



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, February 5, 2018
TIME: 5:00 pm
LOCATION: Paul Building, Room 216
CAMPUS: Lansdowne Campus

BOARD MEMBERS:

Ron Rice, Chair
 Mitchell Auger-Langejan
 Tim Ayers
 Sherri Bell, President
 Stephen Chang
 Cindy Choi
 Stefan Fletcher
 Bill Gyles
 Laylee Rohani, Vice Chair
 Al van Akker
 Phil Venoit
 Melanie Winter

ADMINISTRATION:

John Boraas, VP Education
 Shane Busby, VP Administration
 Deborah Huelscher, Chief Financial Officer
 Geoff Wilmshurst, VP Partnerships
 Joan Yates, VP Student Experience

GUESTS:

Ian Humphries, Dean, School of Access & Eyē?
 Sqâ'lewen: CIECC
 Janice Simcoe, Director, Centre for Indigenous Education
 & Community Connections (CIECC)

REGRETS:

Joanne Cumberland
 Barbara Severyn, Executive Director, Human Resources

BOARD ASSISTANT: Heather Martin

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

I CALL TO ORDER	PAGE
II OATH OF OFFICE	
1. Phil Venoit	
III APPROVAL OF THE AGENDA	
IV BOARD MEMBER REPORTS	
1. Chair's Report [5 min] (Rice)	no attachment
2. President's Report [5 min] (Bell)	no attachment
3. Foundation [5 min] (Fletcher/Wilmshurst)	no attachment
4. Education Council [5 min] (Ayers)	
i) Minutes of the November 15, 2017 meeting	attachment 3
ii) Minutes of the December 13, 2017 meeting	attachment 7
5. Pacific Institution for Sport Excellence [5 min] (Chang)	no attachment

	PAGE
V BOARD COMMITTEE REPORTS	
1. Executive Committee [5 min] (Rice)	no attachment
2. Finance Committee [10 min] (Choi)	
i) Minutes from the November 6, 2017 meeting	attachment 11
ii) Report from the January 29, 2018 meeting	no attachment
VI APPROVAL OF THE MINUTES	
1. Minutes of the December 4, 2017 meeting [2 min] (Rice)	attachment 13
VII NEW BUSINESS	
1. Centre for Health and Wellness Update [10 min] (Busby)	no attachment
2. Executive Compensation [10 min] (Bell)	attachment 17
3. Indigenization Update [30 min] (Boraas/Humphries/Simcoe)	attachment 24
VIII ADJOURNMENT	

CORRESPONDENCE [nil]



APPROVED Minutes

Wednesday, Nov 15, 2017

4:00 – 6:00 pm

CC 321, Interurban

Present

Andrea Kucherawy, Support Staff
 Bijan Ahmadi, Faculty
 Connie Klassen, ICC Chair
 Dana Campbell, Student
 Isaiah Jurkuch, Student
 John Boraas, Administration
 Patrick Jones, Faculty

Peter Ove, Faculty
 Richard Stride, Administration
 Scott Harris, Administration
 Shelley Butler, Permanent Secretary
 Steven Rumpel, Administration
 Tia Primrose, Support Staff
 Tim Ayers, Faculty (Chair)

Regrets/Absent

Brent Wasserman, Faculty
 Karen Lightbody, Faculty
 Nigel Giuliany, Board of Governors

Sherri Bell, President
 Stephen Benecke, Faculty
 Todd Ormiston, Indigenization Coordinator

Guests

Alison Bowe, Faculty – EdCo Member (Leave of Absence)
 Gord Inglis, Sport & Exercise Education

Patty Odynski, CETL

ITEM	PRESENTER
A. Call to order and Declaration of Quorum The Regular Meeting was called to order at 4:08 by Tim Ayers, Education Council Chair.	Tim Ayers
B. Acknowledgement of Coast Salish Territory <i>Tim acknowledged the Coast Salish Territory. 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. http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</i>	Tim Ayers
C. Round-Table Check-In Tim welcomed the new members from the by-election. He asked everyone to introduce themselves for the round table check in.	Tim Ayers
D. Acceptance of Agenda The Nov 15, 2017 agenda was approved by unanimous consent.	Tim Ayers

ITEM	PRESENTER
E. Minutes for Approval	Tim Ayers
<p>The Sept 20, 2017 minutes were approved by unanimous consent with one addition. Alison requested the minutes reflect the question she asked regarding if the college supports time off for CUPE 2081 members to participate on the Education Council.</p>	
F. Reports	
1. Education Council Chair	Tim Ayres
<p>Tim noted that Alison Bowe is taking a temporary leave of absence from her Education Council faculty member role to become exempt policy specialist in the Office of the VP Education. In this new role, Alison will work on the development of the proposed diversity and inclusion policy for the College. As Alison is the Vice-Chair of Education, she is resigning from her role as Vice-Chair and we will need to elect a new Vice-Chair for the remainder of the academic year. The by-election for Vice-Chair will be held at the December meeting.</p>	
2. VP Education	John Boraas
<p>John observed that is a busy time of year for everyone. Also, he noted that the new applied learning project has turned into a fairly significant project for the college. He is pleased to see that the policy initiative is still moving forward with the hiring of Alison to work on the diversity and inclusion policy.</p>	
3. Board Member	John Boraas for Nigel
<p>Nigel sent his regrets. John reported that Nigel Giuliani will resign from the Board of Governors (and Education Council) as of Dec 31, 2017. He noted the board received presentations on the status of the new health building, and the current data and trends of Camosun International Education.</p>	
G. Committee Reports	
1. Awards	Bijan Ahmadi
<p>Nil</p>	
2. Education Council Policy and Standards Committee	Steven Rumpel
<p>Steven noted the Policy and Standards Committee has met. The discussion was focused on how we move forward in the current absence of a full-time regular education policy specialist. He reported that Alison was the successful candidate as a temporary education policy specialist to work on the diversity and inclusion policy. He also noted that the College was unable to fill the temporary education policy specialist for the admissions policy. Last he reports that the College has posted for a full time regular Education Policy Specialist and the competition closes on November 27, 2017.</p>	
H. Presentations and/or Discussions	
<p>Nil</p>	

ITEM	PRESENTER
I. Integrated Curriculum Committee Report	Connie Klassen

Curriculum Recommended For Approval

PRESENTATION

Tim presented the proposed Advanced Diploma in Civil Engineering Bridge to the University of Victoria. Questions and discussion followed.

Motion: It was moved by Patrick Jones and seconded by Steven Rumpel that Education Council approves the following curriculum:

- New Program: Civil Engineering Bridge to UVIC (IDS 2757)
- New Course: CIVE 242 (IDS 2758)

Motion Carried

PRESENTATION

Gord presented the proposed Bachelor of Sport Management. Questions and discussion followed.

