BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: **Wednesday, September 22, 2021**
TIME: **immediately following Inaugural meeting**
LOCATION: **Paul 216, Lansdowne Campus**
ONLINE: **Teams**

BOARD MEMBERS:
Monty Bryant, Chair
Bijan Ahmadi
Sherri Bell, President
Tanya Clarmont, Vice Chair
Joanne Cumberland
Amanda Garner
Puneet Kaur
Lindsay Kearns
Richard Margetts
Brenda McBain
Ruth Mojeed Ramirez
Mike Stubbing
Al van Akker

ADMINISTRATION:
John Boraas, VP Education
Heather Cummings, VP Student Experience
Deborah Huelscher, VP Administration & CFO
Rodney Porter, Exec. Dir., Communications & Marketing
Barbara Severyn, Exec. Dir., Human Resources
Geoff Wilmshurst, VP Partnerships

REGRETS: Brent Palmer

EXECUTIVE ASSISTANT: Heather Martin

Camosun College campuses are located on the Traditional Territories of the Lekwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

			PAGE
I	**CALL TO ORDER**		
II	**APPROVAL OF THE AGENDA**		
III	**BOARD MEMBER REPORTS**		
	1. Chair's Report [10 min] (Monty Bryant)	no attachment	
	2. President's Report [10 min] (Sherri Bell)	no attachment	
	3. Foundation [5 min] (Brent Palmer/Geoff Wilmshurst)	no attachment	
	4. Education Council [5 min] (Bijan Ahmadi/Ruth Mojeed Ramirez)		
	i) Minutes of the May 19, 2021 meeting	attachment	4
	5. Pacific Institute for Sport Excellence (no report - meets Sept. 29)	no attachment	

			PAGE
IV	**BOARD COMMITTEE REPORTS**		
1.	Audit Committee [5 min] (Tanya Clarmont, Deborah Huelscher)		
i)	Selection of the Auditor *	attachment	8
2.	Executive Committee [5 min] (Monty Bryant)	no attachment	
i)	Five Year Capital Plan [10 min] (Deborah Huelscher) *	attachment	9
ii)	Ad Hoc Governance Policy Review Committee [5 min] (Monty Bryant) *	attachment	17
3.	Finance Committee [10 min] (Mike Stubbing)		
i)	Minutes from the April 6, 2021 meeting	attachment	19
ii)	Report from the September 7, 2021 meeting	no attachment	
a)	Financial Information Act Report *	attachment	21
V	**APPROVAL OF THE MINUTES**		
1.	Minutes of the June 14, 2021 meeting [2 min] (Monty Bryant)	attachment	48
VI	**NEW BUSINESS**		
1.	Accountability Plan and Report [15 min] (Rodney Porter, Sherri Bell)	enclosure	
2.	FTE Enrolment for 2020-2021 [15 min] (Heather Cummings)	attachment	54
VII	**ADJOURNMENT**		
*****	Requires a decision. See Page 3 for the proposed motions.	attachment	3

BOARD OF GOVERNORS

Wednesday, September 22, 2021

IV BOARD COMMITTEE REPORTS

1. AUDIT COMMITTEE

i) Selection of the Auditor

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS COMMENCING WITH THE REPORTING YEAR ENDING MARCH 31, 2022 TO MARCH 31, 2026, TO BE REAPPOINTED ANNUALLY.

2. EXECUTIVE COMMITTEE

i) Five Year Capital Plan

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE SUBMISSION OF CAMOSUN COLLEGE'S FIVE YEAR CAPITAL PLAN (2022/23 to 2026/27) TO THE MINISTER OF ADVANCED EDUCATION AND SKILLS TRAINING.

ii) Governance Policy Review Committee

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE TERMS OF REFERENCE FOR THE AD HOC GOVERNANCE POLICY REVIEW COMMITTEE.

3. FINANCE COMMITTEE

ii) a) Financial Information Act Report

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE 2020/2021 FINANCIAL INFORMATION ACT REPORT AND AUTHORIZE ITS SUBMISSION TO THE MINISTER OF FINANCE AND THE MINISTER OF ADVANCED EDUCATION AND SKILLS TRAINING.

TOP

APPROVED Minutes

REGULAR MEETING
Wednesday, May 19, 2021
4:00 – 6:00 pm
Video Conference

Present

Voting Members

1. Andrea Kucherawy, Support Staff (Vice-Chair)
2. Bijan Ahmadi, Faculty (Chair)
3. Blair Fisher, Faculty
4. Chris Avis, Faculty
5. Debbie Hlady, Administration
6. Disha Khattry, Student
7. Janet Danks, Support Staff
8. Jennifer LeVecque, Faculty
9. Connie Klassen, ICC Chair
10. John Boraas, Administration
11. Puneet Kaur, Student
12. Mark Fournier, Faculty
13. Richard Stride, Administration
14. Ruth Lyall, Faculty
15. Ryan Russell, Faculty
16. Scott Harris, Administration
17. Isabel Grondin, Faculty

Non-Voting Members

Joanne Cumberland, Board of Governors
Kimberly Eden, Temporary Secretary
Peter Moroney, Education Policy & Planning
Sherri Bell, President
Todd Ormiston, Indigenization Representative

Guests:

Richard Doucet
Rashed Al-Haque
Susan Pang
Heather Cummings

Regrets/Absent:

Vivian Fayowski, Faculty
Robin Fast, Faculty

ITEM	PRESENTER
A. CALL TO ORDER AND DECLARATION OF QUORUM	**Bijan Ahmadi**

The regular meeting was called to order at 4:01 pm. Quorum was reached.

ITEM		PRESENTER
B.	**ACKNOWLEDGEMENT OF COAST SALISH TERRITORY** *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. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html>*	**Bijan Ahmadi**
C.	**ACCEPTANCE OF AGENDA** The agenda for May 19, 2021 was approved by unanimous consent.	**Bijan Ahmadi**
D.	**MINUTES FOR APPROVAL** The minutes for the April 21, 2021 meeting were approved by unanimous consent.	**Bijan Ahmadi**
E.	**REPORTS**	
	1. Education Council Chair Bijan welcomed our guest Richard Doucet. There is a provision within the Elections Act that permit CCSS to appoint a special representative to EDCO when positions go unfilled. Richard is that representative. Richard will participate until the November bi-election and if he is successful in the bi-election, he would become a voting member. Welcome Richard.	**Bijan Ahmadi**
	2. VP Education John Boraas reported that we are doing a lot of work beginning to shift our thinking to our return to campus. We will keep council apprised of any changes that affect curriculum within our programs.	**John Boraas**
	3. Board Member Joanne Cumberland reported: • There is a lot of information coming in around our return to campus in September • International enrolments strong for fall • Collaboration with restaurants – food affair • President search committee is on going	**Joanne Cumberland**
F.	**COMMITTEE REPORTS**	
	Education Council Policy and Standards Committee Peter Moroney reported that the committee met on May 18. The discussions were around the Grading Policy and the language around submissions of final grades. The proposed language is current being circulated for consultation. If we find only minor tweaks are needed we will bring the policy to EDCO next month but if a larger revision is needed it may take longer to come to this table. The committee also looked at the Evaluation of Student Learning Policy which is evolving. Rashed	**Peter Moroney**

ITEM		PRESENTER
	will be walking this committee through the draft today as we wanted to consult with EDCO early in the process.	
G.	**INTEGRATED CURRICULUM COMMITTEE REPORT**	**Connie Klassen**
	Connie reported that we have some curriculum under review but none before council today. Connie will share the link to the notes of upcoming curriculum once developers have responded. Bijan added that at some point in the future we will want a link that lists all category three changes prepared for EDCO.	
	Items for Discussion Medical Compassionate Withdrawal policy Pete and Heather advised that this policy has come to the committee earlier. There have been minor changes with the largest change being which office is the policy holder. It was the VP Education and now it's the VP Student Experience. There were also some edits to the definitions section ie: added the word registered and clarified the role of CAL. We clarified that there is a different between who can support a compassionate withdrawal request or a medical withdrawal request. Moved: Purdeet moved and Disha second Motion: Strike the word immediate from document Bring motion forward: to amend document as submitted – Bijan moved to amend the policy: Under Purpose and Rationale section: strike the word immediate. Second – Ruth Vote – none apposed Carried no abstentions Edco approves the changes to the Medical Compassionate Withdrawal Policy Motion stands before us Vote on policy – all in favour no opposed, no abstentions Policy passed **Presentation and discussion** Program Suspension: Environmental Technology John advised that this program will go through a review as the department works towards program sustainability and in line with similar programs across the province. We have met with the department and agreed to pause the program for a year to allow for the review. This will happen without layoffs to faculty and staff. Targeting to welcome students in September 2022. The department endorses this suspension and we will provide some release time to do the necessary work needed to move this forward In-progress students will not be disrupted. **DISCUSSION ITEM** Evaluation of Student Learning Policy Rashed reported that the work on this draft policy began late in the winter term. It was determined we needed a policy that reflected the college's values and principles around how we evaluate students – best practices. We've met with chair	

ITEM		PRESENTER
	groups, unions, CCSS, ombudsperson, stakeholders across the college to get a sense of what this policy should cover. We bring the draft policy to this table to consult with EDCO early in the process. Rashed will send the draft policy to Bijan who will distribute it to the committee. Reminder: upcoming June 23 special election for chair/vice chair EdCo June 23 @ 4:00 regular business at 4:10 New members next year's council	
I.	**ADJOURNMENT** The meeting adjourned at 5:40 pm.	**Bijan Ahmadi**

BRIEFING NOTE
Board of Governors

SUBMITTED BY: **Deborah Huelscher, VP Administration & CFO**
DATE: **September 22, 2021**
TOPIC: **Selection of the Auditor**

For Information: For Decision: X For Discussion:

1. OVERVIEW

Section 55 of the *College and Institute Act* states that unless the Auditor General is appointed in accordance with the *Auditor General Act* as the auditor of an institution, the institution must appoint an auditor to audit the accounts of the institution at least once each year. KPMG completed its 6th year as the College's auditor in fiscal 2020/21.

The Audit Committee has responsibility to make a recommendation to the Board of Governors for the appointment of auditors. The College has administered a selection process, led by the VP Administration & Chief Financial Officer, including:

- Issuing the Request for Proposal;
- Evaluating the proposals received;
- Recommending to the Audit Committee the prospective auditor who best meets the selection criteria; and
- Providing supporting documentation to the decision.

There was only one respondent to the RFP, Camosun's auditor for the past six years, KPMG. The proposal was evaluated against the criteria set out in the RFP and KPMG received full points.

2. OPTIONS

- Approve the appointment of the recommended auditor.
- Do not approve, and continue the search.

5. RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS COMMENCING WITH THE REPORTING YEAR ENDING MARCH 31, 2022 TO MARCH 31, 2026, TO BE REAPPOINTED ANNUALLY.

6. SUPPORTING DOCUMENTATION:

nil

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5-Year Capital Plan 2022/23 to 2026/27

Camosun College

July 2021

TOP

Executive Summary

Camosun College is located in beautiful Victoria, British Columbia with campuses on the Traditional Territories of the Lekwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Guided by an inspiring strategic plan and administered by a professional community of talented faculty, staff and senior executives, Camosun enrolls over 20,000 learners each year, including over 1,200 Indigenous students and 2,100 International students. Camosun College has two campuses; Lansdowne Campus is located at 3100 Foul Bay Road, and Interurban Campus is located at 4461 Interurban Road, together with our five satellite partnership centres. Between the two campuses, Camosun provides programs in the following areas: Centre for Indigenous Education and Community Connections (Eyēʔ Sqâ'lewen), Centre for Sport and Exercise Education, School of Access, School of Arts and Science, School of Business, School of Health and Human Services, the School of Trades and Technology and Continuing Education and Contract Training.

