



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, March 7, 2016
TIME: 5:00 pm
LOCATION: Paul Building, Room 216
CAMPUS: Lansdowne Campus

BOARD MEMBERS:

Russ Lazaruk, Chair
 Sherri Bell, President
 Stephen Chang
 Cindy Choi
 Stefan Fletcher
 Nigel Giuliany
 Chris Marks
 Ron Rice, Vice Chair
 Shayli Robinson
 Laylee Rohani
 Cynthia Wrate

ADMINISTRATION:

John Boraas, VP Education
 Shane Busby, VP Administration
 Deborah Huelscher, Chief Financial Officer
 Barbara Severyn, Executive Director, Human Resources
 Geoff Wilmshurst, VP Partnerships
 Joan Yates, VP Student Experience

GUEST: Dan Hodgson, Director, Institutional Research & Planning

REGRETS: Jennifer Erwin
 Bill Gyles
 Nancy Sly

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.

	PAGE
I CALL TO ORDER	
II INTRODUCTION	
1. Shane Busby, VP Administration	
III APPROVAL OF THE AGENDA	
IV BOARD MEMBER REPORTS	
1. Chair’s Report [5 min] (Lazaruk)	no attachment
i) Truth and Reconciliation	
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 December 14, 2015 meeting	attachment 4

	PAGE
5. Pacific Institution for Sport Excellence [5 min] (Chang)	no attachment
V BOARD COMMITTEE REPORTS	
1. Executive Committee [5 min] (Lazaruk)	no attachment
i) E-1.2 Academic Schedule Policy - Update *	attachment 10
2. External Relations Committee [2 min] (Rice)	no attachment
VI APPROVAL OF THE MINUTES	
1. Minutes of the February 1, 2016 meeting [2 min] (Lazaruk)	attachment 17
VII NEW BUSINESS	
1. Winter Enrolment Report [10 min] (Hodgson/Yates)	attachment 22
2. President's Work Plan [10 min] (Bell)	attachment 29
3. President's Evaluation Process [10 min] (Lazaruk)	no attachment
VIII ADJOURNMENT	
* Requires a decision. See Page 3 for the proposed motions.	attachment 3

CORRESPONDENCE [nil]



**BOARD OF GOVERNORS
REGULAR MEETING**

Monday, March 7, 2016

V BOARD COMMITTEE REPORTS

1. Executive Committee

i) E-1.2 Academic Schedule Policy

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CHANGES TO POLICY 'E-1.2 ACADEMIC SCHEDULE' NECESSITATED BY THE WEEK-LONG SPRING BREAK IN 2017, AND INCORPORATING CHANGES RELATED TO THE QUARTER TO TRIMESTER DELIVERY SYSTEM CHANGES AND ADMINISTRATIVE PRACTICE.



Approved Minutes

Monday, Dec 14, 2015

4:00-6:00 pm

CC 321, Interurban

Present

Connie Klassen, ICC Chair

Corrine Michel, Indigenization Coordinator

Cynthia Wrate, Faculty

Dominic Bergeron, Administration

Emara Angus, Student

John Boraas, Administration

Laylee Rohani, Board of Governors

Nicole Greengoe, Administration

Patrick Jones, Faculty

Peter Ove, Faculty

Rachael Grant, Student

Sarah Lindsay, Student

Shelley Melissa, Faculty

Sherri Bell, President

Shohreh Hadian, Faculty

Stephen Bishop, Faculty

Steven Rumpel

Tim Ayers, Faculty

Regrets/Absent

Alison Bowe, Faculty

Bijan Ahmadi, Faculty

Cindy Drover-Davidson, Support Staff

Hannah Thomson, Student

Leslie Martin, Support Staff

Lisa Robertson, Faculty

Shelley Butler, Perm. Secretary

Guests

Jody Isaac, Access

Saryta Schaerer, Trades and Technology

Stephanie Milne

Pat Wrean, Access

Stephanie Milne, Acting Perm. Secretary

ITEM

PRESENTER

A. Call to order and Declaration of Quorum

Cynthia Wrate

The Regular Meeting was called to order at 4:02 by Cynthia Wrate, Education Council Chair.

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>

C. Round-Table Check-In

Cynthia Wrate

Cynthia welcomed everyone and requested a roundtable check-in.

ITEM	PRESENTER
D. Acceptance of Agenda The Dec 14, 2015 agenda was accepted via unanimous consent	Cynthia Wrate
E. Minutes for Approval The Nov 16, 2015 regular meeting minutes were approved via unanimous consent.	Cynthia Wrate
F. Reports <ol style="list-style-type: none"> <li data-bbox="212 527 1573 758"> 1. Education Council Chair Cynthia noted that participated on the hiring committee for the Manager Education Policy. The committee has selected a successful candidate and an announcement will be soon. It is worth noting that there was an excellent pool of candidates that applied for the position. Cynthia also noted that she attended the Board of Governor’s strategic issues meeting on services to students. <hr/> <li data-bbox="212 800 1573 957"> 2. VP Education John also reported that we have concluded our hiring process for the Manager Education Policy. This will be an important position within the college and he looks forward to examining policy via a community centered lens. <hr/> <li data-bbox="212 999 1573 1262"> 3. Board Member Laylee reported that there was a strategic session by the board on services to students. The session presented information from a learner’s perspective and outlined the various services students encountered as they moved through the college (i.e. admissions, registration, advising, ombud’s office, DRC, library, etc.). Additionally there was a student panel, including EdCo member Rachael Grant who shared their experiences. It was a great session and a lot of learning was had. <hr/> 	Cynthia Wrate
G. Committee Reports <ol style="list-style-type: none"> <li data-bbox="212 1367 1573 1482"> 1. Awards Nil <hr/> <li data-bbox="212 1493 1573 1692"> 2. Education Approvals Steering Committee Cynthia reports there was a robust discussion on the concept of using “in lieu of” for course requisites, program completion, admission requirements, etc. In addition, Cindy Drover-Davidson volunteered as Chair for the Committee. The next meeting will take place in January. <hr/> <li data-bbox="212 1703 1573 1904"> 3. Education Council Policy and Standards Committee Steven is also pleased with the hiring of the Manager of Education Policy. He noted a more formal announcement with details will be released in the coming days. He wished to thank all members of the hiring committee. In addition, he noted that the College is now beginning a discussion on how educational issues emerge. This will form the topic of <hr/> 	Cynthia Wrate

ITEM**PRESENTER**

discussion for the first meeting of the Ed Standards and Policy group for 2015 on Thursday, Dec 17, 2015.

