



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

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

BOARD MEMBERS:

Russ Lazaruk, Chair
 Sherri Bell, President
 Stephen Bishop
 Stephen Chang
 Cindy Choi
 Joanne Cumberland
 Stefan Fletcher
 Nigel Giuliani
 Meagan Greentree
 Bill Gyles
 Debbie Hlady
 Anthony Pica
 Ron Rice, Vice Chair
 Laylee Rohani

ADMINISTRATION:

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

GUESTS: Robert Bettauer, CEO, PISE
 Emmy Stuebing, Director, Advancement & Alumni

REGRETS: Deborah Huelscher, Chief Financial Officer

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.

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I CALL TO ORDER	
II APPROVAL OF THE AGENDA	
III INTRODUCTION	
1. Emmy Stuebing, Director, Advancement & Alumni	
IV BOARD MEMBER REPORTS	
1. Chair’s Report [5 min] (Lazaruk)	no attachment
2. President’s Report [5 min] (Bell)	no attachment
3. Foundation [5 min] (Rice/Wilmshurst)	no attachment
4. Education Council [5 min] (Bishop/Giuliany)	
i) Minutes of the October 19, 2016 meeting	attachment 3
5. Pacific Institution for Sport Excellence [10 min] (Bell/Chang/Lazaruk)	no attachment

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V BOARD COMMITTEE REPORTS	
1. Executive Committee [5 min] (Lazaruk)	no attachment
VI APPROVAL OF THE MINUTES	
1. Minutes of the November 7, 2016 meeting [2 min] (Lazaruk)	attachment 7
VII NEW BUSINESS	
1. Strategic Plan: People Plan Update [15 min] (Severyn)	attachment 11
2. Pacific Institute for Sport Excellence Overview [10 min] (Bettauer)	attachment 46
VIII ADJOURNMENT	

CORRESPONDENCE [nil]



Approved Minutes

Wednesday, Oct 19, 2016

4:00-6:00 pm

CC 321, Interurban

Present

Bijan Ahmadi, Faculty

Brent Wasserman, Faculty

Connie Klassen, ICC Chair

Connie Klassen, ICC Chair

Corrine Michel, Indigenization Coordinator

Cynthia Wrate, Faculty

Emara Angus, Student

John Boraas, Administration

Leslie Martin, Support Staff

Scott Harris, Administration

Shelley Butler, Perm. Secretary

Shohreh Hadian, Faculty

Stephen Bishop, Faculty (Chair)

Steven Rumpel, Administration

Steven Rumpel, Administration

Sukhdeep Kaur, Student

Tim Ayers, Faculty (Vice-Chair)

Regrets/Absent

Alison Bowe, Faculty

Cindy Drover-Davidson, Support Staff

Dominic Bergeron, Administration

Nigel Giuliani, Board of Governors

Peter Ove, Faculty

Shelley Melissa, Faculty

Sherri Bell, President

Zachary Snow, Student

Guests

Chris Balmer, Counselling

Heather Del Villano, Access

Ian Humphries, Access

Katie Shaw, Office of VP Education

Pei Mei Chia, Access

ITEM

PRESENTER

A. Call to order and Declaration of Quorum

Stephen Bishop

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

B. Acknowledgement of Coast Salish Territory

Stephen Bishop

Stephen 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

Stephen Bishop

Stephen requested council members in 3 words or less share how they were doing.

ITEM	PRESENTER
D. Acceptance of Agenda The October 19, 2016 agenda was approved by unanimous consent.	Stephen Bishop
E. Minutes for Approval The June 15, 2016 minutes were approved with one amendment. Leslie Martin moved and Steven Rumpel seconded that they move the motion of Curriculum Recommended for Approval noted on the ICC Report. The September 21, 2016 minutes were approved by unanimous consent.	Stephen Bishop
F. Reports	
1. Education Council Chair There was no Chair's report.	Stephen Bishop
2. VP Education John noted that there is a lot of work being undertaken across the College and lot of interesting projects in the making.	John Boraas
3. Board Member Stephen Bishop gave a report in Nigel's absence. Stephen noted that there was a powerful and informative presentation on the Indigenization project by Corrine Michel and Janice Simcoe. The Board is very much in support of the project and expressed gratitude for the presentation.	Stephen Bishop
G. Committee Reports	
1. Awards Nil	Dominic Bergeron
2. Education Council Policy and Standards Committee Nil	Steven Rumpel
H. Presentations and/or Discussions	
1. Education Policy – Involuntary Health and Safety Leave of Absence Steven, Chris and Katie introduced a policy engagement session regarding the scoping document created for the Involuntary Health and Safety Leave of Absence Policy. See attached presentation. Questions and discussion followed. <i>Questions and discussion included, but was not limited to:</i> <ul style="list-style-type: none"> • <i>How do we demystify the fears students may have about this process?</i> • <i>How will we handle student tuition?</i> • <i>Do we have a responsibility whether the student connects with community</i> 	Steven Rumpel, Chris Balmer, and Katie Shaw

ITEM	PRESENTER
<p><i>after they are withdrawn?</i></p> <ul style="list-style-type: none"> • <i>We need to ensure consistency between this policy and the Medical/Compassionate Withdrawal Policy.</i> • <i>There are Camosun staff trained that can make recommendations regarding a student's mental health; however they do not diagnose conditions or prescribe medication.</i> • <i>The intent in the process is to consult only with internal stakeholders.</i> • <i>We need to ensure our Trades students are included in this consultation. They are often left out.</i> • <i>We need more discussion how we define student (i.e. what about CE, etc.)</i> 	
<p>2. Private ESL Pathways Partnership Presentation and Discussion</p> <p>Ian presented an overview of the partnership agreement with aims to diversify Camosun's international student population. By this agreement, Camosun is proposing to mirror the pathways agreements in place at Douglas College, which were developed after a year-long vetting process. At Camosun, the pathway agreements would articulate the partner's courses with ELD 072, 074, 092 and 094. These pathway agreements will allow successful students entry into College programs and courses beyond ELD. Ian sought acknowledgement on the articulation of the courses, and wanted to ensure Education Council felt informed and comfortable regarding such agreements. Questions and discussion followed.</p> <p><i>Questions and discussion included, but was not limited to:</i></p> <ul style="list-style-type: none"> • <i>Tuition from International goes to support a wide array of services, etc. at the College.</i> • <i>Are the partners institutions Canadian?</i> • <i>More interested in increasing the diversity of the International students rather than the quantity.</i> • <i>These partnership students will come to the College with a higher IELTS score so it is assumed they will have better success rates.</i> • <i>These partnerships will not displace other students. Admission will still be by first qualified, first served (with the exception of competitive entry programs).</i> • <i>The negative connotation by the use of the term "quality student" in the discussion should be considered.</i> • <i>We have pockets of high International enrolment that often presents language challenges and changes the course dynamic. Students with a higher IELTS scores will help alleviate some of these challenges.</i> 	<p>Ian Humphries, Pei Mei Chia, and Heather Del Villano</p>
<p>I. Integrated Curriculum Committee Report</p> <p>Curriculum Recommended For Approval REGULAR CURRICULUM Connie presented the curriculum for approval.</p>	<p>Connie Klassen</p>

ITEM**PRESENTER**

Connie noted that LGL 110 did achieve an 80% consensus by the ICC to move forward. A question followed.

Motion: It was moved by Cynthia Wrate and seconded by Leslie Martin that Education Council approves the following curriculum:

- LGL 110 (IDS 2272) - cancellation

Motion Carried

Connie noted that the ICC did not achieve an 80% consensus to move forward the Archeology, Digital Communication, and Digital Production curriculum due to a lack of voting turnout. Those ICC members who did vote were in favour of full recommendation. Discussion followed.

Motion: It was moved by Steven Rumpel and seconded by Cynthia Wrate that Education Council suspend the ICC by-law that requires an 80% consensus for full recommendation, and then approve the following curriculum.

- Certificate in Archeology Field Assistant (IDS 2279) and ARCH 190 (IDS 2280) – description, admission requirements, learning outcomes, content, pre-requisite, credits
- Certificate in Digital Communications (IDS 2282), Certificate in Digital Communication Coop Appendix (IDS 2281), Certificate in Digital Production, Writing & Design (IDS 2284), Certificate in Digital Production, Writing & Design Coop Appendix (IDS 2283), and CMNS 102 (IDS 84) – admission requirements, content, completion requirements, pre-requisite

Motion Carried

Connie noted that the Nursing program changes did achieve an 80% consensus by the ICC to move forward. Discussion followed mainly regarding the department's inclusion of non-measured suitability requirements under the Admission Requirements section. A mention was also made of the removal of the Stage 2 from the program Admission Requirements.