For the 2022/23 to 2026/27 period, Camosun College has identified six major capital projects. The six projects are pivotal to the growth of the college, and to support the institution's ability to continue to provide an outstanding educational experience for all students and faculty.

All six projects identified align with Camosun College 2019 Campus Master Plan, which can be provided upon request.

DRAFT

Camosun College 2022/23 – 2026/27 Five Year Capital Plan					
Priority	Projects	Construction Start Date	Anticipated Occupant Date	Project Budget Current Year	Project Budget Prior Year
1	Student Housing	Q1 - 2024	Q1 - 2026	$108.3M	$84.3M
2	Young Building Renewal	Q2 - 2024	Q3 - 2026	$96.3M	$93.2M
3	Engineering Technologies Lab & Classroom-Lab Conversion	Q1 - 2023	Q3 - 2024	$8.8M	-
4	Fisher Consolidated Help Centre & Academic Support	Q1 - 2023	Q1 - 2024	$7.2M	-
5	Ewing Building Renewal & Academic Program Relocation	Q1 - 2025	Q1 - 2026	$21.8M	$16.9M

TOP

6	Huber Hall Renewal and Expansion	Q4 - 2025	Q2 - 2027	S17.0M	$35.M

Priority I – Student Housing

Future Student Housing Rendering.

Camosun has long recognized that many potential learners have had to forgo opportunities to attend the College, due to a lack of available student housing on campus. This significant barrier has been exacerbated, overall, by the shortage of rental accommodation within the Greater Victoria area - currently at a 2.2% vacancy rate (CMHC, 2020.) While studied at great depth, the financial feasibility of providing student housing on campus has been out of reach for the College. The Provincial Government's current program and focus on housing has opened the door to new possibilities. In anticipation of this exciting opportunity, the College engaged the Scion Group in 2018 to perform a Market Demand Analysis to ascertain the feasibility and demand for housing on campus. The study clearly indicates that Camosun is well-positioned to accommodate an up to 450-bed housing facility at the Lansdowne Campus. Camosun recognizes that a housing facility will require significant infrastructure upgrades to the campus as well as additional services with associated operating costs. Due to the requirements and space constraints Camosun College is proposing up to 450-bed housing facility located on its Lansdowne Campus.

Camosun College is currently developing a business case for this project as part of the capital planning process. The estimated project costs are estimated at $108.3 million dollars, with a construction schedule starting Q1-2024 to Q1-2026.

TOP

Priority 2 – Young Building Renewal

The Young Building Renewal is Camosun College's second priority and falls under Category 2: Whole Asset Replacement and Renewal Projects. The building has been in continuous use for the past 106 years, the last 50 by Camosun College. In 1979 the building was designated a heritage site by the district of Saanich. The Young Building consists of 3 floors of classroom, lab and office space with a gross size of 5,140 square meters, which accounts for 30% Camosun's Lansdowne campus classrooms.

The Camosun vision for the project is based on four primary objectives: building renewal, student experience, Indigenization, and alignment with the institution's mission: *to build a better future for the community with relevant, innovative, and applied education*. The proposed project involves the following scope: exterior restoration, interior remodeling of the existing three stories, and an interconnected two story, 1,450 gross square meter addition to consolidate the School of Arts programs on the Lansdowne campus. These integrated scopes of work will address the current building condition, safety concerns, and accessibility issues by remediating the exterior deterioration of the building while transforming the Young Building into a 21st-century operationally and functionally efficient academic facility which showcases and conserves the community's prized heritage asset.

Camosun College has undertaken an Opportunity Assessment Report as part of the capital planning process. The projected project costs are estimated at $96.3 million dollars, with a construction schedule starting Q2-2024 to Q3-2026.

TOP

Priority 3 – Engineering Technologies Lab & Classroom-Lab Conversion

The Technologies building at Interurban Campus currently houses all of the college's engineering & computer technology programs. Theavailable lab space is not able to meet the requirements for this rapidly growing program area. The construction of the Centre for Trades Education & Innovation (CTEI) in 2016 relocated a number of trades programs from the Jack White building to CTEI. The currently underutilized Trades bay in the Jack White building presents an opportunity to relocate the engineering technology lab spaces to a much larger and more appropriate space for students. The relocation of engineering technology labs to the Jack White building in turn presents an opportunity to repurpose vacated lab spaces in the Technologies building into much needed classroom and computer lab spaces in support of growing computer technologies and other programs.

The final outcome for the Jack White building will be a fully repurposed former automotive bay converted into a consolidated Engineering Technologies lab. The final outcome for the Technologies building will be a renovated north-east interior of the building to support the need for additional classrooms and labs for expanding technologies courses such as Interactive Media Developer and Network Administrator.

The estimated project costs are $8.8 million dollars, with a construction schedule starting Q1-2023 to Q3-2024.

TOP

Priority 4 – Fisher Consolidated Help Centre & Academic Support

The move of the School of Health & Human Services to the Alex & Jo Campbell Centre for Health and Wellness at Interurban created vacant space at Lansdowne to be repurposed to meet current campus needs. Preliminary planning began in 2019 with results outlined in the campus renewal feasibility study. The first and most significant project – the complete renewal of the Wilna Thomas building – is currently under way with construction scheduled to complete in March 2022.

The next project identified in the 2019 study is the conversion and renovation of spaces in the Fisher building into a consolidated help centre and academic support space. This new centre will provide students with a single centralized location to access a wide range of study supports across multiple program areas. The project will also right-size approximately 4 classrooms and remove layout inefficiencies, and provide break-out spaces for student study and gathering off the common area hallways. Space on the second floor will be improved by creating a north-south corridor anchored by two student gathering spaces that allow the introduction of additional light by opening up these exterior spaces to the building interior. Faculty office spaces will also be provided in support of the help centre activities as well as general faculty office space needs by including a mix of enclosed as well as open office concept spaces.

The final outcome will be a partially repurposed 2nd floor of the Fisher building with a consolidated help centre and academic support space that will improve access for students to these currently dispersed services and make more efficient use of space.

The estimated project costs are $7.2 million dollars, with a construction schedule starting Q1-2023 to Q1-2024.

TOP

Priority 5 – Ewing Building Renewal

The Ewing Building was originally built in 1952. The Building is currently used for a range of purposes. Level 1 consists primarily of classrooms and computer labs. Level 2 has classrooms, the Math Help Lab, academic and administrative offices and Eyē? Sqâ'lewen – The Centre for Indigenous Education & Community Connections. Level 3 has classrooms and the Information Technology Services offices and servers for the whole college.

The scope of this project consists of addressing all deferred maintenance and upgrades as identified in VFA. This building renewal scope of work includes: interior finishing, distribution equipment, security and fire protection, mechanical and electrical systems, LAN systems. In 2019 Camosun undertook a campus renewal feasibility study to support the development of the 2019 Camosun College Campus Master Plan. The feasibility study proposes upgrades to the Ewing Building that are also included in this project. Renovations to the 2nd floor of the Ewing building consist of the following: increased administrative and academic workspaces including a resource room, a shared meeting room and improved kitchen/lounge space for the building. An improved space for Eyē? Sqâ'lewen is included as well as adjacent student gathering space. Classrooms are upgraded and re-sized to increase capacity.

The building renewal project scope is aligned with the campus renewal feasibility study project for the Ewing building. The benefit of aligning and concurrently undertaking both opportunities are cost saving for both projects, and a reduced timeframe of disruption to users of the building. These benefits will be realized by undertaking a single project that will result in a completely renewed and upgraded building including functional upgrades to the 2nd floor.

The estimated project costs are $21.8 million dollars, with a construction schedule starting Q2 -2024 to Q4 – 2026

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Priority 6 – Huber Hall Renewal and Expansion

The Huber Hall building on Interurban Campus was built in 1970 and functions primarily as a Culinary Arts training facility, campus main cafeteria and student space. It is 1894 gsm in size and also houses the Classroom Restaurant which operates as a fine dining restaurant for limited hours as part of the culinary arts training program. It consists of classrooms, labs, offices, kitchen, cafeteria, restaurant, student space and meeting/event space.

It is now over 50 years old and suffers from multiple deferred maintenance deficiencies with most building components having met or exceeded their life expectancy. In 2006 the cafeteria interior was renovated to improve the layout and upgrade interior finishes, however, the major building systems have never been upgraded. The kitchen and teaching lab areas are old-fashioned and functionally inefficient; equipment is outdated, worn and in need of replacement.

This project request consists of renewal all of the current building deferred maintenance and includes a 500m2 expansion to 1,894 gross square meter facility to address current and future anticipated space needs for cafeteria seating space, washrooms and kitchen space.

The estimated project costs are $17.0 million dollars, with a construction schedule starting Q1 -2024 to Q4 – 2026.

DRAFT

TOP

BRIEFING NOTE
Board of Governors

SUBMITTED BY: **Monty Bryant, Chair**
DATE: **September 22, 2021**
TOPIC: **Ad Hoc Governance Policy Review Committee – Terms of Reference**

For Information: For Decision: x For Discussion:

1. OVERVIEW

The Board Executive Committee has it in their mandate to establish ad hoc committees, as needed, to make recommendations to the Board on the development, approval, and revision of policies that are within the authority of the Board. This initiative originated in a series of governance workshops for Board Chairs and Presidents. The Board Executive supported the proposal for the Ad Hoc Governance Review Committee Terms of Reference at the September 7, 2021, meeting. The new committee will meet four times a year and work on one policy at a time. They will only work on the Board's Governance policies.

2. OPTIONS

- Review and approve the Ad Hoc Governance Policy Review Committee Terms of Reference.
- Review and do not approve the Ad Hoc Governance Policy Review Committee Terms of Reference.

3. FINANCIAL IMPLICATIONS

There are no financial implications.

4. COMMUNICATIONS

Communication will be through decisions recorded in the Board of Governors minutes and posted on the Board's web page. Updated policies will be posted on the public Camosun College policy web page.

5. RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE TERMS OF REFERENCE FOR THE AD HOC GOVERNANCE POLICY REVIEW COMMITTEE.

6. SUPPORTING DOCUMENTATION:

G-1.7 Board Executive Committee Terms of Reference

Draft Governance Policy Review Committee – Terms of Reference

TOP

GOVERNANCE POLICY REVIEW COMMITTEE
TERMS OF REFERENCE

Terms of Reference

An Ad Hoc committee of the Board of Governors, the Governance Policy Review Committee is responsible for assisting the Board in fulfilling its Governance responsibilities by reviewing the Governance Policies of the Board. The Committee will provide recommendations to the Board.

Role

The Governance Policy Review Committee makes recommendations and/or delivers reports to the Board of Governors in the following areas:

1. **Recommendation to Board of Governors for Approval**
   a) Updates and revisions to the Board Governance policies;
   b) Recommendations for new Governance policies;
   c) Recommendations for the rescindment of Governance policies.

Membership

1. The Governance Policy Review Committee will consist of the Chair or Vice Chair, two other Board members appointed by the Board Chair, and the President. The membership may be increased at the discretion of the Board Chair.
2. All membership appointments will be for one year. Re-appointments are permitted.

Committee Operation

1. The committee will normally meet a minimum of four times a year. An annual schedule will be drawn up prior to the commencement of each academic year (September). Extra meetings may be added.
2. The committee will review one or two policies at a time.
3. The majority of the members of the committee will constitute a quorum.
4. The committee will seek consensus on decisions. If consensus cannot be reached, the Board will be presented with options to vote on.
5. Administrative support will be provided by the Executive Assistant to the Board.
6. Committee members will be expected to attend all meetings, including extra meetings.