H. Integrated Curriculum Committee Report

Connie Klassen

Curriculum Recommended for Approval**PRESENTATION 1**

Jody Isaac presented the proposed Certificate in Pathways for Life. Questions and discussion followed.

Motion

It was **moved by** Stephen Bishop and **seconded by** Tim Ayers that Education Council approves changes to the following curriculum :

Proposed new Pathways for Life Certificate

- Certificate in Pathways for Life (IDS 1509)
- ETP 040 (IDS 1510), ETP 041 (IDS 1534), ETP 042 (IDS 1535) – new courses

Motion Carried**PRESENTATION 2**

Tim Ayers presented the revised Engineering Bridge programs to UBC. Questions and discussion followed.

Motion

It was **moved by** Shohreh Hadian and **seconded by** Emara Angus that Education Council approves changes to the following curriculum :

Revised programs

- Mechanical Engineering Bridge to UBC (IDS 1556)
 - Mechanical Engineering Technology to UBC Bridge Coop Appendix (IDS 1563)
- Civil Engineering Bridge to UBC (IDS 1559)
 - Civil Engineering Technology to UBC Bridge Coop Appendix (IDS 1566)
- Mining Engineering Bridge to UBC (IDS 1560)
 - Mining Technology Bridge Coop Appendix (IDS 1561)
- ENGR 104 (IDS 1567) – new course
- ENGR 166 (IDS 1568), ENGR 262 (IDS 1569), ENGR 264 (IDS 1570), ENGR 291 (IDS 1572), ENGR 292 (IDS 1573), ENGR 293 (IDS 1574) – short description, activity/hours,
- COMP 130 (IDS 1581) – activity/hours
- PHYS 210 (IDS 1102), PHYS 295 (IDS 1103) – activity/hours, credits,
- MATH 250A (IDS 1105), MATH 250B (IDS 1106), MATH 251 (IDS 1107), MATH 252 (IDS 1108) – short description, activity/hours, credits, learning outcomes
- STAT 254 (IDS 1109) – title, short description, activity/hours, other
- CHEM 150 (IDS 1110) – short description, activity/hours

Motion Carried

ITEM**PRESENTER****PRESENTATION 3**

Saryta Schaerer presented the proposed Certificate Computer and Engineering Technician Access. Questions and discussion followed.

Motion

It was **moved by** Tim Ayers and **seconded by** John Boraas that Education Council approves changes to the following curriculum :

- Certificate in Computer and Engineering Technician Access (IDS 1553)
- COMP 156 (IDS 1800) – requisites
- LRNS 102 (IDS 1779) – pre/co-requisite

Motion Carried

Abstention – Dominic Bergeron

PRESENTATION 4

Saryta Schaerer presented the proposed Diploma in Computer Systems Technology. Questions and discussion followed.

Motion

It was **moved by** Dominic Bergeron and **seconded by** Shohreh Hadian that Education Council approves changes to the following curriculum :

- Diploma in Information and Computer Systems Technology (IDS 1460)
- ICS 111 (IDS 1462), ICS 112 (IDS 1463), ICS 113 (IDS 1464), ICS 114 (IDS 1465), ICS 121 (IDS 1466), ICS 122 (IDS 1467), ICS 123 (IDS 1468), ICS 124 (IDS 1469), ICS 125 (IDS 1470), ICS 126 (IDS 1471), ICS 127 (IDS 1472), ICS 199 (IDS 1473) – new course
- ICS 200 (IDS 1474), ICS 211 (ICS 1475), ICS 212 (IDS 1476), ICS 213 (IDS 1477), ICS 214 (ICS 1478), ICS 215 (IDS 1479), ICS 217 (IDS 1480), ICS 221 (IDS 1481), ICS 224 (ICS 1482), ICS 226 (IDS 1483), ICS 227 (IDS 1484), ICS 228 (IDS 1485), ICS 298 (IDS 1486), ICS 299 (IDS 1496) – new course
- MATH 155 (IDS 1406) – new course
- STAT 157 (IDS 1407) – new course
- BUS 143 (IDS 1489) – course hours

Motion Carried**Omnibus Motion**

Whereas: The Integrated Curriculum Committee is a working subcommittee of Education Council;

Whereas: The Integrated Curriculum Committee is not a voting member of the Education Council and therefore cannot move nor second motions at meetings of the Education Council;

Whereas: Education Council has voted on motions moved and seconded by the Integrated Curriculum Committee;

Motion: Be it so move that the outcome of said motions be approved as voted upon on their respective dates.

ITEM	PRESENTER
It was moved by Tim Ayers and seconded by John Boraas.	Motion Carried
I. Presentations and/or Discussions	
1. Academic Schedule Policy	Steven Rumpel
<p>Steven presented proposed changes to the Academic Schedule Policy. In follow-up to discussion at the June 2015 Education Council meeting, regarding planning to implement a week-long Reading Break in February 2017, efforts have been undertaken to review the necessary changes to Camosun’s Academic Schedule policy to support implementation of this. Through this review, additional policy items have been identified to modernize and bring the current policy in alignment with institutional practice (the current policy was last updated in May 2008).</p>	
<p>Questions and discussion followed. One action item was noted. John Boraas will follow-up on if the reduction of class time (i.e. contact hours) will reduce the tuition for the course.</p>	
<p>Motion It was moved by Steven Rumpel and seconded by Dominic Bergeron that Education Council approve the following changes to the Academic Schedule Policy:</p> <p><i>Proposed Changes Effective 2015/16 Academic Year:</i></p> <ul style="list-style-type: none"> • Adjustment of the Spring/Summer semester exam period from five to eight days, to align with the Winter and Fall Semesters (effective immediately and in place for May – August 2016 only) <p><i>Proposed Changes Effective 2016/17 Academic Year:</i></p> <ul style="list-style-type: none"> • Inclusion of a Summer semester (trimester model starting May 2017), includes <ul style="list-style-type: none"> ○ removal of language referencing a Spring/Summer semester ○ removal of language referencing individual Spring and Summer terms • Update to policy language reflecting the shift to a 1-week Reading Break in February 2017 • Update to policy language regarding academic schedule creation processes and alignment with current, standing institutional practice <p><i>Proposed Changes Effective 2017/18 Academic Year:</i></p> <ul style="list-style-type: none"> • Removal of all language referencing the Quarter delivery system <p style="text-align: right;">Motion Carried</p>	
3. CIAN Indigenous Protocol	John Boraas
<p>John reviewed the Indigenous Education Protocol for Colleges and Institutes with the council. As per the protocol the signatory institutions recognize and affirm their</p>	