Motion: It was moved by Cynthia Wrate and seconded by Tim Ayers that Education Council approves the following curriculum:

- Nursing (IDS 2285) – description, admission requirements, participation requirements, content

Motion Not Carried

Yes – 0, No - 7

J. Adjournment

Stephen Bishop

The Meeting adjourned at 6:34 pm.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

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

BOARD MEMBERS:

Russ Lazaruk, Chair
Sherri Bell, President
Stephen Bishop
Steve Chang
Cindy Choi
Joanne Cumberland
Stefan Fletcher
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Shane Busby, VP Administration
Deborah Huelscher, Chief Financial Officer
Barbara Severyn, Executive Director, Human Resources
Geoff Wilmshurst, VP Partnerships
Joan Yates, VP Student Experience

GUESTS:

Dan Hodgson, Dir., Institutional Research & Planning
Steve Rumpel, Dir., Education Policy & Planning
Katie Shaw, Manager, Education Policy

REGRETS: John Boraas, VP Education
Steve Chang

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

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

II OATH OF OFFICE

Russ Lazaruk administered the Oath of Office to Anthony Pica.

III APPROVAL OF THE AGENDA

The agenda was approved as distributed.

IV BOARD MEMBER REPORTS

1. Chair's Report

Russ Lazaruk, Chair, continued to meet on a regular basis with Sherri Bell for planning. Sherri Bell, Cindy Choi, Ron Rice and Russ went to Okanagan College in Kelowna from October 5 – 7 for a governance workshop. Most of the colleges from BC were represented. It provided a great opportunity to network with other boards, and to see the common issues and differences. Thank you to Stefan Fletcher who brought a welcome to the School of Access student awards on

October 7. Russ spoke at the School of Health and Human Services student awards on October 20. On November 3, Russ brought a welcome to the Dedicated Service Dinner. It is an annual event that recognises 20, 25, 30, 35 and 40 year employees. On December 13, the Government will host a professional development session for all board members in Vancouver. Ron Rice and Russ will attend. Russ and Shane Busby, VP Administration, will take part in the PISE strategic planning session on November 15.

2. President's Report

Sherri Bell, President, met with the Mayor of Saanich Richard Atwell to talk about capital projects. Sherri gave ADM Jeff Vasey a tour of CTEI and discussed student housing. The Government is working on a multi-faceted plan for student housing. Sherri and Shane Busby submitted a briefing note to the Ministry on the College's interest in housing. The Minister of Advanced Education also discussed housing at a meeting in Vancouver of presidents from 25 BC universities, institutions and colleges. John Boraas, Janice Simcoe, and Sherri went to a two-day Government funded Truth and Reconciliation summit in Vancouver. Sherri attended the grand opening of the track at PISE. She will spend whole day on PISE strategic planning next week as a member of their board.

3. Foundation

Geoff Wilmshurst, VP Partnerships, noted the board will meet next on Wednesday and will look at the TRADEmark campaign and the results. Emmy Stuebing began as the new Director of Advancement in October and will be introduced to the Foundation Board on Wednesday. The position is funded by the College, but eventually by the College and the Foundation.

4. Education Council

Stephen Bishop, Education Council Chair, noted they are continuing to focus on policy development. They had presentations from Steve Rumpel and Katie Shaw. The ICC report and curriculum have been moved to the end of the agenda, and the change has been successful. Tim Ayers is the new Education Council Vice Chair. Geoff Wilmshurst, VP Partnerships, presented an overview of Camosun's international agreements and MOUs.

5. Pacific Institute for Sport Excellence (PISE)

The upcoming PISE strategic planning session is the focus of the board at present.

V BOARD COMMITTEE REPORTS

1. Audit Committee

- i) The minutes from the June 6, 2016 meeting were included in the agenda package.
- ii) Bill Gyles, Chair, Audit committee, gave a report on the October 24, 2016 Audit Committee meeting. Randy Decksheimer, KPMG, presented the audit plan and reported there were no significant risks to be addressed and that it will be a fairly routine audit.

2. Award for Innovation Sub-Committee

Ron Rice, Chair, Award for Innovation sub-committee, reported Eric Sehn, Tim Ayers, Geoff Wilmshurst, and Cynthia Wrate met on November 2 to discuss the terms of reference, award criteria, and membership. They may decide to enlist student support for the communication process. The December meeting will focus on the evaluation tool and an event, for which there may be sponsorship opportunities.

3. Finance Committee

- i) The minutes from the September 6, 2016, Finance Committee meeting were included in the agenda package.
- ii) Cindy Choi, Chair, Finance committee, gave a report on the November 7, 2016, meeting. The committee received the financial results for the last six months of operations. Overall, revenue is \$1.1M ahead of budget with offsetting expenses of \$.5M, resulting in a positive variance of \$.6M. Domestic and international enrolments are both ahead of target and the College anticipates some surplus funds will be available for one-time investments in strategic priorities. The budget is on track and the College continues to forecast a balanced position at March 31, 2017

VI APPROVAL OF THE MINUTES

The minutes of the September 19, 2016 meeting were approved as distributed.

VII NEW BUSINESS**1. Fall Enrolment Report**

Dan Hodgson, Director, Institutional Research & Planning, advised there was 7.2% increase in overall enrolments, with a 5% increase in domestic and a 20.9% increase in international. Each school held increases except in Health and Human Services due to a program move to Eyē? Sqâ'lewen. The overall enrolments from summer 2016 were consistent with the previous year. The trend is expected to continue into winter. The report shows a snapshot of the time period.

2. Education Policy Development

Steve Rumpel, Director, Education Policy & Planning provided an overview of Education Policy development. There is a shift to putting students at the centre by looking at how policy affects all phases of their cycle. They are using a four phase process:

- i. Plan a clear protocol and process - complete
- ii. Needs assessment – complete
- iii. Policy framework - underway
- iv. Current policy work – underway

They are using a community development model which gets people involved in the process. The current priorities are Involuntary Health and Safety Leave of Absence, Acceptable Use, Protected Disclosure, and Sexual Violence and Misconduct Policy. Upcoming are Student Admissions, Indigenization, Student Inclusion and Diversity, and Student Progression. They will have varying scale and scope, as some need renewal only, and some need philosophical discussion with the community. The policy web page will be interactive for feedback instead of listing finished policy only.

3. Sexual Violence and Misconduct Policy Development

Russ Lazaruk reported Government passed legislation that requires all post-secondary institutions to have robust stand-alone policy on sexual violence. Katie Shaw, Manager, Education Policy, advised the policy will have a more comprehensive, far-reaching consultation than any other. Students must be consulted during the process and then again every three years. The president is required to report to the board on the impact of the policy once a year. Joan Yates, VP Student Experience has oversight, and a steering committee and working groups have been formed. The groups include the college community, student advisory, community advisors, and the procedure team. The development work is being done in fall 2016 and in

winter 2017 the draft policy will be posted online for four weeks. The approvals will follow in spring. The fall engagement includes consent education workshops, presentations, and an online survey. In early winter engagement will include the release of the draft policy, feedback sessions, then focus groups of staff, students, faculty, and leadership.

4. Draft 2017/18 Mandate Letter for Post-Secondary Institutions

Russ Lazaruk received feedback from Nigel Giuliani and asked for any comments or feedback.

VIII ADJOURNMENT

The meeting was adjourned at 6:21 pm.

Russ Lazaruk, Chair

Date

Heather Martin, Recorder



People Plan & Supporting Initiatives

September 2014



People Plan September 2014

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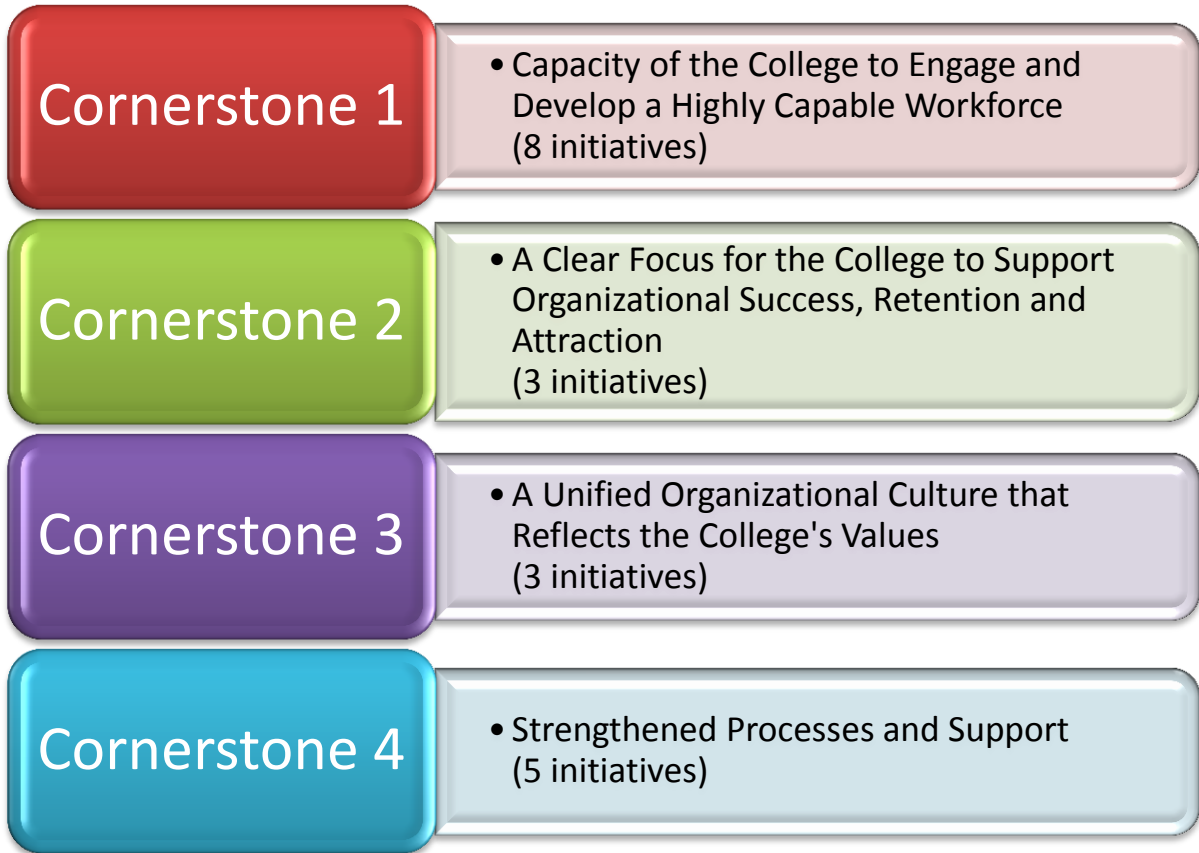


