, link with them have an offering so students can have an option to do something like that, right versus San Lawrence College as a faculty to run the program like they don't have to do that, they they can outsource that. And as long as it all the terms and conditions are everyone's content, like I'm sure there's a platform out there that maybe some graduates can you graduates created to solve this exact problem, right? Like, I'm sure there's a.

0:40:13.380 --> 0:40:15.680  
Chikei  
Like a market become not a marketplace but like.

0:40:16.310 --> 0:40:26.510  
Chikei  
Some sort of like, you know, not dating profile. But you know something similar to that, that, that, that nature, right. I mean that could be an easy say hey, like we did this we implemented this.

0:40:35.920 --> 0:40:36.290  
Christina Decarie (She/Her/Hers)  
There.

0:40:27.550 --> 0:40:37.320  
Chikei  
And we can start getting getting getting some data year over year. Look we have two people placed with just two more than last year, right? Or I don't know if that's too far too far to managed, but.

0:40:38.990 --> 0:40:45.360  
Christina Decarie (She/Her/Hers)  
There is an organization that has reached out to us. Craig, are you familiar with Devant?

0:40:46.140 --> 0:40:47.30  
Christina Decarie (She/Her/Hers)  
Dot com.

0:40:48.280 --> 0:40:50.250  
Craig Ervine (He/Him/His)  
Is that D David with the D?

0:40:53.530 --> 0:40:53.790  
Craig Ervine (He/Him/His)  
Ohh.

0:40:50.380 --> 0:40:57.670  
Christina Decarie (She/Her/Hers)  
Yes, DEVANT, they have come and spoken to my students in the past when I taught the the career development course.

0:40:58.810 --> 0:40:59.500  
Christina Decarie (She/Her/Hers)  
They.

0:41:0.510 --> 0:41:6.120  
Christina Decarie (She/Her/Hers)  
I don't know a lot. I I know that they speak very well and and they had a lot of great information for my students.

0:41:8.190 --> 0:41:9.530  
Christina Decarie (She/Her/Hers)  
I'm going to find you the website.

0:41:10.550 --> 0:41:12.960  
Christina Decarie (She/Her/Hers)  
This might be something that we could look into.

0:41:14.670 --> 0:41:18.580  
joan (Guest)  
Well, I I would like to say I have hired students.

0:41:20.400 --> 0:41:48.650  
joan (Guest)  
Actually, we hired students all the way back to IBM, where we always took the Waterloo students, of course, who had that exchange program. Many of them went on to become employed at the end because of course they were a best of breed. But even at, let's say, toonboom and one of the companies that I'm consulting with now, we have, we brought in business students during the summer to do market surveys or to.

0:41:49.410 --> 0:42:21.860  
joan (Guest)  
Try to identify markets and it's it's it's quite a bit easier for example to bring the student in from a business background to do a given task that has sort of a box around it. So we'd like to know how many rehab councillors do they have out there? Where are they and how could we address them? That sort of question. Now if you look at the animation sector, it's a little bit more difficult to bring people in on short term because.

0:42:21.960 --> 0:42:53.860  
joan (Guest)  
Generally they have some on the job training that's required for them to be able to get into a full scale sort of production. I would imagine it's it's the same with software development, except that if you get you know if you get a best of breed, you can put them in anywhere and they're gonna be functional. So you know, I think there are certain categories of jobs where you absolutely can. Well, even in the engineering faculty, we've done from a hardware point of view. You know, some some testing.

0:42:54.210 --> 0:43:21.420  
joan (Guest)  
On new ideas with people that are in engineering so. But The thing is, I think if we look at St. Lawrence College, what goes through my mind is a branding issue that if you can brand sent Lawrence College as a best of breed in a particular niche, you know and I at leads me to think about Algonquin because Algonquin even though Sheridan and all the others did at animation training Algonquin.

0:43:22.300 --> 0:43:40.190  
joan (Guest)  
That really put a very modern program in understanding about multiple platforms and having to have 3D and 2D being able to enter their students are hired before they graduate because the program and the college and that particular niche sector.