Motion: It was moved by Patrick Jones and seconded by Steven Rumpel that Education Council approves the following curriculum:

- Bachelor of Sport Management (IDS 2332) – New Applied Degree
- Bachelor of Sport Management, Coop Appendix (IDS 2362) – from optional to mandatory
- Bachelor of Sport and Fitness Leadership (IDS 2331) – name, description, admission requirements, participation requirements, learning outcomes, content, completion requirements
- Bachelor of Sport and Fitness Leadership (IDS 2742), Coop Appendix (IDS 2742) – content, credential awarded
- Diploma in Sport Management (IDS 2333) – description, admission requirements, participation requirements, learning outcomes, program content, delivery arrangements, cooperative education, completion requirements
- Diploma in Sport Management, Coop Appendix (IDS 2361) – program content
- ECON 315 (IDS 2353) – new course
- SFL 300 (IDS 2348), SFL 350 (IDS 2349), SFL 401/401P (IDS 2746), SFL 410 (IDS 2350), SFL 420 (IDS 2351), SFL 460 (IDS 2352), SFL 491 (IDS 2747) – course title, short description, pre-requisite, course type, learning outcomes
- SPEX 100 (IDS 2744), SPEX 125 (IDS 2344), SPEX 255 (IDS 2345), SPEX 455 (IDS 2347), SPEX 291 (IDS 2745)– cancel course, new course, short description, pre-requisite
- SPMA 100 (IDS 2744), SPMA 101/101P (IDS 2748), SPAM 102/102P (IDS 2748), SPMA 155 (IDS 2334), SPMA 201 (IDS 2360), SPMA 220 (IDS 2335), SPMA 234

ITEM	PRESENTER
<p>(IDS 2336), SPMA 245 (IDS 2743), SPMA 250 (IDS 2337), SPMA 260 (IDS 2338), SPMA 291 (IDS 2926), SPMA 345 (IDS 2339), SPMA 402/402P (IDS 2749), SPMA 415 (IDS 2340), SPMA 425 (IDS 2341), SPMA 465 (IDS 2342), SPMA 485 (IDS 2343) SPMA 491 (IDS 2927) – new course, cancel course, short description, pre-requisite, learning outcomes, activity/hours</p>	Motion Carried
REGULAR CURRICULUM	
<p>Connie Klassen reported that the following curriculum achieved full recommendation by the ICC to move forward. Questions and discussion followed. Discussion included, but was not limited to:</p>	
<ul style="list-style-type: none"> • <i>How do we as a council address the issue of course duplication?</i> • <i>Does the required consultation in the Education Approvals process help address course duplication issues? How or how not?</i> • <i>What is course duplication? How is it defined?</i> 	
<p>Motion: It was moved by Dominic Bergeron and seconded by Cindy Drover-Davidson that Education Council approves the following curriculum:</p>	
<ul style="list-style-type: none"> • MENG 283 (IDS 2676) – pre-requisite • ENGR 166 (IDS 2614) – course hours • Mining Bridge to UBC (IDS 2756) – description, admission requirements • Indigenous College Prep (IDS 2755) – description, admission requirements, learning outcomes, content, recommended info • Indigenous Family Support (IDS 2754) – description, admission requirements, participation requirements, learning outcomes, content, delivery arrangements, other • IFS 141 (IDS 2752), IFS 142 (IDS 2753) – short description, pre-requisite, learning outcomes • Certificate in Comics and Graphic Novels (IDS 2767) – description, admission req., content, delivery arrangements • CMNS 120 (IDS 2768), CMNS 140 (IDS 2769), VIST 110 (IDS 2770), VIST 122 (IDS 2771), VIST 123 (IDS 2772), VIST 125 (IDS 2773), VIST 130 (IDS 2774), VIST 131 (IDS 2775), VIST 151 (IDS 2776), DIME 126 (IDS 2777) – new course, course title, description, pre-requisite, pre/co-requisite, learning outcomes • Environmental Technology (IDS 2778) – admission requirements 	
Motion Carried	
J. Adjournment	Tim Ayers
<p>The Meeting adjourned at 5:20 pm.</p>	



Approved Minutes

Wednesday, Dec 13, 2017

4:00 – 6:00 pm

CC 321, Interurban

Present

Andrea Kucherawy, Support Staff
 Bijan Ahmadi, Faculty
 Brent Wasserman, Faculty
 Connie Klassen, ICC Chair
 Isabel Grondin
 Karen Lightbody, Faculty
 Karen Neilson, Faculty
 Patrick Jones, Faculty

Peter Ove, Faculty
 Richard Stride, Administration
 Scott Harris, Administration
 Shelley Butler, Permanent Secretary
 Sherri Bell, President
 Steven Rumpel, Administration
 Tia Primrose, Support Staff
 Tim Ayers, Faculty (Chair)

Regrets/Absent

Dana Campbell, Student
 Isaiah Jurkuch, Student
 Stephen Benecke, Faculty

John Boraas, Administration
 Nigel Giuliani, Board of Governors
 Todd Ormiston, Indigenization Coordinator

Guests

Keri Norrie, Business
 Patricia Gaudreault, Business

ITEM	PRESENTER
<p>A. Call to order and Declaration of Quorum The Regular Meeting was called to order at 4:10 by Tim Ayers, Education Council Chair.</p>	Tim Ayers
<p>B. Acknowledgement of Coast Salish Territory <i>Tim acknowledged the Coast Salish Territory. 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. http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</i></p>	Tim Ayers
<p>C. Round-Table Check-In Tim requested members describe a favorite holiday meal for this time of year.</p>	Tim Ayers
<p>D. Acceptance of Agenda</p>	Tim Ayers

ITEM	PRESENTER
<p>The Dec 13, 2017 agenda was approved by unanimous consent, with one amendment - the program cancellation for the Bachelor of Sport and Fitness Leadership, Sport Management Specialization will not be brought forward at this time, so it has been removed from the agenda.</p>	
E. Minutes for Approval	Tim Ayers
<p>The Nov 15, 2017 minutes were approved by unanimous consent.</p>	
F. Reports	
1. Education Council Chair	Tim Ayres
<p>Tim reported that the Education Council Executive reviewed and approved one request for Expedited Approval – the Advanced Certificate in Accounting and Finance.</p>	
2. VP Education	John Boraas
<p>John was ill and sent his regrets.</p>	
3. Board Member	Sherri Bell for Nigel
<p>Nigel sent his regrets. Sherri reported that Nigel Giuliani has resigned from the Board of Governors (and Education Council) as of Dec 31, 2017. He will be replaced with a new representative. The Board is waiting on the Government to appoint new members to the Board. Once that has happened a new Education Council representative will be appointed by the Board. In addition to this news, the Board Chair Russ Lazaruk has ended his term as Chair, and Ron Rice has been voted in as the new Board Chair.</p>	
G. Committee Reports	
1. Awards	Bijan Ahmadi
<p>Nil</p>	
2. Education Council Policy and Standards Committee	Steven Rumpel
<p>Steven noted the Policy and Standards Committee Meeting in December was deferred to January. He also reported that the competition is underway for the new Education Policy Specialist position. Interviews will be held in January. Lastly, he reported that Alison Bowe has started working on the diversity and inclusion policy.</p>	
H. Presentations and/or Discussions	
<p>Nil</p>	
I. Integrated Curriculum Committee Report	Connie Klassen
<p>Curriculum Recommended For Approval</p>	
PRESENTATION	
<p>Kerri presented the proposed Advanced Certificate in Accounting and Finance. School of Business requested that a variance to the Camosun credential naming convention be granted by Education Council so that the credential (which is at the</p>	

ITEM	PRESENTER
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“Diploma” level) be approved as an “Advanced Certificate”. The naming of the credential as an “Advanced Certificate” is a requirement of our partner -- the CPA, and is important for the brand recognition that CPA is building nationally. Questions and discussion followed.

