



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, December 3, 2018
TIME: 5pm
LOCATION: Paul Building, Room 216
CAMPUS: Lansdowne Campus

BOARD MEMBERS:

Ron Rice, Chair
 Tim Ayers
 Sherri Bell, President
 Cindy Choi
 Joanne Cumberland
 Stefan Fletcher
 Brenda McBain
 Margie Parikh
 Emily Rogers
 Laylee Rohani, Vice chair
 Rob Smythe
 Al van Akker
 Phil Venoit
 Gultash Waraich

ADMINISTRATION:

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

GUESTS:

Evan Hilchey, Director, Student Affairs
 Ian Humphries, Dean, Access & Eḡē? Sqā'lewen
 Leonard Rodrigues, Architect, Thinkspace
 Ray Wolfe, Architect, Thinkspace

REGRETS: Barbara Severyn, Exec Dir, Human Resources

EXECUTIVE 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.

I CALL TO ORDER	PAGE
II APPROVAL OF THE AGENDA	
III INTRODUCTION	
IV NEW BUSINESS	
1. Campus Plan Update [45 min] (Rodrigues/Wolfe)	no attachment
V BOARD MEMBER REPORTS	
1. Chair's Report [5 min] (Rice)	no attachment
2. President's Report [5 min] (Bell)	no attachment
3. Board members' Governance Training Roundtable [15 min] (all)	no attachment
4. Foundation [5 min] (Fletcher/Wilmshurst)	no attachment
5. Education Council [5 min] (Ayers/McBain)	
i) Minutes of the September 19, 2018 meeting	attachment 4
ii) Minutes of the October 17, 2018 meeting	attachment 7

	PAGE
6. Pacific Institution for Sport Excellence [5 min] (Venoit)	no attachment
VI BOARD COMMITTEE REPORTS	
1. Audit Committee [5 min] (Rohani)	
i) Minutes from the June 4, 2018 meeting	attachment 11
ii) Report from the October 25, 2018 meeting	no attachment
2. Executive Committee [5 min] (Rice)	no attachment
i) E-2.1 Admissions Policy Revision [10 mins] (Boraas, Humphries) *	attachment 13
ii) Award for Innovation Terms of Reference [10 mins] (Rice) *	attachment 20
3. Finance Committee [10 min] (Choi)	
i) Minutes from the September 4, 2018 meeting	attachment 23
ii) Report from the October 29, 2018 meeting	no attachment
VII APPROVAL OF THE MINUTES	
1. Minutes of the October 1, 2018 meeting [2 min] (Rice)	attachment 25
VIII NEW BUSINESS	
1. President's Narrative 360 [10 min] (Bell, Rice)	attachment 29
2. Bargaining Update [2 min] (Bell)	attachment 36
IX ADJOURNMENT	
* Requires a decision. See Page 3 for the proposed motions.	attachment 3

CORRESPONDENCE

1. To the Board from the Camosun College Faculty Association (CCFA)	attachment 39
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BOARD OF GOVERNORS

MOTIONS

Regular Meeting

Monday, December 3, 2018

VI BOARD COMMITTEE REPORTS

2. Executive Committee

i) E-2.1 ADMISSIONS POLICY

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO POLICY 'E-2.1 ADMISSIONS' TO INCLUDE REVISED IELTS AND TOEFL SCORES FOR INTERNATIONAL STUDENT ADMISSION.

ii) AWARD FOR INNOVATION TERMS OF REFERENCE

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE AWARD FOR INNOVATION TERMS OF REFERENCE AND THE NAME CHANGE FROM 'AWARD FOR INNOVATION' TO 'AWARD FOR INNOVATION AND COMMUNITY PARTNERSHIP'.



Approved Minutes

ORIENTATION MEETING

Wednesday, September 19, 2018

4:00 – 6:00 pm

CC 321, Interurban

Present

Voting Members

Alison Bowe, Faculty
 Andrea Kucherawy, Support Staff
 Bijan Ahmadi, Faculty (Vice-Chair)
 Debbie Hlady, Administration
 John Boraas, Administration
 Karen Lightbody, Faculty
 Karen Neilson, Faculty
 Richard Stride, Administration
 Ryan Russell, Faculty
 Scott Harris, Administration
 Tia Primrose, Support Staff
 Tim Ayers, Faculty (Chair)

Non-Voting Members

Brenda McBain, Board of Governors
 Melody Foreman, Permanent Secretary
 Connie Klassen, ICC Chair

Regrets/Absent

Sherri Bell, President
 Isabel Grondin, Faculty
 Jamie McPherson, Faculty
 Wesley Paterson, Student
 Todd Ormiston, Indigenization Representative
 Maia Sampson, Student
 Peter Ove, Faculty

ITEM	PRESENTER
<p>A. CALL TO ORDER AND DECLARATION OF QUORUM</p> <p>The regular meeting was called to order at 4:08 pm by Tim Ayers, Education Council Chair. Quorum was reached. Tim welcomed everyone to the first Education Council meeting for the year and introduced new board member Brenda McBain.</p>	Tim Ayers
<p>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</p> <p><i>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</p>	Tim Ayers

ITEM	PRESENTER
<p>Round table discussion: Tim asked for introductions and that members indicate how long they have been a member of EdCo and whether they are voting or non-voting members.</p> <p>Scott announced the elections for faculty and student representatives</p>	
<p>D. ACCEPTANCE OF AGENDA</p> <p>The Sept 19, 2018 agenda was approved by unanimous consent.</p>	Tim Ayers
<p>E. MINUTES FOR APPROVAL</p> <p>The regular and special meeting minutes for June 20 2018 were approved by unanimous consent.</p>	Tim Ayers
<p>F. REPORTS</p>	
<p>1. Education Council Chair</p> <p>Tim acknowledged that this will be a busy year for EdCo. Changes to the education approvals process will be coming forward. He introduced Pete Moroney, the new Education policy and standards director, and told the council to expect new and changed policies to come forward to EdCo.</p>	Tim Ayers
<p>2. VP Education</p> <p>John acknowledged the transition of a new director in Education Policy and Planning and added that there will be several issues coming from ELT to EdCo for discussion and approval.</p>	John Boraas
<p>3. Board Member</p> <p>Brenda informed the council that she attended the inaugural board meeting where she was among the five new members appointed to the board. The board was given a presentation on indigenization and the work being undertaken to implement Camosun's Indigenization plan.</p> <p>Tim added that the board is having an education forum for faculty to present to the board.</p>	Brenda McBain
<p>G. COMMITTEE REPORTS</p>	
<p>1. Education Council Policy and Standards Committee</p> <p>Pete updated members on the EDI policy coming forward to EdCo. He described some of the policy work being done related to academic integrity and appeals. He also mentioned that changes to the Policy and Standards Committee structure will be forthcoming.</p>	Peter Moroney
<p>H. PRESENTATION AND DISCUSSION</p>	
<p>Education Council - How It Works</p>	Tim Ayers

ITEM	PRESENTER
<p>Tim presented the orientation presentation explaining the role of EdCo, composition of council, subcommittees, approval processes, and fit within the college governance structure.</p> <p>Scott explained the changes in composition of the members of the council and how they are elected and provided the new election rules.</p> <p>John discussed the curriculum review process and how it needs to change so that EdCo is involved earlier in the review process. By the time EdCo reviews curriculum much work has been done. John added that curriculum management software will improve the process. Discussion around consultation being a challenge and that operational issues are often identified too late in the process.</p> <p>Tim gave an introduction and overview to the following EdCo resources:</p> <p>EdCo Camosun Public Website</p> <p>Education Council - SharePoint</p> <p>Education Approvals Intranet</p> <p>Education Council Bylaws</p> <p>About Us – Education Council Members’ Guidebook</p> <p>Educational Approvals Policy</p> <p>Guide for Committees that Recommend and Approve Curriculum</p>	
K. ADJOURNMENT	Tim Ayers
The meeting adjourned at 5:20 pm.	