0:43:40.960 --> 0:43:49.10  
joan (Guest)  
People know is it best to be program so you can choose your lane? What lane do you think you're the best of breed in?

0:43:49.750 --> 0:43:51.60  
joan (Guest)  
And then brand it.

0:43:52.60 --> 0:44:13.530  
joan (Guest)  
And it gets a lot easier I think, because you're recognized as being in that space and to the point of training people for local jobs. The issue you have with international students is that a lot of them will be going somewhere else, so they either will be going home or to another country, which means even again the training.

0:44:14.550 --> 0:44:21.940  
joan (Guest)  
You know is is is more encompassing in a sense than than than the local job.

0:44:22.860 --> 0:44:23.980  
joan (Guest)  
It's just my opinion.

0:44:26.840 --> 0:44:33.790  
joan (Guest)  
But I've hired lots of students on student status, and most of the time I've been very satisfied.

0:44:35.490 --> 0:44:44.440  
Bradley Box [Student]  
Thank you, I know currently SLC plus it's a side program they're trying to really focus on, continue education and micro credentials and other certifications that aren't necessarily.

0:44:44.910 --> 0:44:53.90  
Bradley Box [Student]  
And diplomas are degrees. If you start to see that on a resume with that highlight, and if they could specialize in something like that with that stand out for you guys or.

0:44:53.290 --> 0:45:3.100  
joan (Guest)  
It always highlights because first of all will look at clinical research, somebody comes out with a science degree and then they go and they get they sort of.

0:45:4.110 --> 0:45:20.440  
joan (Guest)  
I won't call it masters, but extended clinical research that makes a big difference. So those additional certifications always help because they're more targeted. You know, it's not a broad Russia. So we have like the one today, which we've been talking about forever is project management.

0:45:21.500 --> 0:45:53.910  
joan (Guest)  
Do you know how desperate people are for project managers? I mean, it is like unbelievable. You can't find them because the business program stopped teaching project management for some reason years ago. But we all need project management if you are doing product development and we're doing a development now with a company in Germany. And I've had to push back and say, look, could we go back, put the executive summary, the delivery dates, you know, build out, you know, exactly give me a flow chart. Could you at least give me a flow chart so.

0:45:53.990 --> 0:45:55.390  
joan (Guest)  
You know what you're doing?

0:45:57.70 --> 0:46:11.30  
joan (Guest)  
You know, these are basics that are required in all companies. They haven't disappeared just because things have changed. They're still there. If you wanna get a product to market, there's some rigor and discipline that you need to pay attention to.

0:46:12.500 --> 0:46:14.50  
joan (Guest)  
If that answered your question.

0:46:14.720 --> 0:46:34.570  
Bradley Box [Student]  
It does. It actually brings up another. So if an international business management, if we were trying to get more like specialized certifications that we can partner with other organizations with to kind of give us more of a narrow as opposed to the broader, do you think that would give us a bit of a competitive advantage in the industry or whatever industry we're trying to target after international business management?

0:46:35.90 --> 0:46:36.840  
joan (Guest)  
My answer to that is yes.

0:46:40.20 --> 0:46:43.590  
Bradley Box [Student]  
OK. Yeah, similar for you chikei. I hope I got that right this time.

0:46:45.280 --> 0:46:57.670  
Chikei  
Yeah, she get close. Yeah, I think so. I think talking to, I think I think you know, I'm not in a a major hiring capacity. And and I don't run my hiring team, but I think talking to.

0:46:58.790 --> 0:47:20.320  
Chikei  
I mean again, it's that platform that Christina is talking about. They're the ones talking to employers, right? You know, asking for those types of roles that Jones talking about. But I think connecting the people that are hiring right in responsible for hiring for large organizations, and that's probably a good place to start versus like working with the SMB, that may hire one person.

0:47:20.820 --> 0:47:21.90  
joan (Guest)  
Yeah.

0:47:21.60 --> 0:47:22.460  
Chikei  
You know a lot, you know, so.