Motion: It was moved by Steven Rumpel and seconded by Bijan Ahmadi that Education Council approves the following curriculum:

- Advanced Certificate in Accounting and Finance (IDS 2844)

Motion Carried

REGULAR CURRICULUM

Connie Klassen reported that the following curriculum achieved full or partial recommendation by the ICC to move forward. Questions and discussion followed.

Motion: It was moved by Isabel Grondin and seconded by Steven Rumpel that Education Council approves the following curriculum:

- ABTO 100 (IDS 2800), ABTO 112 (IDS 2801), ABTO 113 (IDS 2802), ABTO 115 (IDS 2803), ABTO 116 (IDS 2804), ABTO 120 (IDS 2805), ABTO 125 (IDS 2806), ABTO 130 (IDS 2807), ABTO 132 (IDS 2808), ABTO 133 (IDS 2809), ABTO 134 (IDS 2810), ABTO 135 (IDS 2915), ABTO 136 (IDS 2811), ABTO 137 (IDS 2812), ABTO 138 (IDS 2813), ABTO 139 (IDS 2814), ABTO 150 (IDS 2815), ABTO 151 (IDS 2816), ABTO 152 (IDS 2817), ABTO 160 (IDS 2818), ABTO 161 (IDS 2819), ABTO 162 (IDS 2820), ABTO 170 (IDS 2821), ABTO 172 (IDS 2822), ABTO 173 (IDS 2823), ABTO 175 (IDS 2824), ABTO 180 (IDS 2825), ABTO 181 (IDS 2826), ABTO 182 (IDS 2827), ABTO 183 (IDS 2828), ABTO 184 (IDS 2829), ABTO 185 (IDS 2830), ABTO 186 (IDS 2831), ABTO 187 (IDS 2832), ABTO 188 (IDS 2833), ABTO 190 (IDS 2834), ABTO 191 (IDS 2835), ABTO 192 (IDS 2836), ABTO 193 (IDS 2837) – cancel courses
- ACCT 330 (IDS 2790), learning outcomes, short description
- Bachelor of Athletic and Exercise Therapy (IDS 2884); AET 420 (IDS 2875) – program content, new course
- BBA, Accounting (IDS 2789), content
- BUS 110 (IDS 2783), short description, learning outcomes
- BUS 460 (IDS 2912) – cancel course
- Business Admin – Accounting Option (IDS 2792) description, participation requirements, content
- Business Admin – Finance Option (IDS 2791) content
- Certificate in Office Administration (IDS 2914) content
- ECON 212 (IDS 2913) – new course
- ELEX 137 (IDS 2793), ELEX 139A (IDS 2794), ELEX 139B (IDS 2795), ELEX 150 (IDS 2797), ELEX 163 (IDS 2796) – pre-requisite, pre/co-requisite
- Engineering Transfer (IDS 2779), program content

ITEM	PRESENTER
<ul style="list-style-type: none"> • GEOG 220 (IDS 2782), pre-requisite • ICS 110 (IDS 2870), ICS 111 (IDS 2879), ICS 112 (IDS 2882), ICS 113 (IDS 2886), ICS 114 (IDS 2887), ICS 121 (IDS 2888), ICS 122 (IDS 2889), ICS 223 (IDS 2890), ICS 124 (IDS 2891), ICS 125 (IDS 2892), ICS 126 (IDS 2893), ICS 199 (IDS 2895), ICS 200 (IDS 2897), ICS 211 (IDS 2899), ICS 212 (IDS 2900), ICS 213 (ICS 2901), ICS 214 (ICS 2902), ICS 215 (IDS 2903), ICS 221 (IDS 2905), ICS 226 (IDS 2910), ICS 228 (ICS 2906), ICS 280 (IDS 2908) ICS 290 (IDS 2907), COMP 297 (IDS 2924) – new course, cancellation, description, requisites, activity/hours, credits, learning outcomes • Information and Computer Systems Technology (IDS 2861), content, completion requirements • Legal Office Assistant (IDS 2799) content • MATH 072 (IDS 2845), MATH 073 (IDS 2846), MATH 137 (IDS 2847), learning outcomes, pre-reqs. • MATH 251 (IDS 2780), short description • Medical Office Assistant (IDS 2842) content • Mental Health and Addictions (IDS 2798) content • MHA 125 (IDS 2839) activity/hours, credits, learning outcomes • MOA 151 (IDS 2838), MOA 152 (IDS 2840), MOA 170 (IDS 3031)– cancel courses • MOA 155 (IDS 2916) and MOA 180 (IDS 2917) – new courses • MTECH 100 (IDS 2918), MTECH 210 (IDS 2919), MTECH 220 (IDS 2920), MTECH 212 (IDS 2921), MTECH 224 (IDS 2922) – pre-requisite 	<p>Motion Carried</p>

J. Adjournment

Tim Ayers

The Meeting adjourned at 4:50 pm.



BOARD OF GOVERNORS

FINANCE COMMITTEE MINUTES

MEETING: Monday, November 6, 2017
TIME: 4:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:
Cindy Choi, Chair
Sherri Bell, President
Joanne Cumberland
Russ Lazaruk

RESOURCES:
Deborah Huelscher, Chief Financial Officer (CFO)

REGRETS: Laylee Rohani

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

Finance Committee Chair Cindy Choi called the meeting to order at 4:00 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III MINUTES OF PREVIOUS MEETING

The minutes of the September 5, 2017 meeting were approved as distributed.

IV NEW BUSINESS

1. Financial Management Report for the Six Months to September 30, 2017

Deborah Huelscher, CFO, provided a summary level update on the financial results for the second quarter of the fiscal year. The College Executive Team (CET) met with the deans and directors to review and discuss their financial results. Deborah provided highlights for each operating area. The target for international enrollment was 1,550 students but it has reached 1,580. The College anticipates a surplus at March 31, 2018. Any surplus will be reallocated by CET to priority capital investment.

2. Budget Process for 2018/2019

Deborah Huelscher noted planning assumptions are consistent with the multi-year budget plan and will follow the same model as the last few years. As no major changes are expected, the current level of activity will move forward on a status quo basis. CET will review the draft budget in January. The final review of the proposed budget will go to the Finance committee meeting on April 3 for a recommendation to the board on April 9, 2018. The whole board is expected to

attend the April 3 Finance committee meeting for the detail level review. Heather will communicate this to all members.