BOARD OF GOVERNORS

FINANCE COMMITTEE MINUTES

MEETING: **Monday, April 6, 2021**
TIME: **5:00 pm**
ONLINE: **Teams**

FINANCE COMMITTEE MEMBERS:	**RESOURCES:**
Mike Stubbing, Chair	Deborah Huelscher, VP Administration & CFO
Monty Bryant	
Margie Parikh	**ADMINISTRATION:**
Al van Akker	John Boraas, VP Education
Sherri Bell, President (ex officio)	Heather Cummings, VP Student Experience
	Rodney Porter, Exec. Dir., Communications & Marketing
BOARD MEMBERS:	Barbara Severyn, Exec. Dir., Human Resources
Bijan Ahmadi	Geoff Wilmshurst, VP Partnerships
Tanya Clarmont	
Joanne Cumberland	**REGRETS**:
Richard Margetts	Brenda McBain
Brent Palmer	Fillette Umulisa
Emily Rogers, Vice Chair	
Lindsay JD van Gerven	**EXECUTIVE ASSISTANT:** Heather Martin
Phil Venoit	

I CALL TO ORDER

Finance Committee Chair Mike Stubbing called the meeting to order at 5:05 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III MINUTES OF PREVIOUS MEETING

The minutes of the February 8, 2021, meeting were approved as distributed.

IV NEW BUSINESS

1. 2021/2022 Budget

Mike Stubbing, Finance Committee Chair, noted that today the Finance committee will make a recommendation to the Board on the 2021/2022 budget. The Board will make the final decision

TOP

on the budget at the April 12 meeting. The proposed consolidated budget has a total revenue of $142,221,173 and total expenditure of $146,468,720 resulting in a deficit budget of ($4,247,547), or 2.9% of budgeted revenues. The Government gave the post-secondary sector the ability to run a deficit budget for the last year and the current year. The subsequent year is projected to break-even, then the following year is projected to have a surplus.

Deborah Huelscher, VP Administration and CFO, provided an overview of the 2021/2022 Budget. The Covid-19 pandemic is ongoing, so there are still many unknowns. The college has contained the deficit while ensuring there is appropriate resourcing to maintain operations and safety for students and staff. Significant cost savings were made in the past year, and they have been rolled over into the current year. Most programs are being delivered remotely at present, but we expect a full return to campus in September. Deborah reviewed the accountability framework, budget strategies, operations revenue and expenditures, cost savings and efficiencies, an overview of the budget process, highlights, and budget risk and mitigation strategies.

OPERATIONS - REVENUE
The total operating revenue of the baseline budget is $142,221,173. Tuition is $45M, and includes a 2% increase in September for both domestic and international tuition.

OPERATIONS – EXPENDITURES
The total expenses are $146,468,720 with personnel costs of $113M and non-personnel costs of $33M.

CAPITAL
The budget for maintenance and renovations is $5.2M. The budgeted deficit of $2.5M is the amortization charge for assets funded internally in prior years.

MOTION
THAT THE FINANCE COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE COLLEGE'S BUDGET FOR THE FISCAL YEAR 2021/22 WITH TOTAL REVENUE OF $142,221,173 AND TOTAL EXPENDITURE OF $146,468,720 RESULTING IN A DEFICIT BUDGET OF ($4,247,547).
CARRIED

V ADJOURNMENT

The meeting was adjourned at 6:45 pm.

2020/2021 FINANCIAL INFORMATION ACT REPORT

(Published in accordance with the Public Bodies Information Act of British Columbia, 1987, Chapter 8, and the Financial Information Act.)

2020/2021 FINANCIAL INFORMATION ACT REPORT

STATEMENT OF FINANCIAL INFORMATION APPROVAL

The undersigned represents the Board of Governors of Camosun College and approves all the statements and schedules included in this Statement of Financial Information, produced under the ***Financial Information Act***.

Chair, Board of Governors
September 22, 2021

Prepared pursuant to the Financial Information Regulation, Schedule 1, Section 9

TOP

2020/2021 FINANCIAL INFORMATION ACT REPORT

SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS

There were no guarantees or indemnities given by the College during the 2020/2021 fiscal year that required government approval prior to being given under the ***Guarantees and Indemnities Regulation*** (B.C. Reg. 258/87).

Chair, Board of Governors
September 22, 2021

VP Administration and CFO
September 22, 2021

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2020/2021 FINANCIAL INFORMATION ACT REPORT

SCHEDULE OF DEBT

The College reports no long-term debt secured by debt instruments such as debentures, mortgages and bonds for the 2020/2021 fiscal year (B.C. Reg. 371/93).

Chair, Board of Governors
September 22, 2021

VP Administration & CFO
September 22, 2021

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2020/2021 FINANCIAL INFORMATION ACT REPORT

MANAGEMENT REPORT

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act,* have been prepared by management in accordance with section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia, in particular, the financial statements are presented in accordance therewith.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The College's Board of Governors is responsible for ensuring that management fulfils its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance and Audit Committees of the Board. The Finance Committee reviews proposed budgets, monitors financial results and reports on any significant financial matters. It meets with management 4 times a year. In addition, the Audit Committee, composed of independent Governors, appoints the external auditors, reviews the audit plan and meets with the external auditors to receive their reports prior to making recommendations to the Board of Governors. It meets 2 times a year.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with generally accepted auditing standards, and expresses an opinion on the financial statements. This examination does not relate to the other schedules and statements required by the Act. This examination includes a review and evaluation of the College's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly. The external auditors have full and free access to the Audit Committee of the Board.

On behalf of Camosun College:

Deborah Huelscher
VP Administration & CFO
September 22, 2021

TOP

STATEMENT OF REMUNERATION AND EXPENSES FOR THE BOARD OF GOVERNORS

FOR THE YEAR ENDED MARCH 31, 2021

Total amount of remuneration for each board member and the total amount of expenses paid to or on behalf of that board member.

Prepared under the Financial Information Regulation, Schedule 1, section 6(2), (3) , (4), (5) and (6)

Name	Position	Full or Partial Year	Remuneration	Expenses	Retainers	Total	Number of meetings attended***
Ahmadi, Bijan*	Education Council Ex-Officio	Full	103,012	-	-	103,012	23
Bell, Sherri*	President Ex-officio	Full	216,240	370	-	216,610	59
Bryant, Monty	Appointed Member	Full	-	349	2,332	2,681	40
Clarmont, Tanya	Appointed Member	Full	-	-	2,000	2,000	15
Cumberland, Joanne*	Elected Employee	Full	59,548	1,203	-	60,751	22
Margetts, Richard	Appointed Member	Partial	-	-	1,333	1,333	5
McBain, Brenda	Appointed Member	Full	-	-	2,000	2,000	20
Palmer, Brent	Appointed Member	Partial	-	-	1,333	1,333	5
Parikh, Margie**	Appointed Member	Full	-	-	-	-	17
Rogers, Emily	Appointed Member	Full	-	-	2,000	2,000	28
Rohani, Laylee	Appointed Member	Partial	-	-	833	833	13
Smythe, Robert	Elected Student	Partial	-	5,000	666	5,666	5
Stubbing, Mike**	Appointed Member	Full	-	-	-	-	30
Umulisa, Fillette	Elected Student	Partial	312	525	1,333	2,170	9
Van Akker, Albert*	Elected Employee	Full	103,375	3,220	-	106,595	17
Van Gerven, Lindsay	Elected Student	Full	-	1,200	2,000	3,200	12
Venoit, Phil	Appointed Member	Full	-	-	2,000	2,000	16
			482,487	**11,867**	**17,830**	**512,184**	**336**

* Remuneration and expenses reported for elected and ex-officio board members who are employees of the College is in respect of their duties as employees.

** Margie Parikh and Mike Stubbing declined remuneration.

***Only board regular and board committee meetings are included under the number of meetings attended.

STATEMENT OF EMPLOYEE'S REMUNERATION AND EXPENSES

FOR THE YEAR ENDED MARCH 31, 2021

TOP

April 1 2020 - March 31 2021

Total amount of remuneration for each employee that exceeds $75,000 and the total amount of expenses paid to or on behalf of that employee, excluding employees who are members of the Board of Governors and excluding any amounts paid under a severance agreement.

Prepared under the Financial Information Regulation, Schedule 1, section 6 and the Financial Information Act, Section 2(3)(b)(i).

Employee Name	Remuneration	Expenses
Adu-Febiri, Francis	99,055	-
Agbay, Matthew	82,042	-
Albano, Mice	88,506	1,374
Alexander, Julie	99,055	118
Alexander, Kevin	97,489	-
Al-Haque, Mohd	95,897	-
Ali, Nancy	99,126	696
Allen, Christian	100,639	878
Allen, Glen	99,055	-
Amiraslany, Afshin	90,027	-
Anders, Benjamin	96,662	-
Anderson, Kristal	101,267	415
Anthony, Lawrence	92,832	-
Archer, Robert	94,150	172
Armour, David	103,662	-
Armour, Jenn	89,399	5
Armstrong, David	100,974	-
Asebey-Solares, Sergio	81,897	1,009
Ashwood-Smith, Hannah	95,688	550
Atkinson, Gillian	98,986	124
Atkinson, Tracy	78,874	-
Aveyard, Denise	82,117	315
Avis, Christopher	102,479	-
Ayles, Chris	99,055	236
Babey, Thomas	98,046	260
Bai, Bao-Qin	100,556	-
Bain, John	99,173	-
Ballinger, George	99,472	-
Bambi, Jonas	98,991	8,447
Bannikoff, Sandra	99,055	-
Barbas, Efthimios	81,594	2,848
Barclay, Gulcan	96,021	1,527
Bartlett, Cyril	77,798	-

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Baskerville-Bridges, Robert	92,276	-
Bass, Michelle	99,651	-
Bauzon, Christina	78,512	758
Behfarshad, Ghasem	84,364	358
Behn, Elisa	79,771	3,350
Benecke, Stephen	98,986	-
Beninger, Genevieve	111,380	-
Bennett, Jennifer	99,055	173
Berezon, Shelley	80,795	550
Bergeron, Dominic	99,055	-
Bergerud, Daniel	99,242	87
Bernard, Christiaan	138,792	166
Berry, Stuart	98,889	45
Betton, Allison	81,621	2,780
Biggan, Dale	75,907	184
Biggs, Laura	81,404	28
Birch, Benjamin	89,510	-
Bocsik, Miklos	96,070	-
Boehme, John	99,026	64
Boraas, John	194,541	806
Borrowman, Anne	103,396	326
Bowe, Alison	99,016	557
Brewer, Monique	90,650	-
Brix, Ann	95,083	-
Broad, Kyle	103,375	-
Broom, Zoe	112,230	-
Brown, Tika	98,986	964
Browning, Ian	98,986	2,777
Bruce, Robert	103,642	4,182
Bryan, Gwenda	102,321	829
Budlong, Robert	99,235	138
Bunton, Kirsten	91,711	-
Burak, Arloene	88,158	91
Burgaretta, Mary	84,439	591
Burman, Richard	93,382	2,783
Burrage, Peter	102,183	473
Butcher, Anastasia	95,028	530
Caldwell, Judy	103,063	-
Callin, Timothy	99,055	-
Calvert, Brian	121,713	108
Cameron, Brooke	78,137	-
Cameron, Ian	99,055	-
Campbell, Meghan	81,139	-
Campbell, Sarah	109,173	500
Caracciolo, Aeisha	79,247	1,326
Carr, Sandra	98,985	-
Casteel, Diane	78,225	-