0:47:25.70 --> 0:47:36.940  
joan (Guest)  
I mean that there were different things that give people and and advantage. One of them is being multilingual in today's world is a huge advantage. So if people can highlight.

0:47:38.100 --> 0:48:11.130  
joan (Guest)  
No matter what the language might be, for sure it's gonna give you an advantage. The other sorts of things are what do you do in your extracurricular time, which which, which Shikha had pointed out at the beginning. People that volunteer or or maybe have a sports interest. You know, if you put on your resume that you've been to the Olympics, people take note of that. So what have you done that makes you different to the other? Know what you wanna put when you're going to look for a job in your resume, is what you've accomplished and what makes you different.

0:48:11.220 --> 0:48:28.90  
joan (Guest)  
Because at the end of the day, leaders are looking for the the leaders of tomorrow. So they're always looking for the people that are going to be moving up and they're gonna be able to take over those jobs. And there are certain things that people do that indicate they might be fitting into that category.

0:48:28.850 --> 0:49:1.340  
joan (Guest)  
And sometimes you you you have people and it's an absolute mistake and you just you I did it in Trinidad. I had a fellow out of Toronto. And I realized again for the bureaucracy reason that he wasn't gonna be able to work in this startup in a country like Trinidad, he wasn't remotely. And I instead I broke the not broke it. I paid him out and hired a lady from the Philippines who is absolutely a superstar and it wasn't gonna work with a fellow from Toronto because.

0:49:1.640 --> 0:49:19.750  
joan (Guest)  
He couldn't understand that type of startup environment, which is very challenging. But but you know what, we've got contracts and we're full of work and we're gonna go up to 150 people if we can get the the, the, the, the paperwork done properly.

0:49:21.390 --> 0:49:42.380  
joan (Guest)  
But we had. I had to recognize. I had to go to the chairman of the board and say I made a mistake on paper. This guy is great, but he wouldn't be able to work in that slippery. Like, how are you gonna deal with the guys that couldn't get the payroll done? You know, that sort of thing. But the lady from the Philippines with years of experience in studios and international and so on.

0:49:43.410 --> 0:49:45.800  
joan (Guest)  
She's like a superstar. I don't know what to say.

0:49:46.560 --> 0:50:3.990  
joan (Guest)  
So that's what leaders have to do. They have to be willing to admit they make mistakes, get out of it and find the right fits. But all you wanna do is to get in front of the decision maker to give yourself a chance to get your foot in the door and getting in front of them is a is a skill in itself.

0:50:6.500 --> 0:50:23.200  
Bradley Box [Student]  
OK. Thank you, John, Craig and Jennifer, do you think in the revitalization of the current program that you could think about partnering with other organizations to give additional certifications or credentials that would help students stand out? Is that something possible or they be too much bureaucracy to try to implement that?

0:50:25.840 --> 0:50:27.80  
Christina Decarie (She/Her/Hers)  
If I can jump in.

0:50:39.180 --> 0:50:39.600  
Craig Ervine (He/Him/His)  
4.

0:50:27.740 --> 0:50:40.950  
Christina Decarie (She/Her/Hers)  
There is, uh and Craig has the the information that the the FIT certification of and every time I say fit, it's FITTI can never remember what the acronym stands for.

0:50:41.340 --> 0:50:41.910  
Christina Decarie (She/Her/Hers)  
Uh.

0:50:41.220 --> 0:50:42.840  
Craig Ervine (He/Him/His)  
For for international trade training.

0:50:43.440 --> 0:50:44.410  
Christina Decarie (She/Her/Hers)  
Thank you very much.

0:50:44.500 --> 0:50:55.270  
Christina Decarie (She/Her/Hers)  
And so there are, there are costs involved in that somewhat significant costs. So that is something that can be looked at certainly during the program review process.

0:50:58.50 --> 0:50:58.640  
joan (Guest)  
That's good.