3. Board Honorariums – Members who are Employees

Cindy Choi noted the previous Chair Robin Adair's request to the Minister for equal honorariums for all board members was declined, but it was done ten years ago. The appointed and student members receive an honorarium but the elected employee members do not.

MOTION

THAT THE FINANCE COMMITTEE RECOMMENDS THAT THE CHAIR OF THE BOARD OF GOVERNORS WRITE TO THE MINISTER OF ADVANCED EDUCATION, SKILLS & TRAINING REQUESTING A REVIEW OF THE ORDER IN COUNCIL 0180/95, IN REGARD TO EQUAL REMUNERATION FOR ELECTED AND APPOINTED MEMBERS OF THE BOARD.

CARRIED

V ADJOURNMENT

The meeting was adjourned at 4:50 pm.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, December 4, 2017
TIME: 5:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:

Russ Lazaruk, Chair
Mitchell Auger-Langejan
Tim Ayers
Sherri Bell, President
Stephen Chang
Cindy Choi
Joanne Cumberland
Stefan Fletcher
Nigel Giuliany
Bill Gyles
Ron Rice, Vice Chair
Laylee Rohani
Al van Akker
Melanie Winter

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 of Institutional Research & Planning

REGRETS: nil

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

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

II APPROVAL OF THE AGENDA

The agenda was approved as distributed.

III BOARD MEMBER REPORTS

1. Chair's Report

Russ Lazaruk, Chair, as always, met with Sherri Bell for planning. In early November Sherri and Russ met the two new members, Al van Akker and Mitchell Auger-Langejan for an orientation to the board. On November 7, Sherri and Russ met with Geoff Wilmshurst and Angie Bowles at the Classroom restaurant to talk about the Health Campaign. On November 9, Sherri and Russ spoke at the Dedicated Service dinner for long term employees. It was wonderful to recognise the loyalty and experience of the Camosun people. On November 15, Sherri and Russ welcomed the students to the Health and Human services student awards ceremony.

Earlier today, Russ represented Camosun at the Canadian Club of Victoria's 104th Christmas Tea at the Empress. The event recognised the five Camosun students who received a bursary from them. Lieutenant Governor Judith Guichon was the speaker. Russ encouraged all board members to attend the Camosun employee holiday party on December 7 at the Centre for Trades Education and Innovation.

As it his last board meeting, Russ thanked everyone for their hard work. It has been a delight to work with the board, the College leadership, and the staff. He truly enjoyed his time on the board and especially the years as chair. The board and College share a culture of collaboration, collegiality, and teamwork and it shows in the success of the students.

2. President's Report

Sherri Bell, President, invited everyone to stay after the meeting to say farewell to Russ Lazaruk and Nigel Giuliany. The campus renewal project will include the move of 1200 people from Lansdowne to Interurban. It is an opportunity to look at all programs and spaces on both campuses. The Thought Exchange survey results informed the principles which will guide decision-making at the RFP stage in January. The Government will release a housing strategy soon which will include post-secondary. Camosun is working on a housing proposal. Information will go to the board as it is available. Geoff Wilmshurst, VP Partnerships, has continued working with Sherri and the Langford Mayor, the City of Langford, and a developer to explore possibilities on the West Shore.

Sherri attended the National Philanthropy Day awards in November. She attended the Indigenous student awards on November 23. Camosun is co-hosting the Colleges and Institutes Canada (CICan) conference at the end of April. Ron Rice agreed to host the networking session for board members. Sherri invited the board to attend the conference. Sybil Harrison led the team that reviewed the program proposals, and noted a large number of the high quality proposals came from Camosun.

3. Foundation

Ron Rice, Foundation liaison, noted there is a meeting next week. Geoff Wilmshurst, VP Partnerships, has hired a new Director of Advancement and Alumni Engagement. Stefan Fletcher accepted the role of Foundation liaison going forward.

4. Education Council

Tim Ayers, Education Council chair, noted the minutes from the September 20, 2017, meeting were included in the agenda package. The October meeting was cancelled. Tim went over the highlights of the November 15 meeting. Alison Bowe resigned as vice chair so an election will be held. Russ Lazaruk thanked Nigel Giuliany for all his hard work on Education Council.

5. Pacific Institute for Sport Excellence (PISE)

Sherri Bell, PISE Board of Directors, noted they will meet next week.

IV BOARD COMMITTEE REPORTS**1. Executive Committee**

Russ Lazaruk, Chair, Executive Committee, noted they received an update on the Centre for Health and Wellness and on the policy below.

i) Policy: O-6.1 Freedom of Information and Protection of Privacy

Shane Busby, VP Administration, advised the current policy was approved in 1999, so it was time for a review. The initial new draft was circulated for feedback, including to the board executives. The procedures will now be separated from the policy and are under development.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS RESCIND POLICY 'O-6.1 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY' AND REPLACE IT WITH THE NEW VERSION 'O-6.1 PROTECTION OF PRIVACY'.

CARRIED

V APPROVAL OF THE MINUTES

The minutes of the November 6, 2017, meeting were approved as distributed.

VI NEW BUSINESS**1. Centre for Health and Wellness Update**

Shane Busby, VP Administration, advised the building is at 20% of completion. The design is 90% complete. Some vertical walls are up now, and back-fill will be trucked in to level the site in the coming weeks. The team continues to seek cost savings. The federal government has not given a written extension of the timeline yet, however we have been told by Advanced Education, Skills & Training to proceed as if we have a six month extension. The tenders coming in have been substantially higher due to the busy construction climate, so the College has been working with government to cover the overages. More information will be available in January.

2. Fall Enrolment Report

Dan Hodgson, Director of Institutional Research & Planning, advised the numbers are consistent with past trends. They are measured at a stable date which is the September 19 fee deadline. This allows year over year comparisons. Overall enrolments were 9,750, with 1,575 international students. Enrolments were down 2% and the international upward trend continued at a more stable rate of 6%. The trend across the province is up for international and down for domestic enrolment. Enrolment usually drops when employment is high.

3. Strategic Plan: Student Experience

Joan Yates, VP Student Experience, advised the concept of student experience crosses all areas of the College. Each employee has a huge impact the students' perception of the College. When students are supported in services, they do better in the classroom and feel the teaching is better. The Student Experience division looks at every component that makes students successful in the classroom. All the elements such as learning, personal, work, jobs, school, career, safety, exams, mental health and financial issues must be taken as a package and all affect success. Joan presented the purpose, the departments, and their projects. The division is working on Colleague renewal, record digitization, enhancement of career services, applied learning, the student

support model, the Centre for Accessible Learning, Library resources, CETL faculty development, mental health, and student services.

VII ELECTION OF THE BOARD CHAIR

Deborah Huelscher, CFO, declared the election open and called for nominations. Ron Rice was nominated and seconded for the position of Board Chair. No other nominations were put forward and Ron Rice was acclaimed for a term as Board Chair for the period of January 1, 2018 through to the September, 2018 inaugural meeting of the board.