People Plan September 2014

Section 1 – Introduction

At least 9 elements of the 2011 – 2014 College strategic plan are reliant, or will be better enabled, by strengthening the following four aspects of how the college makes its people planning and practices more effective.

Below are the 4 cornerstones of the People Plan that are critical underpinnings of the college’s overall strategy execution and implementation. Within these 4 areas reside 19 initiatives and supporting tactics that address gaps identified in the consultation process. These stem directly from the opportunities and areas for improvement identified by college employees. Of these 19, 6 priority initiatives have been selected for initial focus based on the feedback from the prioritization survey. They are also the most feasible near-term initiatives from a financial and people resources perspective and will be addressed and acted upon in a timely manner. Once implemented, they will lay a strong foundation for taking action on the balance, many of which are inter-related. Details relating to these can be found in **Section 3** (see page 7).





People Plan September 2014

Overview

This document lays out the priorities, required initiatives and actions to improve Camosun College's positioning as an employer of choice within its sector.

The plan concentrates on a limited number of priorities and targets, while still capturing all 19 initiatives emanating from the input provided by employees so the balance does not become lost for future action and implementation. This approach is purposeful as it avoids overloading the college with too many initiatives that will ultimately compete for limited staffing and financial resources both in the Human Resources group and across other areas of the college. Once these top 6 are implemented, those not regarded as initial priorities can form second or third stages of the People Plan. It should also be noted that a number of the later stage initiatives will naturally flow from these 6.

Aside from limited staffing and financial resources, the college has additional challenges. It is comprised of diverse and at times disconnected silos. These show up at the leadership level (College Executive Team (CET) and Senior Leadership Council (SLC)) where success will be dependent not just on gaining alignment, but also ensuring that all make a concerted commitment to initiate and follow through on plan implementation. This will be particularly important and equally challenging given the current changes occurring within the CET.

All college employees and their leaders, regardless of affiliation, need to commit to supporting the improvement initiatives of this People Plan and embracing the required actions, including participating in implementation initiatives (action teams/committees) whenever relevant and possible. Employees should be encouraged to become involved and be provided with opportunities to engage and develop skills that will allow them to increase their contribution to the benefit of the college and its students. Some are challenged by their schedules with regard to actively engaging in improvement initiatives. The college and leaders within these groups should do their best to ensure full cross-representation of support for the People Plan.



People Plan September 2014

Risk and Mitigation

When an organization undertakes a broad improvement initiative, it needs to assess potential risks and barriers to success and develop mitigation strategies to assure success.

Risk	Potential Mitigation
Weak alignment and engagement at leadership levels of the organization.	<ul style="list-style-type: none"> • Direct leadership from the most senior executives (CET & SLC). • Accountability structures to assure leadership and management engagement (i.e. shared objectives).
Taking on too many commitments with regard to initiatives and their implementation.	<ul style="list-style-type: none"> • Confirm benefits of actions to be taken. • Allocate resources that are appropriate to support expeditious strategy execution. • Set a few priority areas for action and determine whether sequencing of initiatives can allow greater focus and success. • Re-tune the organization and its roles to assure FTE positions are focusing on “high value add” activity.
Lack of processes and systems to operationalize the ‘Plan’.	<ul style="list-style-type: none"> • Adoption of a formal discipline of driving achievement through dynamic and updateable operating plans that specify targeted outcomes, measures of success, actions, required resources, milestones, and the identification of those responsible for implementation and accountable for achieving outcomes.
Lack of specific commitment of cross-college staff resources to allow for action on priorities.	<ul style="list-style-type: none"> • Emphasize to leadership team (CET & SLC) that for the People Plan to be implemented successfully and to build trust with employees, there must be high level commitment of specific people from all areas across the college. This is not just an “HR” initiative; it involves all areas of the college.
Financial constraints.	<ul style="list-style-type: none"> • Determine what can most effectively and efficiently done with in-house expertise and ensure this becomes a priority part of those people’s roles. • Determine what is most effectively and efficiently outsourced and budget accordingly, e.g. one-off versus ongoing; coaching to ensure in-house expertise for follow up.
Lack of HR presence at the most senior executive level.	<ul style="list-style-type: none"> • Change reporting structure so that the Executive Director, HR reports directly to the President. • This will send the appropriate message that the stewardship of the college’s human resources is a top priority at the strategic level.



People Plan September 2014

Benefits

When people strategies are well-designed and effectively implemented, great outcomes follow.

From the organization's perspective, the following outcomes are typically achieved:

- Improved reputation
- Improved stability and longevity
- Improved investment in its people
- Enhanced ability to retain good employees
- A strong foundation for growth and market expansion
- Improved overall performance leading to improved financial performance
- Increased employee engagement leading to increased student engagement

From the individual employee's perspective, the following outcomes are typically achieved:

- Improved job security due to overall improved performance of the organization
- Increased satisfaction & confidence in their work
- Increased marketable skills for career advancement
- Improved career resiliency
- Greater availability of technology & tools that support their work
- Improved total compensation – e.g. salary, benefits, development opportunities, flexibility.
- Increased pride in work and in their organization affiliation (employee engagement)

Each and every one of these outcomes is worth pursuing.



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Section 2 – Consultation Process

The intent of the approach used for developing the 'People Plan' was to provide full opportunity for all employees to engage in identifying needs, defining opportunities and gaps and to engage in nominating actions and initiatives to improve the college's practices, processes and overall positioning as an employer of choice.

Camosun engaged ReWerx, a management consulting firm, to facilitate the development of the People Plan. ReWerx was selected during the RFP process based on their depth of experience, their proposed approach of open engagement, inclusiveness and participation opportunity, and their knowledge and work in the post-secondary education sector.

Process

The following process was implemented in order to obtain maximum engagement and feedback from the college's employees in terms of shaping the People Plan. Full outcomes from each step can be found on the college Intranet through this link to the People Plan

<http://intranet.camosun.bc.ca/people-plan/>

Throughout this process, all college employees were kept up to date through special editions of CamNews, as well as by individual members of the Steering Committee represented by Joan Yates (CET), Sybil Harrison (SLC), Steven Rumpel (SLC), Kelly Pitman (CCFA), Al Paterson (BCGEU), Tony Nelson (CUPE), Teresa Morriss (HR), Barb Severyn (Executive Sponsor), and Nancy Sly (Project Manager).

Step 1 – Initial Survey:

- A survey calling for questions/comments to be addressed in a series of 6 face-to-face group sessions was sent to all active college employees.
- There were 316 responses to this survey, generating more than 500 questions/comments.
- These questions/comments were sorted into 6 major themes.
- The following questions relating to these themes were developed to be addressed by participants in the 6 face-to-face group sessions.
 1. How do we break down organizational silos to enable us to work more cohesively, collaboratively and efficiently while maintaining an environment of mutual respect?
 2. What systems and supports do employees require to meet their learning and development needs, and contribute to the achievement of current and future organizational needs/goals?
 3. Given the current fiscal environment, what more could we be doing to attract and retain qualified and highly skilled employees in all areas of the college?



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4. Given the anticipated wave of retirement, what steps can we take to share and build on the knowledge, expertise and organizational wisdom of our instructors, support staff and administrators?
5. How can we ensure that structures, processes, services and tools are available to enable people to do their job to the best of their ability?
6. Given economic constraints which are largely beyond the college's control, how do we strategically invest in areas of the college so that we do the right things and focus on those that are the highest priorities for a competitive and successful future?

