



## BOARD OF GOVERNORS

### REGULAR MEETING AGENDA

**MEETING:** Monday, November 2, 2015  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216  
**CAMPUS:** Lansdowne Campus

**BOARD MEMBERS:**

Russ Lazaruk, Chair  
 Sherri Bell, President  
 Stephen Chang  
 Cindy Choi  
 Jennifer Erwin  
 Nigel Giuliany  
 Bill Gyles  
 Chris Marks  
 Ron Rice, Vice Chair  
 Shayli Robinson  
 Laylee Rohani  
 Nancy Sly  
 Cynthia Wrate

**ADMINISTRATION:**

John Boraas, VP Education  
 Deborah Huelscher, Chief Financial Officer  
 Tom Roemer, VP Strategic Development  
 Barbara Severyn, Executive Director, Human Resources  
 Joan Yates, VP Communications, Advancement & Planning

**GUEST:** Dan Hodgson, Director, Institutional Research & Planning

**REGRETS:** nil

**BOARD ASSISTANT:** Heather Martin

Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

<b>I CALL TO ORDER</b>	<b>PAGE</b>
<b>II APPROVAL OF THE AGENDA</b>	
<b>III BOARD MEMBER REPORTS</b>	
1. Chair's Report [5 min] (Lazaruk)	no attachment
2. President's Report [5 min] (Bell)	no attachment
3. Foundation [5 min] (Rice/Yates)	no attachment
4. Education Council [5 min] (Rohani/Wrate)	
i) Minutes of the September 21, 2015 meeting	attachment 4
<b>IV BOARD COMMITTEE REPORTS</b>	
1. Audit Committee [5 min] (Gyles)	
i) Minutes from the June 1, 2015 meeting	attachment 13
ii) Report from the October 28, 2015 meeting	no attachment

	<b>PAGE</b>
2. Executive Committee [5 min] (Lazaruk)	no attachment
i) Total Compensation Philosophy [10 min] (Severyn) *	attachment 15
3. External Relations Committee [2 min] (Rice)	no attachment
4. Finance Committee [10 min] (Choi)	
i) Minutes from the September 14, 2015 meeting	attachment 20
ii) Report from the October 26, 2015 meeting	no attachment
<b>V APPROVAL OF THE MINUTES</b>	
1. Minutes of the October 5, 2015 meeting [2 min] (Lazaruk)	attachment 22
<b>VI UNION REPORTS</b>	
1. Camosun College Faculty Association	attachment 26
<b>VII NEW BUSINESS</b>	
1. Fall Enrolment Report [10 min] (Hodgson/Yates)	attachment 27
2. Student Housing – Next Steps [20 min] (Bell)	no attachment
3. Health Building Update [5 min] (Bell)	no attachment
<b>VIII ADJOURNMENT</b>	
* Requires a decision. See Page 3 for the proposed motion.	attachment 3

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**CORRESPONDENCE** [nil]



**BOARD OF GOVERNORS**  
**Monday, November 2, 2015**

**1. EXECUTIVE COMMITTEE**

**i) Total Compensation Philosophy**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NEW POLICY  
'O-5.13 TOTAL COMPENSATION PHILOSOPHY'.



# Approved Minutes

Monday, Sept 21, 2015

4:00-6:00 pm

CC 321, Interurban

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## Present

Alison Bowe, Faculty	Leslie Martin, Support Staff
Bijan Ahmadi, Faculty	Nicole Greengoe, Administration
Cindy Drover-Davidson, Faculty	Peter Ove, Faculty
Connie Klassen, ICC Chair	Rachael Grant, Student
Corrine Michel, Indigenization Coordinator	Sarah Lindsay, Student
Cynthia Wrate, Faculty	Shelley Butler, Permanent Secretary
Dominic Bergeron, Administration	Sherri Bell, President
Emara Angus, Student	Shohreh Hadian, Faculty
Hannah Thomson, Student	Stephen Bishop, Faculty
John Boraas, Administration	Tim Ayers, Faculty
Laylee Rohani, Board of Governors	

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## Regrets/Absent

Lisa Robertson, Faculty	Patrick Jones, Faculty
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## Guests

Nil

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## ITEM

## PRESENTER

### A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:00 by Cynthia Wrate, Education Council Chair.

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### B. Acknowledgement of Coast Salish Territory

Cynthia Wrate

*Cynthia acknowledges the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. <http://camosun.ca/aboriginal/territory.html>*

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### C. Welcome to new members

Cynthia Wrate

Cynthia welcomed the newest members to Education Council – Alison, Bijan, Cindy, Connie, Corrine, Emara, Peter and Sherri.

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### D. Round-Table Check-In

Cynthia Wrate

Cynthia welcomed everyone and requested a roundtable check-in.


ITEM	PRESENTER
<b>E. Acceptance of Agenda</b> The Sept 21, 2015 agenda was accepted via unanimous consent.	Cynthia Wrate
<b>F. Minutes for Approval</b> The Jun 15, 2015 regular meeting minutes were approved via unanimous consent.	Cynthia Wrate
<b>G. Reports</b>	
<b>1. Education Council Chair</b> Cynthia acknowledged that we are beginning a new academic year. She also noted that she will attend the Council of Education Council (CoEdCo) meeting in Cranbrook, BC this October. She stated that the CoEdCo agenda looked interesting.	Cynthia Wrate
<b>2. VP Academic</b> John reported that a lot of project work is underway, including a review of our scheduling process. If anyone wants further information they are welcome to email John.	John Boraas
<b>3. Board Member</b> Laylee reported that the Board held its inaugural meeting. Russ Lazaruk was elected the Board Chair, and Ron Rice was elected the Vice-Chair. She noted that the Board reviewed the <a href="#">Institutional and Accountability Plan and Report</a> . It is a good summary that reports where the College is at.	Laylee Rohani
<b>H. Committee Reports</b> Cynthia requested for council members to considering sitting on one or more of the Education Council committees. Members can put their name forward for the Awards, Ed Approvals Steering Committee, or the EdCo Policy and Standards Committee. Contact Shelley Butler if you interested.  Dominic agreed to Chair the Awards Committee.  In addition, he following EdCo members put their name forward: <ul style="list-style-type: none"> <li>• Awards: Steven Rumpel</li> <li>• Ed Approvals Steering Committee: Tim Ayers, Cynthia Wrate, Leslie Martin</li> <li>• EdCo Policy and Standards Committee: Stephen Bishop, Corrine Michel, Alison Bowe</li> </ul>	Cynthia Wrate
<b>1. Awards</b> Nil	To be determined
<b>2. Education Approvals Steering Committee</b> Nil	To be determined
<b>3. Education Council Policy and Standards Committee</b> Nil	Steven Rumpel