VIII ADJOURNMENT

The meeting was adjourned at 6:33 pm.

Russ Lazaruk, Chair

Date

Heather Martin, Recorder



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Barbara J. Severyn, Executive Director of Human Resources
DATE: February 5, 2018
TOPIC: Post-Secondary Excluded Compensation

For Information: X

For Decision:

For Discussion:

1. OVERVIEW

In November 2015, the Board of Governors approved a Total Compensation Philosophy, outlining the College's compensation practices which follow the guiding principles of performance-related, differentiation and flexibility, accountability, openness and transparency, and affordability and sustainability. This philosophy was ultimately approved by the Public Sector Employers' Council (PSEC) and is applied in concert with the Terms and Conditions of Employment for Exempt Employees.

In the spring of 2016, a Committee on Sectoral Excluded Compensation (CoSEC) -- in collaboration with the Post-Secondary Employers' Association (PSEA) -- was formed to address the challenges facing the colleges, institutions and teaching universities in recruiting and retaining exempt staff due to salary schedules as well as the salary freeze that had been imposed by the Provincial Government in 2012. This Committee was comprised of representatives from each college and institution in the sector and successfully met all of the following deliverables:

- 1) develop compensation plan guidelines for the sector;
- 2) develop a tool that provides a means of grouping organizations with similar characteristics for the purpose of comparing the pay practices of these groupings to a relevant external market;
- 3) develop reference salary scales;
- 4) choose benchmark jobs;
- 5) recommend an approved salary survey to undertake a review of external and internal market comparisons with respect to excluded employees total compensation, as may be appropriate for purposes of determining whether compensation levels are competitive within the broader public sector in British Columbia; and,
- 6) develop a guide to transition to the new plan, and how the plan will be administered and updated.

Western Compensation and Benefit Consultants was the successful bidder on a contract to collect, financially value, analyze and report the total compensation paid to comparable positions by a sample of Colleges, Institutes and Universities across Canada, along with PSEA member data; their results also included related BC public sector survey data. This data was used to develop representative salary scales for institutions with different comparators and characteristics; three distinct salary scales were developed by CoSEC and appropriate benchmark placements were agreed upon by all members. A guide to implementing the Post-Secondary Compensation Plan was completed, using this data. (It should be noted PSEC advised that transitioning to the new scales must be consistent with

government mandate and that maximum salary adjustments may be determined by said government mandate.)

The Framework for the Excluded Compensation Plan includes the following components:

- 1) Post-Secondary Compensation Plan Guidelines;
- 2) Benchmark Positions;
- 3) Compensation Reference Ranges; and,
- 4) Guide to Implementing the Post-Secondary Compensation Plan.

The PSEA Board and the Presidents of all colleges and institutions in the sector reviewed the final package which was then forwarded to PSEC to be presented to the Minister of Finance for final approval. The framework was submitted in February 2017; however, the writ was dropped shortly thereafter so it was held in abeyance pending the outcome of the Provincial Election. It has since been reviewed by the Minister and approval was received on December 11, 2017, subject to the development and approval of an implementation plan in alignment with compensation policy direction for excluded staff as established by the Public Sector Employers Council Secretariat (PSEC Secretariat).

In the interim, modest flexibility was made available to managerial and executive exempt staff in the sector, consistent with policy elsewhere in the broader public sector. This took the form of in-range increases of up to 2% retroactive to July 1, 2015 and July 1, 2016, with a further modest increase approved effective July 1, 2017.

For those at the top of their range, the range ceiling was moved by the same amount as unionized general wage increases. Therefore, approval was received through the PSEA to make adjustments to existing managerial salary ranges (top step only) by the following amounts:

Effective July 1, 2016 – up to 1.95%

Effective July 1, 2017 – up to 1.85%

PSEC previously approved increases for non-managerial/non-executive exempt staff consistent with those granted to bargaining unit staff as follows:

April 1, 2015	1%
February 1, 2016	.45% Economic Stability Dividend (ESD)
April 1, 2016	.5%
February 1, 2017	1% and ESD
April 1, 2017	.5%
February 1, 2018	1% and ESD
April 1, 2018	.5%
February 1, 2019	1% and ESD

2. FINANCIAL IMPLICATIONS

Salary increases for managerial and executive exempt staff are not funded by government; therefore, Colleges and Institutions must fund these increases through existing budgets. Approximate costs to date are:

2015 \$8,465
 2016 \$54,185
 2017 \$64,907

Management and Executive salary increases must be approved by PSEC each year. If the maximum allowable increase is capped at 2% as in the past, the annualized futures costs – if every exempt employee were to receive an increase – would be a maximum of \$120,000. (78 total exempt employees)

It is important to note that no salary increases will result from the transition of exempt positions to the new Exempt Compensation Plan. If Government were to approve increases this year, the timeline is annual and therefore the effective date would be July 1, 2018, consistent with previous modest increases.

3. NEXT STEPS:

1. CoSEC has been reconvened and is currently working on an Implementation Plan for presentation to the PSEA Board by January 31, 2018.
2. Once approval is received from the PSEA Board, the HR Departments in all colleges, institutions and teaching universities will begin the transition of existing exempt positions to the new Post-Secondary Compensation Plan in accordance with the approved plan for implementation.
3. The PSEA Board will continue dialogue with PSEC regarding the continued challenges faced by Post-Secondary institutions in regards to recruitment and retention issues.

4. RECOMMENDATION AND/OR MOTION

This is for information only and no board approval is required.

5. SUPPORTING DOCUMENTATION

Policy 0-5.13 Total Compensation Philosophy



Policy:	O-5.13
Approved By:	Board of Governors
Approval Date:	November 2, 2015
PSEC Approval:	February 19, 2016
Amendment Date:	
Policy Holder:	Exec. Dir. Human Resources

TOTAL COMPENSATION PHILOSOPHY

Purpose / Rationale

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

Scope

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

Objectives

Camosun College's compensation program objectives are:

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

Governance and Administration

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

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

Principles

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

The College's compensation practices follow these guiding principles:

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

Comparator Groups

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

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

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

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

Total Compensation

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

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

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

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

LEGISLATED REFERENCES AND COLLECTIVE AGREEMENTS

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

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

LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES

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

Background Reading for February 2018 Board of Governors meeting

Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections (IECC)

Camosun College serves approximately 1200 Indigenous students, enrolled in every School and across both campuses, all partnership sites, and in every program cluster with the exception of English Language Development. IECC provides academic, financial, and cultural support services. We partner with the School of Health & Human Services to provide specific services to health students, with Counselling, who deliver more intensive personal services, with the Foundation – which enables us to allocate around \$40,000 per year in awards, and with Indigenous community to support students in cultural development.

IECC also houses five Indigenous programs and partners with Schools that provide or are developing Indigenous and indigenized curriculum. We have recently partnered with Camosun International to enable a student exchange program between Indigenous Studies students and Maori students in a similar program at a post-secondary institution in New Zealand. The first Camosun students in this project will head to New Zealand in March.