ITEM	PRESENTER
<p>responsibility to Indigenous Education. John noted that Camosun College signed off on the protocol. It is an exciting protocol and gives the College something to aspire to. He noted that by following the protocol it will ensure quality education for aboriginal and non-aboriginal students alike.</p>	
<p>4. Motion for Policy G-3.4 Revision Connie put forward a revision to the Integrated Curriculum Committee's (ICC) Terms of Reference to define ICC's quorum and consensus. Questions and discussion followed.</p>	<p>Connie Klassen</p>
<p>Motion 1 It was moved by Tim Ayers and seconded by Dominic Bergeron that Education Council approve the following motion:</p> <ol style="list-style-type: none"> 1. Quorum is required for all decisions leading to a recommendation to Education Council. 2. A quorum of 80% of the committee is required for all decisions leading to a recommendation to Education Council. 3. Decisions will be made by consensus. 4. Decisions will be made by consensus of 80% of the committee. <p style="text-align: right;">Motion Carried</p>	
<p>J. Next Meeting Regular Meeting Wed, Jan 27, 4-6, CC 321, Interurban</p>	<p>Cynthia Wrate</p>
<p>K. Adjournment The Meeting adjourned at 6:10 pm.</p>	<p>Cynthia Wrate</p>

**BOARD OF GOVERNORS****POLICY BRIEFING NOTE**

POLICY NAME: E-1.2 Academic Schedule
SUBMITTED BY: John Boraas, VP Education
DATE: March 7, 2016

Policy Holder: Vice President Education

Approval Body(s): Board of Governors

Need Identification:

An update to the Academic Schedule policy is required to support the implementation of a week-long Reading Break in February 2017. In reviewing the policy, however, additional items requiring update were identified to modernize and bring the current policy in alignment with and reflect institutional practice, including: alignment of the duration of exam periods across terms; harmonizing all program delivery onto a trimester system (including removal of language referencing a Quarter deliver system); and updating policy language to reflect administrative practices that support preparation and approval of the academic schedule.

Summary of Proposed Changes:*Proposed Changes Effective 2015/16 Academic Year:*

- Adjustment of the Spring/Summer semester exam period from five to eight days, to align with the Winter and Fall Semesters (effective immediately and in place for May – August 2016 only)

Proposed Changes Effective 2016/17 Academic Year:

- Inclusion of a Summer semester (trimester model starting May 2017), includes
 - removal of language referencing a Spring/Summer semester
 - removal of language referencing a Spring term
 - removal of language referencing a Summer term
- Update to policy language reflecting the shift to a 1-week Reading Break in February 2017
- Update to policy language regarding academic schedule creation processes and alignment with current, standing institutional practice

Proposed Changes Effective 2017/18 Academic Year:

- Removal of all language referencing the Quarter delivery system

Consultation History: Education Council approved the changes on December 14, 2015.

Supporting Documents: Current Policy E-1.2 Academic Schedule
 Proposed Policy E-1.2 with changes shown in mark-up (incl. effective dates)
 Proposed Final Policy E-1.2

Requirement: Approval by the Board of Governors

MOTION: **THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CHANGES TO POLICY 'E-1.2 ACADEMIC SCHEDULE' NECESSITATED BY THE WEEK-LONG SPRING BREAK IN 2017, AND INCORPORATING CHANGES RELATED TO THE QUARTER TO TRIMESTER DELIVERY SYSTEM CHANGES AND ADMINISTRATIVE PRACTICE.**

Current Policy



Policy:	E-1.2
Approved By:	Board of Governors
Approval Date:	Nov. 25, 2002
Advice By Ed Co:	Nov. 18, 2002
Amendment Date:	May 5, 2008
Policy Holder:	VP Education

ACADEMIC SCHEDULE

Purpose / Rationale

To establish an academic schedule that meets the needs of the academic programming at Camosun College

Scope / Limits

This policy covers all students enrolled in a College course or program as well as prospective students, while engaged in college activity either on or off campus.

Principles

1. For the fall semester, instruction normally begins on the Tuesday following Labour Day and continues for fourteen weeks followed by an exam period that will normally be eight days in duration, including Saturday.
2. For the winter semester, instruction normally begins in the first full week of January and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.
3. For the spring/summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be five days in duration, including Saturday.
4. For the spring term instruction normally begins in the first full week of May and continues for seven weeks followed by an exam period which will normally be three days in duration.
5. For the summer term, instruction normally begins the first week of July following Canada Day, ensuring three working days for grade processing following spring exams and continues for seven weeks followed by an exam period that will normally be two days in duration.
6. The first quarter will normally begin on the last Monday in September and continue for eleven weeks followed by an exam period that will normally be five days in duration.
7. The second quarter will normally begin on the first working day immediately following the New Year holiday and will continue for eleven weeks followed by an exam period that will normally be five days in duration.