ITEM	PRESENTER
<p><b>I. Integrated Curriculum Committee Report</b></p> <p>Cynthia introduced Connie Klassen as the new ICC Chair. Connie presented an overview Power Point on the Education Approvals Process. The presentation was intended as an orientation to Education Council members on the approvals process. See appendix for Power Point.</p> <p>Questions and discussion followed.</p>	Connie Klassen
<p><b>Curriculum Recommended for Approval</b> Nil</p>	
<p><b>Issues Arising from Curriculum Review:</b> Nil</p>	
<p><b>J. Presentations and/or Discussions</b></p> <p><b>1. Governance Role of Education Council; Relationship to VP Education Office, BOG, other administration Student Services</b> Cynthia gave an overview Power Point on the governance role of Education Council.</p> <p><b>2. Overview of Key Policy Questions for the upcoming year</b> John noted that policy was one of the top two areas that required modernization and improvement. The goal will be to plan and prioritize our policy development. He noted that we have allocated for a policy position and the job posting is currently up.</p>	<p>Cynthia Wrate</p> <p>Cynthia Wrate &amp; John Boraas</p>
<p><b>K. Next Meeting</b></p> <p>Regular Meeting Monday, Oct 26, 4-6, CC 321, Interurban</p>	Cynthia Wrate
<p><b>L. Adjournment</b></p> <p>The Meeting adjourned at 5:31pm.</p>	Cynthia Wrate



### Expedited Curriculum Approval

- ▶ To address extraordinary circumstances where curriculum approval & implementation is time-sensitive
  - ▶ Funding
  - ▶ Accreditation or licensing changes
  - ▶ Contractual or external agency requirements



### Expedited Approval Process

- ▶ Complete Expedited Approval Request form
  - ▶ Rationale
  - ▶ Impact to current students
- ▶ Dean approval of request
- ▶ Submit to Ed Approvals Coordinator
- ▶ EDCO Executive approval or determination of next steps
- ▶ Developer works with Student Services to implement

### Ed Approvals website


- ▶ [http://intranet/ed\\_prov/Glossary.php](http://intranet/ed_prov/Glossary.php)

### Categories of Curriculum Approval

- ▶ **Category 1 – CC Board or Ministry Approval**
  - ▶ New programs, Applied Degrees
- ▶ **Category 2 – EDCO Approval**
  - ▶ New program, revised programs, new courses, course revisions that impact program curriculum, credit/hour increases, increase in Pre-requisites

### Category 3 – Dean Approval

- ▶ Wordsmithing
- ▶ Error correction
- ▶ Cascading changes
- ▶ Some course number changes i.e. from 100 to 200 level
- ▶ Course hour changes that do not increase credits
- ▶ Relaxing pre-requisites or adding alternate pre-requisites



## Approval Timelines

EDCO approval by:

- ▶ December 2015 for September implementation
- ▶ June 2016 for January 2017 implementation




## Ed Approval Forms

- ▶ Have been reviewed, revised and simplified
- ▶ New forms were launched November 1, 2014
- ▶ Developers should be using the new forms – still seeing some old forms.
- ▶ Forms have sections to be completed by Support Staff, Developer, Students Services and Ed Approvals Coordinator
- ▶ Some aspects may be completed at the SCC meeting ( i.e. Consultations)

## Future Development

- ▶ Developer Resources – for development of curriculum
- ▶ Developer Resources for approval of curriculum (faculty workshop)
- ▶ Updated and improved ED Approvals website
- ▶ Process for advisory revisions
- ▶ Process for ICC recognized “critical change”
- ▶ Updated Policies.




## School Curriculum Committee

- ▶ Ensure fit with School Ed Plan priorities
- ▶ Support developers to get curriculum approval ready
- ▶ Tap them into resources:
  - ▶ Students Services (Reg Com (programs), Advising etc.
  - ▶ CETL – assistance with course/program development, descriptions, and outcomes
  - ▶ Ed Approvals Coordinator – approval categories, forms etc.
- ▶ Consultation with other Schools/Depts.

## Markers of Quality Curriculum

- ▶ Learner-centred
- ▶ Currency/relevancy
- ▶ Accessible/Flexible
- ▶ Unique/distinctive to Camosun (Indigenization, sustainability, leading practice, cross-disciplinary)
- ▶ Consistent with college policies and standards



## Questions

- ▶ How else can we support your work?
- ▶ Other?



## Board Governance 101

## Board of Directors Governance

- What is Governance
- Governance Key roles and responsibilities

## Governance Defined

- Governance refers to the processes and structures used to direct and manage an organization's operations and activities. It *defines the division of power and establishes mechanisms to achieve accountability among stakeholders, the governance board and management.*

(Deloitte – the Effective Not for Profit Board)

## What are Boards?

- A group of people who supervise, manage or govern an organization, company or facility, or *those charged with providing advice or making decisions on a particular issue.*

## What do Boards "do"?

- **Provide purpose, leadership and overall strategic direction** for the organization they are responsible for governing i.e. Education Council.
- Ensure that the finances are sound, operations are legal, procedures work, assets are safeguarded and all tasks are carried out in the public's interest.
- Know the Constitution and update the Bylaws which are two major board governing documents.
- **Comply with legislation** i.e. Education Council is the legislated authority regarding academic matters and provides an advisory role to the Board of Governors.

## Functional Roles and Responsibilities

- Legal
- **Policy (Governance), Planning (Strategic), and Programs**
- **Leadership**
- Personnel
- Finance and Budget
- Public Relations
- Evaluation
- General

## Policy, Planning, Program

- To ensure that an effective process for planning is maintained and to formulate a strategic long range (3-5 years) plan that is updated annually.
- To **develop policies for governance of the organization.**
- To **monitor policy**, organizational performance and outcomes.
- To **establish the philosophical values base for priority determination for programs and services.**

## Leadership

- To ensure the training & development of a qualified members who bring expertise and strategic thinking to the table.
- To ensure that effective and appropriate channels exist for communication with members or constituent groups.
- To **assume leadership of committees, task groups etc.**

## Evaluation

- To regularly evaluate policy development
- To evaluate Board governance policies keeping current with the operating environment

## General Role of Board member

- To make available necessary time to ensure adequate preparation and participation at all meetings and/or committees related to the position of EdCo member.
- To establish the necessary standing committees and ad hoc task teams.

## Legal Responsibilities & Liabilities

- **Colleges and Institute Act of BC** identifies specific roles and duties of EdCo
- Fiduciary duty – “***act honestly and in good faith for the benefit and best interests of the organization you are overseeing***”.