TOP

Cazelais, Gilles	98,986	-
Champoux, Lynda	92,890	3,577
Chamut, Amber	84,338	4,964
Chan, Arnold	92,276	-
Chen, Susan	100,571	11
Chia, Pei Mei	99,055	86
Chisholm, Sarah	99,242	5,572
Christensen, Sandra	87,548	17,240
Christiansen, Melanie	92,036	1,230
Clarke, Margie	99,065	-
Clement, Michelle	104,223	2,550
Coccola, Odette	104,476	275
Cockburn, Sarah	85,785	-
Coey, Brian	102,348	725
Conway, Jacqueline	100,946	12,371
Corwin, Todd	76,572	-
Cousins, Adrienne	76,020	-
Cowden, Stephen	88,867	-
Cox, Patience	100,447	-
Craig, Shannon	82,303	-
Cuizon, Gemma	92,227	-
Cumiskey, Jason	99,099	-
Cummings, Heather	181,850	97
Curran, Justin	90,063	-
Curtis, Miriam	82,568	1,333
Curtis, Trevor	99,071	-
Czinkota, Coralee	84,328	-
Dahl, Alyson	79,564	1,001
Davies, Alan	82,802	-
Dean, Andrew	89,148	998
deGoey, Carmen	103,375	73
Delvillano, Heather	116,163	633
Dhade, Gurbinder	94,021	-
Dhillon, Jasdeep	92,276	50
Dickson, Jennifer	101,326	-
Dildy, Clifton	96,408	-
Doherty, Janet	96,005	818
Dompierre, Kerry-Ann	99,055	2,186
Doner, Susan	99,055	-
Donnecke, Daniel	98,986	-
Doran, James	99,250	359
Dosanjh, Harjit	95,904	-
Doutre, Susan	98,987	650
Downarowicz, Jadwiga	92,339	619
Doyle, Diane	86,142	-
Drover-Davidson, Cindy	88,435	466
Duncan, Alan	104,270	-

TOP

Dundas, Melvyn	107,352	-
Dunning, Troy	104,048	-
Durdle, Andrea	85,251	409
Elliot, Enid	98,492	259
Ellis, Kaitlin	91,355	1,647
Erikson, Bradley	98,986	230
Evangelou, Teresa	101,668	550
Everitt, Carl	103,006	1,700
Farish, Tanis	108,060	2,805
Fast, Robin	99,736	259
Fayowski, Vivian	85,844	37
Fell, Peter	99,083	-
Ferguson, Donna	99,054	964
Ferguson, Stephen	104,045	1,109
Fernyhough, Lois	104,234	-
Fertile, Candace	99,995	-
Fisher, Blair	99,572	7,740
Flowers, Garret	86,179	-
Flynn, Alexandrea	98,986	-
Fournier, Mark	95,372	-
Fradette, Ryan	89,923	-
Frame, Heather	100,620	850
Frost, Catherine	86,043	704
Frost, Graham	90,641	336
Fyfe, Maria	92,407	550
Gale, Richard	129,223	562
Gaudreault, Patricia	100,074	-
Gibbs, Allen	99,142	1,489
Giles-Pereira, Rosalind	103,375	550
Giuliani, Jennifer	99,059	946
Glover, Robert	100,551	-
Godwin, Leah	91,669	550
Gonzalez-Harney, Dalia	110,006	1,322
Gordon, John	103,680	-
Gorrie, Darryl	95,389	1,126
Gough, James	99,242	-
Gow, Jennifer	101,069	802
Greening, Doug	92,070	-
Grier, Tanya	90,267	1,528
Grigoryan, Narine	99,055	-
Grondin, Isabel	103,180	2,477
Guenther, Jennifer	86,158	-
Gupta, Pooja	103,069	140
Gusevskiy, Nikolay	77,574	200
Haden, Gillyan	105,801	854
Hadian, Shohreh	99,055	-
Hadwin, Laura	98,839	1,311

TOP

Hagreen, Vara	102,164	550
Hall, Carly	108,096	5,502
Halsall, Susan	107,292	504
Hampton, John	99,202	-
Hannigan, Patricia	84,025	-
Hansen, Jennifer	75,948	1,253
Happynook, Tommy	78,299	-
Hargreaves, Anna	109,179	459
Harris, Donavan	92,447	1,257
Harris, Scott	135,785	694
Harrison, Sybil	135,789	(420)
Hayashi, Akiko	91,111	96
Haynes, Sheryl	99,055	9,997
Hayre, Mandeep	106,172	1,552
Heagy, Robin	99,242	-
Hebig, Selena	81,348	550
Heerah, Imtehaze	101,022	144
Heinz, Holly	91,245	550
Hickey, Llan	84,799	714
Hilchey, Evan	157,507	2,346
Hlady, Deborah	140,387	-
Hoggard, Amy	112,961	4,142
Hoh, Joseph	98,989	-
Holder, Jenny	97,205	1,282
Hood, Christine	86,287	1,029
Hook, Nancy	81,198	19
Horie, Michael	99,144	-
Hotchkiss, Chrisa	98,986	50
Howard, Leah	98,857	-
Hrechka Fee, Jessica	99,407	110
Huelscher, Deborah	203,719	1,053
Huffman, Shauna	92,394	3,971
Humble, Robin	89,001	4,756
Humphries, Robert	146,386	1,023
Hunt, Judith	98,986	-
Hunter, Peggy	98,986	-
Hurtubise, Johanna	82,649	802
Hutmacher, Melodie	90,901	294
Iacobucci, Denise	102,563	-
Inglis, Gordon	103,497	67
Ingraham, Stephanie	95,178	-
Ipe, Alex	98,986	-
Iribarne, Jeanne	100,504	-
Isaac, Jo-Anne	97,611	4,557
Ivanov, Katrina	97,831	-
Jackson, Janet	92,276	-
Jackson, Lynnea	92,256	151

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Jaffey, Marina	100,208	23,400
Jankunis, Frank	93,793	175
Jarrett, Patricia	83,341	3,780
Jaworsky, Michelle	94,611	528
Jenkyns, Glenys	96,014	550
Jing, Ying	84,309	-
Johnson, Jason	92,553	-
Jones, Christopher	135,316	2,661
Jones, Kari	99,055	-
Jones, Patrick	101,985	1,456
Jung, Stan	98,986	998
Kallos, Sarah-Joy	80,185	4,275
Kandur, Sahitya Yadav	91,974	-
Kellman, Chris	99,172	998
Kemp, Timothy	99,769	722
Kennedy, Janet	89,705	188
Kennedy, Sonja	103,840	-
Kerins, Kristine	103,006	262
Kerrigan, Neil	92,447	5,950
Keyser, Shannon	97,187	3,260
Khalifa, Nasr	120,090	-
Khimji, Zahra	87,603	97
Kilburn, Nicole	99,055	211
Kirkland, Tanya	93,972	3,058
Kitts, Jody	133,416	576
Klassen, Constance	107,621	853
Knudsen, Kim	78,243	5,687
Kohl, Diana	92,276	21
Konomoto, Elizabeth	101,264	428
Kosik, Ken	121,743	2,670
Ku, Tennyson	91,955	-
Kumar, Mahesh	102,792	1,530
Kunen, Mark	80,579	-
Lai, Raymond	98,986	-
Lambert, Jennifer	79,258	-
Lang, David	100,752	1,187
Lang, Stephen	98,592	-
Langeland, Marius	79,291	178
Lanning, Robbyn	98,824	56
Larkin, Kara	91,960	-
Larose, Patricia	98,986	1,933
Lee, John	103,006	-
Lee, Lawrence	99,055	-
Leik, Vivian	86,814	12,442
Lemieux, Kimberly	92,774	1,230
Lenihan, Beverley	98,792	57
Levecque, Jennifer	99,055	83

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Ley, Robin	113,113	-
Li, Diana	99,055	-
Li, Scott	81,348	39
Lidstone, Rodney	99,242	-
Lieb, Christian	98,927	-
Lightbody, Karen	99,062	429
Lindsay, Maureen	99,055	13,970
Littlejohn, Paula	98,988	895
Liu, Michael	86,795	-
Loreth, Tyson	91,500	1,451
Love, Helen	111,605	-
Lu, Ocean	94,734	-
Lucato, Susan	88,942	1,999
Lyall, Dorothy	104,584	147
Lyle, Ross	75,813	44
Lysak, Michelle	105,244	1,068
Maftei, Micaela	94,388	1,049
Maguire, Patrick	99,201	-
Mahoney, Ellen	85,762	821
Mai, Nicolas	99,055	-
Malloch, Amanda	83,224	268
Mar, Len	99,055	-
Marr, Cheryl	94,587	550
Martin, James	85,587	144
Mason, Rebecca	120,456	45
Mayes, Wayne	98,986	-
McAlister, Martha	103,076	942
McCallum, Shannon	81,086	-
McCormack, Bruce	99,028	-
McCreight, Laura	89,442	-
McFarlan, Jacqueline	85,113	-
McIntosh, Ann	99,055	602
McKinnon, Stephen	101,083	-
McLaughlin, Kirstin	81,373	6,026
McLean, Melissa	99,062	-
McLean, Nancy	99,055	-
McMillen, Brent	98,485	630
McPherson, Robert	103,375	772
Meadows, Derek	91,179	1,329
Meanwell, Neil	99,055	554
Meek, David	99,242	-
Mehta, Rajesh	98,986	-
Mekelburg, Brent	99,424	3,743
Meunier, Michelle	88,983	4,823
Michaud, Francis	98,982	558
Middlemiss, Aaron	79,204	5,584
Mitchell, Sandee	98,555	4,383

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Moazzen Zadeh, Mozhgan	90,564	563
Molnar, Charles	99,055	-
Montague, Valerie	149,873	2,669
Montgomery, Patrick	102,947	-
Moore, Thalia	83,833	1,073
Moorhouse, Kelli-An	93,841	-
Morch, Elizabeth	101,328	1,707
Morier, Christopher	99,626	-
Moroney, Peter	128,558	-
Morris, Dennis	102,000	2,019
Morris, Geoffrey	79,552	841
Muir, David	102,990	734
Murphy, Deidre	98,883	244
Murray, Geoff	86,951	-
Nash, Michael	92,755	-
Nelson, Edgar	99,010	-
Nemec, James	99,145	1,123
Nevado, Thuy	99,006	774
Newburg, Grant	99,242	-
Newstead, Christopher	88,063	1,589
Nielsen, Olaf	105,123	3,373
Niwa, Maureen	99,076	1,178
Nohr, Lawrence	101,930	41
Nordman, Eric	99,173	-
North, Jasmine	95,647	-
Noussitou, Gilbert	99,173	948
Oakley, Julieanne	83,654	-
Oickle, Mark	92,224	-
Ormiston, Todd	102,108	2,061
Otukueku, Eguono	75,879	-
Ove, Peter	102,246	-
Paetkau, Laura	92,808	2,426
Parkinson, Charles	103,258	19,115
Paterson, Allan	99,173	55
Paxman, Erika	94,905	550
Pedneault, Stephanie	86,066	1,172
Peivast, Morteza	105,509	4,859
Pelling, Cate	99,171	-
Pendergast, Dustin	91,901	434
Pennell, Edward	145,558	1,618
Pereira, Liberty-Dawn	89,544	3,053
Perkin, Ronald	99,242	215
Petersen, Cristina	85,966	295
Peterson, Perry	94,325	5,158
Petrak, Heidi	83,068	550
Pettem, Katherine	89,198	-
Pettyjohn, Dwayne	103,076	1,498