Current Policy

8. The third quarter will normally begin the first week in April and continue for eleven weeks followed by an exam period that will normally be five days in duration.
9. The fourth quarter will normally begin the first week in July and will continue for eleven weeks, followed by an exam period that will normally be five days in duration.
10. A two-day reading break will occur on Thursday and Friday of the winter semester during week six of instruction, normally in conjunction with the University of Victoria reading break.
11. For the quarter system, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.
12. For continuous entry programs, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.
13. An effort will be made to include dates important to students such as, application, registration and withdrawal dates.
14. The registrar's scheduling office will notify the department chairs upon the release of the timetable when statutory holidays will adversely affect classroom hours.
15. Recognition of the number of working days between the end of one teaching period, including exams, and the beginning of the next teaching period will be a determining factor in establishing the academic schedule.
16. The academic schedule will be developed by the Office of the Registrar based on the above principles. On behalf of the Board of Governors, the Education Council through the Academic Policy Committee will monitor the academic schedule for the purpose of affirming that it aligns with the principles identified in the policy.
17. The academic schedule will normally come to the Academic Policy Committee in September and be reported on at the October meeting of Education Council.

DRAFT of ALL Changes – Proposed Sept 2016 and 2017

Versions

December 2015

ACADEMIC SCHEDULE

Purpose / Rationale

To establish an academic schedule that meets the needs of the academic programming at Camosun College

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2. For the winter semester, instruction normally begins in the first full week of January and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.

3. For the spring/summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be **five eight** days in duration, including Saturday.

(ADJUSTMENT effective 2015-16 Academic year. Starts May – Aug 2016 only; REMOVE SEPTEMBER 2016)

4. For the Summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.

(NEW effective 2016-17 Academic year. Starts May – Aug 2017)

- a) Seven week courses will be followed by an exam period that will normally be three days in duration, including Saturday.

(NEW effective 2016-17 Academic year (September). Starts May – Aug 2017)

~~3. For the spring/summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be five days in duration, including Saturday.~~

~~**(REMOVE effective 2016-17 Academic year - September)**~~

~~4. For the spring term instruction normally begins in the first full week of May and continues for seven weeks followed by an exam period which will normally be three days in duration.~~

~~**(REMOVE effective 2016-17 Academic year - September)**~~

5. For the summer term, instruction normally begins the first week of July following Canada Day, ensuring three working days for grade processing following spring exams and continues for seven weeks followed by an exam period that will normally be two days in duration.
(REMOVE effective 2016-17 Academic year - September)

6. The first quarter will normally begin on the last Monday in September and continue for eleven weeks followed by an exam period that will normally be five days in duration.
(REMOVE effective 2017-18 Academic year - September)

7. The second quarter will normally begin on the first working day immediately following the New Year holiday and will continue for eleven weeks followed by an exam period that will normally be five days in duration.
(REMOVE effective 2017-18 Academic year - September)

8. The third quarter will normally begin the first week in April and continue for eleven weeks followed by an exam period that will normally be five days in duration.
(REMOVE effective 2017-18 Academic year - September)

9. The fourth quarter will normally begin the first week in July and will continue for eleven weeks, followed by an exam period that will normally be five days in duration.
(REMOVE effective 2017-18 Academic year - September)

10. Winter reading break will occur in February of each year.

a) For the semester system, a week long reading break will occur in the winter semester, generally during week six of instruction.

AND

b) For the quarter system, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.

c) Trades/Apprenticeship programs and courses do not observe a reading break.

10. A two-day reading break will occur on Thursday and Friday of the winter semester during week six of instruction, normally in conjunction with the University of Victoria reading break.
(REMOVE effective 2016-17 Academic year - September)

11. For the quarter system, a one-day reading break will occur on the Friday of the same reading break period as the semester, which is in the second quarter.
(REMOVE effective 2016-17 Academic year - September)

12. Trades/Apprenticeship programs and courses do not observe a reading break.
(REMOVE effective 2016-17 Academic year - September)

13. An effort will be made to include dates important to students such as, application, registration and withdrawal dates.
(ADJUSTMENT - effective 2016-17 Academic year – September – renumber to #15)

~~14. The registrar's scheduling office will notify the department chairs upon the release of the timetable when statutory holidays will adversely affect classroom hours.~~

~~(REMOVE effective 2016-17 Academic year - September)~~

15. Recognition of the number of working days between the end of one teaching period, including exams, and the beginning of the next teaching period will be a determining factor in establishing the academic schedule.

~~(ADJUSTMENT - effective 2016-17 Academic year – September – renumber to #13)~~

14. The academic schedule will be developed by the Office of the Registrar based on the above principles. The academic schedule will normally come to the VP Education in September for approval and the purpose of affirming that it aligns with the principles identified in the policy. Approval will be provided in October to the Office of the Registrar.

~~(ADJUSTMENT - effective 2016-17 Academic year. Starts May – Aug 2017)~~

~~16. The academic schedule will be developed by the Office of the Registrar based on the above principles. On behalf of the Board of Governors, the Education Council through the Academic Policy Committee will monitor the academic schedule for the purpose of affirming that it aligns with the principles identified in the policy.~~

~~(REMOVE effective 2016-17 Academic year - September)~~

~~17. The academic schedule will normally come to the VP Academic Academic Policy Committee in September and be reported on at the October meeting of Education Council.~~

~~(REMOVE effective 2016-17 Academic year - September)~~

DRAFT of ALL Changes – Proposed Sept 2017 Version **December 2015**

ACADEMIC SCHEDULE

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2. For the winter semester, instruction normally begins in the first full week of January and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.
3. For the summer semester, instruction normally begins in the first full week of May and continues for fourteen weeks followed by an exam period that will normally be eight days in duration including Saturday.
 - b) Seven week courses will be followed by an exam period that will normally be three days in duration, including Saturday.
4. Winter reading break will occur in February of each year.
 - a) For the semester system, a week long reading break will occur in the winter semester, generally during week six of instruction.
 - b) Trades/Apprenticeship programs and courses do not observe a reading break.
5. Recognition of the number of working days between the end of one teaching period, including exams, and the beginning of the next teaching period will be a determining factor in establishing the academic schedule.
6. The academic schedule will be developed by the Office of the Registrar based on the above principles. The academic schedule will normally come to the VP Education in September for approval and the purpose of affirming that it aligns with the principles identified in the policy. Approval will be provided in October to the Office of the Registrar.
7. An effort will be made to include dates important to students such as, application, registration and withdrawal dates.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, February 1, 2016
TIME: 5:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:

Ron Rice, Acting Chair
Sherri Bell, President
Steve Chang
Cindy Choi
Jennifer Erwin
Stefan Fletcher
Nigel Giuliany
Bill Gyles
Shayli Robinson
Laylee Rohani
Nancy Sly
Cynthia Wrate

ADMINISTRATION:

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

REGRETS: Russ Lazaruk
Chris Marks

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

Bill Gyles called the meeting to order at 5:05pm.