## Examples of fiduciary duty fulfillment:

- Not taking advantage of your position for personal gain
- Acting honestly and industriously
- Providing adequate information to authorized people or members when requested and not misleading them in any way
- **Disclosing potential conflicts of interest**
- Acting with care and diligence
- **Ensuring all decisions are made to the advantage of the organization, not individuals or any other interest group**
- Ensuring you act according to the constitution and rules of the organization.

### Examples of competence and diligence:

- Make a decision to take, or not to take, action in good faith and for a proper purpose
- Do not have any material personal interest in the matter
- Inform yourself about the matter to the extent that you reasonably believe is appropriate.
- Reasonably believe that your judgment is in the board's best interests

### In addition, you are expected to:

- Attend meetings regularly
- Ask questions and seek more information when you believe it is required
- Understand your board's core work
- Keep abreast of governance issues

### Models of Governance

- In the not for profit world, there are two major models of governance, the Programmatic Model (may or may not also be a "working" Board) and the **Policy Model** of Governance.

### Camosun Education Council

- Powers of the Education Council Policy duties:**
- a) Set policies concerning **examinations and evaluation** of student performance
  - b) Set policies concerning **student withdrawal from course, programs and the institution**
  - c) Set criteria for **academic standing, academic standards and the grading system**
  - d) Set criteria for **recognizing academic excellence**

### Powers of the Education Council cont'd

- Set policies for the procedures for appeals by students on academic matters and establish final appeal tribunal for these appeals,
- Set curriculum content for courses leading to certificates, diploma's or degrees.

### Joint Approval

- To be implemented, decisions concerning the following matters must have joint approval:
  - a) **Curriculum evaluation** for determining whether (i) courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit at the institution, or

### Joint approval cont'd

- (ii) courses or programs, or course credit, from one part of the institution are **equivalent** to courses or programs, or course credit in another part of the institution;
- b. **Other responsibilities** of the board that, on the initiative of the board, the board and the education council agree are subject to joint approval....

### Governance: why it's a crucial/complex issue in higher ed

- Institutional diversity
  - new types; multiple programs; private options
- Delivery diversity
  - Distance, e-learning, blended
- Student diversity
- Internationalization
- Marketization of education; knowledge

### EdCo policy setting power & duty

- Examination & evaluation of student performance
- Student withdrawal from courses, programs, institution
- Procedures for student appeals on academic matters; final appeal tribunal for appeal

### EdCo criteria-setting power & duty

- Academic standing, academic standards & grading system
  - Awards recognizing academic performance
- And
- Set curriculum content for courses leading to certificates, diplomas & degrees

### Plus, advise Board

- Advice from EdCo required on many matters; requested on others

### Items warranting policy revision, criteria setting

- |  |  |
|--|--|
| ■ Attrition rates  | ■ DE standards                             |
| ■ Assessment practices   | ■ Course shelf life                        |
| ■ Competitive admission process / programs   | ■ Work terms as program/course requirement |
| ■ Cross college integration  | ■ Course leveling (pre-req's)              |
| <ul style="list-style-type: none"> <li>■ courses / duplication</li> <li>■ content               <ul style="list-style-type: none"> <li>■ Indigenization</li> <li>■ Internationalization</li> <li>■ sustainability</li> </ul> </li> </ul> | ■ Course numbering standards               |



**BOARD OF GOVERNORS**

**AUDIT COMMITTEE MINUTES**

**MEETING:** Monday, June 1, 2015  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Bill Gyles, Chair  
Cindy Choi  
Marilyn Pattison

**RESOURCES:**

Deborah Huelscher, Interim Chief Financial Officer  
Peter Lockie, Interim President

**REGRETS:** nil

**GUESTS:**

Peter Bourne, Executive Director, OAG  
Bill Gilhooly, Assistant Auditor General, OAG  
Ryan Park, Manager, OAG

**BOARD ASSISTANT:** Heather Martin

**C O N F I D E N T I A L**

**I CALL TO ORDER**

Bill Gyles, Chair, Audit Committee, called the meeting to order at 5:00 pm.

**II APPROVAL OF THE AGENDA**

The agenda was approved as distributed.

**III APPROVAL OF THE MINUTES**

1. The minutes from the October 20, 2014 meeting were approved as distributed.

**IV NEW BUSINESS**

**1. Audited Financial Statements for the Year Ending March 31, 2015**

i) Management Presentation

Bill Gyles advised the draft audited financial statements for the year ending March 31, 2015, were included in the agenda package. Deborah Huelscher, Interim Chief Financial Officer, provided a management presentation on the 2014/2015 draft audited financial statements. The financial statements were prepared in accordance with the reporting framework directed by the Provincial Government.

The year began with a balanced budget and ended with an overall surplus of \$824K. Tuition revenue from international enrolment was \$5M ahead of the previous year. The increased fees and some expenditure savings enabled the college to direct funds to strategic investments, including minor renovations at \$3.5M.

The college continues to meet Ministry accountability requirements and comply with Provincial directives including Tax Payer Accountability. The year end results are slightly ahead of the Board approved quarterly forecasts submitted to the Ministry. Deborah Huelscher reviewed the Management letter points individually and explained the steps underway to address the recommendations.

ii) Auditor General's Report

Peter Bourne, Executive Director, Office of the Auditor General (OAG), reviewed the findings of the audit report for the year ending March 31, 2015. The year ending was the final year of a five year term of direct audit coverage of Camosun College by the OAG. Bill Gyles, Chair, thanked the auditors for all their work over the past five years. The OAG's unqualified opinion will be provided once the financial statements have been approved by the Board of Governors on June 8, 2015.

**MOTION:**

**THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2015 AS PRESENTED.**

**CARRIED**

**2. Allocation of Surplus**

Deborah Huelscher, Interim Chief Financial Officer, reported the \$824K surplus cannot be used for the operating budget as it would create a deficit which is not allowed by government. The college has an obligation for the amount of \$800K to the Centre for Education and Innovation (CTEI). The recommendation is to designate \$800K to be internally restricted for future capital expenditure for CTEI.

**MOTION:**

**THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DESIGNATES \$800,000 OF THE UNRESTRICTED OPERATING BALANCE TO BE INTERNALLY RESTRICTED FOR FUTURE CAPITAL EXPENDITURE RELATED TO THE CENTRE FOR TRADES EDUCATION AND INNOVATION.**

**CARRIED**

**V ADJOURNMENT**

The meeting adjourned at 5:56 p.m.