Step 2 – Face-to-Face Sessions

- 6 face-to-face group sessions were held from mid-May through early June, 3 at both campuses. A total of 110 employees participated in these sessions. It was challenging for skilled trades instructors to attend due to teaching schedules. All other groups were well-represented.
- The intent of these sessions was to gather input from attendees on the 6 key questions to be addressed. ReWerx consultants facilitated these sessions using their Consensus Builder™ methodology, which actively engaged all participants in discussing each question and coming up with group consensus by question on key issues to be addressed. These discussions ultimately generated 19 initiatives deemed critical to the successful future of the college by participants.

Step 3 – Prioritization Survey

- A second survey was designed to provide employees with the opportunity to prioritize these 19 initiatives by rating the relevance (importance) to the college's future and current performance. Those rated highest on relevance/importance and lowest on performance were deemed the top priorities for the focus of the People Plan.
- This survey was sent out via the college's Vovici system to two separate groups: (a) all session participants; and (b) all other employees. The purpose of this split was to compare responses from those who attended sessions and generated the 19 initiatives from all initial input, with responses from those unable to attend a session. 150 employees responded to this survey, generating 6 common priorities across both sets of responses and very close prioritization on the balance, thus confirming a unified focus across the college.

Step 4 – Plan Writing

This Plan has been developed using the priorities determined in Step 3, the consultants' extensive expertise and experience, and research with regard to benchmarking what high performing organizations are doing across a number of sectors.



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Section 3 – People Plan

The People Plan is described under four cornerstones, each with associated priority initiatives for action derived from the input obtained during the consultation process.

- **Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce**
- **Cornerstone 2: A Clear Focus for the College to Support Organizational Success, Retention and Attraction**
- **Cornerstone 3: A Unified Organizational Culture that Reflects the College’s Values**
- **Cornerstone 4: Strengthened Processes and Support**

For the People Plan to be successfully implemented, it is imperative that the college focuses its limited human and financial resources on the initiatives that can be most effectively and efficiently acted on to achieve some early improvements in how it manages and motivates its employees. A number of the initiatives emanating from the consultation process are inter-related and/or naturally follow others.

As a result, 6 initiatives have been selected as the top priorities for early action. These are illustrated at a high level on the following pages, together with the subsequent initiatives that will naturally flow from these initial 6 in subsequent stages, as resources allow.

This high level graphic is followed by more detailed descriptions for these 6 initiatives as to the scope, targeted outcomes, benefits, leading internal and external practices, resources required, suggested timeline and specific roles/accountability for implementation. As has been stated throughout this process, the ultimate success of the People Plan involves leadership from HR, commitment of financial resources, and the dedicated involvement of human resources from across the college.

Taking no immediate action is not an option if the college is to maintain credibility with its employees. The numbering of these top 6 initiatives does not denote prioritization, nor is it anticipated that they will all be tackled immediately. With input from the Steering Committee, they have been summarized in a table at the end of this document suggesting prioritization by timeframe (urgency/impact) with start dates for each initiative during the next 6 – 18 months, i.e. by March 2016. Inclusion of this planned approach will be a critical part of the overall strategy to ensure effective communication of the People Plan to the college community.



People Plan September 2014

Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce

Priority Initiatives:

1. Develop a method of measuring employee engagement and satisfaction, in order to identify and act on areas for improvement.
2. Develop an effective and complete orientation program that includes the college, the department and the role - for new employees and employees who change roles.
3. Develop a competency framework (role-based skills, traits, characteristics & abilities) as a key foundational element for our 'People' processes, such as development, career paths, succession plans and recruitment.

Subsequent Initiatives:

- Inventory and make accessible the skills and experience of Camosun employees and make use of these internal resources to strengthen the capacity of the college.
- Improve Workforce Planning: identify current state (demographics, turnover, and retirement trends); inventory skills, and assess Camosun's capacity to meet future needs.
- Establish role-based personal development plans for all employees that enable them to align their personal goals with the goals of the college.
- Create a mentorship program to share knowledge, and further develop the abilities of our people.
- Improve processes and support for knowledge retention when employees transition out of a role or into retirement (e.g. plan for overlap with successor to exchange critical information, allow for knowledge transfer, improve documentation etc.)



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Cornerstone 2: A Clear Focus for the College to Support Organizational Success, Retention & Attraction

Priority Initiatives:

4. Improve clarity and focus of what Camosun College stands for and streamline/focus our strategic plan.

Subsequent Initiatives:

- Develop a clear and compelling case for why prospective employees and students should choose Camosun and provide reason for our employees and other stakeholders to speak positively about the college.
- Outline the value of Camosun's total compensation and other attributes of working for the college, and find ways to enhance these.

Cornerstone 3: A Unified Organizational Culture that Reflects the College's Values

Priority Initiatives:

5. Improve internal communications across the college to ensure people at all levels have the information they need and the opportunity to engage in discussions relevant to the college and their role.

Subsequent Initiatives:

- Create opportunities for collaboration across the college.
- Foster a culture of respectful and equitable management across all employee groups by providing consistent opportunities and treatment (e.g. personal development, employee recognition, etc.)



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Cornerstone 4: Strengthened Processes and Support

Priority Initiatives:

6. Provide support, guidance and necessary training to ensure consistency of human resources practices and clarify understanding of processes (e.g. tips for recruitment and selection, collective agreement provisions that must be honoured, hiring processes including reference checks, etc.)

Subsequent Initiatives:

- Strengthen relationships across the college to improve awareness and use of centralized functions (e.g. ITS, Finance, HR, Student Services, etc.)
- Complete a business process review to identify opportunities to improve the efficiency and effectiveness of our processes and practices. Prepare a plan to address gaps and implement process improvements.
- Research and identify leading practices across the college and benchmark these against what other high performing organizations are doing, both within and outside the college sector.
- Provide tools and technologies that enable jobs to be done more efficiently, and ensure appropriate training is provided to achieve proficiency.



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Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce

1. Develop a method of measuring employee engagement and satisfaction, in order to identify and act on areas for improvement.

1.1 Scope:

This initiative was rated the #1 priority across the college. There was an overall recognition that a highly engaged workforce is critical to the college's ability to retain and attract the best talent, and consistently attain high levels of overall performance, ensuring attraction of the best students and a sustainable future for the college.

The intent of an employee engagement survey is to assist an organization identify both areas of strength and areas for improvement with regard to how it motivates and manages its employees to ensure strong commitment to the organization and its success. A high level of employee engagement has been proven to result in increased retention of current employees, attraction of the best talent, and ultimately high levels of engagement and satisfaction amongst customers, in this case students, leading to increased demand for services.

An employee engagement survey is an effective tool to measure the current state and pave the way for a deeper assessment of actions to be taken to sustain strengths and address areas for improvement. Year over year results and subsequent actions result in higher levels of commitment (engagement) to the organization, its customers (students) and its future. The process is intended to be constructive in nature, focusing on identifying and maintaining strengths, and making improvements to areas of need identified in the survey. It is not intended as an opportunity to take advantage of anonymity to negatively vent frustrations and target individuals at a personal level. Interpersonal relationship challenges and personal opinions about others should be addressed on a timely basis following the organization's policies and procedures for such matters, e.g. Respectful Workplace processes.

As a first step, a survey should be implemented to provide a baseline for measurement of engagement on an ongoing basis. To be truly effective, the survey should be tuned to address issues that are of most importance to the college and its employees. It should not be lengthy, and should target key areas such as: Strategic Direction; Communications; Recognition/ Feedback/Development; Working Relationships; and Core Engagement Questions. Other areas that may be included are: Work/Life Balance and Tools & Resources. Where numbers would not compromise anonymity, the survey should also ask for demographic information such as: length of service, department and campus, so that resulting quantitative data can be accessed by overall organization results and by demographic in order to target more effectively areas of strength and those needing improvement.



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It is critical that the survey be facilitated by a 3rd party to ensure employees feel confident in providing honest responses and constructive feedback to open-ended questions, e.g. “What are the top two things you like best about working at Camosun?”; “What are the top two areas for improvement with regard to working at Camosun?”

The data is only the beginning of the engagement process. Follow up to clarify results and determine action plans is key to continuous improvement and strong employee engagement. Top employers typically develop and implement “action teams”¹ either by issue and/or by department/ location to ensure employees see action being taken to make improvements based on their input and what is relevant and meaningful to them. Input also informs future organization and HR operational planning.

Quick, very focused “check up” surveys during the year following the survey are also helpful for keeping a pulse on engagement levels. A full follow up survey should be done at a minimum every 2 years to evaluate progress, identify and address any emerging issues, and maintain improvements made.

1.2 Target Outcomes:

- An established baseline from which to develop improvements in the way the college motivates and manages its employees;
- Improved engagement (retention/attraction) year over year;
- Increased satisfaction of employees leading to a strong desire to remain with the college (retention) and to speak highly of the college (attraction) thus fostering a brand of “great place to work... great place to learn”.