II OATH OF OFFICE

Deborah Huelscher, CFO, administered the Oath of Office to Stefan Fletcher.

III INTRODUCTION

Ron Rice, Acting Chair, introduced Geoff Wilmshurst, the new Vice President Partnerships.

IV APPROVAL OF THE AGENDA

The agenda was approved as distributed.

V BOARD MEMBER REPORTS

1. Chair's Report

Ron Rice, Acting Chair, advised that he will deliver the report as Russ Lazaruk, Chair, is volunteering in Haiti this week. The last regular board meeting was on November 2. Russ met numerous times with Sherri Bell since then for updates and planning. On behalf of the whole board, Russ wrote a card to Skip Dick congratulating him for the Honourary Degree in Education he received from UVic. Russ, Sherri Bell, John Boraas, VP Education, and Richard Stride, Dean,

attended the soft opening of the Dunlop House restaurant on November 18. The food and service by the Hospitality Management students was amazing, and it was a wonderful evening.

Russ and Ron Rice attended the Chamber of Commerce Business Leaders lunch 'Presidents Panel' on November 25. The presidents of UVic, and Royal Roads, and Sherri Bell spoke on the major impact the post-secondary institutions have on the local economy. Laylee Rohani was there representing her law firm. Each President spoke for five minutes, followed by questions and answers. There is a great deal of cooperation between the three institutes, resulting in complementary programming. In December Russ met with Sherri, Jeety Bhalla, Foundation Chair, and Joan Yates to discuss the fundraising that would be required for student housing.

The Board Strategic Issues session on Services for Students was held on December 3. There was a good audience turn-out and participation. It was informative and thought-provoking to hear the students speak about their experiences at Camosun. We discovered the true value of cheesecake, as a piece was auctioned with proceeds to the Student Society's foodbank.

The Centre for Trades Excellence and Innovation (CTEI) Atrium was the location for the annual employee Holiday Party on December 11. The space showcased the centre beautifully. Jennifer Erwin, Russ Lazaruk, Ron Rice, Cynthia Wrate, and Nancy Sly attended from the board. It was very well attended and gave board members a chance to meet with staff and faculty in an informal setting. It had one of the highest turn-outs ever, and was a very lively event.

On January 6, Russ and Sherri Bell met with our newest appointed board member, Stefan Fletcher, for an orientation. On January 13, Russ joined in the college's Senior Leadership Council (SLC) meeting to talk about the 'Truth and Reconciliation' recommendations for the College. Russ will report on it to the board at the March 7 meeting.

2. President's Report

Sherri Bell, President, noted a lot has happened since the last meeting. Tom Roemer, VP Strategic Development; Kathryn Le Gros, Director of Campus Community Services; and Nicole Greengoe, Registrar and Director of Student Services left the college. The new senior team is almost all in place. The new VP Administration, Shane Busby, will begin in two weeks. A lot of work has gone into the transition plan so that it goes as smoothly as possible. The re-organisation and senior hiring has been a major focus of Sherri's work over the last few months. She has been working with Russ Lazaruk on her workplan and a process for evaluation, and will bring it to the board next month. The staff holiday party at the CTEI Atrium brought both campuses together, was a lot of fun, and the building looked fantastic. The trades are moving into the building over the next two months. The health building has not yet received approval, but the business case will be ready if it does.

Sherri Bell held cross-campus 'Conversations' for employees at each campus. She gave a 15-minute presentation followed by time for questions. There was a great turn-out, and many good conversations. She will continue doing the sessions going forward as they were a great way to reach out to everyone.

The 'Presidents Funds' have been re-named 'Creativity and Innovation Projects'. They will fund teams of staff and faculty who work together on a project. The committee is excited, and hopes to see some great projects. Sherri will share them with the board.

Sherri visited the Music Conservatory for the first time. She attended a meeting in Nanaimo with all the Vancouver Island Post-Secondary presidents, and met individually with UVic President Jamie Cassels. Sherri met with the MPs, the DM, and the ADMs. She went to the BC Colleges (BCC) meetings in Vancouver, which are very valuable. BCC has a new CEO, Colin Ewart, at the helm. Sherri attended the Chamber of Commerce President's panel. In fall, she went to the Conference Board of Canada conference. She also attended the Cross-Sector meeting (26 institutes, colleges, universities, the Ministry) where a big focus was on providing enhanced and new pathways for aboriginal students. Sherri invited Russ Lazaruk to join a meeting of SLC to hear the 28 recommendations put forward by the Camosun Truth and Reconciliation Task Force.

3. Foundation

Ron Rice, Foundation Liaison, reported the TRADEmark campaign has reached the halfway mark. They raised \$2.5M of the \$5M goal, ending Phase One. Joan Yates, Vice President, Communications, Advancement & Planning, noted the government's Grand Opening is scheduled for February 25. The donor recognition event will be held at CTEI on April 21. It will launch Phase Two, which will focus on the renovation of the current complex. The first phase completed the equipment requirements for the new building. Lynda and Murray Farmer will remain on the campaign cabinet for Phase Two.

4. Education Council

Cynthia Wrate, Education Council Chair, noted the minutes from the October 26 and November 16, 2015, meetings were previously distributed. The December meeting was full due to the amount of curriculum approvals. Technology was moved from the trimester to the semester system, which required an enormous amount of work. The December and January meetings dealt with triple the normal volume, but the work is now complete. Education Council was presented with the new Education Policy Renewal and Framework. Education Council holds responsibility for many policies, some jointly with the board, that need to be updated. Katie Shaw, Manager of Education Policy, was hired in January to assist with the process.

5. Pacific Institute for Sport Excellence (PISE)

Stephen Chang, PISE Board of Directors, advised the next meeting will be on February 23, 2016. PISE is in good financial standing and had a small surplus. The track is moving ahead with completion expected in spring. The fundraising goal for the track was achieved.