0:50:59.860 --> 0:51:30.330  
Craig Ervine (He/Him/His)  
Yeah. So that's that's a certification, uh, a partnership between EDC and the Government of Canada that provides uh, I guess, a kind of a companion level of knowledge, except that, you know, part of it is programs delivered as a program through a college partner. And part of it is delivered through, you know, online or in person in Ottawa or Toronto, wherever the EDC operates out of. I'm not sure that all of it can be done through.

0:51:30.400 --> 0:51:45.540  
Craig Ervine (He/Him/His)  
Of the college system like I could be wrong. I'll have to look into that a little bit more, but it is certainly something that is of interest and something that we're continuing to look at and it will be an interesting conversation to have as we look at this program review and redevelopment kind of.

0:51:46.970 --> 0:51:58.430  
Craig Ervine (He/Him/His)  
Odyssey. So Umm, I'll. I'll kind of hand it over to Jennifer because she knows more about the what the all that looks like than I do. But is that something that would be included in that conversation or or?

0:51:59.720 --> 0:52:12.550  
Jennifer Sommer  
It's something that we definitely look at during review and renewal and see what we can put in, see what extra microcredentials we can add in all sorts of other alignments. Those are definitely things that are considered through it, that whole process.

0:52:13.810 --> 0:52:37.580  
Craig Ervine (He/Him/His)  
Right, right. That's good. Because it's there's also micro credentials that are available through the World Trade Organization, the United Nations and you know, non government organizations of scale that students, you know, may not be aware of but could enhance their ability to find a position internationally because of those going through those experiences.

0:52:38.940 --> 0:52:39.360  
joan (Guest)  
And.

0:52:50.980 --> 0:52:51.180  
joan (Guest)  
Yeah.

0:52:55.160 --> 0:52:55.410  
joan (Guest)  
It's.

0:53:1.550 --> 0:53:1.830  
joan (Guest)  
Yeah.

0:52:38.530 --> 0:53:8.400  
Craig Ervine (He/Him/His)  
Yeah. So I I know if some of them that, uh, you know, I I can certainly refer students too. And I have actually done that in the past and some of the students have gone on to take some of these courses. I I have had students who have taken the course at Harvard. The program on negotiation and that has, you know, LED them to find a career path that they really are flourishing in. Yes, I've heard from them since that point in time. So yeah, I like those kind of articulations. And I think that's really important for us to.

0:53:9.220 --> 0:53:12.550  
Craig Ervine (He/Him/His)  
Encourage and to make students aware of.

0:53:13.280 --> 0:53:24.160  
Craig Ervine (He/Him/His)  
As the you know, because ultimately at the end of each semester semester 1 Semester 2 students are coming to folks like myself and Christina and others. I'm sure in the program and saying.

0:53:27.960 --> 0:53:28.290  
joan (Guest)  
Correct.

0:53:29.420 --> 0:53:29.650  
joan (Guest)  
Yeah.

0:53:38.130 --> 0:53:38.370  
joan (Guest)  
Yeah.

0:53:24.640 --> 0:53:51.890  
Craig Ervine (He/Him/His)  
You know what, what should we be doing next? Where should we go from here? You know, what is the next step? And so it's nice to have some kind of information to impart and to share and to give them some examples of what students that have, you know, preceded them have done so. Yeah, I think that's really interesting. So, yeah, I'm looking at the FIT program. Actually, I was just looking at it last week. They've updated it recently. There's some new requirements. They're looking to be.

0:53:53.30 --> 0:53:54.880  
Craig Ervine (He/Him/His)  
In alignment with the.

0:53:55.970 --> 0:53:57.480  
Craig Ervine (He/Him/His)  
Ohh the international.

0:53:59.230 --> 0:54:17.960  
Craig Ervine (He/Him/His)  
I've got too many acronyms going through my head. Anyway, it's a certifying body that they're trying to, uh align with and it looks like that if everything works as they expect it will, they will have that certification by the end of this year. So that just creates another level of professionalism for that certification.

0:54:19.790 --> 0:54:20.230  
Craig Ervine (He/Him/His)  
Listen.

0:54:19.660 --> 0:54:24.490  
joan (Guest)  
And the package, the package I mentioned to you that I reviewed with these.