1.3 Benefits:

- It will provide an excellent base of information for a new President to consider with regard to future focus for the college’s strategies and goals for its employees;
- The college will have a consistent and accepted way to measure employee engagement on an ongoing basis;
- When action is taken (i.e. follow up), it reduces cynicism amongst employee groups who feel that they are not listened to, their input is meaningless, or it’s simply a paper exercise;
- Increased employee satisfaction will lead to increased student satisfaction, enrolment and engagement.

¹ An “action team” is a nominated (ideally self-nominated) group of employees that best represents those affected by the issue or challenge and is focused on ensuring a plan for improvement is developed and implemented within a targeted timeframe. The “action team” disbands once the plan is in place. Success is measured by the results of subsequent engagement surveys.



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- A more satisfied and motivated workforce will mean less time spent by leaders and managers on employee-related issues, and more time focusing on matters of strategic and operational importance for the college;

1.4 Internal Leading Practice:

None

1.5 External Leading Practice Sample:

JIBC, BC Provincial Government, The Union Club, ICBC, VIHA (there are many others)

1.6 Resource Requirement:

- External:
 - One time:*
 - Survey Provider – for initial set up and administration year 1 (\$15,000±)
 - Potential facilitation of follow up for year 1 (\$7,500±)
 - Ongoing:*
 - Survey Provider – survey administration for future years (\$7,500± per cycle or wave)
- Internal:
 - One time:*
 - Led by HR, involves small Engagement “Committee” to review questions, be champions to encourage participation, and ensure follow up post-survey with regard to results overall and by department/location (action teams).
 - This Committee must have cross representation from all areas and levels of staff, including CET and SLC.
 - Ongoing:*
 - Engagement Committee for each wave of survey to be champions to encourage participation and ensure follow up post-survey with regard to results, as per year 1.

1.7 Timeline:

- Initial baseline survey tool selected and/or designed – Start October 2014; complete by mid-December 2014.
- Initial survey launched January 2015; results communicated by end of March 2015.
- Follow up action teams in place April 2015; action plans developed and implemented April/June 2015.
- Repeat survey every 12 or 24 months to measure progress.

1.8 Roles/Accountability:

Nancy Sly, Human Resources Specialist



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2. Develop an effective and complete orientation program that includes the college, the department and the role; for new employees and employees who change roles.

2.1 Scope:

An effective and consistent cross-college orientation/onboarding program is essential to the long term success of new employees and those moving into a new role and/or a new department. It is an inherent factor in gaining high levels of employee engagement and performance early in the employment relationship.

The most effective orientation programs for new employees consist of five parts:

- i. Day 1: Orientation to the basics – HR (Employee Handbook, payroll, benefits and other forms, etc.), IT processes (passwords, etc.), location of key places (washrooms, cafeteria, coffee/tea/water), introduction to closely located/inter-related staff.
- ii. Day 2 & 3: Orientation to the role and department by the immediate manager – a face-to-face meeting to ensure full understanding of the role/initial performance targets and discuss any specific training needed; introduction/walk around to all department staff; introduction to other specific staff the individual will interact with.
- iii. During the first few weeks: A “buddy” system is effective to assist the new employee find their feet during the first few weeks; the “buddy” should provide a tour of the employee’s primary campus and arrange a visit to the other campus.
- iv. During an employee’s first 3 months of employment: A college wide orientation event that touches all new hires for the relevant period. This group meeting should ideally be held 3 times per year, every January, May and August, to which all new employees hired during the period prior are invited.

To be successful, these events must involve a cross-section of senior leadership (President and other members of CET), representatives from SLC, other managers, and employees in order to provide a well-rounded view of the college – the “who, why, what, where, when and how” of Camosun. Another success factor is scheduling and publishing such events on an annual basis so that dates can be held, time committed and venues booked.

Typically these group sessions provide background/history, overall direction (Strat Plan), the culture/values and how those are embedded in everything people do, communications opportunities, as well as specifics about what departments do, how they interact, any specific college initiatives in progress etc., and a Q&A session.

They provide a great opportunity to break down silos early on by having participants introduce themselves and have the chance to interact with new and current employees across the college that they may not otherwise get to meet.



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- v. Six months after the start date, schedule a meeting between the individual and a representative from HR to gather feedback on “how it’s been going” and ask for suggestions on improvements to the orientation process.

Orientation for employees moving into a new role should follow a similar pattern, depending on how much difference there is in terms of the move to the new role.

- i. Day 1: If changing departments and/or relocating to another campus, initial orientation may include such items as new direct phone line, updating department group e-mail members, location of key places (washrooms, cafeteria, coffee/tea/water), introduction to closely located/inter-related staff.
- ii. Day 2 & 3: Orientation to the new role, and department if applicable, by the immediate manager – a face-to-face meeting to ensure full understanding of the role/initial performance targets and discuss any specific training needed, e.g. supervisory skills training; an introduction to key staff the individual will interact with in their new role; if a new department, an introduction/walk around to all department staff.
- iii. During the first few weeks: Depending on whether the new role entails working in a new department and/or at a different campus, a “buddy” system would be effective to assist the employee find their feet during the first few weeks; the “buddy” should provide a tour of the employee’s new campus.
- iv. During the first 3 months in the new role: A college wide orientation may be helpful, depending on the changes entailed in the new role. In fact, if this type of orientation has not been practised on a regular basis in the past, existing staff often find this a very helpful and interesting session to attend.
- v. Six months after the start date in the new role, schedule a meeting between the individual and a representative from HR to gather feedback on “how it’s been going” and ask for suggestions on improvements to the new role orientation process.

2.2 Target Outcomes:

- An established, consistent framework for individual, role, department and college-wide orientation, including training supported by a set of guidelines for those playing key roles;
- Delivery of a uniform introduction of new employees and those moving into new roles and/or departments;
- High levels of engagement and performance from new employees and those moving into new roles, early on in the new employment relationship.



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2.3 Benefits:

- Early and complete orientation will ensure that new employees and those moving into new roles are off to a strong start in their careers at Camosun, including high levels of engagement and performance;
- Employees will be highly effective in their roles more quickly than if left to their own devices to orient themselves;
- Early networking and collaboration across functions will lead to cross department/campus connections and networks being created early in the employment experience and embedded as a key cultural value across the college.

2.4 Internal Leading Practice:

Needs to be inventoried by the college during the research process

2.5 External Leading Practice Sample:

- JIBC, ICBC, Sierra Systems Consultants

2.6 Resource Requirement:

- External: None envisaged unless internal resources unavailable due to other priorities.

- Internal:

One-time:

- An effective orientation program can be designed and implemented internally using a focused team that is led by HR and consists of cross-function/level representation.
- This cross-college team would research existing internal best practices and design a checklist/template for aspects of orientation that should happen at the departmental and work unit level in order to ensure consistency.
- This would be followed by in-house training/program orientation for those involved in any aspect of this program, e.g. managers, supervisors, potential “buddies”, etc.
- There is no additional cost to regular staff salaries, although this must be designated as part of the role for those involved to be successful.

Ongoing:

- This is an ongoing process, therefore internal resources are required to fulfill this function and designated as part of the role for those involved.
- Additional training/program orientation would be required for those moving into related roles, e.g. managers.
- It is helpful to have alternates for key roles at the quarterly group orientation sessions. Ideally the President will always participate as this send a key message to new employees that they are important to the college’s success. Hence the requirement to schedule for the whole year at the start of each (calendar/fiscal) year.



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2.7 Timeline:

- This was a high priority initiative across all survey respondents and may not require use of external resources, however internal resources may not be available to start this initiative until April 2015.
- Ideally, research of existing practices and documentation (guidelines) of all of the suggested parts would be started in April 2015 for completion by May 2015.
- Orientation/training for those responsible for implementation would take place June/July 2015.
- Implementation of the full process could then be started for August 2015.

2.8 Roles/Accountability:

Nancy Sly, Human Resources Specialist



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3. Develop a competency framework (role-based skills, traits, characteristics & abilities) as a key foundational element for our 'People' processes, such as development, career paths, succession plans and recruitment.

3.1 Scope:

Since this initiative is foundational to many other initiatives in this Plan, it is suggested that its priority be raised. This initiative relates to the early development of college-wide identification of core job families and roles that provides the definition of skills, characteristics, traits and behaviours that generate successful results.

This is the gold standard approach proven over time to build high performing organizations. It uncovers what separates the “best from the rest” in a role, defines the type of person (skills & attributes) who performs at a high level of excellence, and identifies examples and characteristics that can be built into individual development initiatives, workforce and succession planning, recruitment, promotion, and focused/cost effective approaches to coaching, mentoring and managing training budgets.

Developing a competency framework is a one-time investment in time and resources and will provide long-lasting benefits that form the foundation for a number of other initiatives as described.