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Phillips, Jennifer	87,135	3,294
Pimlott, Godfried	100,747	-
Pitman, Kelly	99,006	-
Plant, Nannette	97,599	485
Ploughman, Elizabeth	99,102	-
Plummer, Marilyn	88,646	550
Poag, Elizabeth	99,076	550
Poljak, Nina	84,514	-
Pollock, Michael	99,438	-
Porter, Rodney	151,660	1,519
Pritchard, David	75,729	16,567
Prussin, Emrys	85,896	223
Prytherch, Sian	99,055	-
Purdy, Alexandra	89,566	634
Puritch, Jeanne	103,076	600
Puszczalowski, Philip	84,082	-
Quinless, Jacqueline	75,481	-
Raju, David	99,055	-
Rao, Asha	99,581	15,614
Rayson, Todd	92,309	504
Read, Nicholas	110,627	-
Reeve, Daniel	99,055	230
Riecken, Theodore	86,847	-
Robb, Leanne	101,828	550
Robbins, Lynda	111,019	-
Robertson, Lisa	102,033	630
Robinson, Liisa	102,452	1,794
Robson, Beverley	88,742	2,748
Rodrigues Junior Russi, Jaime	78,944	448
Roe, Sarah-Jayne	99,489	4,887
Rogers, Pamela	92,318	550
Rook, Rusty	99,055	473
Ross, Kristin	92,367	-
Rumpel, Steven	121,065	1,250
Rusekampunzi, Augustin	98,944	-
Russell, Robert	101,062	550
Ryan, Emily	92,064	2,128
Sacilotto, Laura	98,464	550
Samsonoff, Dale	88,860	1,795
Sandford, Hilary	98,017	-
Schaerer, Saryta	103,240	129
Schmidt, Mercedes	92,167	5,270
Schroeder, Michael	91,821	-
Schudel, Emily	99,055	1,508
Scott, Patricia	87,740	-
Scott, Stephen	109,296	1,958
Sehn, Eric	146,381	125

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Severyn, Barbara	163,975	380
Shaik, Ajijoon	88,663	1,309
Shepherd, Laura	99,055	-
Shewey, Janice	89,239	76
Shpak, Dale	99,070	844
Silden, Eva	99,059	5,022
Sillem, Nikolaas	92,447	-
Simcoe, Janice	123,424	12,187
Smedley, Rosemary	75,289	741
Smigel, Susan	76,920	-
Smith, Cynthia	146,357	297
Smith, Dawn	84,839	2,192
Smith, Derek	99,242	-
Smith, Mavis	100,942	397
Sondheim, Amie	92,616	-
Sorensen, Robert	107,778	1,733
Southern, Dawn	97,418	1,301
Spearman, Richard	76,145	-
Sperling, Claudia	114,749	230
Stask, Christopher	98,658	-
Stekelenburg, Lisa	88,742	372
Stephens, Jacqueline	84,894	-
Stewart, Michael	79,538	-
Stickney, Gordon	112,242	1,211
Stone, Jennifer	99,770	-
Stratford, James	101,230	284
Strelaeff, Kevin	99,242	-
Stretch, Lindsay	92,405	1,032
Stride, Richard	146,063	-
Strobl, Margit	99,059	1,095
Stubbs, Neil	98,986	-
Stull, Joshua	92,378	-
Sturgill, Sean	87,750	1,258
Stuss, David	98,983	-
Sunderland, Andree	85,206	216
Surridge, Blair	98,941	343
Swanwick, Mark	99,242	-
Sykes, Ryan	99,055	998
Szwender, Halinka	96,905	-
Tait, Shannon	98,969	-
Tamosiunas, Joel	106,058	-
Tanigawa, Katie	76,200	-
Tavares, Cecilia	99,670	550
Taylor, Wendy	102,513	92
Telford, John	101,015	-
Thiessen, Susanne	99,093	583
Thompson, Rob	83,712	4,491

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Thomson, Daryl	105,596	80
Tol, Ian	145,229	620
Tomines, Jose	84,252	-
Tonks, Randal	98,986	452
Towne, Scott	86,229	-
Traore, Michelle	107,268	-
Travers, Nicholas	98,986	-
Tudor, Tara	99,820	102
Turner, Andrea	96,951	550
Underwood, Larry	76,921	1,923
Van Alderwegen, Anneke	99,055	113
Van de Vegte, Joyce	106,305	-
Van Oort, James	103,546	-
Vandenbossche, Michael	88,300	-
Vaux, Darren	116,039	1,428
Vawda, Ahmed	98,951	-
Verjinschi, Bogdan	99,235	-
Vernon, Anthony	100,817	4,167
Vis, Alfred	99,242	-
Vos, Peter	92,447	95
Vreugdenhil, Philip	103,840	-
Wadsworth, Kerry	99,325	-
Wakefield, Ronald	98,893	-
Walker, Ross	92,561	-
Walker-Duncan, Steven	105,759	3,221
Wassermann, Brent	103,076	25
Weaver, Michael	99,242	-
Weber, Rodrigo	77,918	34,945
Webster, Anthony	99,390	341
Weimer, Melody	100,832	1,744
West, Elizabeth	99,107	1,537
Wieler, Susana	98,827	-
Wiewiorowski, Jayna	76,920	673
Wiggins, Jeffrey	101,778	1,031
Willbond, Mary	99,053	550
Williams, Roy	92,991	-
Wilmshurst, Geoffrey	180,690	847
Wilson, Andrew	109,554	-
Wilson, Susan	76,921	2,163
Wilton, Bree	99,055	-
Won, Stephanie	99,118	1,622
Wong, Bill	99,727	79
Wong, Regina	99,244	474
Wonsiak, Tessa	95,932	9,631
Wood Meszaros, Aileen	92,339	5,151
Woodrow, Sandra	96,931	223

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Worrall, Richard	98,683	1,718
Wrate, Cynthia	102,560	318
Wrean, Patricia	97,361	-
Yacucha, Keith	99,826	1,034
Yakimoski, Nancy	99,058	-
Yang, John	105,167	-
Yates, Joan	98,633	-
Yilmaz, Cuma	99,242	209
Yutani, Lynelle	103,006	1,114
Zaleski, Leta	99,227	1,132
Zamluk, Corrine	98,987	3,703
Zapp, Dawn	96,410	871
Zehr, Lori	96,122	-
Zeldin, Daniel	93,913	-
Total over $75,000	**50,613,595**	**572,985**
Total for employees earning less than $75,000	**36,180,512**	**256,493**
Total All Employees	**86,794,107**	**829,478**

Severance Information:

Number of agreements	5
Number of equivalent month's gross salary	20

Prepared under the Financial Information Regulation, Schedule 1, section 6(7)

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April 1 2020 - March 31 2021

Reconciliation

Total remuneration for Members of the Board of Governors	$	500,317
Total remuneration for other employees	$	86,794,107
Subtotal		87,294,424
Total per Note 13. Expenses by object:		112,980,248
Variance		(25,685,824)

Explanation of variance:

Prepared under the *Financial Information Regulation* , Schedule 1, section 6 and the *Financial Information Act* , Section 2(3)(b)(i).

Amounts disclosed in these schedules differ from total expenses disclosed in the Statement of Operations due to adjustments required in the Statement to comply with Generally Accepted Accounting Principles.

TOP

PAYMENTS TO CORPORATIONS, FIRMS AND INDIVIDUALS FOR SUPPLIES OR SERVICES RENDERED

FOR THE YEAR ENDED MARCH 31, 2021

TOP

April 1 2020 - March 31 2021

Prepared under the Financial Information Regulation, Schedule 1, section 7 and the Financial Information Act, Section 2.

Vendor	Amount
Air Liquide Canada	41,207
AP Plastics	351,644
Applied Engineering Solutions Ltd.	76,067
Applied Management Centre	50,190
Aral Construction	328,065
Austin Insulators	177,564
Bartle Gibson Ltd	40,046
BC Electrical Association	83,201
BC Hydro Power Authority	733,350
BC Institute Technology	85,708
BC Mail Plus	63,528
BC Net	860,511
BC Pension	8,259,865
BC Transit	54,323
Best Buy	27,524
Blackbaud Canada	25,965
Blackboard Canada Inc.	80,192
B-Line Medical Llc	30,043
Brandigenous	29,064
Brenric Construction Ltd	41,638
Bright Can-Achieve	49,415
Bunzl Cleaning Hygiene	118,605
CAE Healthcare	48,170
Camosun College Foundation	34,010
Canadian Linen Supply	51,853
Canem Systems	961,702
Cardinal Health Canada	96,281
Cascadia West Contracting Ltd	1,127,085
CBS Stoneworks	65,814
Cengage Canada	195,431
Century Group	132,194
Change Healthcare	27,415
Charter Telecom	91,049
Chase Office Interiors	34,169
Chetanya Career Consultants Pvt Ltd	39,028
Colleges and Institutes Canada	38,364
Colliers Project Leaders Inc.	60,757
Compugen	631,920
Computrain IT Pvt Ltd	26,215
Corporate Express	129,039
Canadian Standards Association	68,580

TOP

Dana Wright	25,547
Decoda Literacy Solutions Society	185,000
Dentsply Canada Ltd	54,810
Digital Architecture	32,388
District of Saanich	264,287
Ebsco Canada Ltd	59,931
ECS Electrical Cable Supplies	28,249
Eecol Electric Ltd	169,543
Ellucian Technologies Canada	400,831
Elumenati, LLC	75,786
Empress Painting	34,932
Erb Technical Contracting Ltd.	331,520
FLO	32,559
Flynn Canada Ltd.	361,747
Footprints Security Patrol	398,646
Fort Garry Industries	26,208
FortisBC - Natural Gas	387,934
Global Industrial Canada Inc.	74,605
Global Payments	519,139
Goodwin Studio Ltd	31,145
Greater Victoria School District	156,904
Gregg Distributors B C Ltd.	40,216
Harris & Company LLP	242,774
Hazpro Environmental Ltd	38,896
HDR CEI Architecture Associates	25,220
Heatherbrae Builders Ltd	486,989
Henry Schein Canada, Inc.	105,845
Homewood Health	54,578
Honeywell	44,438
Hu-Friedy Mfg. Co. , Llc.	37,319
ICBC	29,568
IDP Education	60,370
Industrial Plastics (1975) Ltd	59,469
Infosilem	34,694
Island EHS	91,191
Island Temperature Controls Ltd	60,775
Javelin Technologies	899,601
John Wiley & Sons	84,557
Jones & Bartlett Learning	38,819
Kaufman, Hall Associates LLC	66,677
Key West Ford Sales Ltd.	53,730
Knappett Projects Inc.	1,021,804
KPMG LLP	42,484
Leaders International Executive Search	37,026
Login Brothers Canada	201,203
Long View Systems	49,797
M3 Mechanical Consultants	25,673
Manulife Financial	6,702,783
Mcgraw-Hill Ryerson Limited	82,147

TOP

Microserve Business Computers	975,932
Minister Finance	1,587,854
Modern Campus	61,890
Moneris	64,055
Monk Office	81,775
Morgan Electrical Group Ltd.	53,472
MPS Macmillan Publishing Services	38,149
NACE International	42,095
NATG Integrated Systems	567,415
Nebraska Book Company	36,622
Nelson Education Ltd.	26,815
Okanagan College	38,350
Orbis Communications	40,737
Oxford University Press Usa	42,277
Pacific Air Filters Ltd	27,654
Pacific Institute For Sport Excellence	839,430
Parker Johnston Industries Ltd	514,185
Passion Sports	26,085
Pearson Canada Inc.	355,606
Polaris Leadership Inc.	65,755
Postage By Phone	25,000
Powerschool Canada Ulc	54,098
Prairie Coast Equipment	59,469
Prime Engineering	56,260
Proctorio	41,695
Queens Printer	184,428
Receiver General For Canada	4,699,100
RFS Canada	185,202
Ricoh Canada	85,165
Rogers	110,782
Royal Bank of Canada	27,506
Saltspring Island Literacy	33,700
Samuel, Son Ltd	43,983
Sandman	122,534
Santa Monica Study Abroad Pvt Ltd	38,672
Signs of the Times	29,165
Simon Fraser University	197,474
Skillsource	247,562
SKILS	34,808
Slegg Building Materials	86,314
Softdocs	68,785
Sooke School District	121,154
SPI Health & Safety	64,133
Spicers Canada ULC	53,791
Strathcona Park Lodge	29,525
Super Save Group	73,206
Sysco Victoria	80,731
Telus	98,421
Telus Custom Security Systems	26,693

TOP

Thinkspace Architecture Planning Interior Design	228,367
Thrifty Foods	27,425
Top Line Roofing Ltd	151,816
Top Quality Coatings Ltd	58,704
Tophat	45,706
University of Victoria	47,386
UVIC Properties Investments	113,892
Vancouver Island University	215,928
Victoria Literacy Connection	33,700
Waste Management	45,404
Westburne West	181,192
Westcoast Roof Inspection	99,833
Wilson'S Transportation Ltd	100,577
Worksafe BC	331,613
Yellow Pencil	72,975
Zeidler Architecture	113,124
Zoom	40,798
Total over $25,000	**44,211,089**
Total less than $25,000	**4,640,886**
Grand total	**48,851,975**

TOP

April 1 2020 - March 31 2021

Reconciliation

Total of aggregate payments exceeding $25,000 paid to suppliers	$	44,211,089
Consolidated total of payments of $25,000 or less paid to suppliers	$	4,640,886
Consolidated total of all grants and contributions exceeding $25,000	$	-
Subtotal	$	48,851,975
Total per Note 13. Expenses by object		27,830,245
Variance		21,021,730

Explanation of variance:

Prepared under the *Financial Information Regulation* , Schedule 1, section 7 and the *Financial Information Act* , Section 2.