0:54:25.950 --> 0:54:32.80  
joan (Guest)  
Gentlemen, last week they are planning on having a bursary nonprofit.

0:54:32.830 --> 0:54:36.510  
joan (Guest)  
So for particularly for international students, where?

0:54:37.790 --> 0:54:53.260  
joan (Guest)  
They will put a certain amount of money into this nonprofit, but then you can fundraise with the nonprofit to be able to offer scholarships so, you know, I think a lot of people are thinking about these things right now. How can you do more for the students?

0:54:54.760 --> 0:55:4.690  
joan (Guest)  
And really help them to get on that ladder. So you know, again, I I did send that off and and I'm gonna they're gonna come and speak to the college but.

0:55:6.70 --> 0:55:36.320  
joan (Guest)  
There is this whole nonprofit sector section and you know, I've tried to talk to the Canada India Business Council about those companies hiring students, and I think, Craig, if you're talking about these initiatives that you know of, if you formalize it and have it, you know, where, where, where it can be given to the students and said, look, these are extended things that maybe of interest just sort of formalize it. So it's there that makes it easier as well. So it's not just a one off, but.

0:55:37.760 --> 0:55:39.200  
Craig Ervine (He/Him/His)  
Yeah, exactly. Yeah.

0:55:37.730 --> 0:55:39.300  
joan (Guest)  
Yeah, it's interesting.

0:55:40.50 --> 0:55:45.270  
Craig Ervine (He/Him/His)  
And and you know, I should thank you as well for sending that link to students start. I think that's the name of of the.

0:55:51.350 --> 0:55:51.580  
joan (Guest)  
Yeah.

0:55:46.790 --> 0:55:58.980  
Craig Ervine (He/Him/His)  
The platform, because I I've already kind of arranged a meeting next Wednesday with Siddharth to to explore that further so I get a a better understanding of the platform itself and all that's involved. So I'm actually looking forward to that and.

0:55:59.770 --> 0:56:2.290  
Craig Ervine (He/Him/His)  
I'll share with the committee with the outcome of that meeting as well.

0:56:2.960 --> 0:56:6.810  
joan (Guest)  
And if you can mention to him that I mentioned to you.

0:56:7.230 --> 0:56:7.910  
Craig Ervine (He/Him/His)  
So absolutely.

0:56:8.140 --> 0:56:37.590  
joan (Guest)  
The bursary piece, I mean, we still have to figure out how to make it a nonprofit that can actually fundraise for these bursaries. But, you know, there are a lot of people that Canada has built on immigrants, myself included. And there are a lot of successful immigrants that wanna give back and they this is one way to provide some form of scholarship for some of those extended requirements that you're saying May have a fee. So.

0:56:38.130 --> 0:56:39.690  
joan (Guest)  
I think that's very interesting.

0:56:41.650 --> 0:56:42.840  
Craig Ervine (He/Him/His)  
Yeah, I agree. I agree.

0:56:43.100 --> 0:56:43.380  
joan (Guest)  
Yeah.

0:56:43.140 --> 0:56:48.530  
Bradley Box [Student]  
You, Craig and John, I noticed you unmuted yourself a few times. A shikha. Is there something you wanna add to this?

0:56:49.330 --> 0:56:55.690  
Chikei  
No, that's good. That looks good. So I'm trying to multitask here. So I just wanna see my head pop going back and forth. But I think it's good.

0:56:56.320 --> 0:57:1.960  
Bradley Box [Student]  
OK, welcome, Patrick. For those who don't know, he's if he associate Dean of School of Business here at Saint Lawrence College.

0:57:4.190 --> 0:57:4.790  
joan (Guest)  
That before.

0:57:5.200 --> 0:57:17.650  
Patrick Egbunonu  
Thank you very much, Bradley and and thank you everyone for joining. Today. I I may have to jump to another park, but these are great conversations and I'm also happy that Jennifer is here in, in today's meeting.

0:57:20.790 --> 0:57:21.40  
Craig Ervine (He/Him/His)  
Right.