3.2 Target Outcomes:

Development and delivery of a clear definition of the *“Underlying Skills, Traits, Characteristics and Abilities of a Person Which Result in Effective and/or Superior Performance”* in specific roles across the college. This in turn allows thoughtful and valid construction of the following processes and tools:

- Self-assessment processes for individual development;
- Training design that targets gaps at the individual level;
- Performance assessment frameworks that define development objectives;
- Recruiting tools that define the selection criteria for filling roles;
- Succession tools that assess individual and organizational readiness to fill key pivotal roles;
- Tools to determine pivotal roles for workforce planning;
- Compensation planning tools that support recognition and retention of key employees.



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3.3 Benefits:

Without a framework that starts to define performance levels, it is not possible to have effective performance management, coaching and development processes. When these elements are missing, an organization will only have subjective discussions with regard to these areas. In such a case prescriptive training courses do not deliver effective results and often misallocate training budgets.

The economic value of superior performance is remarkable. The **value add** of having an employee in the high range of performance has been proven to result in significant performance gains. Employees at this level deliver more efficiently and effectively as they work day-to-day:

- +19% productivity in low complexity jobs
- +32% productivity in moderate-complexity jobs
- +48% productivity in high complexity jobs
- +48% to 120% productivity in sales jobs

There are very few jobs at Camosun that would be considered as low complexity.

When job families and their roles are defined and development solutions applied to improve competency and capacity, an organization is then enabled to achieve its vision, and implement its strategies. Characteristics that create and support effective and superior performance are identified. Gaps in organizational capacity can be understood at a macro-level and then translated into specific human terms. Organizational strategic objectives are met through integrated human resource practices. Other benefits also accrue including improved design of the organization and how work is done.

3.4 Internal Leading Practice:

Needs to be inventoried by the college

3.5 External Leading Practice Sample:

UBC – job families; BCIT; BCLDB; UVic; BC Provincial Government; Health Authorities (leadership)



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3.6 Resource Requirement:

There are likely an estimated 5 to 8 job families and less than 20 roles overall so the initial tasks should be able to be completed during a period of 2-3 months.

- External:

One time:

- Consulting resource – Use an initial beta area/department with external support that can supply methodology and tools that are proven and effective, and coach internal HR team to use the same tools and methods for full roll-out. (\$5,000±)

Ongoing:

- Likely unnecessary once internal Camosun resources are oriented to the process, and have a quality approach and set of tools in hand.

- Internal:

One time:

- Designated staff (n=3) to “shadow” consulting resource to learn approach and use of tools;
- Sample of employees for each job family and role to participate in the process, ensuring cross representation from all areas and levels of staff as applicable;
- Designated support from key schools and functions.

Ongoing:

- Once the task is completed across all job families and roles, very little re-investment will be required.

3.7 Timeline:

- Development and orientation to the framework and approach, working with designated Camosun staff – start January 2015.
- Define job roles and families – January/February 2015.
- Definition of competencies by job family and role – start beta area March 2015/complete August 2015.
- Implementation for self-appraisal and implementation for individual development – target September 2015 + ongoing as needed.

3.8 Roles/Accountability:

Anita Ferriss, Organizational and People Development Specialist



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Cornerstone 2: A Clear Focus for the College to Support Organizational Success, Retention & Attraction

4. Improve clarity and focus of what Camosun College stands for, and streamline/focus our strategic plan

4.1 Scope:

Highly successful organizations have a clear sense of their purpose, ‘brand’² and their position in the marketplace. This statement of purpose, vision and brand needs to be simple, understandable and shareable across broader audiences. A test is to ask people what their ‘elevator speech’ is for their organization. If responses are concise and in alignment, then the organization is likely to have a simplified set of clear strategies and see resources matched to their implementation.

The college has recently been through an extensive process to update its website aimed at how it is seen by external audiences, particularly prospective students. As a result, market research indicates high levels of recognition with external audiences including students. However, the consultation process to define the People Plan indicated that many employees are not fully aware of these initiatives. The college needs to do more to tell this story internally.

Recommendations for improving this situation include:

- Ensuring employees see the connection through a more closely linked website and intranet.
- Using these links to strengthen and clarify the brand with internal audiences, so they can clearly answer the question: “We’re not trying to be a university, but who are we, what do we stand for, and what do we have to offer?”

Throughout the stakeholder/employee consultation process there were consistent calls for Camosun to:

- Clearly identify the college’s vision and communicate it internally so that everyone has a consistent understanding.
- Define who ‘we’ are, and use it for focusing and prioritization (clarity will help to define priorities). A ‘define it ourselves’ approach was suggested, rather than being tugged and influenced by other disparate parties pulling the college in different directions, e.g. “Use data driven, rational decision making...” that is not unduly influenced by a single stakeholder group.

² The term “brand” reflects clarity of focus on who and what Camosun is all about – what it wants to be recognised for both internally and externally. The general feeling amongst participants was that the college is trying to be “all things to all people”, leading to confusion as to direction, priorities for resources and unclear career opportunities. There needs to be tangible clarity as to how the college sees itself, and how others see it (both internally and externally).



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- Develop improved focus on the key few strategic areas and priorities (keeping these limited in number so that they are achievable).
- Refresh the college's strategic plan to a simpler, more focused and actionable document (e.g. "Too many things, too complicated, too big, needs a clearer focus. It's a massive document with no focus.").
- Define and agree on key targets and outcomes (the "right things" such as revenue generation, systems & support, etc.).
- Implement both a discipline and practice that indicates responsibility, accountability and involvement. In addition strategies need to be supported by clear operating plans.
- Identify where resources (people, time, budgets) are required for tactics and initiatives to achieve strategies; these must be identified, planned and resourced.
- Take a planned approach that is deliberate; make this our way of doing business.
- Clearly communicate the organization's strategies, needs and goals to all employees.

4.2 Target Outcomes:

- A refreshed strategic plan
- Introduction of supporting operating plan framework to ensure strategic plan objectives are achieved
- Continue with external brand/reputation campaign
- A stronger understanding of brand/reputation internally through website/intranet links

4.3 Benefits:

- Higher levels of achievement and success in executing plans
- Improved use of resources
- Greater engagement, support and productivity relating to goal achievement

4.4 Internal Leading Practice:

Needs to be inventoried by the college

4.5 External Leading Practice Sample:

University of British Columbia, University of Regina, Humber College, Province of British Columbia, Province of Alberta.



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4.6 Resource Requirement:

The college used external resources to develop its current strategic plan. Current thinking is that the refresh will be managed internally, however the current vacancy at the President level may result in a change and delay in this process and how it is conducted.

Should a decision be made to use an external resource, following are the typical costs associated with such a process based on our experience.

- External:
 - One time:*
 - Planning support/facilitation to gain alignment on vision, strategies and priorities (<\$6,000)
 - Operating Plan support to provide simple, adaptable and proven format (<\$5,000)
 - Ongoing:*
 - Optional: Facilitate quarterly reviews (\$2,000 per quarter)
- Internal:
 - One time:*
 - Re-tune strategic plan document – this would involve one person tasked with leading the plan refresh as well as all selected to provide input;
 - Linking website and intranet for improved understanding of the “brand” – there needs to be one person spearheading this as a specific project, including a plan for communicating with employees to clarify as necessary.
 - Ongoing:*
 - Operating Plan Coordination – needs to be spearheaded by a named person who has this responsibility as part of their job.

4.7 Timeline: *(Note: this timeline may be delayed until a new President is in place)*

- October 2014 start Strategic Plan refresh.
- Refreshed Strategic Plan completed and communicated – end of March 2015 for start of new fiscal year 2015/2016.
- Introduction of operating plan discipline – April 2015.
- Fiscal 2015/2016 operating plans in place – target May 2015.
- Operating plan updates – quarterly ongoing.
- Website/intranet links in place – target September 2015.

4.8 Roles/Accountability:

Joan Yates, Vice-President, Communications, Advancement and Planning



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Cornerstone 3: A Unified Organizational Culture that Reflects the College's Values

5. Improve internal communications across the college to ensure people at all levels have the information they need and the opportunity to engage in discussions relevant to the college and their role.

5.1 Scope:

A well-orchestrated communication framework is foundational in achieving organizational effectiveness, engagement and alignment. Communication envelopes how information is presented, shared or made available to different audiences. When it comes to employee communication, the emphasis must be on a two-way exchange – not just how information is conveyed to employees, but also how these channels encourage input and enable further conversation. In addition, the ability to target specific groups with information that is relevant to them leads to increased reception and retention of key information.

A lot of good work has been completed already to improve internal communications. Feedback through the People Plan survey and face-to-face sessions emphasized the need to continue to improve communication at the college on a number of dimensions. The majority of these involve increased focus, with little additional financial investment (with the exception of changes to the current web/intranet platform). Recommended initiatives to improve communication include:

- **Provide more opportunities for open and honest communication:**

Open and honest communication together with visible and active leadership, are key contributors to increased employee engagement and improved alignment to vision and strategy. Opportunities must be created and taken to increase communication opportunities between leadership and employees.