**VI IN-CAMERA SESSION (Board Members and Auditors)**



## BOARD OF GOVERNORS

### POLICY BRIEFING NOTE

**POLICY NAME:** O-5.13 Total Compensation Philosophy  
**SUBMITTED BY:** Barb Severyn, Executive Director, Human Resources  
**DATE:** November 2, 2015

#### PLANNING AND DEVELOPMENT:

**Policy Holder:** Executive Director, Human Resources

**Approval Body(s):** Board of Governors

**Need Identification:** To comply with Government requirements the College must articulate its total compensation philosophy for exempt employees.

**Summary:** The Government released the *BC Public Sector Compensation Review* in 2014 which recommended creation of a common compensation philosophy for exempt staff across the broader public sector using the BC Public Service's philosophy as a template. The Public Sector Employers' Council (PSEC) requires all public sector employers to submit to their refreshed exempt compensation philosophies by November 30, 2015, so that these can then be submitted for review and approval by the Minister Responsible for the Act. The Post-Secondary Employer's Association (PSEA) *Compensation Philosophy Review Steering Committee* developed a draft Total Compensation Philosophy Template which the College has used to develop its *Total Compensation Philosophy*.

**SUPPORTING DOCUMENTS:** Draft policy 'O-5.13 Total Compensation Philosophy'.

**REQUIREMENT:** The request today is for the Board of Governors to approve the new policy.

#### **MOTION:**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NEW POLICY 'O-5.13 TOTAL COMPENSATION PHILOSOPHY'.**



<b>Policy:</b>	<b>O-5.13</b>
<b>Approved By:</b>	<b>Board of Governors</b>
<b>Approval Date:</b>	
<b>Amendment Date:</b>	
<b>Policy Holder:</b>	<b>Exec. Dir. Human Resources</b>

## TOTAL COMPENSATION PHILOSOPHY

### Purpose / Rationale

The College’s compensation program is intended to assist in recruiting, motivating and retaining a qualified management and exempt group, by providing tangible rewards to enable the College to attain its corporate goals and objectives.

### Scope

This policy applies equally to all exempt employees of Camosun College excluded from membership in a bargaining unit.

### Objectives

Camosun College’s compensation program objectives are:

- to attract competent and capable management and exempt staff that share a passion for education;
- to assist in retaining the services of a high quality management and exempt group;
- to provide compensation that encourages superior performance;
- to promote individual and team performance and the overall achievement of the College’s strategic plan;
- to provide fair and equitable compensation in accordance with the authority and accountability of the employee’s position;
- to assist the College in reinforcing its commitment to professional development for its exempt staff for succession planning, retention and other purposes.

### Governance and Administration

The Board of Governors is responsible for approving the College’s overall compensation framework and terms of employment for the Exempt group.

The College Executive Team (CET) is responsible for the daily administration of the programs and for making recommendations for the Board’s endorsement.



## **Principles**

Camosun College's exempt staff members are responsible for leading the College's major functions and ensuring the overall effectiveness and efficiency of a wide range of service delivery, to its student body and the broader Victoria, South Island and Gulf Island communities. The College endeavors to provide the opportunity to its employees to gain fulfillment in important and rewarding careers, recognizing that the College operates in a competitive environment where qualified and competent staff are valued by many organizations.

The College's compensation practices follow these guiding principles:

- *Performance-Related:* Camosun College values the contribution of its entire exempt staff toward the attainment of its strategic and operating objectives and provides compensation that is commensurate with such contributions. The College's compensation program supports and promotes a performance-based organizational culture.
- *Differentiation and Flexibility:* a primary feature of the College's compensation program is to align individual managers and operating units with the College's overall strategy. Within a broad framework, the College's compensation program provides it with the necessary flexibility to make compensation decisions consistent with the need for internal equity, the variation in scope and authority for positions, as well as the need to adapt to changes in the external market.
- *Accountability:* the College makes its compensation decisions objectively using clear and well documented rationale to ensure the appropriate expenditure of public funds.
- *Openness and Transparency:* the College communicates the basic principles and 'mechanics' of its compensation program in an open, honest and direct manner. This principle does not involve the distribution of specific market survey data, or making public personal and individual compensation information.
- *Affordability and Sustainability:* the College's total compensation programs are designed and administered in a fiscally responsible manner that ensures that costs are affordable and sustainable over time, and balanced against market forces.

## **Comparator Groups**

Camosun College recognizes that a compensation policy needs to consider all elements of a total compensation program and believes that it is important to consider both internal and external factors when making compensation decisions.

Internally, importance is placed on recognition of job value/content through a formal job evaluation methodology, as well as assessments of individual leaders' demonstrated competencies and performance, to ensure that the relative internal value of work is fairly recognized.

Externally, Camosun College monitors first, the Provincial Public Service and similar post-secondary and other public sector labour markets to continually assess compensation trends and levels, with a focus on those organizations with which it competes for talent. Second, in specific circumstances and programs, the College may review compensation trends in targeted industry or other sectors, or other provinces / geographic jurisdictions.

Typically, positions within the Exempt grid are reviewed annually within the context of the Post- Secondary Employers' Association (PSEA) *Exempt Compensation Guidelines* and adjusted by the College's Board of Governors after consultation with the CET so as to maintain a competitive salary structure.

## **Total Compensation**

This policy is to be read in concert with the *Terms and Conditions of Employment for Exempt Employees* established by the College which includes four main elements:

- *Compensation* – providing fair compensation for the scope and breadth of job responsibilities and the education, competencies, and experiences that employees bring to their roles;
- *Benefits* – providing security and protection for employees and their families;
- *Career Development* – providing support for skill development, upgrades and other career development activities; and
- *Work / Life Balance* – providing paid time off and other programs to help employees balance their work and personal demands.

Exempt employees are placed in salary pay bands that reflect their duties and responsibilities as evaluated under the College's factor based, point rating *Exempt Employee Job Evaluation Plan*.

Total compensation programs may be amended from time to time, as determined by the College, and as approved by the Minister. Wage rates associated with exempt salary pay bands are adjusted consistent with direction from the Public Sector Employers Council.

**LEGISLATED REFERENCES AND COLLECTIVE AGREEMENTS**

[College and Institute Act \[RSBC 1996\] c. 52](#)

[Public Sector Employers Act \[RSBC 1996\] c. 384](#)

**LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES**

[G-1.7 Board Executive Committee Terms of Reference](#)



**BOARD OF GOVERNORS**

**FINANCE COMMITTEE MINUTES**

**MEETING:** Monday, September 14, 2015  
**TIME:** 4:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Cindy Choi, Chair  
Sherri Bell, President  
Jennifer Erwin  
Russ Lazaruk  
Nancy Sly

**RESOURCES:**

John Boraas, VP Education  
Deborah Huelscher, Interim Chief Financial Officer  
Barbara Severyn, Executive Director, Human Resources  
Joan Yates, VP Communications, Advancement & Planning

**REGRETS:** Tom Roemer, VP Strategic Development

**BOARD MEMBERS ATTENDING:**

nil

**BOARD ASSISTANT:** Heather Martin

**I CALL TO ORDER**

Cindy Choi, Chair, Finance Committee, called the meeting to order at 4:00 pm. She welcomed new members Sherri Bell and Jennifer Erwin.