0:57:21.920 --> 0:57:36.440  
Bradley Box [Student]  
And you, Patrick, so continuing on with the, the idea of it and other certifications is that one of the key aspects you think that we should focus in on for now, Craig, is to try to get the fit and focus on other ones kind of use fit as a pilot.

0:57:38.400 --> 0:58:2.590  
Craig Ervine (He/Him/His)  
Yeah, I mean, it's there are a lot of colleges that are you know are advertising, I guess a relationship with that fit certification. So it's a matter of again looking at is there value in adding that as part of this experience or you know does that just kind of dilute you know what we could provide perhaps. So going back to Jones point about.

0:58:2.660 --> 0:58:17.410  
Craig Ervine (He/Him/His)  
Uh differentiation, you know what is it that we do that is specific and different than what other programs in other institutions are doing that would, you know, bring students our way rather than their way? So I'm exploring that a little bit further.

0:58:18.890 --> 0:58:37.160  
Craig Ervine (He/Him/His)  
It's certainly interesting, but as I said, there are other opportunities through international organizations that also could be of interest and could be of value. So just figuring out which ones make the most sense given how we decide to proceed with the definition of who we are and what we provide.

0:58:37.740 --> 0:58:38.100  
joan (Guest)  
Yeah.

0:58:37.810 --> 0:58:40.630  
Craig Ervine (He/Him/His)  
But yeah, to answer your question, it's definitely part of that conversation.

0:58:43.920 --> 0:58:58.80  
Bradley Box [Student]  
That's really good to know. As a student I I definitely found valuable to have something to give me a competitive edge. Once I enter the market, but also to be able to utilize the skills that I've learned from international business management. So I'm very excited to hopefully see that in my second semester.

0:59:0.530 --> 0:59:7.280  
Bradley Box [Student]  
And with respect to everybody's time, we have about 10 minutes left. Is there any additional new business anybody would like to bring forward?

0:59:10.40 --> 0:59:11.800  
Bradley Box [Student]  
Take me to myself. I'll start with you if there's anything.

0:59:13.370 --> 0:59:14.590  
Craig Ervine (He/Him/His)  
Umm, new business.

0:59:15.560 --> 0:59:17.390  
Craig Ervine (He/Him/His)  
Well, let me think about this for a moment.

0:59:19.0 --> 0:59:32.110  
Craig Ervine (He/Him/His)  
I think we've covered quite a lot of uh territories just in this conversation. It's a lot of pieces, so it'd be interesting to see the transcript or the minutes of this meeting to really kind of follow up on on these items that we've discussed, new business.

0:59:33.290 --> 1:0:2.220  
Craig Ervine (He/Him/His)  
You know, we we have obviously the experience now of teaching and being together in person for the past two years. You know that that's the first time in two years that we've been able to do that. So I think that, you know, just anecdotally, that seems to be something that is preferred. We have noticed and noted that hybrid work environments, you know, working remotely, whether that's working from home or working from a hotel room or somewhere in your travels, that's something that now.

1:0:2.290 --> 1:0:10.300  
Craig Ervine (He/Him/His)  
Looks to be part of the landscape, the business landscape going forward for you know, ever more probably. But there is a.

1:0:11.20 --> 1:0:40.110  
Craig Ervine (He/Him/His)  
Specific value in dealing with people personally and you know being in the same room with them, not just on camera, but being in the same room and something I tried to get across to students as well is that don't rely on this idea of, you know, texting and emailing or just kind of jumping on a zoom or a teams meeting in order to, you know, define yourself as a candidate or as a person that is looking for a position or is looking to you know.

1:0:41.0 --> 1:1:11.930  
Craig Ervine (He/Him/His)  
For a an interim role in an organization, whatever that may look like, you know that step of going to these organizations and meeting with people in person is really important and and I'm hoping that that doesn't get lost. And what I'm seeing, as I said anecdotally, is that there's a great deal of value in this experience of being in a room together as a professor and as students and having that opportunity kind of informally, either before or after class, to really unpack some of these ideas, which you don't get.