VI BOARD COMMITTEE REPORTS

1. Executive Committee (nil)

2. External Relations Committee

Ron Rice, Chair, External Relations Committee, reported the committee is focused on the lunch for the past board chairs which will take place next Wednesday, February 10.

i) Award for Innovation Sub-Committee

Cynthia Wrate, Chair, noted that the award was initiated by the board three years ago. The award encourages recognition of innovation by teams of faculty and staff within the college or in partnership with the community. In this the third year, the award will be

granted in the Centre for Sport and Exercise Education (CSEE). The process was moved ahead to give the school more time to seek nominations. The nomination process closes in February. The committee will review the nominations, and then bring the finalists to the March External Relations meeting.

3. Finance Committee

- i) The minutes from the October 26, 2015, Finance Committee meeting were included in the agenda package.
- ii) Cindy Choi, Chair, Finance Committee, gave a report on the January 25, 2016, meeting. They reviewed the summary and detail level of the management report for the first nine months. The budget is approximately \$116M. The budget was tracking \$2.5M ahead at December 31, 2015. The forecast is for a small surplus of \$60K at March 31, 2016. The surplus is due to revenue coming in ahead of expenditures, as well as one-time grants for adult upgrading and negotiated settlements. There was a decrease in international enrolment. Tuition is on target as domestic enrolment increased slightly. The budget forecast for 2016-2017 is balanced, so the special Finance committee meeting on March 1 has been cancelled.

Deborah Huelscher, CFO, will provide the board with financial training on March 7. It will cover reading reports, the government budgeting process – both capital and operating, the breakdown of the sources of income and expenditure (capital and operating), the relationship between fixed and variable costs, how any ‘profits’ are dealt with, and the status of the restricted reserves.

VII APPROVAL OF THE MINUTES

The minutes of the November 2, 2015, meeting were approved as distributed.

VIII NEW BUSINESS

1. Draft Mandate Letter 2016/2017 for Public Post-Secondary Institutions

Sherri Bell noted the letter is almost identical to last year’s. The Government is looking for feedback from the board, and will send a final version for the board to sign in April. The members supported the mandate. However, they agreed that the flat and reduced funding, and the management compensation freeze without any cost of living increase, is continuing to challenge the college to reach its goals. The members were asked to provide any additional feedback to Heather Martin by February 3.

2. Student Housing

Sherri Bell advised the college has been working on the development of student housing for the past ten years. It has gone to the board twice for approval, but did not go forward for various reasons. The timing is right to re-group and re-assess, as over the last ten years both costs and senior staff have changed. The proposed land at the Interurban campus for both housing and the health building is between PISE and the CBA building.

The pre-procurement phase includes market demand, business case (risks), infrastructure and services costs updates (dovetail with health building so costs for sewer and power can be shared), municipality expectations (re-negotiate), and determination of ongoing costs such as security and food services. Sherri received advice from Partnerships BC regarding a 3P model

but will explore other options. The pre-procurement cost is about \$50K including legal fees, and has been built into the budget.

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS PROCEED WITH THE PRE-PROCUREMENT WORK AS OUTLINED. THE PRESIDENT WILL UPDATE THE BOARD OVER THE NEXT SIX MONTHS, TO BE FOLLOWED BY A FORMAL REPORT AND RECOMMENDATIONS IN THE FALL.

CARRIED

3. Strategic Plan

Sherry Bell reviewed the process for the refreshment of the Strategic Plan. After an environmental scan and extensive internal, external, and student consultation, Joan Yates facilitated a workshop for SLC to work with all the information gathered to develop the update of the plan. Once the board's input is included, there will be four half-day sessions open to the college community to close the loop on consultation. The final draft will go to the board in April for approval. The board members wrote their thoughts and preferences on posters showing the draft vision, mission, principles, values, and pillars. Sherry Bell took the comments away for inclusion in the plan, and thanked everyone for their enthusiastic participation. After final approval in April, the work on the Action Plan will begin.

IX ADJOURNMENT

The meeting was adjourned at 7:05 pm.

Ron Rice, Acting Chair

Date

Heather Martin, Recorder



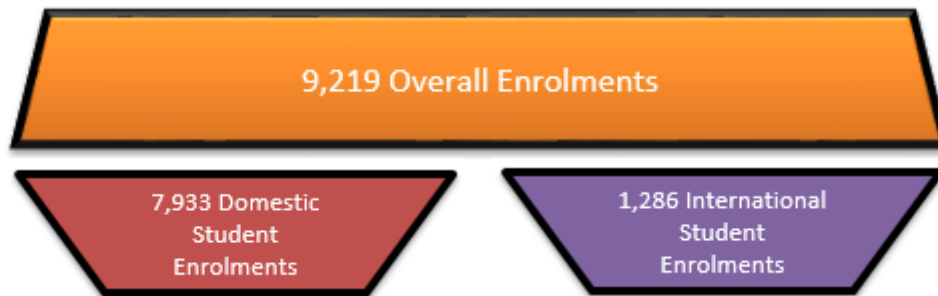
2016 Winter Term



Enrolment Report
March 2016 Board Meeting

Executive Summary

This report highlights a variety of enrolment statistics for the Winter 2016 Term at Camosun College as of the January 25, 2016 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 final 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 9,219 for the Winter 2016 Term, which is up by 2.3% from the previous Winter Term. There were increases for both the Domestic Students and International Students.
- The number of enrolments for Domestic Students at Camosun College was 7,933 for the Winter 2016 Term. This was an increase of 1.0% from the previous Winter Term, which stood at 7,852.
- The percentage increase in International Students for the Winter 2016 Term was higher than the percentage increase for Domestic Students. The number of International Student program enrolments for Winter 2016 was 1,286, which was higher than 1,162 for Winter 2015. This equated to a 10.7% increase in program enrolments.



All Students

The overall number of enrolments for all students at Camosun College was 9,219 for the Winter 2016 Term, which is up by 2.3% from the previous Winter Term. A significant year-over-year percentage change was the 10.8% decrease in the School of Access. As mentioned in the Fall Enrolment Report, this decrease was due to funding and tuition uncertainties. In effort to mitigate the environmental factors affecting enrolments, Camosun undertook significant marketing and communication efforts in addition to introducing the Camosun Upgrading Bursary to increase financial supports for students.