Approved Minutes

REGULAR MEETING

Wednesday, October 17, 2018

4:00 – 6:00 pm

CC 321, Interurban

Present

Voting Members

Alison Bowe, Faculty
 Andrea Kucherawy, Support Staff
 Bijan Ahmadi, Faculty (Vice-Chair)
 Debbie Hlady, Administration
 Isabel Grondin, Faculty
 Jamie McPherson, Faculty
 John Boraas, Administration
 Karen Lightbody, Faculty
 Karen Neilson, Faculty
 Maia Sampson, Student
 Peter Ove, Faculty
 Richard Stride, Administration
 Ryan Russell, Faculty
 Scott Harris, Administration
 Tia Primrose, Support Staff

Non-Voting Members

Brenda McBain, Board of Governors
 Connie Klassen, ICC Chair
 Melody Foreman, Permanent Secretary
 Todd Ormiston, Indigenization Representative
 Sherri Bell, President

Regrets/Absent

Wesley Paterson, Student
 Tim Ayers, Faculty (Chair)

Guests

Darlaine Jantzen HHS - Nursing (Chair)
 Ian Humphries Access – Administration (Dean)
 Janice Simcoe, Director, IECC
 Rashed Al-Haque, Education Policy Specialist

ITEM	PRESENTER
<p>A. CALL TO ORDER AND DECLARATION OF QUORUM</p> <p>The regular meeting was called to order at 4:10 pm by Bijan Ahmadi, Education Council Vice-Chair. Quorum was reached.</p>	Bijan Ahmadi
<p>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</p> <p><i>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>	Bijan Ahmadi
<p>C. ROUND TABLE CHECK-IN</p>	Bijan Ahmadi
<p>D. ACCEPTANCE OF AGENDA</p>	Bijan Ahmadi

ITEM	PRESENTER
The October 17, 2018 agenda was approved by unanimous consent.	
E. MINUTES FOR APPROVAL	Bijan Ahmadi
The regular and special meeting minutes for September 19, 2018 were approved by unanimous consent.	
F. REPORTS	
1. Education Council Chair Vacant	Bijan Ahmadi
2. VP Education	John Boraas
John informed the committee that new policies related to appeals and misconduct will coming to EdCo. John also requested that EdCo meetings alternate between Lansdowne and Interurban campuses.	
3. Board Member	Brenda McBain
Brenda reported that the board met on Oct 4 at Lansdowne and that board's next meeting will be held at Interurban. Sherri reported on the innovation project and a new cannabis policy.	
G. COMMITTEE REPORTS	
1. Education Council Policy and Standards Committee	Peter Moroney
Peter announced that the Policy and Standards Committee would be meeting in November and that the committee was still calling for members. He also reported on the Education Renewals project and that a project charter would be forthcoming.	
H. PRESENTATION AND DISCUSSION	
Indigenization Language on the EdCo Curriculum Change Forms	Janice Simcoe/ Connie Klassen
For approval: Program Change Form Course Change Form	
Moved by: Bijan Ahmadi	
Seconded by: Isabel Grondin	
Approved by unanimous consent.	
Admission Policy Changes: Conditional Admission for ACADEMIC IELTS and TOEFL Students	
Motion to support	
Moved by: Jaimie McPherson	
Seconded by: Richard Stride	
Ian Humphries delivered "Admission with Conditions" presentation.	
Update on EDI Policy	Rashed Al-Haque
Rashed updated the committee on the EDI policy.	

ITEM	PRESENTER
I. INTEGRATED CURRICULUM COMMITTEE REPORT	
1. Curriculum for Presentation and Approval Whereas: The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum.	Darlaine Jantzen
Motion: Be it so moved that Education Council approves the following curriculum: <ul style="list-style-type: none"> • PN2BSN (IDS 3115) – New Bridging Program • NURS 112 (IDS 3116) – Addition • NURS 252 (IDS 3117) – Addition • NURS 253 (IDS 3118) – Addition • NURS 233 (IDS 3132) – Revision • NURS 290 (IDS 3133) – Revision Moved by: Isabel Grondin Seconded by: Jaimie McPherson <p style="text-align: right;">Motion Carried</p>	
2. Curriculum for Approval Whereas: The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum.	
Motion: Be it so moved that Education Council approves the following curriculum: <ul style="list-style-type: none"> • HLTH 115 (IDS 3097) – Addition Moved by: Isabel Grondin Seconded by: Peter Ove <p style="text-align: right;">Motion Carried</p>	Connie Klassen
Motion: Be it so moved that Education Council approves the following curriculum: <ul style="list-style-type: none"> • ELC (IDS 3156) – Program Content • ELC 221 (IDS 3153) – Course Hours Moved by: Karen Lightbody Seconded by: Debbie Hlady <p style="text-align: right;">Motion Carried</p>	

Motion: Be it so moved that Education Council approves the following curriculum:

- PNUR (IDS 3128) – Adm Reqs & Editorial

Moved by: Bijan Ahmadi

Seconded by: Isabel Grondin

Motion Carried

Motion: Be it so moved that Education Council approves the following curriculum:

- PHYS 150 (3168) – Cancellation
- PHYS 151 (3169) – Cancellation
- PHYS 154 (3170) – Cancellation
- PHYS 191 (3171) – Cancellation
- PHYS 192 (3172) – Cancellation
- Art 161 –Contact Hour/Credits Change
- Art 182 –Contact Hour/Credits Change
- Visual Arts – Program Content (Credits)

Moved by: Debbie Hlady

Seconded by: Andrea Kucherawy

Motion Carried

Motion: Be it so moved that Education Council approves the following curriculum:

- Art 161 –Contact Hour/Credits Change
- Art 182 –Contact Hour/Credits Change
- Visual Arts – Program Content (Credits)

Moved by: Isabel Grondin

Seconded by: Karen Lightbody

Motion Carried

K. ADJOURNMENT

Bijan Ahmadi

The meeting adjourned at 5:50+ pm.



BOARD OF GOVERNORS

AUDIT COMMITTEE MINUTES

MEETING: Monday, June 4, 2018
TIME: 4:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:

Bill Gyles, Chair
Cindy Choi
Ron Rice

RESOURCES:

Sherry Bell, President
Deborah Huelscher, Chief Financial Officer

GUESTS: Liette Bates-Eamer, KPMG
Lenora Lee, KPMG

REGRETS: nil

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

The meeting was called to order at 4pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III APPROVAL OF THE MINUTES

1. The minutes from the October 30, 2017, meeting were approved as presented.

IV NEW BUSINESS

1. Audited Financial Statements for the Year Ending March 31, 2018
i. Management Presentation

Deborah Huelscher, Chief Financial Officer, provided a high level summary of the audited financial statements for the year ended March 31, 2018, the year-end position compared with the year ended March 31, 2017, and the operations highlights. The financial statements were prepared in accordance with the reporting framework directed by the Provincial Government and in accordance with the Budget Transparency and Accountability Act of BC. The budget was balanced and the year ended with an overall \$2.6M surplus.