1:1:11.990 --> 1:1:41.90  
Craig Ervine (He/Him/His)  
If we were meeting in this context because, you know, right, once the meeting is over, everybody hits leave and the conversations over, but there's so much value in those conversations in the hallway and the stairwell and just in environments that are, as I said, informal. So I'm really trying to press on on students just how valuable, how valuable that can be. So I didn't really count as new business, but it's I think a point that that we haven't touched on fully yet. So I thought I would include it.

1:1:42.320 --> 1:1:49.150  
Bradley Box [Student]  
OK. Thank you. Craig, is there any new business you'd like to add in Chikei? And if I ever pronounce it correctly, please let me know. Sorry.

1:1:49.280 --> 1:1:50.500  
Chikei  
Cheeky, but it's OK.

1:1:51.420 --> 1:1:51.670  
Chikei  
Yeah.

1:1:50.410 --> 1:1:53.210  
Bradley Box [Student]  
She get. I'll get it next time, chicken.

1:1:52.800 --> 1:1:53.410  
Chikei  
No worries.

1:1:54.640 --> 1:1:59.770  
Chikei  
I know that's it. I'm getting thanks for including me. Happy to help if any. If they. If there's anything like to do.

1:2:1.390 --> 1:2:2.850  
Chikei  
Now till the next pack meeting.

1:2:2.970 --> 1:2:10.750  
Chikei  
Uh, let me know, but yeah, thanks for including me on this. Hopefully it's valuable for the the kids. You know, this the students and the faculty.

1:2:12.0 --> 1:2:12.680  
Bradley Box [Student]  
Thank you, Chika.

1:2:14.780 --> 1:2:15.530  
Bradley Box [Student]  
Uh, Joan?

1:2:16.490 --> 1:2:21.940  
joan (Guest)  
I I'd like to follow Craig's lead a little bit here and just add I think.

1:2:23.230 --> 1:2:49.310  
joan (Guest)  
You're talking about in person for. For a young person, a student, they also need to have their elevator pitch as to why they're who they are and why they're great and that should be very short. But you should use that in almost any social setting you get into in your conversation and.

1:2:50.270 --> 1:3:4.820  
joan (Guest)  
There isn't going to be a better salesman of you than you are now. You don't have to make it too obvious, but I will say I hired 1 waiter from a restaurant and I hired another fellow from Starbucks.

1:3:5.700 --> 1:3:13.750  
joan (Guest)  
Both who went on to be outstanding employees, one went on to be a very successful entrepreneur simply because.

1:3:14.770 --> 1:3:26.670  
joan (Guest)  
I was so impressed with the way they served me and the way they communicated, and I never regretted hiring those two guys. That was actually when I was at Phillips.

1:3:27.760 --> 1:3:29.570  
joan (Guest)  
Now one was too boom, one was Phillips.

1:3:31.710 --> 1:3:42.370  
joan (Guest)  
So to learn that what you bring to the table is a value and someone is gonna click with that value. So don't sit in the back slouching.

1:3:43.90 --> 1:3:58.560  
joan (Guest)  
And to the point that Craig made about being in person, you're in person with people all the time, some of them business owners, some of them bankers, some of them, whatever. Just do a little summary. There could be something there and somebody might say I need this guy. I need this girl.

1:3:59.580 --> 1:4:9.900  
joan (Guest)  
That's just what I wanted to add to get in there. I'm very happy to be with you today. Umm, you know, I'm committed to the program and if there's anything I can do, let me know.

1:4:11.610 --> 1:4:15.90  
Bradley Box [Student]  
Thank you very much, John. One day I'll have to give you my elevator pitch on how a project manager.

1:4:15.770 --> 1:4:17.0  
joan (Guest)  
Yes, exactly.

1:4:17.970 --> 1:4:21.980  
Bradley Box [Student]  
I see Asif, I see. Sorry. Is there anything you'd like that for? New business?

1:4:22.960 --> 1:4:24.50  
Asif Dadashov [Student]  
No, thank you.