**II APPROVAL OF AGENDA**

The agenda was approved as presented.

**III MINUTES OF PREVIOUS MEETING**

The minutes of the March 30, 2015 meeting were approved as distributed.

**IV NEW BUSINESS**

**1. Financial Management Report for the Three Months to June 30, 2015**

Deborah Huelscher, Interim Chief Financial Officer, provided a summary level update on the financial results for the first quarter of the fiscal year. The first quarter is the least active so a formal review was not completed with the senior leaders. The Finance department staff completed an analysis and raised any significant anomalies where appropriate.

The high level overview at June 30, 2015, shows a \$661K positive variance that was offset by expenses of \$301K resulting in a contribution of \$360K ahead of target. The first quarter usually shows a budgeted deficit, as the tuition revenue comes in from September to March. Tuition fees are ahead of budget mainly due to an increase in domestic and continuing education.

International enrolment is on track and is expected to exceed budget. The forecast is for a balanced budget at March 31, 2016.

**2. 2014/2015 Financial Information Act Report**

Deborah Huelscher, Interim Chief Financial Officer, advised the report must be filed every year with the Ministers of Advanced Education and Finance once approved by the Board of Governors. The report is prepared using specific data collection and reporting processes. The first statement is the board disclosure prepared in accordance with the Treasury Board directive. The next section lists employees who earn over \$75K and includes the expenses they incurred while conducting College business such as travel and meeting expenses. It is followed by the reconciliation, and then the final section which lists payments made to corporations for supplies and services above \$25K.

**MOTION:**

**THAT THE BOARD OF GOVERNORS FINANCE COMMITTEE RECOMMENDS THAT CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE 2014/2015 FINANCIAL INFORMATION ACT REPORT AND AUTHORIZE ITS SUBMISSION TO THE MINISTER OF FINANCE AND THE MINISTER OF ADVANCED EDUCATION.**

**CARRIED**

**V ADJOURNMENT**

The meeting was adjourned at 4:37 pm.



**BOARD OF GOVERNORS**

**REGULAR MEETING MINUTES**

**MEETING:** Monday, October 5, 2015  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Sherri Bell, President  
Steve Chang  
Cindy Choi  
Jennifer Erwin  
Nigel Giuliany  
Chris Marks  
Ron Rice, Vice Chair  
Laylee Rohani  
Nancy Sly  
Cynthia Wrate

**ADMINISTRATION:**

John Boraas, VP Education  
Deborah Huelscher, Chief Financial Officer  
Barbara Severyn, Executive Director, Human Resources  
Joan Yates, VP Communications, Advancement & Planning

**REGRETS:**

Bill Gyles  
Shayli Robinson  
Tom Roemer, VP Strategic Development

**BOARD ASSISTANT:** Heather Martin

**I CALL TO ORDER**

Board Chair Russ Lazaruk called the meeting to order at 5:00 pm.

**II APPROVAL OF THE AGENDA**

The agenda was approved as distributed.

**III BOARD MEMBER REPORTS**

**1. Chair’s Report**

Board Chair Russ Lazaruk noted that he and Ron Rice attended the Indigenous Students Annual Welcome Feast at Songhees Learning and Wellness Centre on September 17. It was a wonderful evening and the traditional dancers did a great job. A highlight was a young boy who was an amazing dancer. There were great conversations with the community members and the Camosun students. Congratulations to Nigel Giuliany, who has been re-appointed for a term ending December 31, 2017. The Government has not yet announced Marilyn Pattison’s replacement but it is expected soon as a name has been put forward to cabinet. The Award for Innovation sub-committee now includes Cynthia Wrate, Chair, Nigel Giuliany, Chris Marks, Marilyn Pattison, and Richard Stride, Dean, Centre for Sport and Exercise Education (CSEE). Two more members will be appointed from CSEE.

Russ met with Sherri Bell several times for planning, updates and agenda setting. As the new Board Chair and Vice Chair, Russ and Ron Rice both gave interviews to the Nexus student newspaper. They were asked about governance. Russ brought greetings to the School of Access Student Awards ceremony on October 2. It was a great event. The school has an enormous impact on students' lives. Russ was interviewed by Scott Armour, a pipes trades instructor at Camosun. Scott is in the joint Camosun College/Simon Fraser University Master of Education program for instructors. Scott's current project is on college governance. This morning the Minister of Advanced Education, Andrew Wilkinson, contacted Russ to touch-base, and will do so on a quarterly basis going forward. The Minister said Camosun was doing a great job.

## **2. President's Report**

President Sherri Bell attended the Foundation and PISE board meetings, Education Council, and the board External Relations and Finance committee meetings. The United Way campaign is in full swing. The dunk tank at the kick-off event was a huge hit. Sherri met and interacted with many students, and a highlight was the Mechanical Engineering Showcase. All the students were articulate about their projects, how they worked together, and about what they learned. Sherri dropped into classrooms to connect with faculty in Chemistry, Nursing, and English. She attended the school of Access Student Awards, which was very emotional. The students have overcome a lot, and have had to persevere to get as far as they have. Many will go on to further post-secondary education.

The concept plan for the Health Building has been submitted to the Ministry. Over the next month the college will respond to any questions, then it will go to the Ministry of Finance. The Centre for Trades Excellence and Innovation (CTEI) building is substantially complete, with occupancy expected this week. The next steps will be to set up the tool cribs, classrooms, and offices with furniture and equipment. At the beginning of November, Automotive will move in, with the rest of the trades moving in one bay at a time each week. The board will be given a tour of the building.

Sherri held a number of meetings on student housing and reviewed the documentation from the Strategic Issues session in May. At the November board meeting, Sherri will ask the board what they need to know to help them make the decision to move forward to the next step on student housing, which is to seek expressions of interest. Every stage of the process will go back to the board for review and decision making. Kathryn Le Gros will write a two-page overview which will go to the board in October. A decision is hoped for by January or February.

## **3. Foundation**

Ron Rice, Foundation Liaison, advised the Foundation board is working on a half-day planning session for October 15 with consultant Sharlene Smith. Foundation invited the Board of Governors to the Donor Reception on October 22. It will be a good opportunity to connect with the Foundation board and other donors. The competition between the two boards to raise funds for the TRADEmark campaign ended as a draw. One board finished first, but the other raised more funds so both will win some champagne.