The new standards for Related Party Transactions are in place, and the board provided a disclosure following a request from Government. There is no impact to the financial statements. Police Information Checks will be conducted on new hires in most finance and payroll positions once Human Resources develops the policy and procedures. The College continues to meet Ministry accountability requirements and comply with Provincial directives including Tax Payer Accountability Principles.

ii. Auditor's Report (KPMG)

Liette Bates-Eamer, KPMG, reported the audit is substantially complete as of today, and reviewed the highlights of the audit report for the year ending March 31, 2018. The draft report is subject to the approval by the Board of Governors of the Audited Financial Statements on June 11, 2018. The Audited Financial Statements are in compliance with the Budget Transparency and Accountability Act and related regulations. It was a clean audit and no new items were presented.

MOTION:

THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2018 AS PRESENTED.

CARRIED

2. Reappointment of the Auditor

Bill Gyles advised a motion is required to re-appoint KPMG for the audit of the College's financial statements for the year ending March 31, 2019. KPMG was hired for a five-year contract in 2015 and must be re-appointed each year.

MOTION:

THAT THE AUDIT COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2019.

CARRIED

V ADJOURNMENT

The meeting adjourned at 4:42 p.m.

VI IN-CAMERA SESSION (Board Members, President, and Auditors)



BOARD OF GOVERNORS

Regular Meeting

BRIEFING NOTE – Decision Requested

Submitted by: Ian Humphries, Dean, Access & Eyē? Sqâ'lewen: The Centre for Indigenous Education & Community Connections
Date: December 3, 2018
Topic: Policy 'E-2.1 Admissions': Conditional Admission to Academic Programs

OVERVIEW

We are seeking the Board's permission to change our 'E-2.1 Admissions' policy to include revised IELTS and TOEFL scores for international student admission. The proposed policy revision is short-term in nature to facilitate a fall 2019 implementation date for conditional admission. A more fulsome overhaul of our Admissions policy in its entirety will commence shortly.

Our current Admissions policy (see Appendix) references IELTS and TOEFL scores that international students can use for College admission. We wish to re-benchmark our IELTS and TOEFL entrance requirements to ensure parity between domestic and international students.

In addition, we want to enhance the academic success of students using IELTS and TOEFL scores for admission to academic programs. Research has shown that students entering academic programs via IELTS and TOEFL scores are struggling in certain courses, especially writing and communication courses. We intend to enhance student success by providing additional support as appropriate, e.g. language skills development, intercultural awareness and understanding, presentation skills, study skills, research skills, planning and managing work-life balance, self-skills analysis, aptitudes and interests to enable exploration of the best education and career plan, etc.

Finally, we want to offer IELTS and TOEFL students applying to academic programs, as opposed to Access Programs, conditional admission into selected programs. There are a variety of benefits to this approach, including:

- Fast tracking of study permits
- Ensuring IELTS and TOEFL students are appropriately welcomed to a School, invited to orientation etc., by making sure their program code reflects their destination program of choice as soon as possible in their educational journey.
- Reducing students' confusion about program codes, application to multiple programs, etc.

This proposed change supports our strategic plan goal to build internationalization opportunities for the college.

With respect to risk analysis, the proposed change will reduce the risk associated with students being admitted to academic programs via IELTS and TOEFL scores being unprepared for the rigors of certain courses. It will also reduce the risk associated with not having parity between domestic and international students using IELTS and TOEFL scores for admission to academic programs.

OPTIONS

1. Approve the revisions as outlined on page two on the attached policy 'E-2.1 Admissions'.
2. Continue using the policy as is.

RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO POLICY 'E-2.1 ADMISSIONS' TO INCLUDE REVISED IELTS AND TOEFL SCORES FOR INTERNATIONAL STUDENT ADMISSION.

SUPPORTING DOCUMENTATION

Project Plan Summary

In Fall 2019, we propose to initiate the use of an 'Academic General Requirement' for English language proficiency to be used for admissions and pre-requisite purposes. This general requirement may be fulfilled in a variety of ways, and will reduce the confusion and complexity of the current pre-requisite listings. The following focuses on how ACADEMIC IELTS and TOEFL students can satisfy this requirement. IELTS and TOEFL tests taken more than two years prior to application will not be considered.

- A. Students with an ACADEMIC IELTS 6.0 or above, with no band less than 6.0, will be deemed to have fulfilled the English language proficiency requirement and thus granted admission into academic programs (provided all other requirements, if any, have been met). Students with a TOEFL score of 78 (CBT), with nothing less than 19 in any band will be deemed to have fulfilled the English language proficiency requirement and thus granted admission into academic programs (provided all other requirements, if any, have been met). A TOEFL score of 78 (CBT), with nothing less than 19 in any band is comparable to an ACADEMIC IELTS 6.0 or above, with no band less than 6.0.

- B. ACADEMIC IELTS 6.0 students with one or more sub-scores less than 6.0, but none below 5.5, will be granted admission into their academic program 'with conditions'. To meet the English General Requirement, these students will be required to take one or more of the following depending on their sub-scores:
 - Sub-score of 5.5 in **writing**: ELD 103 - Preparatory Academic Writing
 - Sub-score of 5.5 in **reading**: ELD 104 - Preparatory English Literature
 - Sub-score of 5.5 in **speaking or listening**: ELD 105 - Adv. Communication Skills

Beyond language skills development, the new ELD 105 course will focus on intercultural awareness and understanding, presentation skills, study skills, research skills, planning and managing work-life balance, self-skills analysis, aptitudes and interests to enable exploration of the best education and career plan, etc.

- C. TOEFL students with an overall score of 78 with one or more sub-scores less than 19, will be granted admission into their academic program 'with conditions'. To meet the English General Requirement, these students will be required to take one or more of the following depending on their sub-scores:
 - Sub-score less than 19 in **writing**: ELD 103 - Preparatory Academic Writing
 - Sub-score less than 19 in **reading**: ELD 104 - Preparatory English Literature
 - Sub-score less than 19 in **speaking or listening** - ELD 105 - Adv. Communication Skills

Task Force

- Christiaan Bernard, Director, Camosun International
- Gillyan Haden, Associate Registrar
- Scott Harris, Registrar
- Dan Hodgson, Director, Institutional Research & Planning
- Ian Humphries, Dean, School of Access
- Steven Rumpel, Associate Dean, School of Business & CSEE
- Diana Shields, Associate Director, Camosun International
- Nancy Sly, Director, Applied Learning
- Richard Stride, Dean, School of Business, Director, CSEE

Common Practice

- The proposed change to our IELTS and TOEFL admission thresholds falls in line with the practice used at a number of other BC colleges.

Next Steps

- Policy revisions (see Appendix) to revise the International thresholds for ACADEMIC IELTS and TOEFL for College admission.
- Broader communications regarding the proposed changes.



Policy:	E-2.1
Approved By:	Board of Governors
Approval Date:	November 22, 2004
Advice by Ed Council:	Sep. 20, 2004
Amendment Date:	EdCo Adv: May 15, 2006 Edco Adv: Dec. 19, 2011 BG: May 16, 2006 BG: Feb. 6, 2012
Policy Holder:	VP Education

ADMISSION

Purpose / Rationale

The purpose of this policy is to define the criteria and conditions for admission to Camosun College and its programs.