1:4:25.360 --> 1:4:28.110  
Bradley Box [Student]  
Alrighty. Jennifer, is there anything you'd like that?

1:4:30.470 --> 1:5:2.500  
Jennifer Sommer  
Well, I would like to say thank you to everyone for your words. I've been taking notes as we've been going through. If you have any thoughts on the industry and how the industry is moving and what kind of the new directions that a lot of businesses, large scale or small scale are going, we would love to get your notes on that and even things like moves toward sustainability, environmentalism, all of those types of things as well. That would be great. So you could maybe pass those on to Christina or to Craig and then they can pass them to us when we start to really go through the renewal and review process.

1:5:2.830 --> 1:5:3.880  
Jennifer Sommer  
More in depth.

1:5:6.180 --> 1:5:6.460  
Chikei  
Cool.

1:5:6.970 --> 1:5:26.760  
joan (Guest)  
If I could say one last thing talking about the the zoom or the OR the in person in one day, I can have a meeting with the Philippines, with Africa, with Trinidad and with Canada. I could not do that flying or even though to tell you the truth, I flew six months of the year every year and I loved it.

1:5:27.730 --> 1:5:37.820  
joan (Guest)  
But that hybrid has brought so much to the table, I cannot say enough about it. It is. It's a game changer.

1:5:41.820 --> 1:5:46.430  
Bradley Box [Student]  
Thank you for sharing that, John. I, Christina, is there any new business or any final remarks you'd like to add?

1:5:47.930 --> 1:5:49.880  
Christina Decarie (She/Her/Hers)  
No, but thank you very much for asking.

1:5:51.660 --> 1:6:7.130  
Bradley Box [Student]  
You're welcome. Well, again, I'd like to thank each of you. The information will definitely help the program, and it was definitely very informative for me as a student. I'd like to confirm the next PAC meeting. Currently it's set for February 24th, 2023. Is there any objection for that?

1:6:10.700 --> 1:6:16.330  
Bradley Box [Student]  
Seeing none, I'll continue. There's any other remarks or anything I'd like to adjourn this meeting.

1:6:18.730 --> 1:6:26.60  
Bradley Box [Student]  
Being objections, I would say this meeting is now adjourned at 12:57. I appreciate it again. Thank you everybody, for being here today.

1:6:27.940 --> 1:6:28.340  
joan (Guest)  
Thank you.

1:6:28.0 --> 1:6:28.670  
Craig Ervine (He/Him/His)  
Bradley, thanks.

1:6:26.730 --> 1:6:28.810  
Chikei  
Thanks everyone. Have a good day number.

1:6:28.210 --> 1:6:29.400  
Christina Decarie (She/Her/Hers)  
Thank you everybody.

1:6:29.470 --> 1:6:29.950  
Chikei  
Take care.

1:6:29.580 --> 1:6:30.20  
Craig Ervine (He/Him/His)  
Yeah.

1:6:29.550 --> 1:6:30.480  
joan (Guest)  
Bye bye.

1:6:30.360 --> 1:6:33.110  
Christina Decarie (She/Her/Hers)  
Nice to see familiar faces. Good luck, Shikha and the deal.

1:6:33.440 --> 1:6:33.990  
joan (Guest)  
Yeah. Good.

1:6:34.460 --> 1:6:35.150  
Bradley Box [Student]  
It's good luck.

1:6:34.870 --> 1:6:35.320  
joan (Guest)  
It's not.

1:6:33.500 --> 1:6:35.630  
Chikei  
Thanks. Thanks. Take care guys.

1:6:36.740 --> 1:6:37.260  
Chikei  
But.

1:6:36.920 --> 1:6:37.830  
Christina Decarie (She/Her/Hers)  
Hi everybody.

1:6:35.80 --> 1:6:38.650  
Asif Dadashov [Student]  
Thank you very much. Have a good day. Have a good weekend everyone. Thanks.

1:6:38.530 --> 1:6:38.810  
Asif Dadashov [Student]  
Bye.