IECC represents Camosun to Indigenous communities. We are the holders of three relationship or affiliation agreements with our primary Indigenous partners: the WSANEC School Board, the Victoria Native Friendship Centre, and Songhees Nation. We also have small partnership with 15 First Nations and Indigenous organizations and are currently partnering with Pauquachin First Nation and Songhees Nation to deliver employment/education readiness programs.

We manage the Elders Initiative which enables Elder participation in classes, on-the-land learning activities, and college events.

Some of the services and programming we provide is externally funded. In 2017/18 we brought in about \$800,000 in provincial and federal grants to cover some of our community program delivery, partnership projects, and student belonging activities. As we continue to develop our Indigenous research initiative we will enhance our special projects capacity.

The Indigenization Initiative grew out of our special projects work. While it continues to be housed in IECC, it impacts and is the responsibility of the whole college. It has two main objectives: (1) to ensure that Indigenous students' experience at Camosun resonates with their realities and learning goals and that (2) non-Indigenous students come away from the college better prepared to build good relationships with Indigenous people and communities.

Addressing these objectives requires complex and deeply layered organizational change. Indigenous ways of being, doing, knowing and relating need to be infused into the way the college operates, particularly in the realms of curriculum, student services provision, policy and planning, and employee education. Camosun has been working on indigenization for over 10 years now and there are amazing outcomes all across the college. Perspectives, approaches,

activities, and expectation have changed. Camosun is more welcoming and relevant to Indigenous students and it is actively engaged in supporting non-Indigenous students to know more about Indigenous peoples.

Indigenization is not, however, close to “completion.” Like all other educational approaches, it is living, breathing, and dynamic. It requires ongoing observation of how it is doing, ongoing adaptation to changing environments, and ongoing development.

For the past two years Camosun has been engaged in a formal response to the TRC Calls to Action. We developed 39 measurable actions to be completed over a period of four years, calling this the Indigenization and Reconciliation Project Charter (IRPC) and, as a college, have been working diligently to complete all 39 actions.



PROJECT CHARTER: INDIGENIZATION AND RECONCILIATION

A. Details

SPONSOR: SENIOR LEADERSHIP COUNCIL

PROJECT MANAGEMENT TASK FORCE: CORRINE MICHEL, JANICE SIMCOE, TODD ORMISTON, SANDEE MITCHELL, TANYA KIRKLAND, FAYE MARTIN, DIANNE BIIN, BARNEY WILLIAMS, BERNADINE MAWSON, CYNTHIA SMITH, STEVEN RUMPEL, KATELYNNE HERCHAK, SYBIL HARRISON, IAN HUMPHRIES, NELLA NELSON

PROJECT DURATION: WINTER 2016 THROUGH FALL 2019

DATE: JANUARY 25, 2018

B. Purpose

In order to address the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission (TRC) made a number of calls to action that will help the nation heal from the legacy of residential schools. The TRC (2015) states that “reconciliation is about establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples in this country”. The purpose of this project is to strategically coordinate indigenization/reconciliation efforts across the institution, ensuring that the management of the scope and sequence of the overall initiative is shared, and that responsibility for the projects rests with those most impacted and most capable of seeing it through to completion.



C. Why are we undertaking this project?



“Education brought us here;
education will help us get away from this”

-Justice Murray Sinclair,
Chair of the Truth and Reconciliation Commission

As educators, we live and work within systems that, not so long ago, caused great harms to Indigenous children, their families, their communities, and their nations. The pain that emerged from this is unspeakable and intergenerational.

As educators, we embrace the opportunity to engage with Indigenous learners and communities to recreate a relationship with education and educators.

As educators, we embrace the opportunity to support non-Indigenous learners to know those things that have been hidden from them about our shared history and to learn how to live well and in good relationship with Indigenous peoples.


As educators, we acknowledge that the economic, social, cultural and environmental decisions we make, and which we prepare our students to undertake, require ongoing relationships with Indigenous nations based on respect for the value of traditional knowledge & ethics that stems from the unique relationship between indigenous peoples, the lands, and waters.

As educators, we have an obligation to the current and future health and well-being of our students and we embrace the opportunity to provide all students with knowledge, skills and relational understanding that will enable them to engage live and work in a socially just way.

Indigenous youth are the fastest growing population in our country and as such, we are compelled to be prepared to serve them in a way that benefits the individual, the family, the Indigenous and non-Indigenous communities equally well.

To be an active and engaged citizen in Canada, one must learn about Indigenous peoples, Indigenous perspectives and relational practices. This learning has the potential to influence the social, cultural, environmental and economic fabric of our society.

D. What is our Vision?

	<p>We envision:</p> <ul style="list-style-type: none"> • Students and employees who are open and receptive to transformative learning • Students and employees with an awareness that allows for fair and just treatment of Indigenous peoples' • Students and employees who have appreciation for and empathy for Indigenous peoples' • Passionate and engaged students and employees. <p>We envision:</p> <ul style="list-style-type: none"> • Our community treating all people with respect • A culture of learning about Indigenous perspective • Positive interactions • A culture of knowing how to be respectful of all cultures • Student and employees feeling safe and informed enough to respond to ignorance and racism with eloquence and heart <p>We envision:</p> <ul style="list-style-type: none"> • Students and employees learning about Indigenous peoples' • Engaged faculty hired, in part, for their cultural competencies • A suite of learning opportunities to understand the past, the present, and the future as they pertain to Indigenous/non-Indigenous relationships • Students and employees working towards overcoming ignorance • Appreciation of small steps <p>We envision:</p> <ul style="list-style-type: none"> • Active, engaged, informed citizens • Appreciation for and learning from our culturally diverse world • Camosun playing a leading role in making this vision a reality • A guilt-free understanding of our shared history and our common future
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E. Indigenous Education, the Indigenization Plan, and the TRC Recommendations



Camosun College is committed to Indigenous education.

Eyē? Sqâ'lewen: The Centre for Indigenous Education & Community Connections, as it currently known, has been part of the college, in various forms, since 1991. The college's community-based Indigenous Advisory Council has guided Eyē? Sqâ'lewen, and our President, since this time. Eyē? Sqâ'lewen's primary roles have always been student support, Indigenous community relationship, Indigenous programming and educating non-Indigenous staff, faculty, and students about Indigenous history, knowledge, and ways of being. In 2006, Camosun launched the Indigenization Project to support the college as a whole to participate in Indigenous education and – although the language was a little different at that time – reconciliation. Camosun's Indigenization Initiative, as it is now known, is built on more than two decades of relationship and dialogue about reconciliation.