Scope / Limits

1. This policy applies to all domestic and international applicants seeking admission to Camosun College credentialed programs.
2. Programs specifically intended to prepare students for direct entry into upper levels of further or advanced programs at partner institutions shall be governed by the admission requirements of those institutions.

Principles

1. The College will establish program admission requirements of both an academic and non-academic nature that will optimize students' access and success.
2. As defined in the College's *Strategic Plan* (see link), Camosun College is committed to providing our community with access to the knowledge and skills relevant to the future economic and social development of the region.
3. Camosun College is committed to meeting the diverse needs of its community and may therefore tailor its admission criteria to support demonstrated community need or to enable appropriate partnerships.
4. As defined in the College's *Strategic Plan* (see link), Camosun College is committed to integrating a diverse, international perspective into its community and curriculum and will provide opportunities for international students to study at Camosun College
5. The College will accept valid and/or official documentation that demonstrates students' qualifications for entry to the College and its programs.
6. The College reserves the right to limit application to oversubscribed programs.
7. The College reserves the right to deny admission.

A. GENERAL COLLEGE ADMISSION

1. To be admitted to the College, applicants must qualify as either *domestic* students or *international* students.

a) Domestic Students

Definition:

Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents, or convention refugees.

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student’s first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.

b) International Students

Definition:

Applicants who are not domestic students who meet the guidelines established for international students studying in Canada by *Citizenship and Immigration Canada* (see link).

Requirements:

- All applicants must be high school graduates or 19 years or older at the start of the student’s first academic term unless special admission is granted.
- All applicants must indicate an intended primary program of study and will be given an opportunity to identify an alternate program of study.
- English Proficiency

i) Academic and Career programs:
~~All applicants must have a minimum TOEFL score of 83 (CBT) or IELTS score of 6.0, with nothing less than a 5.5 in any band, for general college admission. Some programs or courses may require a higher score for entry.~~

All applicants must have a minimum TOEFL score of 78 (CBT), with nothing less than 19 in any band, for general college admission, or an IELTS score of 6.0, with nothing less than a 6.0 in any band, for general college admission. Some programs or courses may require a higher score for entry.

ii) English Language Development and academic upgrading programs:
 No minimum level of English proficiency is required for general college admission. Some programs or courses may require a higher score for entry.

B. PROGRAM ADMISSION

1. Applicants must be deemed qualified in order to be admitted into a program.
2. Admission to programs will be granted on a “first qualified, first served” basis.

C. SPECIAL COLLEGE ADMISSION

1. British Columbia (BC) and Yukon High School Students

Provisional program admission will be granted to BC high school applicants who apply for Fall admission in their Grade 12 year on the basis of interim high school grades to determine whether students meet the qualifications for program admission. If any final high school grades fall below program admission requirements, applicants will be deemed ineligible for admission and advised on how to meet admission requirements.

2. Underage Applicants

The College may consider granting special admission to underage applicants on an individual basis, subject to the following:

- a) Underage *domestic* applicants must include in their application written consent from a parent or guardian and letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).
- b) Underage *international* applicants are subject to the guidelines established by *Citizenship and Immigration Canada* (see link).

3. Visiting Students

Visiting students are students who are enrolled at other post-secondary (sending) institutions and are taking courses from Camosun College to grant them credit toward a credential at the sending institution. To be admitted as a Visiting Student, applicants must submit a “Letter of Permission” from a sending post-secondary institution and must meet General College admission criteria and all prerequisites for each Camosun College course in which they are seeking enrollment.

4. Reciprocal Exchange Students

Students, either domestic or international, may be admitted to Camosun College under a reciprocal exchange agreement established between the student's home institution and Camosun College.

D. LINKS TO RELATED POLICIES AND WEBSITE

[Strategic Plan](#)

[Citizenship and Immigration Canada](#)



**BOARD OF GOVERNORS
Regular Meeting
Briefing Note**

SUBMITTED BY: Sherri Bell
DATE: December 3, 2018
TOPIC: Board of Governors Award for Innovation – Terms of Reference Update

1. OVERVIEW

The Terms of Reference for the Board of Governors Award for Innovation were last updated in January 2018. The following revisions are for discussion:

- i) Change the name from 'Award for Innovation' to 'Award for Innovation and Community Partnership' to allow more flexibility.
- ii) The timelines are operational and change frequently. They do not require board approval to change, and so should be removed from the Terms of Reference and be included as an appendix.

2. OPTIONS

Leave the name of the award as it is at present.

Leave the timelines as they are in the Terms of Reference, and continue to require board approval of changes.

3. FINANCIAL IMPLICATIONS

There is no financial implication. The \$15K funding for the Award is in the annual board budget.

4. COMMUNICATIONS

Communication will be to the Board of Governors as a recommendation and discussion at the December 1, 2018 meeting.

5. RECOMMENDATION AND OR MOTIONS

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE AWARD FOR INNOVATION TERMS OF REFERENCE INCLUDING REMOVING THE TIMELINES; AND THE NAME CHANGE FROM 'AWARD FOR INNOVATION' TO 'AWARD FOR INNOVATION AND COMMUNITY PARTNERSHIP'.

6. SUPPORTING DOCUMENTATION:

Award for Innovation Terms of Reference with mark-up.



2018-2019

BOARD OF GOVERNORS AWARD FOR INNOVATION *AND COMMUNITY PARTNERSHIP*

TERMS OF REFERENCE

I PURPOSE

The purpose of the Board of Governors' Award for Innovation *and Community Partnership* is to raise the profile of Camosun in the external community as a forward thinking, leading edge institution by promoting innovation. The award will honour an individual or group in the external business community who has demonstrated innovation and who may have an affiliation with Camosun College.

Innovation is a broad category. For the purposes of this award, it will remain broad and will incorporate the many approaches, results and initiatives that Camosun values. The essence of this category is to acknowledge individuals or organizations that approach projects, initiatives, relationships, work or service in a new and different way, that problem solve creatively to meet a need and to exhibit thinking that takes advantage of opportunities with concepts and approaches that has not always been done before. Key is that these individuals or organizations provide a role model to the college community including its students.

This is an award that is managed and given by the Board of Governors of Camosun College. The name of the award is "The Board of Governors Award for Innovation *and Community Partnership* – YEAR".

TBA – annual or bi-annual.

II CRITERIA

The key component to this award is to recognise an innovative approach that is reflective of Camosun and its values and that is aligned with the work we do.

Recipients can be individuals, teams, or organizations in the external business community.

III DECISION MAKING PROCESS - OVERVIEW

The Board of Governors Executive committee is responsible for the process, and for making a recommendation on the recipient to the board for the final decision.

The VP Partnerships will bring at least three nominations based on the criteria to the Board Executive committee. The VP will provide a briefing note overview on the work undertaken by the nominees and a rationale in support of the choices. The Executive committee will make a recommendation to the Board of Governors in-camera.

IV THE EVENT AND PLANNING PROCESS

The award will be presented at a stand-alone event. The presentation event will be a business mixer, stand-up wine and cheese reception with a short program to present the award. Innovative projects from Camosun will be on display at the event. A budget will be *needed put in place* to mount the event, ~~but the Board will look into finding sponsors going forward.~~

The Board committee will work with the Hospitality Management students in the winter semester Events Management class to mount the event. The Events Management class works with not-for-profit groups to set up events as part of their applied learning. The Board Executive will set a working group (board member, president, VP Partnerships) to work as 'the client' with the students. The *Executive committee client* will determine the plan for the next year: theme, budget, décor, venue, program, catering, volunteers, marketing, and the guest list. The client will set the expectations, give the students directions and feedback, and provide the budget and regular monitoring.