Amounts disclosed in these schedules differ from total expenses disclosed in the Statement of Operations due to adjustments required in the Statement to comply with Generally Accepted Accounting Principles.

TOP

BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: **Monday, June 14, 2021**
TIME: **5:00 pm**
ONLINE: **Teams**

BOARD MEMBERS:
Monty Bryant, Chair
Bijan Ahmadi
Sherri Bell, President
Tanya Clarmont
Joanne Cumberland
Richard Margetts
Brenda McBain
Brent Palmer
Margie Parikh
Emily Rogers
Mike Stubbing
Al van Akker
Lindsay JD van Gerven
Phil Venoit

ADMINISTRATION:
John Boraas, VP Education
Heather Cummings, VP Student Experience
Deborah Huelscher, VP Administration & CFO
Rodney Porter, Exec. Director, Communications & Marketing
Barbara Severyn, Exec. Director, Human Resources
Geoff Wilmshurst, VP Partnerships

GUEST: Sybil Harrison, Director, Learning Services

REGRETS: Fillette Umulisa

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

Monty Bryant, 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

Monty Bryant, Chair, acknowledged with sorrow the horrific events at the residential school in Kamloops. Today there are seven guests: Chris Ayles, April Atkins, Amanda Garner, Puneet Kaur, Nancy-Ellen Maybe, Jeanne Puritch, and Michel Turcotte. Amanda and Puneet are the incoming Board students. Monty thanked Chris Ayles for his contribution, as it is his last year as President of the CCFA. If the guests have questions or comments, they are asked to email Heather Martin after the meeting. Monty Bryant will respond.

Monty met with several Board members for one-on-one interviews for the second part of the Board evaluation process for 2020-2021. Sherri and Monty met several times virtually and in person for planning. The Ministry of Advanced Education and Skills Training hosted the second Indigenous Post-Secondary Board Member Gathering on May 21. Tanya Clarmont attended virtually. An elder offered prayer and song at the beginning and end. They decided to gather more often; three times per year virtually and once per year in person. Tanya is very proud to be from a community that is welcoming and supportive, and very proud to be part of this Board.

Monty attended the second BCC Governance Training session for Presidents, Chairs and Vice Chairs on May 18. The topic was 'Relationship with the President'. The final one is on June 16 and is on 'The Board's Own Work'. Congratulations to Heather Martin. On June 3, she was elected for a two-year term as Chair of the Board of Directors of GPOP. GPOP is a national association of her peers under the CICan umbrella. This year, the Graduation Ceremonies are being held virtually for the graduates from 2020 and 2021. Monty recorded a video message to show the graduates on June 28 and 29. On June 10, Monty joined Sherri to participate in a college-wide virtual gathering. We hope to receive our two new Board appointments and current Board reappointments in the second week of July. Congratulations to Emily Rogers, who got married in May!

2. President's Report

Sherri Bell, President, congratulated Emily and welcomed the two incoming students. Post-secondary institutions have been directed by the Government to return to normal by September. We are creating a process to bring all employees back over August and September. Each school, department, and unit will create their own back-to-campus plan. Using a ThoughtExchange survey, we found that employees want flexibility, and to look at what worked during the pandemic. The students will be surveyed after June 21.

Summer course enrolment is up over 2019 and 2020. We held a college-wide virtual gathering, which was very well attended. It is one of the many ways we communicate with employees. A student, faculty, and support staff member, who have been on campus all along, told about their experience. We posted stories in CamNews about those who have been working on campus. Some people are excited, and some are nervous, so we have been developing materials and supports.

The Film Studio received $150K from Government for the business plan. We hired a great team of consultants to work with us. We formed an Advisory Committee that includes members from the Ministry, the municipality, the film industry, and Camosun. The Advisory Committee met once, and will meet again after the first draft of the business case is complete. National Indigenous Peoples Day is next Monday. Camosun bought a canoe and it will be launched on that day. The art work on the canoe was created by Dylan Thomas, who also created the logo for Camosun's 50th anniversary. We are planning a social for the Board of Governors on September 2, and an Orientation will follow on September 9.

3. Foundation

Tanya Clarmont, Foundation Liaison, noted the AGM was held on May 27. They reviewed the audited financial statements, and everything was fine. The disbursement rate was $700K, which

is $50K more than last year, and is the highest approved to date. It was a challenging year but the Foundation maintained a strong return, and will be able to do more for students next year.

Geoff Wilmshurst, Vice President Partnerships, noted funds raised January to June was $1.12 million, which is 50% higher than 2019. They are working on finalizing the Food Affair which will take place September 16 to 23. More information will follow over the summer.

4. Education Council

Bijan Ahmadi, Education Council Chair, noted the minutes from the April 21, 2021, meeting were included in the agenda package. Bijan announced with sorrow that Melody Foreman has left the college due to illness and is in palliative care. She had a huge impact on everyone around her, and will be greatly missed. On May 19, Richard Doucet joined as a representative of the student society.

5. Pacific Institute for Sport Excellence (PISE)

Phil Venoit, PISE Board of Directors member, noted they reviewed their finances, as well as the strategic risk registry. They discussed sustainability of the programs and the facility. The field will go ahead this fall, but the new overhead lighting will wait until spring to get further financial sponsorship.

IV BOARD COMMITTEE REPORTS

1. Audit Committee

i) The minutes from the November 2, 2020, meeting were included in the agenda package.
ii) The minutes from the May 31, 2021, meeting were included in the agenda package.
iii) Emily Rogers, Chair, Audit Committee, gave a report on the June 7, 2021, Audit Committee meeting. The audit is substantially complete, and was done in compliance with the reporting framework directed by the Provincial Government and Section 23.1 of the Budget Transparency and Accountability Act of BC. Overall, the deficit is $7.6, revenues were down $14.3, and expenses were down $6.5M. In comparison with last year's budget, there is a budgeted revenue loss of $16.8M, a budgeted expense savings of $9.2M, and the variance to forecast deficit is $6.9M. The unfunded benefits increase is $.2M and grant deferrals is $.5M. KPMG provided a clean audit opinion. The threshold of materiality is $2.5M. The audit was conducted remotely due to COVID-19, and it went smoothly. There were no control deficiencies. KPMG reviewed the 2020/21 Human Resources and Payroll Audit. They audited the systems, and provided a comprehensive narrative of maps and processes. The next step is the formation of a cross-college team to address the audit. It will be overseen by Deborah Huelscher. The committee decided to not take on another project while this one is still underway. Deborah Huelscher will prepare an RFP for the auditor for next year.

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2021 AS PRESENTED.
CARRIED

2. Executive Committee

Monty Bryant, Chair, noted the Executive met virtually on June 7. Sherri Bell provided an update on the progress on the Film Studio. They received an overview of the planning for the move back

to campus. The online and one-on-one Board evaluations for 2020/21 have now been completed. We received an almost 100% completion rate. The results are very useful to the optimal operation of the Board. We use the information to inform training decisions and the Orientation, as well as the committee assignments. The results are extremely positive overall. One thing that stood out was that the members miss the social side of the in-person Board meetings. It is good for teambuilding. For the 2021/2022 year, Tanya Clarmont will be the new Liaison to PISE. Brent Palmer will be the new Liaison to the Foundation. Richard Margetts will join the Finance Committee. We expect two new members in the second week of July.

V APPROVAL OF THE MINUTES

The minutes of the May 3, 2021, meeting were approved as distributed.

VI NEW BUSINESS

1. The Pivot, the Shift and the Future (Sherri Bell)

Sherri Bell, President, noted that COVID-19 changed everything instantly last March. Teaching and services shifted largely from face-to-face to online. Some of the shifts will be continued going into the future. For the next six months, we will look at what we learned and what we will keep going forward.

i) Suddenly Online: Centre for Excellence in Teaching & Learning's Role in Camosun's COVID-19 Response (CETL)

Sybil Harrison, Director, Learning Services, said that CETL gets people the tools, resources and knowledge for what they need to do. They work with everyone from across the college. They keep up with what is current in education and bring it to the College. They support faculty development, program review and curriculum development. They leveraged investment in existing tools such as D2L, Blackboard, Kaltura, Collaborate and Ally. There have been hundreds of one-on-one and group workshops for faculty to adopt online learning tools. There have been weekly and monthly newsletters to faculty with resources, articles links, and online guides. They developed the new quality assurance framework, and kept up with open learning. Some issues are privacy, recording, working remotely, academic integrity - assessment, digital literacy and inequity. Some things on the way are student choice – Hy-flex model, hybrid flipped classroom, open resources, new assessment strategies, and articulation of quality and standards for online delivery. The core of what they do, education, is fundamentally human, and the staff are empathetic, kind and really care.

ii) Course Offerings for Fall

John Boraas, VP Education, noted there is an increase in domestic and international registration over last year and the year prior. We are planning for enough space for the students. In fall, we will include more online or blended classes. In the School of Business, there will be some duplicate offerings of online and on-campus. There will be an online pathway, with an increase in online offerings in year one and two, but there will be fewer online options as they move to fourth year. In Arts & Science, there is one pathway fully online for those who choose. In Access, the students largely prefer to be back on campus, though a few courses will be online. Trades & Technology, Health & Human Services, and Centre for Sport & Exercise Education were mainly on campus, other than some courses, since a year ago. In the fall, we will examine opportunities for blended

learning, and look at what we learned over the last year and a half. Many faculty and students want blended on-campus learning with the flexibility of online.

iii) Student Supports for Fall

Heather Cummings, VP Student Experience, noted over the next weeks we will pivot back to the in-person service model. It is relatively easy in private areas, but more difficult in open model areas. We plan to begin on August 23 and gradually increase to in-person. Students like the online access to services with some in-person. There will be a double cohort in fall with new students, and some returning who have never been on campus. There will be a greater number of international students. We will look for ways to engage them. International, Ancillary Services and Registration are looking at summer initiatives to engage and reduce anxiety for students. E-newsletters and peer online chat support are popular. CCSS is holding a vaccine social media contest. We will ask students what excites them and what makes them nervous about being on campus. We will have peer tours and drop-in coaching.

iv) Supports for Employees

Barb Severyn, Executive Director, Human resources, provided an overview on employee resources and supports throughout COVID-19 and in the future. They offered workshops on stress management, mental well-being, anxiety, depression, family communication, building resilience, and resources to supervise and work remotely. They rolled out a mental well-being community of practice for workplace leaders. They supported all employees with a Camosun Community Connects SharePoint site, and Spring Thrive week. The monthly Healthy Together newsletters held resources for mental well-being. They conducted a pulse survey in May and will do another in late fall. They are planning a CamHelps return to campus series, workshops on responding to distress, supporting employee transition to campus, and an orientation to Homewood Health resources and supports.

v) International Student Enrolment Update

Geoff Wilmshurst, VP Partnerships, reported that in new student active applications, there are 450 deposits paid, 81 offers issued, and 154 recently applied. There were 660 international students in summer, and we expect most to stay in September. The School of Business leads in numbers, followed by A&S, T&T, H&HS, Access and CSEE. It is the most diverse group ever, with the majority from India, and a large cohort of Latin American students. In 2021, we expect an increase of 60% of new students over 2019. The current prediction is 1400 to 1800 new and returning students. Registration opens in a week, and more will be known then. Unknowns include flight availability, international and national travel rules, and study permit issuance.