## **4. Education Council**

Laylee Rohani, Education Council Liaison, attended the first meeting of the year two weeks ago. There were many new members. Cynthia Wrate, Education Council Chair, gave a presentation on board governance which explained board member duties. They received a presentation on

the process for new program approvals, and a review of the role of Education Council. For the first time no curriculum came forward for approval, which was a testament to the amount of work done last year.

#### **5. Pacific Institute for Sport Excellence (PISE)**

Stephen Chang, PISE Board of Directors, advised they met last week for the quarterly meeting followed by the AGM and a reception. Sherri Bell is also on the PISE board. The track is expected to be complete by spring. The budget showed a surplus this fiscal year. PISE made changes to their constitution as they were seeking to become a charitable organization. The membership was expanded. Members are by invitation only as there is a set ratio of members to directors.

### **IV BOARD COMMITTEE REPORTS**

#### **1. Executive Committee**

Russ Lazaruk, Chair, Executive Committee, reported they met last week and received updates on the search for the VP Administration and on the trades and health buildings.

#### **2. External Relations Committee**

Ron Rice, Chair, External Relations Committee, reported the Past Chairs lunch has been confirmed for February 10, 2016, at the Dunlop House. The save-the-dates just went out and already six responses have come in, with five able to attend so far. The invitations to the Board Executive and Board will go out next based on space. The invitations have gone out for the MLA breakfast on November 19. The official opening of CTEI will be in January depending on the Premier's schedule. The events for the Saanich and Victoria Mayors and Councils and First Nations leaders will follow the opening. The Award for Innovation sub-committee will be chaired by Cynthia Wrate. The award will be in the area of sport this year.

### **V APPROVAL OF THE MINUTES**

The minutes of the September 14, 2015 meeting were approved as distributed.

### **VI NEW BUSINESS**

#### **1. Risk Management**

Russ Lazaruk advised that risk management is an important fiduciary responsibility of the board. Sherri Bell commended the process and noted other institutions have used it as their model.

Deborah Huelscher, Chief Financial Officer, gave an overview on the 2015/2016 risk management Profile and Register. The risk management program was developed in 2006. It helps administration identify risks and develop appropriate treatment to mitigate the risks and to prioritize resources for them.

Consistent methodology is used across the college. The schools and departments identify and assess their risks, then send them to the College Executive Team (CET) for review. CET includes only the risks at the strategic level in the profile. Red indicates an extreme risk, orange shows a high risk, and yellow moderate. For the first time, there are no risks in the red category. Five of last year's risks were removed as they were resolved and four new ones were added. Some that were red last year were lowered to orange due to mitigating circumstances.



**2. Strategic Plan – Process for Renewal**

Sherri Bell reviewed the process for the renewal of the Strategic Plan. The plan is a refreshment of the existing plan and the structure will not change. An action plan will be created with details on how to measure the outcomes and who will be responsible for each area.

The initial part of the process is to gather input from the college internal community in an interactive on-line process through 'Thoughtexchange' that includes four questions and a link to the current plan, then a draft document will be created and shared with the board. The draft will also be given to the Camosun community for feedback. The final consultation stage in January will have some face-to-face meetings and the board will be invited.

Joan Yates, VP Communications, Advancement and Planning, noted there will be a strong internal focus because the last time it was very broad, and the results are still valid. Already 70 answers and 600 concepts and thoughts have come in, and work has begun on themes. The electronic system allows employees with different hours and locations to all take part. A slightly different approach has been developed to seek feedback from the students and student society.

**3. Strategic Issues**

Sherri Bell advised the 2015-2016 Strategic Issues schedule is 'Student Services' in December and 'Innovation' in May. There are no appropriate venues available at Lansdowne campus on December 7, so the members agreed move it to Thursday, December 3, 2015. The May 2, 2016, session will be held at the Interurban campus. The first choice for the venue is the atrium in the Centre for Trades Excellence and Innovation (CTEI).

**VII ADJOURNMENT**

The meeting was adjourned at 6:20 pm.

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**Russ Lazaruk, Chair**

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**Date**

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**Heather Martin, Recorder**

**Camosun College Faculty Association (CCFA)****Report to the Board of Governors****Monday, November 2, 2015**

This semester, the CCFA executive is taking a slightly different approach with our first letter of the semester to the Board of Governors. In past years, the CCFA addressed letters to the board as issues and concerns surfaced. However, it strikes us that perhaps it might be useful for the board to understand more fully who composes the CCFA and what it is we all do. Consequently, should issues come up, and no doubt they will, the board will have a greater sense of the context surrounding potential challenges. This letter, therefore, is meant to form a bridge of communication between the faculty and the Board of Governors, in the hopes of creating greater understanding between administration and faculty.

First of all, how many faculty are there in the CCFA? The CCFA's number fluctuates each semester. Fall tends to be the time when the college runs the greatest number of classes, and therefore more non-regular instructors are hired during this time. Thus, our faculty numbers range between approximately 470 at our lowest and 540 at our highest. Interestingly, at least 60 of these faculty positions are non-instructional. Rather than teaching, these faculty are librarians, system analysts, counselors, co-op supervisors, or disability resource counselors. Interestingly, the gender divide in terms of faculty is nearly two to one. As of March 2014, there were 253 men employed as faculty at Camosun and 422 women. In addition, in March 2014, we also ascertained our full time regular faculty numbered 340 individuals and our non-regular faculty numbered 72. Not surprisingly, these numbers were significantly higher in March 2013.

The CCFA faculty have a wide range of expertise, both in terms of teaching and research. Our "Scheduled Development Showcase," taking place on Friday, October 30<sup>th</sup> 2015, will highlight faculty member Chris Ayles, from Geography & Environmental Technology, discussing his summer attempting to solve a "*geomorphology puzzle*;" additionally, Ken Steacy, from the Comics and Graphic Novel Program, will be lecturing on Franco-Belgian comics, and we also have lectures from faculty members in Environmental Technology, Communications, and Physics. The CCFA plans to run a "SD Showcase" each semester as a way to demonstrate the variety of skills and expertise each department possesses.