 - Improve the ability for the Communications team to identify and target distinct audiences in order to better distribute relevant information. This includes creating distribution lists (e.g. all employee, by department, by employee group, etc.) to target announcements to only those impacted, and ensuring a process is in place with HR and ITS to maintain lists when employees join, change roles or exit the college.
 - Improve the ability for the Communications team to monitor and measure the success of current communication campaigns. Web analytics should be enabled to track traffic on the intranet and external website in order to determine which information employees and others consume most often. An e-mail marketing/management solution that enables the Communications team to track opens and click-throughs on e-mail campaigns (e.g. CamNews) is critical to identifying opportunities for improvement.



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- Increase visibility of leadership through communications sent from the appropriate leader for a given message. When sending e-mail communication, use direct messages from leadership wherever possible. Avoid messages “on behalf of”. Consider including a photo of the message sender in the e-mail template.
- Create more face-to-face opportunities for staff to hear from and interact with senior leadership. Leadership should be involved in college wide orientation events. All departments should hold regular departmental meetings (suggested frequency: at least 1 per semester), where employees can hear news directly from their leadership, and have the opportunity to ask questions or make suggestions that impact their department. These departmental meetings can also act as a forum for sharing and discussing engagement survey results, creating subsequent action plans and checking progress.
- Open communication channels for feedback, suggestions and questions. The method for measuring engagement (Initiative #1) will contribute to this, but another channel for on-going communication and feedback with college leadership would be a valuable addition for employees. Examples include rotating leadership lunches (“brown bag” discussions), suggestion boxes/inboxes, blogs with questions/discussions, etc.
- **Provide streamlined access to information, including on demand (pull):**
 Employees require frequent access to information and tools related to their role, employment, benefits, policies, practices, and initiatives underway in their department or across the college. Employee feedback during the group sessions noted that today this information is held in a number of different places, making it difficult to find when it’s required. Tactics to improve access to information include:
 - Create framework and consolidate content for employee toolkits. These toolkits contain information relevant to different roles or employee groups. A standard toolkit would include information common to all employees (e.g. Camosun Strategic Plan, campus maps, health and wellness, code of ethics, org charts, etc.), as well as information more specific to their group or role (e.g. collective agreement, curriculum plan, current projects, key department contacts, etc.). These toolkits should be in electronic format, and leverage links to the content’s central location in order to avoid constant maintenance. Some tools, like SharePoint, include this functionality already. An additional toolkit for prospective employees can be created and hosted on the external Camosun website, further enhancing the external perception of the college, and improving the ease of access to information for potential employees.



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- Maximize use of technologies already in place at the college, and achieve consistency across channels. The college's intranet is the main source for employees to 'pull' information on demand and needs considerable investment. Investment in this platform will provide a common communication tool and enable improved efficiency for employees searching for information, and for the employee communications team in charge of drafting and dispersing content. Leveraging this platform can also enable easy connectivity of toolkits for roles, HR information, etc. Further efficiencies can be realized by achieving consistency across the intranet and external website platforms – enabling relevant information to be posted to both sites at the same time.
- Infuse in employees the understanding that there is also a sense of responsibility on their part to keep themselves informed. With improved tools, such as a more streamlined and up to date intranet linked with the college's website, this will become easier for them.

Key considerations with respect to communications should also include:

- Channel mix: a healthy mix of face-to-face, electronic and print mediums. Messages should be repeated across different channels. Ensure channels are available for the push and pull of information, as well as open feedback mechanisms.
- Ensure that managers understand and value their role in communicating organizational information. They cannot rely solely on CamNews which has become the *de facto* source for communication. Communication is a two way process involving both talking and listening; it is active not passive, and a process in which managers play a key part.
- Frequency: Increase frequency of communication during times of change, e.g. updates to strategic plan, organizational changes, budget changes, leadership changes, etc.
- Audience identification and focus: Messages should be tailored for specific audiences where possible. Focus on “what's in it for me” for each specific group.
- Message content: Emphasis of key messages, linking to overarching college strategy wherever possible.
- Sender: Identify and leverage the appropriate sender of messages, whether through face-to-face or other channels. Engage leadership wherever possible to put messages in the context of their departments/groups.

5.2 Target Outcomes:

- An understanding by all managers that they have an active role in communications and cannot rely solely on passive communications such as CamNews.
- An understanding by employees that they have a responsibility to keep themselves informed.



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- Distribution lists created and maintained for better targeting of relevant information to various audiences.
- Analytics enabled for two major communication channels (intranet and e-mail) to monitor and measure the success of communication campaigns.
- Revamped e-mail templates and “send from” mailboxes to enable messages to appear to come directly from senior leadership members. Eliminate messages “on behalf of” senior leaders.
- Senior leadership is present with an active role in employee orientation events.
- Each department holding recurring departmental meetings. A central schedule maintained to enable visibility of key face-to-face communication opportunities.
- Employee toolkits created for job types and/or departments, hosted in a central and easily accessible place.
- Toolkits integrated into the intranet/employee portal/college website.

5.3 Benefits:

- Improved ability to target relevant information to distinct audiences, and measure reception.
- Improved awareness of, and alignment to, corporate strategy.
- Improved engagement of employees.
- Improved relationships across the college.
- Increased visibility and connectedness to senior leadership.
- Improved efficiency in finding information that is relevant and necessary for employees to do their job.
- Improved knowledge and awareness of key initiatives underway at the college.
- Improved information resources (website/intranet) for current and prospective employees and students.

5.4 Internal Leading Practice:

- Lunches with the President
- “Conversations Day”
- VP Education Newsletter
- Town Hall meetings
- Information on Intranet, e.g. People Plan link
- Open forums re: the budget



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5.5 External Leading Practice Sample:

ICBC (employee portal/Sharepoint implementation); JIBC (website/intranet integration); JIBC “Knowledge and Beyond Day” for all staff; VCC (cross-college integration day)

5.6 Resource Requirement:

- External:

One time:

- Project and IT resources would be required in the event that the college decides to upgrade or enhance its current intranet/employee portal platform, including the full implementation of toolkits. A pre-requisite for this work would be the implementation of an identity management solution for single sign-on.

Ongoing:

- Depending on the ability and capacity of in-house resources to undertake enhancements and upgrades, this work may need to be outsourced. This will need to be properly scoped and planned, including appropriate budget allocation.

- Internal:

One time:

- A communications/project lead will be required to work with external resources, as well as with representatives from the various job groups to create toolkits with relevant information.
- A resource or resources will need to be tasked with creating up-to-date group e-mail lists based on current employees as well as other necessary groups, e.g. alumni.
- A resource or resources will need to be allocated to define a process whereby these lists are regularly maintained and kept fully up-to-date.

Ongoing:

- The college can provide more opportunities for open and honest communication with little to no net new resourcing. However, accountability for organizing departmental meetings and for managing employee feedback channels must be established and incorporated into current roles.
- Resources will need to be specifically assigned responsibility to ensure group e-mail lists are kept current as employees are hired and leave the college’s employment. This task must be incorporated into current roles for those involved.



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5.7 Timeline: *(Note: Some of these initiatives are underway or planned. Improvement of communications is an ongoing and constant challenge – these initiatives are intended as step improvements, alongside business as usual improvements.)*

- Create distribution lists for departments and employee groups, and implement a system/process to maintain – October 2014 (immediate requirement).
- Increase visibility of leadership through communications – October 2014 (immediate requirement)
- Implement analytics tools for intranet and e-mail tracking – target January 2015.
- Formalize departmental meeting schedule – target January 2015.
- Open feedback channels (could do as part of Employee Engagement process).
- Create framework for employee toolkits – target September 2015.
- Consolidate content for employee toolkits – target January 2016.
- Integrate toolkits to intranet / employee portal – target June 2016.
- Assess and implement improvements to intranet and external website, including platform changes and identity management solution – target January 2016 – January 2018.

5.8 Roles/Accountability:

Joan Yates, Vice President, Communications, Advancement and Planning



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Cornerstone 4: Strengthened Processes and Support

6. Provide support, guidance and necessary training to ensure consistency of human resources practices and clarify understanding of processes (e.g. tips for recruitment and selection, collective agreement provisions that must be honoured, hiring processes including reference checks, etc.)

6.1 Scope:

Feedback received during the participation process indicated that all who have responsibility for the selection and hiring process for filling vacancies – both for external and internal hires – do not necessarily have the skills and experience to make the best choices. The same was said about those responsible for evaluating employee performance and providing feedback, as well as understanding the college's Collective Agreements and their provisions.

It appears that when employees are promoted into management and supervisory roles, they are not necessarily oriented into those roles on a consistent basis, including initial training related to the people management aspects of their new role. This has resulted in inconsistencies of process, poor hiring choices, retention of low level performers, and unnecessary grievances to the detriment of the college as a whole.