2. 2021/22 Government Mandate Letter

Monty Bryant advised the letter has been circulated. The briefing note includes a comparison to last year's letter.

MOTION
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT AND APPROVE THE TERMS OF THE 2021-22 GOVERNMENT MANDATE LETTER.
CARRIED

3. Election of the Chair August 1, 2021 to July 31, 2022

Deborah Huelscher, VP Administration and CFO, declared the election open and called for nominations. Monty Bryant was nominated and seconded for the position of Board Chair. No other nominations were put forward and Monty Bryant was acclaimed Board Chair for the period of August 1, 2021 to July 31, 2022. Monty developed a confidential Board Chair evaluation that will be sent to the members after the meeting.

4. Farewell to Departing Board Members

Monty Bryant, Chair, gave a farewell to Margie Parikh, Fillette Umulisa, Lindsay JD van Gerven, and Phil Venoit as this is their last regular board meeting.

VII ADJOURNMENT

The meeting was adjourned at 6:55 pm.

Monty Bryant, Chair **Date**

Heather Martin, Executive Assistant

CAMOSUN COLLEGE

ENROLMENT REPORT

ACADEMIC YEAR 2020-21

INSTITUTIONAL RESEARCH AND PLANNING
OFFICE OF THE REGISTRAR

TOP

This Enrolment Report focuses primarily on **Headcount**, which considers each individual as one learner whether their enrolment is full-time or part-time. It is an accurate reflection of the number of learners served by the Camosun College community during the Academic Year (September 1st to August 31st).

ENROLMENT MIX

ACADEMIC CATEGORY	RESIDENCY		STATUS		INDIGENOUS*		AGE
	Domestic	International	Full-Time	Part-Time	% Of Total	% Within Area	Median
Arts, Humanities, & Social Sciences	80.1%	19.9%	44.4%	55.6%	10.4%	5.5%	24
Business & Economics	74.2%	25.8%	48.9%	51.1%	11.6%	4.7%	20
Health Sciences	97.3%	2.7%	85.9%	14.1%	5.4%	6.0%	23
Human Services	94.6%	5.4%	53.5%	46.5%	4.9%	11.8%	27
Indigenous Education	100.0%	0.0%	39.1%	60.9%	8.3%	84.8%	26
Natural Sciences	75.9%	24.1%	68.9%	31.1%	1.0%	4.9%	21
Sport and Exercise	90.3%	9.7%	81.7%	18.3%	3.1%	6.0%	22
Technologies & Engineering	86.3%	13.7%	82.1%	17.9%	2.4%	3.4%	24
Trades Apprenticeships	100.0%	0.0%	100.0%	0.0%	9.1%	5.8%	26
Trades Foundation	99.9%	0.1%	100.0%	0.0%	5.0%	7.0%	20
Undeclared (University Transfer, etc.)	93.4%	6.6%	29.3%	70.7%	18.7%	7.9%	22
Upgrading & Preparatory (Access)	91.2%	8.8%	5.4%	94.6%	20.0%	10.7%	25
TOTALS / AVERAGE	**87.5%**	**12.5%**	**52.4%**	**47.6%**	**100.0%**	**7.3%**	**23**

* % Within Area represents the percentage of domestic students enrolled in programs who have self-identified Indigenous ancestry

TOP

PROGRAM ENROLMENTS

ACADEMIC CATEGORY	DOMESTIC			INTERNATIONAL			ALL STUDENTS		
	19/20	20/21	% CHANGE	19/20	20/21	% CHANGE	19/20	20/21	% CHANGE
Arts, Humanities, & Social Sciences	1,788	1,768	-1.1%	478	440	-7.9%	2,266	2,208	-2.6%
Business & Economics	1,898	2,319	22.2%	800	806	0.8%	2,698	3,125	15.8%
Health Sciences	788	856	8.6%	22	24	9.1%	810	880	8.6%
Human Services	308	389	26.3%	15	22	46.7%	323	411	27.2%
Indigenous Education	90	92	2.2%	0	0		90	92	2.2%
Natural Sciences	194	183	-5.7%	71	58	-18.3%	265	241	-9.1%
Sport and Exercise	445	483	8.5%	49	52	6.1%	494	535	8.3%
Technologies & Engineering	723	679	-6.1%	107	108	0.9%	830	787	-5.2%
Trades Apprenticeships	1,577	1,472	-6.7%	1	0	-100.0%	1,578	1,472	-6.7%
Trades Foundation	628	668	6.4%	2	1	-50.0%	630	669	6.2%
Undeclared (University Transfer, etc.)	2,116	2,226	5.2%	253	158	-37.5%	2,369	2,384	0.6%
Upgrading & Preparatory (Access)	1,998	1,748	-12.5%	365	168	-54.0%	2,363	1,916	-18.9%
PROGRAM HEADCOUNT TOTALS	**12,553**	**12,883**	**2.6%**	**2163**	**1837**	**-15.1%**	**14,716**	**14,720**	**0.0%**

TOP

COURSE REGISTRATIONS

ACADEMIC CATEGORY	DOMESTIC			INTERNATIONAL			ALL STUDENTS		
	19/20	20/21	% CHANGE	19/20	20/21	% CHANGE	19/20	20/21	% CHANGE
Arts, Humanities, & Social Sciences	13,436	13,051	-2.9%	3,468	2,645	-23.7%	16,904	15,696	-7.1%
Business & Economics	11,597	11,707	0.9%	6,687	5,850	-12.5%	18,284	17,557	-4.0%
Health Sciences	7,006	7,776	11.0%	340	237	-30.3%	7,346	8,013	9.1%
Human Services	1,558	1,785	14.6%	98	124	26.5%	1,656	1,909	15.3%
Indigenous Education	680	743	9.3%	85	66	-22.4%	765	809	5.8%
Natural Sciences	7,898	7,518	-4.8%	1,734	1,255	-27.6%	9,632	8,773	-8.9%
Sport and Exercise	2,614	2,863	9.5%	158	155	-1.9%	2,772	3,018	8.9%
Technologies & Engineering	5,399	4,980	-7.8%	1,024	875	-14.6%	6,423	5,855	-8.8%
Trades Apprenticeships	1,736	1,753	1.0%	1	0	-100.0%	1,737	1,753	0.9%
Trades Foundation	1,774	2,039	14.9%	17	2	-88.2%	1,791	2,041	14.0%
Upgrading & Preparatory	1,970	1,305	-33.8%	1,017	331	-67.5%	2,987	1,636	-45.2%
Experiential (Co-op and Internships)	223	238	6.7%	38	28	-26.3%	261	266	1.9%
Other (courses related to learning skills, etc.)	643	586	-8.9%	200	168	-16.0%	843	754	-10.6%
COURSE REGISTRATIONS TOTALS	**56,534**	**56,344**	**-0.3%**	**14,867**	**11,736**	**-21.1%**	**71,401**	**68,080**	**-4.7%**

TOP

FULL-TIME EQUIVALENT (FTE)

Unlike Headcount, FTE numbers represents the amount of activity a student would take in a fiscal year. For example, a student taking a 100% full-time course load in one year would be 1.0 Student FTE. A student taking a 50% course load in one year would be counted as 0.5 Student FTE. Headcount is a reflection of the number of learners served by the Camosun College community, while FTE represents the amount of activity attempted by those learners.

	FY 2019/20	FY 2020/21	% Change
Total Student FTEs	10,090.4	8,989.2	-10.9%

PEER COMPARISON – DOMESTIC FTE

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	Change
Camosun College	**8,583.9**	**8,425.6**	**8,553.5**	**8,384.0**	**7,752.4**	**-7.5%**
Coast Mountain College	1,349.0	1,160.0	1,059.3	882.5	607.5	-31.2%
College of New Caledonia	2,963.1	2,790.2	2,597.1	2,595.3	2,180.9	-16.0%
College of the Rockies	1,996.9	2,039.3	2,021.7	1,979.2	1,924.2	-2.8%
Douglas College	8,090.0	8,109.0	8,054.2	8,199.3	8,146.1	-0.6%
Langara College	6,670.6	6,496.3	6,543.6	6,670.8	6,558.1	-1.7%
North Island College	2,215.8	2,196.7	2,233.9	2,114.4	2,069.2	-2.1%
Northern Lights College	1,177.8	1,147.3	1,084.6	1,134.1	1,011.5	-10.8%
Okanagan College	7,602.6	7,765.2	7,952.1	7,615.0	6,796.0	-10.8%
Selkirk College	2,401.9	2,110.2	1,906.5	1,906.7	1,694.6	-11.1%
Vancouver Community College	5,524.4	5,340.4	5,415.8	5,333.5	4,506.2	-15.5%
					Total	**-7.9%**

PEER COMPARISON – TOTAL FTE

Institution	2016/17	2017/18	2018/19	2019/20	2020/21	Change
Camosun College	**10,108.2**	**10,085.7**	**10,272.4**	**10,090.4**	**8,989.2**	**-10.9%**
Coast Mountain College	1,362.9	1,231.7	1,302.6	1,212.9	897.8	-26.0%
College of New Caledonia	3,443.4	3,575.7	3,824.3	4,101.6	3,475.1	-15.3%
College of the Rockies	2,255.2	2,390.2	2,405.4	2,362.6	2,165.9	-8.3%
Douglas College	10,263.9	10,940.3	11,485.5	11,880.5	11,281.7	-5.0%
Langara College	10,132.0	10,858.8	11,164.9	11,399.0	10,534.2	-7.6%
North Island College	2,496.7	2,560.3	2,739.5	2,594.9	2,384.0	-8.1%
Northern Lights College	1,643.6	1,600.8	1,594.4	1,650.8	1,475.7	-10.6%
Okanagan College	8,404.6	8,724.9	9,229.9	9,081.9	8,009.9	-11.8%
Selkirk College	2,977.5	2,781.5	2,678.9	2,717.8	2,319.0	-14.7%
Vancouver Community College	6,159.8	6,149.2	6,583.7	6,814.8	6,072.5	-10.9%
					Total	**-10.4%**

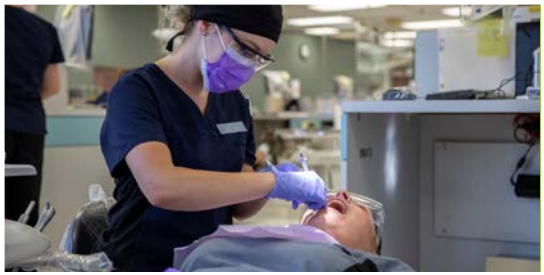
TOP

HONOURING THE PAST, INSPIRING THE FUTURE

CAMOSUN COLLEGE

50 YEARS
1971-2021

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT



2020/21 REPORTING CYCLE

June 30, 2021

The Honourable Anne Kang
Minister of Advanced Education and Skills Training
Government of British Columbia

Dear Minister,

On behalf of Camosun College, we are pleased to present our annual Institutional Accountability Plan and Report for the 2020/21 reporting cycle, and accept responsibility for its contents.