Bronwen Welch, Faculty Association President/ English Instructor  
Camosun College  
Lansdowne Campus



2015 Fall Term

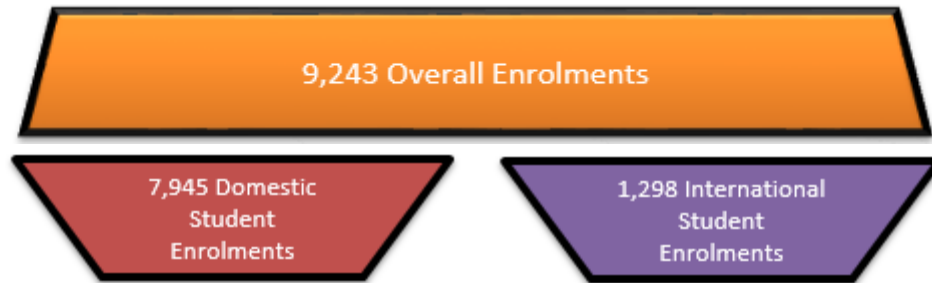


Enrolment Report

November 2015 Board Meeting

## Executive Summary

This report highlights a variety of enrolment statistics for regular programming in the Fall 2015 Term at Camosun College as of the September 22, 2015 fee deadline / stable enrolment date. This results in a point-in-time snapshot, which is valid for year-over-year comparisons but not a reflection of annual activity or necessarily all activity for the semester. *(please see the Appendix for a Glossary of Key Terms)*



- The overall number of enrolments for all students at Camosun College was 9,243 for the Fall 2015 Term, which is up by 0.1% from the previous Fall Term. While overall enrolments remained similar, International Student enrolments increased with an almost equivalent decrease for Domestic Students leading to consistent overall capacity utilization at Camosun.
- The number of enrolments for Domestic Students at Camosun College was 7,945 for the Fall 2015 Term. This was a decrease of 1.2% from the previous Fall Term, which stood at 8,044.
- There was a record number of International Students at Camosun for the Fall 2015 Term at 1,298 program enrolments. With program enrolments of International Students in Fall 2014 at 1,195, there was an increase of 8.6% in the Fall 2015 Term.





## All Students

The overall number of enrolments for all students at Camosun College was 9,243 for the Fall 2015 Term, which is up by 0.1% from the previous Fall Term. The most significant percentage change was the 20.7% decrease in the School of Access, which is due to recent funding and tuition uncertainties. There were decreases in some schools, primarily due to reduced numbers of Domestic Students, while three Schools had increases overall: Arts and Science; Business; and the Centre for Sport and Exercise. The table below compares the overall enrolment numbers from Fall 2015 to Fall 2014 by school:

**Program Enrolments** – measures the number of students who are registered in a given program by the school offering the program.

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	1,555 (17%)	1,233 (13%)	-322 (-20.7%)
Arts and Science	3,046 (33%)	3,329 (36%)	+283 +9.3%
Business	1,909 (21%)	2,061 (22%)	+152 +8.0%
Centre for Sport and Exercise	364 (4%)	391 (4%)	+27 +7.4%
Health and Human Services	1,112 (12%)	1,065 (12%)	-47 (-4.2%)
Trades and Technologies	1,253 (14%)	1,162 (13%)	-91 (-7.3%)
<b>Camosun College – Total*</b>	<b>9,239</b>	<b>9,243</b>	<b>+4 +0.1%</b>

**Course Registrations** – student course registrations based on the school offering the course.

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	2,846 (9%)	2,468 (8%)	-378 (-13.3%)
Arts and Science	11,393 (37%)	11,930 (38%)	+537 +4.7%
Business	6,848 (22%)	7,225 (23%)	+377 +5.5%
Centre for Sport and Exercise	1,401 (5%)	1,402 (5%)	+1 +0.1%
Health and Human Services	4,841 (16%)	4,832 (16%)	-9 (-0.2%)
Trades and Technologies	3,262 (11%)	3,046 (10%)	-216 (-6.6%)
<b>Camosun College – Total*</b>	<b>30,783</b>	<b>31,108</b>	<b>+325 +1.1%</b>

\*note: total also includes course registrations coded to Coop Education and Student Services, does not equal 100%



## Domestic Students

The overall number of enrolments for Domestic Students at Camosun College was 7,945 for the Fall 2015 Term, down 1.2% from the previous Fall Term. The downward trend in domestic enrolments is also being seen at comparable institutions across British Columbia. Between 2009-10 and 2013-14, the overall headcount of Domestic Students for these institutions decreased from 332,640 to 311,180. (*page 5 provides a chart with Domestic Student headcounts at similar British Columbia institutions*)

### Program Enrolments – Domestic Students

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	1,123 (14%)	879 (11%)	-244 (-21.7%)
Arts and Science	2,668 (33%)	2,887 (36%)	+219 +8.2%
Business	1,649 (20%)	1,723 (22%)	+74 +4.5%
Centre for Sport and Exercise	352 (4%)	374 (5%)	+22 +6.3%
Health and Human Services	1,085 (13%)	1,028 (13%)	-57 (-5.3%)
Trades and Technologies	1,167 (15%)	1,052 (13%)	-115 (-9.9%)
<b>Camosun College – Total*</b>	<b>8,044</b>	<b>7,945</b>	<b>-99 (-1.2%)</b>

### Course Registrations – Domestic Students

The overall number of course registrations for domestic students decreased by 1.2% from the previous Fall Term (26,479 in Fall 2015 down from 26,806 in Fall 2014). Each course registration is assigned to the school with the Department teaching the course, irrespective of the program.

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	1,989 (7%)	1,636 (6%)	-353 (-17.7%)
Arts and Science	10,179 (38%)	10,434 (39%)	+255 +2.5%
Business	5,581 (21%)	5,657 (21%)	+76 +1.4%
Centre for Sport and Exercise	1,361 (5%)	1,354 (5%)	-7 (-0.5%)
Health and Human Services	4,692 (18%)	4,618 (17%)	-74 (-1.6%)
Trades and Technologies	2,855 (11%)	2,603 (10%)	-252 (-8.8%)
<b>Camosun College – Total*</b>	<b>26,806</b>	<b>26,479</b>	<b>-327 (-1.2%)</b>

\*note: total also includes course registrations coded to Coop Education and Student Services



## International Students

There was a record number of International Students at Camosun for the Fall 2015 Term at 1,298 program enrolments. With program enrolments of International Students in Fall 2014 at 1,195, there was an increase of 8.6% in the Fall 2015 Term. Most of the schools at Camosun had an increase in program enrolments of International Students from the previous year's term (please note – some students were enrolled in more than one program). The number of program enrolments for International Students by School is listed here in the following table:

### Program Enrolments – International Students

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	432 (36%)	354 (27%)	-78 (-18.1%)
Arts and Science	378 (32%)	442 (34%)	+64 +16.9%
Business	260 (22%)	338 (26%)	+78 +30.0%
Centre for Sport and Exercise	12 (1%)	17 (1%)	+5 +41.7%
Health and Human Services	27 (2%)	37 (3%)	+10 +37.0%
Trades and Technologies	86 (7%)	110 (8%)	+24 +27.9%
<b>Camosun College – Total</b>	<b>1,195</b>	<b>1,298</b>	<b>+103 +8.6%</b>