For example, when employees see low level performance being tolerated without any attempts made by the individual's manager and/or supervisor to provide the necessary support for improvement, it reduces morale for others who see different standards being applied. It also erodes trust in the manager or supervisor's abilities to perform their role. As a result, high performing employees may choose to leave the college, thus losing valuable talent.

For those involved in managing employees:

- Being able to successfully fulfil the responsibility for selection of external and internal hiring, requires a full understanding of the college's recruitment processes, effective interviewing skills, how to evaluate candidates, how to conduct reference checks, etc.
- Managing in a union environment requires knowledge of the Collective Agreement and its application, and when to seek assistance from HR specialists.
- Providing meaningful and constructive feedback requires training and/or coaching in how to conduct those sometimes difficult conversations in a manner that results in maintaining a positive relationship with the employee and meeting performance improvement goals. Treating the individual with respect and providing necessary support to help them improve their capabilities, are key contributors to successful outcomes to these conversations.



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- Providing ongoing feedback to high level performers and those who have successfully met improvement goals is equally important. It does not need to be an onerous part of a manager's role, but is essential to maintaining high levels of employee engagement and continued excellent performance. Providing timely, genuine feedback has been proven to be a high motivator for why employees enjoy their work and workplace. It is a huge factor relating to retention.

6.2 Target Outcomes:

- A training program for all people managers to include the following topics:
 - The hiring process (both external and internal hires) with regard to how to effectively interview and select, as well as the college's specific HR hiring processes, supported by an online reference point for tips, guidelines (intranet).
 - How to manage in a union environment for all who have the responsibility for managing unionized employees.
 - How to provide constructive feedback to improve and maintain high levels of performance, as well as how to provide positive feedback and keep employees motivated and focused.
- Coaching support from HR Consultants and/or Organization & People Development Specialist.

6.3 Benefits:

- Improvements in effectiveness and efficiency of the hiring process, resulting in improved "job fit" and "team fit" for both new employees and internal hires.
- Improved retention of key talent.
- Increased performance levels.
- Increased overall employee satisfaction and stronger teams.
- Increased employee engagement.
- Reduction in workplace conflict, grievances and workplace issues resulting from poor recruiting outcomes, lack of understanding of union contract processes, and performance management.

6.4 Internal Leading Practice:

Needs to be inventoried by the college

6.5 External Leading Practice Sample:

JIBC, ICBC, UVic



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6.6 Resource Requirement:

- External:
None envisaged, unless needs development and training support cannot be provided by internal resources due to workload/capacity or capability, in which case specialized consultants could be used.
- Internal:
One time:
 - Internal expertise (HR Consultants, Organization & People Development Specialist and/or Distributed Education Instructional Designers).*Ongoing:*
 - HR Consultants and/or Organization & People Development Specialist to provide training and coaching as necessary.

6.7 Timeline:

- Development of the necessary support tools, training and coaching for all current employees who are new in management/ supervisory roles, as well as those currently in such roles who have never received any training and/or do not have prior experience – target start of January 2015 for completion August 2015.
- Implementation of support tools, training and coaching – September/December 2015.
- Ongoing for new managers as part of their role orientation.

6.8 Roles/Accountability:

Nancy Sly, Human Resources Specialist



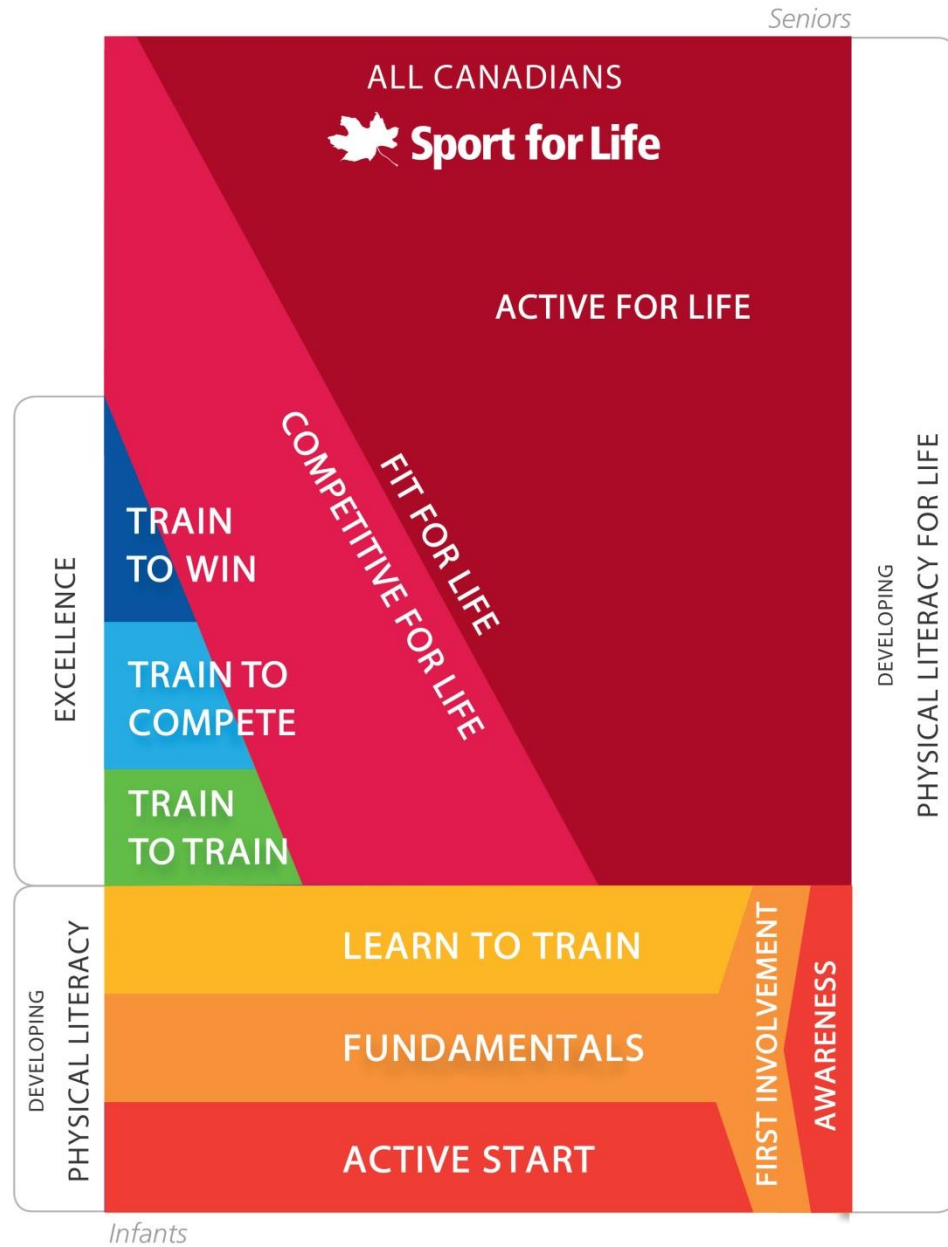
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Section 4 – Summary of Initiative Prioritization by Timeframe

Prioritization by Timeframe (by start date)	Initiative	Summary of Timeframe (see details in Section 3 above)
# 1	Initiative 1 – Develop a method of measuring employee engagement and satisfaction, in order to identify and act on areas for improvement <i>Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce</i>	October 2014 – March 2015; follow up April – June 2015
# 2	Initiative 5 – Improve internal communications across the College to ensure people at all levels have the information they need and the opportunity to engage in discussions relevant to the college and their role. <i>Cornerstone 3: A Unified Organizational Culture that Reflects the College's Values</i>	October 2014 – January 2018 Note: Some parts already underway or planned
# 3	Initiative 4 – Improve clarity and focus of what Camosun College stands for; and streamline/focus our strategic plan. <i>Cornerstone 2: A Clear Focus for the College to Support Organizational Success, Retention & Attraction</i>	October 2014 – March 2015 (<i>Plan refresh</i>); April 2015 & ongoing (<i>other</i>) Note: this timeline may be delayed until a new President is in place
# 4	Initiative 3 – Develop a competency framework (role-based skills, traits, characteristics & abilities) as a key foundational element for our 'People' processes, such as, development, career paths, succession plans, and recruitment. <i>Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce</i>	January 2015 – September 2015
# 5	Initiative 6 – Provide support, guidance and necessary training to ensure consistency of HR practices and clarify understanding of processes (e.g. tips for recruitment and selection, collective agreement provisions that must be honoured, hiring processes including reference checking, etc.). <i>Cornerstone 4: Strengthened Processes and Support</i>	January 2015 – December 2015
# 6	Initiative 2 – Develop an effective and complete orientation program that includes the college, the department and the role, for new employees and employees who change roles. <i>Cornerstone 1: Capacity of the College to Engage and Develop a Highly Capable Workforce</i>	April 2015 – August 2015

PISE Business Model

2016



Infants

Seniors