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

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	1,354 (15%)	1,208 (13%)	-146 (-10.8%)
Arts and Science	3,211 (36%)	3,393 (37%)	+182 +5.7%
Business	1,902 (21%)	2,059 (22%)	+157 +8.3%
Centre for Sport and Exercise	351 (4%)	383 (4%)	+32 +9.1%
Health and Human Services	834 (9%)	798 (9%)	-36 (-4.3%)
Trades and Technologies	1,362 (15%)	1,378 (15%)	+16 +1.2%
Camosun College – Total*	9,014	9,219	+205 +2.3%

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

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	2,358 (8%)	2,156 (7%)	-202 (-8.6%)
Arts and Science	10,736 (38%)	11,381 (39%)	+645 +6.0%
Business	6,967 (25%)	7,023 (24%)	+56 +0.8%
Centre for Sport and Exercise	1,214 (4%)	1,324 (5%)	+110 +9.1%
Health and Human Services	3,401 (12%)	3,345 (12%)	-56 (-1.6%)
Trades and Technologies	3,069 (11%)	3,224 (11%)	+155 +5.1%
Camosun College – Total*	28,145	28,843	+698 +2.5%

*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 Winter 2016 for Domestic Students was 7,933, up 1.0% from the previous Winter Term. As referenced with the figures for All Students, a significant percentage change was experienced by the School of Access due to the funding and tuition uncertainties. The decrease in the School of Health and Human Services is related to the ending of one-time provincial funding for an additional cohort of the Mental Health and Addictions program.

Program Enrolments – Domestic Students

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	1,039 (13%)	927 (12%)	-112 (-10.8%)
Arts and Science	2,771 (35%)	2,906 (37%)	+135 +4.9%
Business	1,613 (21%)	1,686 (21%)	+73 +4.5%
Centre for Sport and Exercise	342 (4%)	367 (5%)	+25 +7.3%
Health and Human Services	811 (10%)	770 (10%)	-41 (-5.1%)
Trades and Technologies	1,276 (16%)	1,277 (16%)	+1 +0.1%
Camosun College – Total*	7,852	7,933	+81 +1.0%

Course Registrations – Domestic Students

The overall number of course registrations for Domestic Students increased by 0.2% from the previous Winter Term (24,241 in Winter 2016, up from 24,188 in Winter 2015). Each course registration is assigned to the school with the Department teaching the course, irrespective of the program.

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	1,706 (7%)	1,508 (6%)	-198 (-11.6%)
Arts and Science	9,432 (39%)	9,860 (41%)	+428 +4.5%
Business	5,535 (23%)	5,309 (22%)	-226 (-4.1%)
Centre for Sport and Exercise	1,181 (5%)	1,278 (5%)	+97 +8.2%
Health and Human Services	3,273 (14%)	3,188 (13%)	-85 (-2.6%)
Trades and Technologies	2,730 (11%)	2,788 (12%)	+58 +2.1%
Camosun College – Total*	24,188	24,241	+53 +0.2%

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



International Students

There was an increase of International Students at Camosun for the Winter 2016 Term, as the number of program enrolments moved to 1,286. This was an increase of 10.7% over the 1,162 program enrolments for Winter 2015. Most of the respective Schools had increases in International Student activity over the previous year's Winter Term. The number of program enrolments for International Students by School is listed here:

Program Enrolments – International Students

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	315 (27%)	281 (22%)	-34 (-10.8%)
Arts and Science	440 (38%)	487 (38%)	+47 +10.7%
Business	289 (25%)	373 (29%)	+84 +29.1%
Centre for Sport and Exercise	9 (1%)	16 (1%)	+7 +77.8%
Health and Human Services	23 (2%)	28 (2%)	+5 +21.7%
Trades and Technologies	86 (7%)	101 (8%)	+15 +17.4%
Camosun College – Total	1,162	1,286	+124 +10.7%

The top five source countries for International Students were as follows: China, India, Saudi Arabia, Japan and South Korea. Course registration changes for International Students by School are listed here:

Course Registrations – International Students

School / Centre	Winter 2015 (% of total)	Winter 2016 (% of total)	+/- and % change
Access and Indigenous Education	652 (16%)	648 (14%)	-4 (-0.6%)
Arts and Science	1,304 (33%)	1,521 (33%)	+217 +16.6%
Business	1,432 (36%)	1,714 (37%)	+282 +19.7%
Centre for Sport and Exercise	33 (1%)	46 (1%)	+13 +39.4%
Health and Human Services	128 (3%)	157 (3%)	+29 +22.7%
Trades and Technologies	339 (9%)	436 (9%)	+97 +28.6%
Camosun College – Total*	3,957	4,602	+645 +16.3%

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



Average Course Registrations and Provincial Numbers

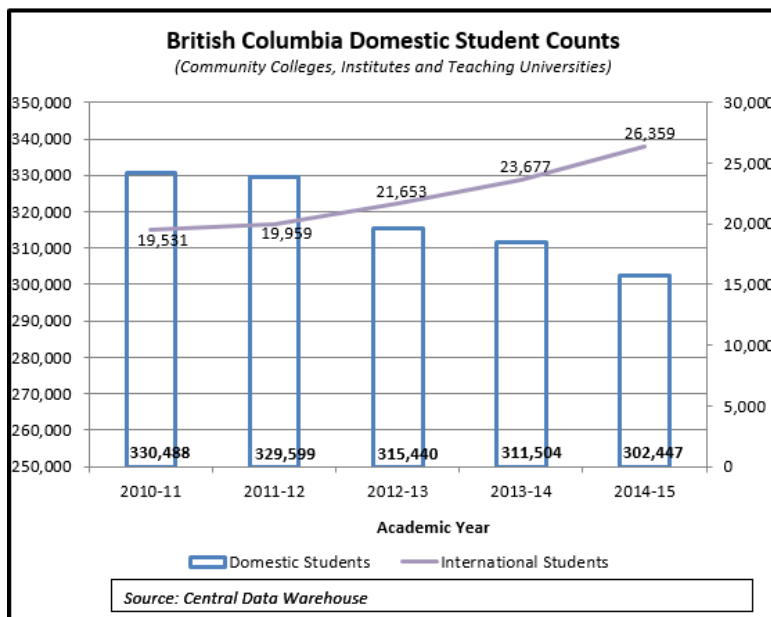
Average Course Registrations

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



The average number of course registrations per enrolment for all students in Winter 2016 was 3.13. In Winter 2016, the rate for International Students was 3.58 and this was the same rate as in the Fall 2015 term. The rate for Domestic Students in Winter 2016 was 3.06, which is down from 3.33 in the Fall 2015 term but consistent with the 3.08 rate in Winter 2015.