The top five source countries for International Students were as follows: China, India, Saudi Arabia, Japan and South Korea. Additionally, course registrations increased across every School, as listed here:

### Course Registrations – International Students

School / Centre	Fall 2014 (% of total)	Fall 2015 (% of total)	+/- and %
Access and Indigenous Education	857 (22%)	832 (18%)	-25 (-2.9%)
Arts and Science	1,214 (31%)	1,496 (32%)	+282 +23.2%
Business	1,267 (32%)	1,568 (34%)	+301 +23.8%
Centre for Sport and Exercise	40 (1%)	48 (1%)	+8 +20.0%
Health and Human Services	149 (4%)	214 (5%)	+65 +43.6%
Trades and Technologies	407 (10%)	443 (10%)	+36 +8.8%
<b>Camosun College – Total*</b>	<b>3,977</b>	<b>4,629</b>	<b>+652 +16.4%</b>

\* note: total also includes course registrations coded to Coop Education



## Average Course Registrations and Largest Programs

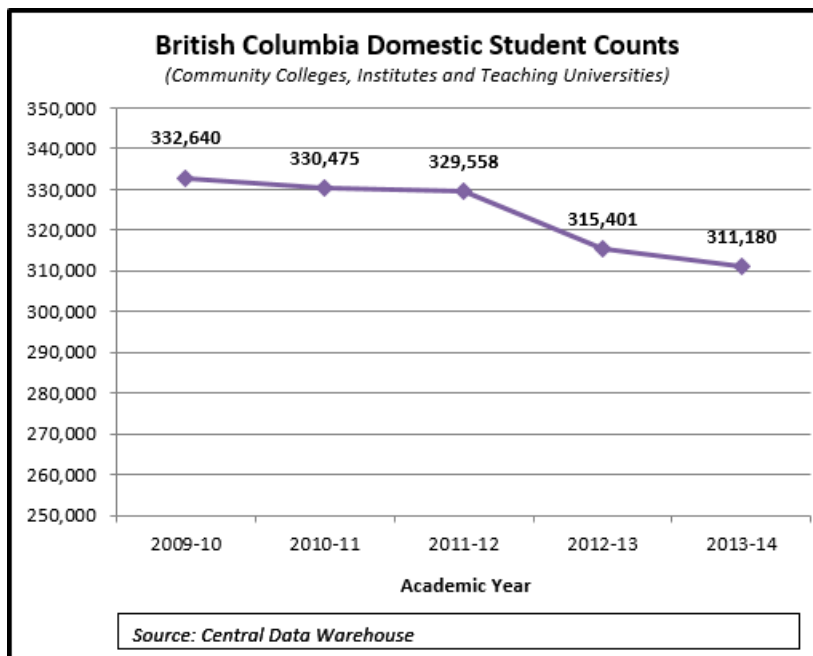
### Average Course Registrations

The average number of course registrations for each student per program enrolment is as follows:



The average number of course registrations per enrolment for all students in Fall 2015 was 3.4. In Fall 2015, the rate for International Students was 3.6 and the rate for Domestic Students was 3.3.

### Overall Domestic Student Counts – Similar Institutions



\* There continues to be a downward trend for overall Domestic Students at similar institutions across British Columbia. The latest 2013-14 headcount of 311,180 presented in the graph (left) is down 21,460 from 2009-10. The annual average percentage decrease over the period of 2009-10 to 2013-14 was -1.6%.



## Third Trimester – Spring and Summer

Camosun College monitors the level of activity in its Spring and Summer Terms – the third trimester. The tables below provide counts of regular programming in the third trimester, with the overall student headcount and a breakdown of course registrations by school. The overall number of students was relatively similar between 2014 and 2015. However, students registered in more courses in 2015, with an increase of 157 course registrations for Domestic Students and 308 for International Students.

<b>Student Headcounts</b>	Third Trimester 2014	Third Trimester 2015
Domestic Students	3,771	3,713
International Students	624	687
<b>All Students</b>	<b>4,395</b>	<b>4,400</b>

### Third Trimester, Student Course Registrations by School – Domestic Students

	Third Trimester 2014	Third Trimester 2015
Access and Indigenous Education	1,000	1,027
Arts and Science	1,852	2,028
Business	1,321	1,345
Centre for Sport and Exercise	20	4
Health and Human Services	1,003	927
Trades and Technology	2,724	2,763
<b>Total*</b>	<b>8,212</b>	<b>8,369</b>

### Third Trimester, Student Course Registrations by School – International Students

	Third Trimester 2014	Third Trimester 2015
Access and Indigenous Education	487	343
Arts and Science	285	345
Business	414	559
Centre for Sport and Exercise	0	0
Health and Human Services	20	71
Trades and Technology	162	339
<b>Total*</b>	<b>1,394</b>	<b>1,698</b>

*\*note: total also includes course registrations coded to Coop Education, Contract Training and Student Services*



# Appendix

## Glossary of Key Terms

<b>2015 Fall Term:</b>	This is the period of activity included in this report. It includes <b>regular</b> educational activity taken by Camosun college students in the Fall 2015 and Quarter 1 2015 terms as of the fee deadline date of September 22, 2015. ( <u>note – this report excludes Continuing Education</u> )
<b>Course registrations:</b>	Count of individual registrations by students active on September 22, 2015. A single student will typically have multiple registrations in a term. Registrations are reported by the school that hosts the course and not the program that the student is enrolled in.
<b>FTEs:</b>	FTE or Full-Time Equivalents represent the amount of full-time activity students are taking. This methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE in an academic year. The enrolments of part-time students are converted to full-time equivalents based on their course registrations as a proportion of a full-time course load. Variability in program length and requirements is included in these calculations.
<b>Full-time / Part-time:</b>	A Full-Time student is estimated to be one who takes at least 60% of a full-time course load.
<b>Program enrolment:</b>	Count of student participation in programs of study with at least one active course registration on September 22, 2015. A single student may be enrolled in more than one program. Enrolments are reported based on the school offering the program.
<b>Stable Date / Fee Deadline:</b>	For the Fall 2015 Term, the Stable Date / Fee Deadline is September 22, 2015. On this date the student is assumed to be permanently registered in their courses and can only continue or withdraw but not drop the course.
<b>Student headcounts – New Students:</b>	This is the unduplicated count of individuals taking activity in one or more courses on September 22, 2015. New students are considered to be students who have not registered in any courses prior to the Fall 2015 or Quarter 1 2015 terms.