The VP Partnerships' marketing group will **work with the students** to prepare a media plan to inform the college and external community of the award and the recipient.

V ~~TIMELINES~~

~~January — The Board determines the budget for the upcoming fiscal year.~~

~~April — Board Executive sets a small working group (board member, president, VP Partnerships) to work as the client with the students. They will secure the venue one year in advance. They will determine the plan for the next year: theme and guest list.~~

~~September/October — Board begins the search for sponsors for the event. The VP Partnerships group begins the search for the three nominees. The client will work with Hospitality Management administration and faculty to write a briefing note for the students. It will set the detailed expectations, goals, must haves, and direction.~~

~~January — The VP Partnerships' marketing group prepare a media plan. VP Partnerships presents nominees go to Board Executive. The Events Management class will be given the briefing note and begin work on their plan for the program, décor, catering, marketing, and displays. They will require 10-14 weeks.~~

~~February — The students will pitch the client their plan, and will make changes based on the client's feedback. Board Executive recommends a nominee to the Board for approval (in-camera).~~

~~March — The client will give regular feedback and monitor the students.~~

~~Late March/early April — Award Presentation event, depending on the availability of the recipient, in week 12 of the semester. The client will provide students with an evaluation of the process.~~

V **REVIEW**

The process will be reviewed annually.

Reference: Annual Timeline



BOARD OF GOVERNORS

FINANCE COMMITTEE MINUTES

MEETING: Tuesday, September 4, 2018
TIME: 4:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:
Cindy Choi, Chair
Sherri Bell, President
Joanne Cumberland
Ron Rice

RESOURCES:
Deborah Huelscher, Chief Financial Officer (CFO)

REGRETS: nil

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

Finance Committee Chair Cindy Choi called the meeting to order at 4:10pm.

II APPROVAL OF AGENDA

'Budget Reinvestment 2018/19' was added to New Business.

III MINUTES OF PREVIOUS MEETING

The minutes of the April 3, 2018 meeting were approved as distributed.

IV NEW BUSINESS

1. Financial Management Report for the three Months to June 30, 2018

Deborah Huelscher, CFO, provided a summary level update on the financial results for the first quarter of the fiscal year. The consolidated summary includes the previous fiscal year for context. This year's budget is \$139M which is \$10M more than last. \$2.5M has been reserved for the Campus Master Plan and the move between campuses. At June 30, we were ahead of target by \$.9M on a consolidated basis. There was a deficit balance of \$3.7M against a budgeted deficit of \$4.6M, as the tuition is earned later in the year, but expenses are consistent throughout. The overall target is ahead of budget by \$900K. The first quarter is the least active and the forecast continues to be for a balanced budget at March 31, 2019, with potential adjustments depending on variables.

2. 2017/2018 Financial Information Act Report

Cindy Choi, Chair, advised the FIA report is a requirement of the Government and must be approved by the board. The report includes remuneration and expenses for employees who earn

more than \$75K, and a listing of suppliers who have received payments of \$25K or greater. Deborah Huelscher, CFO, noted the cut-off threshold has not been updated since 2002, resulting in a long list. In accordance with the Treasury Board directive, the board travel expenses are not included in the report, but that may change next year.

MOTION:

THAT THE FINANCE COMMITTEE RECOMMENDS THAT CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE 2017/2018 FINANCIAL INFORMATION ACT REPORT AND AUTHORIZE ITS SUBMISSION TO THE MINISTER OF FINANCE AND THE MINISTER OF ADVANCED EDUCATION, SKILLS & TRAINING.

CARRIED

3. Finance Committee Terms of Reference – Annual Review

Cindy Choi, Chair, advised that one more member is needed on the Finance committee. Ron Rice will connect with the board members at the September 6 Orientation to determine interest. A student member may be considered, but will only be on the board for one year.

4. Budget Reinvestment 2018/19

Sherri Bell, President, advised the committee on the 2018/19 investments to date, and included last year's reinvestment list for comparison. This year the focus is on putting funds aside for the Master Campus Plan, which includes the cross campus moves and renovations related to the health building.

The \$1.1M of investments have been placed in categories based on the corner posts of the Strategic Plan, followed by continuing or one-time funding. The Lansdowne and Interurban spaces opened by the moves must be suitable for learning, so may need renovations. Between the budget and reserves there is \$5M available for this purpose. Sherri will share with the board that 'continuing' means the investment is rolled into the annual budget going forward, and will provide explanations for the individual lines.

V ADJOURNMENT

The meeting was adjourned at 5:01 pm.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, October 1, 2018
TIME: 5:00 pm
LOCATION: Paul Building, Room 216, Lansdowne Campus

BOARD MEMBERS:

Ron Rice, Chair
Tim Ayers
Sherri Bell, President
Cindy Choi
Joanne Cumberland
Stefan Fletcher
Brenda McBain
Margie Parikh
Emily Rogers
Laylee Rohani, Vice chair
Rob Smythe
Al van Akker
Phil Venoit
Gultash Waraich

ADMINISTRATION:

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

GUESTS:

Michelle Alto and Al Morrison, Co-Chairs, United Way Campaign
Maria Bremner, Manager, Sustainability
Richard Gale, Director, Camosun Innovates
Janice Hanna, Director, Continuing Education & Contract Training
Peter Moroney, Director, Education Planning & Policy
Quinn Park, Outreach Coordinator, CCSS
Michel Turcotte, CCSS
Fillette Umulisa, External Executive, CCSS

REGRETS:

Geoff Wilmshurst, VP Partnerships

BOARD ASSISTANT: Heather Martin

I CALL TO ORDER

Ron Rice, Chair, called the meeting to order at 5:05 pm.

II APPROVAL OF THE AGENDA

The agenda was approved as distributed. The group photograph was moved to the end.

III INTRODUCTIONS

1. Richard Gale, Director, Camosun Innovates
2. Janice Hanna, Director, Continuing Education & Contract Training
3. Peter Moroney, Director, Education Planning & Policy
4. Michelle Alto and Al Morrison, Co-Chairs, United Way Campaign

IV BOARD MEMBER REPORTS**1. Chair's Report**

Ron Rice, Chair, noted every fall the newly elected board chair names the vice chair in accordance with the board Decision Making policy. Ron re-appointed Laylee Rohani, and she has accepted. Sherri Bell, Margie Parikh, Emily Rogers, Phil Venoit and Ron attended the Public Sector Governance Training workshop in Vancouver on September 20. Immediately following the workshop, Sherri and Ron returned just in time for the Indigenous Students Annual Welcome Feast at the Songhees Learning and Wellness Centre. It was the best attended Welcome Feasts in years. Ron joined Sherri at the College's Orange Shirt Day on September 28 at Na'tsa'maht. It supports the residential school survivors and their families. There was standing room only and it had the biggest turn-out to date.

The board will meet next on November 19 at the Interurban Campus. It will be a special 'Focus on Education' session. The board members will walk around the campus visiting specific areas learning about the programs from students, faculty and administration. The Foundation Board has been invited to attend. Ron thanked Margie Parikh who very generously donated all her board honorariums going forward to the Board of Governors Bursary fund for students.