Headcount by Student Type – Similar Institutions



This graph presents the last five years of headcount data for Domestic and International Students across comparable British Columbia Institutions (excluding research universities). As seen in the 2014-15 academic year data, the trend continued for an increase in the number of International Students and a decrease in the number of Domestic Students.

Appendix

Glossary of Key Terms

2016 Winter Term:	This report provides counts for the student activity at Camosun College for the 2016 Winter Term. This includes educational activity taken by students in both Winter 2016 and Quarter 2, 2016 as of January 25, 2016. (<u>note – this report excludes Continuing Education</u>)
Course registrations:	Count of active individual registrations by students in courses as of January 25, 2016. A single student will typically have multiple registrations in a term. Registrations are reported by the school that hosts the course and not the school hosting the relevant program.
Full-Time Equivalents (FTEs):	Full-Time Equivalents or FTEs represent the amount of full-time activity students are taking. This methodology is based on the principle that a full-time student in a full-time program should generate 1.0 FTE each 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 are accounted for in these calculations.
Full-time / Part-time:	A Full-Time student is estimated to be one who takes at least 60% of a full-time course load.
Program enrolment:	Count of student participation in programs of study with at least one active course registration on January 25, 2016. A single student may be enrolled in more than one program. Enrolments are reported based on the school offering the program.
Stable Date / Fee Deadline:	For the Winter 2016 Term, the Stable Date / Fee Deadline is January 25, 2016. 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.
Student headcount:	This is the unduplicated count of individuals taking activity in one or more courses on January 25, 2016. One student may account for multiple program enrolments and multiple course registrations.



Sherri Bell, President Annual Plan 2015/16

Goal: To support the Board of Governors.

As the Board of Governors' only employee, my support, communication and sharing of information is critical to a highly functioning Board. A trusting and open relationship between Board members and the President is essential.

Pillar: Engaged Communities

Actions:

- Attendance at Board and committee meetings.
 - Share timely information and potential issues.
 - Regular, timely communication with the Board Chair.
-

Goal: To lead the strategic planning process.

The strategic plan will guide my work and the development of the accompanying "action plan" for the next five years.

Pillar: Sustainable Results

Actions:

- Engage and share the importance of the strategic plan.
 - Lead the development of the strategic plan and action plan.
 - Share both documents with the Camosun College community.
 - Lead, implement and monitor the action plan.
-

Goal: To champion and support Indigenization.

Indigenization has experienced much momentum and success across the college and will continue to require support from all of the college community.

Pillars: Engaged Communities
Life Changing Learning

Actions:

- Regular meetings with Janice Simcoe and Corrine Michel.
- Create one or two videos to support Indigenization and the Indigenization website.
- Enrol in TTW.
- Attend Eyē? Sqâ'lewen functions.
- Meet with Aboriginal community.
- Listen, learn and take action.

Goal: To develop lasting relationships across the college community.

My priority this year is to listen, learn and “be there” in order to develop authentic, lasting relationships on both Camosun College campuses. Relationships develop trust and with trust comes engagement and collaborative change to meet the needs of our students.

Pillar: Engaged Communities

Actions:

- Develop effective methods and structures to ensure ongoing relationships with key stakeholders including: Board of Governors, College Executive Team, Senior Leadership Council, Exempt Staff, Camosun College Faculty Association, BCGEU, CUPE, Camosun College Student Society, College Foundation, Pacific Institute for Sport Excellence, Ministry of Advanced Education and a variety of external organizations.
- Develop relationships with individuals, departments and schools.
- Lead CET and SLC to define and clarify roles, process and priorities.
- Assist with the transition/orientation of the two new Vice Presidents.
- High visibility on campus.
- Visit classrooms, departments and schools.
- Attend events and meetings externally in the CRD.

Goal: To enhance our culture of Innovation.

The questions I want to answer are:

- What does Innovation mean to Camosun College?
- What is our definition?
- What are examples?
- Where will we go next?
- What are the barriers?
- How will the Interaction Lab support student learning?
- How can we get students more involved?

Pillars: Life Changing Learning
Culture of Excellence

Actions:

- Move Applied Research to Education Division.
- Discussions at CET, SLC.
- Issue Forum in May.
- College-wide discussions.

Goal: To research and connect with other Canadian PSI regarding employable/essential skills (soft skills.)

Numerous surveys across Canada indicate that employers find graduates lacking soft skills such as team work, communication, problem solving, and creative and critical thinking skills.

Pillars: Life Changing Learning

Actions:

- Research institutions supporting and credentialing essential skills (soft skills.)
- Connect with other BC and Canadian PSI.
- HEQCO has funded numerous research projects and pilots regarding essential skills and how to measure with them - connect with institutions.

Goal: To thoroughly understand all aspects of the college.

Every time I interact with a Camosun student or employee I learn something new and valuable.

Pillars: Engaged Communities, Culture of Excellence, Life Changing Learning, Sustainable Results

Actions:

- Continue to meet with staff, students and faculty, individually and in small groups.



Goal: To research and plan new initiatives and ideas to attract students.

With 80% of Camosun College students coming from the south island and the secondary school grads declining we need to research and plan for demographic change.

Pillars: Engaged Communities, Culture of Excellence, Life Changing Learning, Sustainable Results

Actions:

- Study demographics.
- Identify and discuss: niche markets, focus on excellence, and destination college ideas.