The premise of Indigenization is to respond to the distinct social, political, cultural, economic, relational, and educational realities of Indigenous people. Camosun College has developed a clear Indigenization Plan to ensure that all:

- Indigenous students see their world and realities reflected in the way that Camosun educates and operates and;
- Non-Indigenous students come away from Camosun better prepared to live alongside, and build better relationships with Indigenous people

Indigenization is the process by which Indigenous ways of knowing, being, doing, and relating are incorporated into the educational, organizational, cultural, and social structures of Camosun College. Indigenization and reconciliation broadens the college and its communities' capacity to recognize, respect, acknowledge and integrate Indigenous worldviews thereby:

- Making the institution more welcoming and relevant to Indigenous learners;
- Preparing non-Indigenous students, graduates, and employees to better understand and co-exist with Indigenous peoples; and
- Highlighting Camosun's capacity for creativity, innovation, and imagination in working towards reconciliation.

F. TRC Recommendations framed within Camosun's Indigenization Plan



Four Corner Post-Model of Indigenization



The Indigenization Plan is symbolized by a longhouse model whose corner-posts represent four core functions of the college: curriculum processes, services to students, employee education, and policy and planning. Indigenization is built upon the foundation of relationships – with Indigenous students and communities, with colleagues and allies within Camosun, and with other educational institutions and organizations on the island and across the province.

G. Guiding Principles for Outcomes



- 1) **Reconciliation**
We will focus our efforts on the four key components to education for reconciliation, and on best practice in providing services to Indigenous students
 - (i) Curriculum that includes Indigenous content, knowledge, and teaching methods
 - (ii) Teacher/instructor training
 - (iii) Student capacity for intercultural understanding, empathy, and mutual respect
 - (iv) Research that advances understanding of reconciliation
 - 2) **Indigenous ways of knowing, being, doing, and relating will inform our process**
 - 3) **Transparency**
 - 4) **Collaboration**
This project will be a College-wide collaborative effort. Regardless of reporting structures and authorities, all employees will need to work together toward the goal of providing the best educational experience for all students
 - 5) **Consistency**
We will ensure that our services and learning supports are offered in a fashion that is consistent in philosophy, nature and delivery.
 - 6) **Effectiveness & Quality**
We will provide clear timelines and objectives and regularly measure our effectiveness in meeting our stated objectives.
 - 7) **Sustainability**
We will deliver services and learning supports in a fashion that promotes the most effective use of human, physical and financial resources.
 - 8) **Mandatory Learning versus Mandatory Courses**
Generally speaking, our preference is to embed Indigenization into curriculum versus requiring mandatory courses, recognizing that some Schools may see value in a mandatory foundational course in some programs.
- There is no 'one size fits all' approach, or a single solution. Different Schools and other pockets of the College can do things differently to make this work.



Students will benefit from an Interdisciplinary approach, of being exposed to different ways of thinking and understanding. At the same time, we want to ensure they are exposed to values and traditional teachings from local communities and that community members, including Elders and local people are engaged.

We want to create safe spaces for Indigenous and non-Indigenous students to learn.

DRAFT

PEOPLE & PLANNING

H. Steering Committee and Task Force

	<p>Steering Committee (SLC)</p> <p>Sherri Bell, President (Chair)</p> <p>Support: Rachelle Dyer, Executive Assistant</p> <p>Laura-Lea Berna, Chief Information Officer</p> <p>Christiaan Bernard, Director, Camosun International</p> <p>John Boraas, Vice President, Education</p> <p>Shane Busby, Vice President, Administration</p> <p>Dalia Gonzalez-Harney, Director, Ancillary Services</p> <p>Janice Hanna, Director, Continuing Education and Contract Training</p> <p>Scott Harris, Registrar</p> <p>Sybil Harrison, Director, Learning Services</p> <p>Dan Hodgson, Director, Institutional Research & Planning</p> <p>Debbie Hlady, Dean, Arts and Science</p> <p>Deborah Huelscher, Chief Financial Officer</p> <p>Ian Humphries, Dean, School of Access, Co-leader, Eyē? Sqā'lewen</p> <p>Jody Kitts, Director, Advancement & Alumni Engagement</p> <p>Steven Rumpel, Director, Education Planning</p> <p>Eric Sehn, Dean, Trades & Technology</p> <p>Barb Severyn, Executive Director, Human Resources</p> <p>Janice Simcoe, Director, Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections</p> <p>Nancy Sly, Director – Applied Learning (Co-operative Education & Career Services)</p> <p>Cynthia Smith, Dean, Health & Human Services</p> <p>Richard Stride, Dean, School of Business, Director, CSEE</p> <p>Ian Tol, Director, Facilities Services</p> <p>Tim Walzak, Director, Applied Research & Innovation</p> <p>Geoff Wilmshurst, Vice President, Partnerships</p> <p>Joan Yates, Vice President, Student Experience</p> <p>Task Force</p> <p>Dianne Biin, Indigenization Coordinator</p> <p>Sybil Harrison, Director, Learning Services</p> <p>Katelynne Herchak, First Nations Student Director</p> <p>Ian Humphries, Dean, School of Access</p> <p>Tanya Kirkland, IECC faculty</p> <p>Faye Martin, Indigenous Advisor</p> <p>Bernadine Mawson, Elder</p> <p>Corrine Michel, Applied Learning Coordinator</p> <p>Sandee Mitchell, IECC Program Leader</p> <p>Nella Nelson, Chair, Indigenous Advisory Council (IAC), to be invited</p> <p>Todd Ormiston, IECC Chair</p> <p>Jonathan Ruhl, Marketing & Communications Strategist</p> <p>Steven Rumpel, Director, Education Planning</p> <p>Janice Simcoe, Director, Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections</p> <p>Cynthia Smith, Dean, Health & Human Services</p> <p>Barney Williams, Elder</p> <p>Lori Zehr, Interdisciplinary Education Coordinator, Health and Human Services</p>
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I. Communication Plan

	<p>The purpose of our communications plan (attached) is to earn Camosun community support to embed our responses to the Truth and Reconciliation (TRC) Calls to Action into our Indigenization Plan by generating college-wide awareness and approval of our responses.</p>
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J. Indigenization and Reconciliation Project Plan

SPECIFIC ACTIONS, MILESTONES AND TIMELINES – JANUARY 25TH, 2018



Curriculum Development & Delivery

As educators, we recognize that it is important for Indigenous learners to see themselves and their communities reflected in the content and teaching approaches of programs and courses across the College.

Moreover, as educators, we embrace the opportunity to support non-Indigenous learners to know those things that have been hidden from them about our shared history and to learn how to live well and in good relationship with Indigenous peoples.