2. President's Report

Sherri Bell, President, reported that at September 30 domestic enrolment was down slightly, which was anticipated. The K-12 entry numbers are starting to go up in elementary school so we are still getting the low numbers locally. International enrolment was up from last year by 50 students. About 1100 students are enrolled in Adult Basic Education (ABE) and English Language Development (ELD) as a program, and about 300 students are taking individual courses. Last year 46 former youth in care students were enrolled, and this year there are 57. Joan Yates is working with the Government on supports for those students. The Camosun Fast Facts brochure was distributed to board members for referral when talking about Camosun in the community.

The Public Sector Governance workshop in Vancouver on September 20 addressed bargaining. This year the Government is working on 180 collective agreements that must be renewed, including Camosun's three: BCGEU, CCFA, and CUPE. Bargaining will begin soon.

Camosun will not have a stand-alone policy on cannabis, as the Student Conduct and Smoking policies will cover it. The Student Conduct policy addresses inappropriate behavior on campus, and information about being under the influence of any substance will be added. Communications will come from Joan Yates' office. Camosun will wait to see if cannabis becomes an issue. There will be regular updates.

Orange Shirt Day on September 30 was very powerful, and it was heartening to see the number of community members, employees, students, and international students who came to support the residential school survivors.

Sherri is taking part in a presidents' leadership seminar at Harvard University in November as part of her professional development. Twenty people are registered from all over the world.

3. Foundation

Stefan Fletcher, Foundation Liaison, noted the Foundation board met last week. Jim Warr, a long-time Foundation Board member, has retired as he is 96 years old. They will host a function for him soon to acknowledge his contribution to the College.

4. Education Council

Brenda McBain, Liaison, Education Council, attended her first meeting on September 19. They received an orientation on the College & Institute Act mandate, approvals, the focus on curriculum approval, and how to access information on the public website, the SharePoint site, and the College's intranet system. Brenda was not able to attend the full-day retreat on September 24. Tim Ayers, Education Council Chair, noted the minutes from the June 20, 2018, meetings were included in the agenda package. At the retreat last Monday, Registrar Scott Harris presented changes to course credits, including standardization. They also learned about reviewing and improving the curriculum process.

5. Pacific Institute for Sport Excellence (PISE)

Phil Venoit, PISE Board of Directors member, attended his first meeting on September 26. Three board members left, and three new members were introduced. They discussed the improvements that are needed to the building and grounds, such as the replacement of the basketball and volleyball court floor. Capital investment will be required. The AGM followed the meeting. Steve Chang left the PISE board as the Camosun board liaison member, but was re-appointed as a regular member of their board.

V APPROVAL OF THE MINUTES

The minutes of the September 17, 2018 Inaugural and Regular meetings were approved as distributed.

VI NEW BUSINESS**1. The Role of a Student Society in Colleges**

Students Quinn Park, Outreach Coordinator, and Fillette Umulisa, External Executive, gave a presentation on the Camosun College Student Society (CCSS). The CCSS is the liaison with the College and other provincial and national student societies. Every Camosun student is a member. The CCSS has 4 executives, 9 directors, 6 constituency directors, 2 board representatives, 4 Education Council representatives, and 10 employees. The College & Institute Act provides for the existence of the CCSS, and fee collection on their behalf by the College, and the MOU outlines CCSS formal relations. The CCSS is audited and fiscally responsible to its members. Partnerships with the College include the ombudsman, WUSC SRP, the Walksafer program, recreation and athletics, some clubs and activities, and the Pride Parade. The CCSS advocates for fairness for international student fees, the cost of texts, municipal voting, and consent campaigns. They advocate for students at the institutional, municipal, provincial and federal levels. Some of the services they offer students include a health and dental plan, a mental health awareness plan, Upass, a food bank, recreation, and a dog de-stress program at exam time.

2. Creativity and Innovation**i) Awards**

Sherri Bell, President, advised the College awards \$100K per year to Creativity and Innovation projects. The application format is one-page online. Each application must be from a team

that represents a variety of disciplines and departments. Last year the focus was Interaction and Applied Learning, but it is different each year. A committee assesses the applications which must be creative, innovative, team based and have a student-centered focus. Each team makes an 'elevator pitch' which is then posted on the web. There are a variety of one-time and sustainable projects. In the current year, 16 projects were funded. Sherri was the committee liaison to the 'Camosun Farmer's Market' project.

ii) Camosun Farmer's Market Project

Maria Bremner, Sustainability; Tamara Olson, Event Rentals; Brad Boisvert, Hospitality Management; and Victoria Peter, student, gave a presentation on 'Camosun Farmer's Market'. The project had 14 team members from many schools. The market is a farm to campus event, intended to connect people to land and community.

The project supports the four posts of the Strategic Plan. Students from five programs were involved throughout. They did the planning and development, the content on the website, the integration of sustainability, the networking with the vendors, and will do an evaluation afterwards. It builds community relationships with externals, and shows Camosun's positive role in the community. It provides an opportunity to meet those who grow the food, and learn about sustainable, accessible, affordable, local, healthy food. It is a one of a kind market offering unique interdisciplinary and applied learning to students.

It will take place on October 3, 2018, from 2:30 to 6pm in the Lansdowne causeway. There will be 16 paying vendors, 8 Camosun booths, 2 food trucks, and 4 community partners. Any food leftovers will go to the CCSS food bank. The team hopes to make it an annual or seasonal event.

VII ADJOURNMENT

The meeting was adjourned at 6:37 pm.

VIII GROUP PHOTOGRAPH

Ron Rice, Chair

Date

Heather Martin, Recorder



Board Summary 360 Feedback – Sherri Bell

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

November 9, 2018



This narrative 360° feedback process was initiated at the request of Sherri Bell and the Board of Governors with the primary objective of obtaining feedback regarding selected aspects of her leadership performance as President of Camosun College.

Respondent Selection & Profile

A total of ten (10) key stakeholders were identified as interview participants for the narrative 360 process. This group consisted of board members, executives and other senior-level management staff. All ten individuals agreed to participate; interviews were occurred during the period of September 5–October 4, 2018.

Seventeen (17) individuals representing various key stakeholder relationships with Sherri were invited to participate in the online survey. These individuals included board members, faculty, staff, union leadership and influential external stakeholders. The survey was conducted during the period of September 26–Oct. 12, 2018.

Content & Format of Questionnaires

Questions for the in-person interviews and online survey were developed through consideration of the President's role, with reference to the summary 360 results of 2016 and joint conversations between Sherri and Ron Rice. Close alignment existed between the sets of questions for both the interviews and survey.

Key areas covered within both the interviews and survey were:

- *Significant contributions or accomplishments over the past three years*
- *Significant priorities for the next 12-24 months*
- *Effectiveness in advancing the strategic plan and major priorities*
- *Appreciation and benefit of Sherri's leadership*
- *Demonstration of key leadership behaviours*
- *Improvements in culture and learning/work environment*
- *Primary recommendations and/or advice*
- *General observations and comments*

Survey Process

All potential interview and survey respondents were provided with an invitation email in advance of both interview scheduling and distribution of the survey questionnaire. The invitation, sent under Ron Rice's signature, provided background rationale and purpose for the narrative 360 initiative.

All ten of the invited interview candidates (100%) participated in the feedback process. Participants received a copy of the actual interview questions one week in advance of their scheduled interview. Interviews ranged in length from 35-65 minutes.

Fourteen of the seventeen invited survey candidates (82%) completed and submitted their responses to the online survey.

Summary results, in report format, were provided to Sherri and members of the Executive Committee accompanied by in-person debrief/interpretation sessions led by the project consultant.

Key Observations/Findings**1. Significant Accomplishments****1.1 Creating and Implementing the Strategic Plan**

- Creation and initial implementation have been well done
- Values-based plan is simple yet comprehensive, inclusive and engaging
- Sherri is very good at linking initiatives, projects and key activities to the strategic plan
- Monitoring progress on major priorities continues to be a key focus

1.2 Strengthening External Relationships

- Acts as the highly visible face of Camosun to the local community; attends large number of events throughout the year; strong community presence
- Networks actively with key donors, business community and government; communicates actively with various external groups and constituents
- Strengthened Camosun's reputation and credibility with the BC Government, her colleagues at other institutions and the broader higher-education sector
- Highly strategic and thoughtful in terms of her engagement efforts

1.3 Re-energizing and Aligning the College

- Demonstrates high energy and an enthusiastic approach to her work; her warmth and caring are recognized and appreciated by others
- Highly visible presence on campus and a source of inspiration to many staff, faculty and students; engagement scores have improved in recent years
- Several organizational silos have been diminished or eliminated; there's a stronger sense of community across the College
- Many functions, work units and teams appear to be more collaborative and aligned in their work

1.4 Strengthening Student Focus

- Passion and support for learning and education is very apparent to internal and external stakeholders
- Encourages and supports a strong focus on student experience
- Emphasis on student experience has cascaded throughout the College; the paradigm of the College has shifted significantly in this area

1.5 Supporting Indigenization

- Provides strong leadership in this area, highly committed and engaged
- Supports a variety of related initiatives (e.g., TRC initiatives, TTW offerings, Orange Shirt Day, Conversation Day focus, CETL position)
- Demonstrates courage and persistence in advancing this agenda; actively engaged in regular communications regarding indigenization
- Indigenous focus and integration are becoming more of a reality in daily Camosun 'life'

Key Observations/Findings**2. Key Priorities****2.1 Complete Centre for Health & Wellness**

- Complete the health sciences building within allocated budget and timeframe
- Ensure stakeholders have a sense of engagement in, and contribution to, proposed changes
- Recognize the social and cultural aspects of the move; pay close attention to the change process; help people navigate the stress of moving to different campuses
- Work to build and strengthen campus communities once the move has occurred; solid relationships will be the foundation for longer-term success

2.2 Establish Student Housing

- Continue to influence, advocate and lobby for funding and requisite approvals
- Develop a comprehensive plan to implement student residences assuming appropriate support and resources
- Actively engage key stakeholders and broader community in the planning and development process

2.3 Craft and Implement Campus Renewal/Master Plan

- Complete and activate the plan in a way that engages and involves stakeholders
- Ensure appropriate project and change management strategies are in place to support this key long-term initiative

2.4 Gauge College Capacity for Change

- Incorporate a rigorous filter to determine organizational capacity for change; while many staff and faculty are supporting numerous change initiatives, fatigue is setting in for some teams and work units
- Significant demands in terms of workload and pace may be creating conditions for 'burnout' at leadership levels
- Ensure scope, pace and implementation of change is based on organizational capacity

Key Observations/Findings**3. Appreciated and Beneficial Leadership Attributes****3.1 Personal Style**

- Very personable, warm and engaging; informal and approachable
- Genuine, authentic, real and vulnerable
- Caring and respectful; honest and believable
- Highly energetic and enthusiastic; humorous and fun

3.2 Engagement

- Demonstrates humility and sincere curiosity; puts herself in the position of learner – quite willing to learn from others
- Listens well and takes comments as discussion points and not necessarily criticism; generally open to new ideas, not attached to recommendations she makes
- Very consultative and collaborative; values the perspectives of others; people feel consulted on key issues and initiatives
- Interacts with all levels of College community, has a good read on the College and its people; appears comfortable talking to all levels

3.3 Support

- Implicitly trusts her staff; provides them the freedom to do what's required
- Demonstrates high levels of confidence in her team members
- Always has her team members' 'backs' – even in difficult situations
- Very supportive of staff and faculty at board meetings
- Good coach and mentor for her direct reports

3.4 Direct and Pragmatic

- Very direct, demonstrates candor with others
- Facilitates clear and focused conversations regarding key issues
- Clearly states her perspective and position when appropriate
- Very pragmatic – gets things done; very action-oriented
- Knows how to say 'no' to others in appropriate style

Key Observations/Findings**4. Key Leadership Behaviours****4.1 Seeks out other's perspectives to bring clarity, focus and resolution to key issues**

- Allocates dedicated time to seek out and hear others' perspectives
- Routinely asks for input from a variety of stakeholders; actively solicits feedback from College leadership on key issues, opportunities and decisions
- Demonstrates an open-minded approach to the perspectives of others; takes a learning orientation to the feedback that she receives
- Actively involves others in the decision-making process when they have relevant information and perspective

4.2 Clearly communicates strategic priorities so that others know what they're working towards

- Very clear on the importance of the strategic plan; uses every opportunity to reinforce the key priorities within the strategic plan; ties initiatives and projects back to strategic direction
- Constantly references the strategic plan and major priorities in her conversations, meetings and presentations
- Consistently communicates strategic priorities in various leadership meetings across the campus (e.g. CET, SLT)
- Demonstrates clarity with the board in terms of strategic priorities; operations meetings with exempt staff often focus on key issues and priorities related to strategic direction

4.3 Promotes a dynamic, flexible and collaborative approach within the workplace

- Sherri actively demonstrates this behaviour in most situations; in terms of flexibility, she is not necessarily 'married' to any one particular approach
- Sets clear expectations for flexibility and collaboration within the College; relies on leadership teams to implement this within their functions, work units and teams
- Executive team has freedom to bring forward new, different and opposing ideas related to College strategy and operations
- Sherri is very dynamic; people see her as passionate and her enthusiasm is 'contagious;' grabs onto new ideas beyond the 'tried and true' (e.g., campus renewal goes far beyond just the health sciences component)

Key Observations/Findings**5. Key Opportunities**

Stakeholder feedback indicates the following key areas for development and improvement:

5.1 Stay Focused on the Big Picture

- Tendency, at times, to 'dive' into operational matters when it's not necessary
- Try to stay 'out of the weeds,' particularly when stress levels are high
- Avoid micromanaging and delegate, as appropriate, to the leadership team
- Try not to jump into operational issues/problems unless absolutely required

5.2 Increase Capacity to Host Difficult Conversations

- Create different dynamics and context to hear 'real' feedback; enable others to be truthful and genuine in terms of challenging feedback
- Develop an 'appetite' to dig past the superficial and 'pleasing' behaviour of others; seek out and directly ask about trouble spots and issues
- Demonstrate increased capacity to hear people point out risks and vulnerabilities in relation to people-related practices, issues and decisions
- Demonstrate receptivity to alternate opinions and perspectives around topics that are considered 'givens' (e.g., applied learning, indigenization)