Specific Actions	Who	Start/Completion Date	Resources
1. Integrate circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs [facilitated by increasing opportunities for employees to complete TTW	John	Fall 2016 – Fall 2019	Fiscal 17/18/19
2. Develop Indigenous-focused required learning for all applicable programs <i>Applicable programs identified through ELT discussion as BSN, ELC, CRIM JUSTICE, PRE SOCW</i>	John	Fall 2016 - Fall 2019	Fiscal 17/18
3. Support faculty to indigenize teaching and learning experiences in programs and courses. This could include the application of indigenous teaching and learning processes and strategies and/or	John	Fall 2016 - Fall 2019	Fiscal 17/18

<p>course and program planning that includes learning outcomes and practices that reflect inclusion of contextualized indigenous content or traditional knowledge appropriate to the discipline. Indigenization of programs and courses may take the form of formal learning experiences (e.g. IST 120, HLTH 111), teaching through circle, intentional application of indigenous models such as the Circle of Courage approach to teaching/learning practices, or indigenization as a curricular theme.</p> <p>Facilitate the use of courses like IST 120 and HLTH 111 as electives for students Indigenous course offerings students.</p>			
4. Explore programming to meet relational and cultural leadership needs in Indigenous communities and organizations (IECC and School of Business)	John	Fall 2016 - Fall 2019	Fiscal 18/19
5. Develop and provide learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues [Also included under Relationships corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
6. Facilitate the archiving of Indigenous peoples' artwork. Potential use of 3D scanners and printers	John	Fall 2016 – Fall 2019	Fiscal 18/19
7. Explore new pathways between Indigenous and non-Indigenous programs	John	Fall 2016 - Fall 2019	Fiscal 18/19
8. Explore domestic and international field schools, for example with Maori students and institutions	John	Fall 2016 – Fall 2019	Fiscal 18/19
9. Develop a pedagogical task force to identify facilities requirements for Indigenized teaching approaches.	John	Fall 2016 – Fall 2017	Fiscal 18/19
10. Develop and implement contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples [Also included under Relationships corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19

Policy, Planning, & Infrastructure			
Policy, planning and infrastructure provides the context that ensures Indigenization and reconciliation processes will continue to move forward at the College.			
Specific Actions	Who	Start/Completion Date	Resources
1. Policy development to enable Indigenous-focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum	John	Fall 2016 - Fall 2019	Fiscal 17/18
2. Policy development to ensure that college policy and planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations Focus in on the development of an Indigenization Policy and an Indigenous Research Ethics Policy	John	Fall 2016 - Fall 2019	Fiscal 17/18
3. Enhance educational planning to support the major goals of Indigenization and Reconciliation	John	Fall 2016 - Fall 2017	Fiscal 17/18
4. Bring more Indigenous presence to SLC.	Sherri	Complete ✓	Fiscal 16/17
5. Ensure the Strategic Plan is informed by Indigenization and reconciliation	Sherri	Complete ✓	Fiscal 16/17
6. Designate September 30 as an annual, college-wide, college-supported Orange Shirt Day	Sherri	Complete ✓	Fiscal 16/17
7. Indigenize hiring practices to value Indigenous competencies and employment of Indigenous people	Barb	Fall 2016 - Fall 2017	Fiscal 17/18
8. Include elements of the TRC calls to action in the Respect in the Workplace program	Barb	Fall 2016 - Fall 2018	Fiscal 17/18
9. Pilot an Indigenous job event for potential employees	Barb	Complete ✓	
10. Establish a Cultural Centre in the new Health and Wellness building, similar to the Wilna Thomas Cultural Centre	Shane	Fall 2018 – Fall 2019	Fiscal 17/18
11. Elders' parking signage	Shane	Complete ✓	

12. Na'tsa'maht wrap & steps to Pit Cook	Shane	Fall 2016 – Fall 2017	Fiscal 18/19
13. Establish Indigenous gathering/learning space at Interurban [and ideally student space in each building]	Shane	Fall 2016 - Fall 2019	Fiscal 17/18
14. Integrate circle learning and other Indigenous teaching methods into non-Indigenous programs. Note infrastructure request for easily movable tables and chairs. <i>[Recommendation also included under Curriculum and Employee Education corner posts too]</i>	John	Fall 2016 - Fall 2019	Fiscal 2017/18/19
15. Provide start-up funding to an Indigenous Research Centre	John	Fiscal 2017/18	Fiscal 18/19

Employee Education

We recognize that many employees and other college contributors did not have the opportunity to learn about Indigenous perspectives, history, and knowledge within their own formal education. We cannot expect employees to integrate Indigenization and reconciliation into their own professional practice without offering them the means to learn how. We will provide as a broad a range of learning opportunities as possible.

Specific Actions	Who	Start/ Completion Date	Resources
1. Facilitate an 'issues session' for Board,	Sherri	Complete ✓	Fiscal 16/17
2. Expand offerings of TELFIN TFE WILNEW (TTW) for employees	John	Spring 2016 – Fall 2019	Fiscal 17/18
3. Provide a one-day TRC awareness day in February 2017 for all employees	Sherri	Complete ✓	Fiscal 16/17
4. Incorporate intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Competency Framework.	Barb	Fall 2016 - Fall 2018	Fiscal 17/18
5. Develop and provide more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation	Barb	Fall 2016 – Fall 2019	Fiscal 18/19
6. Indigenize the onboarding process, the welcome orientation, and the employee	Barb	Jan – April 2017	Fiscal 17/18

handbook.			
7. Organize and implement an information campaign to educate the Camosun community and the public about the United Nations Declaration on the Rights of Indigenous Peoples	Joan	Fall 2016 - Fall 2017	Fiscal 17/18
8. Integrate circle learning and other Indigenous teaching methods into non-Indigenous programs [facilitated by increasing opportunities for employees to complete TTW]. This recommendation is dependent upon employee education. Note request for easily movable tables and chairs. <i>[Recommendation also included under Curriculum and Policy corner posts too]</i>	John	Fall 2016 - Fall 2019	Fiscal 17/18/19
9. Calendarize Indigenous events	IECC	Fall 2016 - Fall 2017	Fiscal 18/19
10. Pilot the development of cultural camps for students and employees, including college leadership	IECC	Fall 2016 - Fall 2017	Fiscal 17/18
11. Devote part of the Eyē? Sqâ'lewen website to reconciliation information and support	IECC	Winter 2017	Fiscal 18/19
Student Services			
We recognize the value of creating a learning and service environment where Indigenous students feel a sense of welcome and belonging.			
1. Establish a culturally grounded student services centre for Indigenous students	IECC, School of Access	Complete ✓	
2. Establish processes to facilitate Indigenous student sponsorship processes.	Student Services, Bookstore and IECC	Complete ✓	
3. Establish Elders' services for Indigenous students	IECC	Complete ✓	
4. Hire an Indigenous Student Counsellor	Counselling Centre/ Student Services	Complete ✓	

Relationships

Relationships – with students and community, and amongst colleagues and like-minded institutions – are critical to the work of Indigenization and reconciliation

Specific Actions	Who	Start/ Completion Date	Resources
1. Work with other Island Corridor institutions (UVIC, RRU, VIU, NIC) to implement TRC recommendations	Sherri	Spring 2016 – Sept 2016	Fiscal 18/19
2. Develop and provide learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues [Also included under Curriculum corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
3. Develop and implement contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples [Also included under Curriculum corner post]	Geoff	Fall 2016 - Fall 2019	Fiscal 18/19
Project Closure			
1. Report Out To Sponsor & Others			
2. Communicate Conclusion			
3. Evaluate (lessons learned)			
4. Celebrate			