Board Briefing Note for Information

Submitted by: Barbara J. Severyn, Executive Director of Human Resources

Date: December 3, 2018

Topic: **Camosun College Collective Bargaining 2019**

Background

The terms and conditions of employment for unionized employees at Camosun College are governed by three collective agreements which expire in 2019 as follows:

Union	Expiry
BC Government and Service Employees' Union, Part of Local No. 701 ("BCGEU") - Local and Common Agreements	March 31, 2019
Camosun College Faculty Association ("CCFA") - Local and Common Agreements	March 31, 2019
Canadian Union of Public Employees ("CUPE") Collective Agreement	June 30, 2019

The Public Sector Employers Act sets out the statutory foundation for governance and coordination of public sector bargaining across BC with the Public Sector Employers' Council (**PSEC**) being responsible for strategic coordination of labour relations across the public sector. In total, PSEC oversees renewal of 183 collective agreements which, in 2018, represents approximately 326,000 unionized employees, 120 employers and a unionized compensation base of approximately \$23.4 billion. The Post-Secondary Employers' Association (**PSEA**) is the employer bargaining agent for all public colleges, special-purpose teaching universities, and institutes in BC. Camosun College is one of 19 public colleges whose bargaining processes are governed by PSEA/PSEC.

PSEC signaled that negotiations were expected to begin sooner than would typically occur and in late August 2018, PSEA requested that draft bargaining proposals for all three collective agreements be submitted by September 28, 2018. They further indicated that negotiations were likely to occur in the following order: BCGEU faculty, then CUPE support staff followed by CCFA faculty. Prior to commencement of bargaining, all colleges must complete and submit bargaining plans for approval by PSEA/PSEC to govern negotiations.

Bargaining proposals must align with the Government's current mandate which outlines three core priorities:

1. Improving the services people count on;
2. Making life more affordable; and,
3. Building a strong, sustainable economy.



Negotiating Mandate

The **2019 Sustainable Services Negotiating Mandate** is designed to support Government's priorities with goals being:

- Provide certainty and stability through freely negotiated agreements;
- Improve the services British Columbians rely on; and
- Ensure bargaining outcomes are affordable and sustainable.

The overarching goal is for the parties to focus on concrete measures to sustain, enhance and modernize the delivery of services that British Columbians rely on. It also aims to make life more affordable and supports a strong, sustainable economy through fair treatment for employees while remaining affordable for citizens.

Elements of the 2019 mandate include:

- Three-year term;
- General wage increases of 2% in each year; and,
- Ability to negotiate supplemental, conditional and modest funding that can be used to drive tangible service improvements for British Columbians (Service Improvement Allocation).

Proposal Development and Bargaining Committees

Camosun College met the September 28, 2018, deadline for submission of draft bargaining proposals. Through a consultative process of soliciting feedback and meeting with workplace leaders, key bargaining themes have been identified and Human Resources continues to engage with leadership to develop bargaining proposals that will serve the College's needs and are consistent with the Government's mandate. Camosun College will be utilizing a PSEA Chief Spokesperson (Chris Rawson) and Bargaining Committees have been convened with representatives from schools, service areas and human resources.

Strategic Roles in Collective Bargaining and Final Approvals

The **Executive Steering Committee** provides the strategic direction to the Local Bargaining Committee. It includes the President and members of the College Executive Team.

The **Local Bargaining Committee** is responsible for negotiating on behalf of the institution, including:

- Preparing preliminary submission/proposals;
- Considering operational impact of proposals and alternatives;
- Taking their own negotiating notes;
- Presenting the institution's proposals to PSEA for approval;
- Bargaining a tentative agreement; and,
- Making presentations to the College's executive committee and/or Board

Once tentative agreement has been reached at the bargaining tables, the proposals need to be ratified by the parties (ie. the union, PSEA as well as the PSEA Board). At that time, Human Resources will provide the



Board with a summary of the tabled proposals from each party (the Union and the College) for the Board's consideration and final approval.

What has occurred to date

PSEA received notice to bargain from the BCGEU in late September. A bargaining committee to negotiate the BCGEU Faculty Common Agreement was formed with representatives from the five institutions that are party to this agreement – Camosun College, Coast Mountain College, Northern Lights College, Okanagan College and Selkirk College. Bargaining took place over two weeks at the end of October and into early November. A tentative memorandum of settlement for the BCGEU Faculty Common Agreement was reached which the parties agreed to keep confidential until each of the respective local tables have reached a settlement on their local issues and the parties have ratified the entire Local and Common Agreement. All five of these member institutions are now proceeding to local bargaining with their respective locals. Tentative bargaining dates have been set with Camosun College's BCGEU Local for November 30, 2018, and December 10 to 14, 2018.

No additional bargaining is expected to commence until January or February of 2019.



CCFA Report to Camosun Board of Governors

3 December 2018

In recent years, the Camosun College Faculty Association has fallen out of the habit of submitting Board reports; it is my pleasure to revive the tradition. The CCFA represents the majority of instructors at the College, as well as many non-instructional faculty including counsellors, coordinators, curriculum developers and librarians. We are (with due respect to our BCGEU colleagues) the front-line employees in most Camosun classes. We deliver the education and know the students, and take these responsibilities very seriously as professionals. For many of us, teaching is not just a job, but a calling. So we trust you will have an interest in hearing from us now and again.

The CCFA's bread-and-butter work consists of educating faculty members on their collectively bargained and legislated rights, and representing them when conflicts arise – usually with management, but sometimes with co-workers. It is probably inevitable in an organization as big as ours that disputes over collective agreement matters will arise, and we do indeed have a number of formal grievances working their way through the system – some at the highest level, awaiting arbitration. There are frustrations. We appreciate, however, that labour relations at Camosun are generally handled with mutual courtesy and goodwill, rather than the rancor we hear about from too many other institutions. College leadership and Human Resources deserve credit for fostering that tradition. We hope to build on it, while still strongly advocating for our members, as the academic year continues and we move into collective bargaining.

Speaking of bargaining, the current CCFA collective agreement expires at the end of March, 2019. We have been quietly preparing for bargaining for some time now, both locally and at the provincial level through our umbrella union, the Federation of Post-Secondary Educators. FPSE has also worked hard at lobbying the province on several issues of common concern. Those efforts are at least partly responsible for significant recent gains, such as the restoration of funding for tuition-free ABE programs, and the restored legal right of faculty union representatives to sit on college boards. We have also experienced an uptick in access to, and sympathy from, high-ranking provincial politicians, including the Premier and the Ministers of Advanced Education and Labour. Within that political landscape, we are hopeful for a round of genuine bargaining and meaningful progress for our members. We have certainly all been feeling the pinch, as the cost of living in Victoria climbs ever upward (and our workloads seem to follow.) We believe that gains for faculty will translate into gains for all, and make Camosun a better workplace and a stronger college.

(And as a wise person recently told me, “Our working conditions are the students’ learning conditions.”)

I want to conclude by thanking you for your service on Camosun's Board of Governors. We are fortunate to have such a diverse and dedicated group working to oversee and advance the College. I

believe we all have common cause in making this the best place it can be to study and to work, and I look forward to staying in touch with you over the rest of the year. My predecessor in this role, Al Morrison, arranged for a brief social mixer between the Board and the CCFA Executive last year; that was lovely, and we would be pleased to do it again. Otherwise, don't hesitate to contact me or any other CCFA representative if you ever have a question, or just want to chat. Our door is open to you.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Ayles'.

Chris Ayles

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President, CCFA

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