This year's report focusses on two contrasting themes: ensuring our students continue to succeed and thrive amid the COVID-19 pandemic; and,celebrating the college's 50th anniversary. Since March 2020, our primary objective has been the health and safety of our students, faculty, staff and visitors to campus. The creativity and hard work of the Camosun community throughout this challenging period has ensured that our students have continued to receive the best possible education and services with limited, in-person learning where necessary, while the majority of our courses and programs transitioned to remote delivery. Since the start of the pandemic, our adherence to the college's COVID-19 safety plan has ensured that our campuses have remained safe.

To assist our community in the pandemic, Camosun Innovates manufactured thousands of medical grade face shields for health-care workers, developed a prototype of a small, portable 'UVen' to sterilize and extend the life of N95 and equivalent masks using UV light, and created special vaccine vial trays to assist in B.C.s deployment of COVID-19 vaccines to rural and remote communities throughout the province. Our faculty transitioned almost overnight to providing remote learning options, while retaining high educational standards, and our staff continued to provide excellent services to support students.

We are proud of the many ways in which the Camosun community has risen to the challenge of the pandemic and look forward to happier, healthier and stronger days ahead for us all. 2021 marks our 50th anniversary year with the theme 'Honouring the Past, Inspiring the Future.' We developed a special anniversary logo, and new institutional seal, which honours the college's Indigenous name, and launched an interactive timeline of our collective accomplishments over the past five decades at: 50.camosun.ca.

We remain committed to greater Indigenization. As a community college we can shine a light on education as a pathway to true and lasting reconciliation and help build respectful relationships today and for future generations.

As we move forward together and anticipate a bright post-pandemic future, the college looks ahead to building upon our successes and learning from the pandemic to empower our alumni to make a positive impact in their careers and society as well as continuing to advance the health, diversity, sustainability and prosperity of our province.

Yours sincerely,

Sherri Bell, President

Dr. Monty Bryant, Chair, Board of Governors

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SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun, located in beautiful Victoria, British Columbia, is one of the largest colleges in the province, serving the communities of southern Vancouver Island and the southern Gulf Islands. With deep respect and gratitude, Camosun College acknowledges these are the Traditional Territories of the Esquimalt, Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples. Camosun learners, faculty, staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work and learn.

CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

Camosun College welcomed its first students in 1971 as B.C.'s ninth community college. Over the last 50 years, the college has grown into one of the province's largest and most impactful post-secondary institutions. Today's Camosun is a vibrant, future-focused educational institution, home to 16,000 students annually and 1,200 faculty and staff. As we celebrate our history, our Indigenous connections and educational mission, we turn our heads forward to our exciting plans for the future.

From accounting to athletic therapy, carpentry to criminal justice, early childhood learning to engineering technology and much more — Camosun College delivers relevant and applied education through 160 programs, that is transforming lives to build a better world.

Twenty-four years is now the median student age and over 1,000 Camosun students are Indigenous. Each year, we welcome over 2,000 International students from approximately 70 countries around the globe.

The college also boasts the largest trades program and largest business school on Vancouver Island, educates over 1,000 health care professionals each year and has consistently been one of the top 50 research colleges in Canada since 2014.

Located in beautiful Victoria, British Columbia, Camosun's two main campuses, Lansdowne and Interurban, together with our five satellite partnership centres, serve students in a diverse array of upgrading, certificate, diploma, applied bachelor degree, university transfer, and post-degree programs.

Fifty years ago, in 1971, the college welcomed its first students and adopted the name "Camosun," a local Lekwungen (Songhees) name meaning "where different waters meet and are transformed." Today, Camosun delivers innovative post-secondary programs meeting the educational and skills training needs of students, employers, businesses and communities in Victoria and beyond. Whether students are seeking education and career skills in arts, sciences, business, trades, technology, health and human services, sport and exercise education, Indigenous studies or adult upgrading, Camosun has earned an outstanding reputation for teaching excellence.

We are immensely proud of our students, faculty and staff, and the fact that we provide one of B.C.'s best learning experiences. Our impact as a college extends well beyond our highly-skilled, job-ready graduates. We provide: contract training opportunities for local businesses; applied research, innovation and prototyping services for industry; and work-ready co-op students for employers. With an annual budget of $150 million, Camosun generates close to $1 billion in economic impact in our region every year.

THE COLLEGE

Founded in **1971**

16,000 learners

2,000 international students from over **70** countries

1,000 Indigenous students of First Nations, Métis and Inuit ancestry

92% of students are satisfied or very satisfied with their education at Camosun

52.5% of students are 24 years or younger

78% of students come from Vancouver Island

81% of employed graduates stay in the island region to live and work

94% of students who go on to further studies say they were well prepared by Camosun

2,000 Camosun students go on to further studies at other B.C. post-secondary institutions

STRATEGIC PLAN OVERVIEW

"For five incredible decades Camosun has helped open doors for thousands of students to achieve their potential through academic and experiential education. I'm proud to say that Camosun has always been a community—and a family. We are known for our caring, inclusive learning environments. We continue to excel at delivering relevant, applied, life-changing education for our students and look forward to a future that is as bright as our dreams." ***SHERRI BELL, PRESIDENT***

Camosun College's Strategic Plan (2016-2021) is our mandate to continue to enhance truly life-changing learning opportunities for our students. The plan provides a valuable road map which reflects the language, the values and the thinking of our college community about where we want to go as an institution and why.

Enhancing engagement with students and community, delving into creative and innovative approaches to teaching and learning, working toward sustainable practices within our environment and society, and fostering amazing student experiences—these are the goals and values that define our strategic direction.

OUR VISION

Inspiring life-changing learning

OUR MISSION

We build a better future for our community with relevant, innovative and applied education.

OUR VALUES

- **Life-long learning**
- **Positive and supportive student experiences**
- **An inclusive community**
- **An environment of respect and safety for all**
- **Our relationships with one another**
- **Indigenization**

CAMOSUN
COLLEGE

50 YEARS
1971-2021

CAMOSUN CELEBRATES 50 YEARS OF LIFE-CHANGING LEARNING!

Camosun College is celebrating its 50th anniversary throughout 2021 and, after five decades, the college remains true to its roots as a place where students feel supported, included and where they can gain real skills to transform their lives and the future. Camosun officially celebrated opening its doors as a post-secondary institution offering university transfer, vocational and upgrading courses to 980 registered students on Sept. 16, 1971. Today, the college's Lansdowne and Interurban campuses, along with five community partner learning sites, offer over 160 innovative, life-changing academic and applied learning programs to 16,000 students each year.

The college is telling the Camosun story throughout 2021 with a dedicated website and historical timeline at 50.camosun.ca that charts interesting highlights over five decades of evolution, profiles outstanding alumni and past employees and tells the many diverse and compelling stories of who we are and what we stand for.

To mark the college's special milestone birthday, Camosun commissioned local Coast Salish artist and alumnus Dylan Thomas to create a beautiful 50th anniversary logo, with a design deeply rooted in the local Indigenous myths and legends behind the Camosun name. Featuring two bright-eyed herring swimming in opposite directions, framed by stylized streaks of swirling waters in the distinctive green colours of Camosun, the logo visually represents the underlying narrative legend of 'Camossung.' Beyond 2021, the design will become a permanent fixture on Camosun credentials as the new institutional seal of the college.

The explanation of the Camosun legend is that the Transformer, the key figure in Coast Salish mythology, turned the girl 'Camossung' into stone, and told her she had to be protector of the waterways at the Tillicum Narrows at the Gorge waterway. The Protector offered her herring which she liked, and that's the reason why herring are plentiful in the local waters today. The Tillicum Narrows are a very special geological and mythological feature, as they remain today the site of the only reversing rapids in Western Canada, where a large quantity of water is thrust forward through a narrow, rocky passage. They are a literal place where waters meet and are transformed — the perfect metaphor for Camosun's five decades of life-changing education.

KEY ACCOMPLISHMENTS OF 2020/21

VIRTUAL CONVERSATIONS DAY CONNECTED THE PAST WITH THE FUTURE

On Feb. 16, 2021, Camosun employees gathered virtually for "Conversations Day 2021: Honouring the Past, Inspiring the Future." All faculty and staff were invited to join the conversation around Camosun's life-changing impact on students and community in the past, present and future and to kick-off celebrations for the college's 50th anniversary year. The agenda included conversations with Camosun alumni and colleagues as well as Camosun and South Island Partnership students considering continuing at the college as part of their future plans. Award-winning broadcast journalist and Camosun alumna Michaela Pereira was the guest emcee, 'zooming' in from Los Angeles. Prime Minister Justin Trudeau, Lieutenant Governor Janet Austin, Premier John Horgan and Minister Anne Kang highlighted Camosun's many accomplishments and helped to celebrate the beginning of the college's 50th year with special video greetings.

NAVIGATING THE PANDEMIC: HOW CAMOSUN ENHANCED REMOTE WORK AND LEARNING CAPABILITIES AND VIRTUAL STUDENT SUPPORTS

The hard work of faculty and staff during the pandemic ensured students at Camosun College received the best possible education and services during a very challenging time. When the pandemic hit in March 2020, many employees and students transitioned to working and studying remotely almost at the flick of a switch. Throughout the pandemic, the college has closely followed the direction of the B.C. Provincial Health Officer, the B.C. Government, B.C. Centre for Disease Control and WorkSafeBC in response to COVID-19, to ensure our community has remained safe and healthy. Additional post-secondary guidance provided by B.C.'s Return-to-campus primer and Go Forward Guidelines have also informed Camosun's comprehensive pandemic response and COVID-19 Safety Plan.

Camosun takes the health and safety of students and employees seriously. Throughout the reporting period of this document, the college has followed strict COVID-19 protocols including enhanced and deep cleaning of buildings, directional arrows, capacity limits, flexi-glass barriers and other administrative safety controls put in place early and adhered to throughout the pandemic. A comprehensive COVID-19 Safety Plan was developed. Active health checks before coming to campus were made mandatory, and the college has pre-arrival on-campus attendance protocols as part of the "Safe Start Camosun" process for employees. Visitors coming on campus are required to check in with Facilities Services. Detailed and regularly updated information and answers to frequently asked questions were made available through the dedicated webpage: camosun.ca/covid19.

Starting in March 2020, employees wherever possible have been encouraged to work remotely and provided with IT assistance to succeed at their jobs. All services and support for students and employees remained available virtually. Students and employees have received enhanced support through services such as BlackBoard Collaborate, D2L, Microsoft Teams and Zoom. Virtual computer labs, simulating the on-campus experience and other supports were set up to allow students in specific programs to access specialized software. A virtual library at Camosun has remained fully open throughout the pandemic, providing the same high-quality services students enjoyed in person. They launched new services to fill some of the gaps through a books-by-mail service, loaned hundreds of laptops to students in need and digital content offerings were enhanced to improve accessibility to vital educational resources.

CAMOSUN MANUFACTURES OVER 9,000 MEDICAL GRADE FACE SHIELDS FOR HEALTH PROFESSIONALS

Camosun Innovates, the applied research and innovation arm of Camosun College, contributed their expertise and advanced manufacturing capabilities in the fight against COVID-19. Working at their Interurban campus facility and in collaboration with local industry partner AP Plastics, Camosun Innovates designed and produced more than 9,000 medical grade face shields for Island Health health care professionals on the front lines of the global pandemic.

As a gesture of global solidarity, Camosun made the design files freely available for download on their website, so that organizations and small manufacturers around the world could produce their own versions of the face shields using the college's instructions.

CAMOSUN INVENTS FULLY PORTABLE DECONTAMINATION DEVICE FOR ISLAND HEALTH

As the COVID-19 pandemic disrupted critical supply chains around the world, the resulting shortages of essential medical supplies forced health care systems to look for safe and efficient ways to reuse the personal protective equipment (PPE) required daily by frontline health workers. Camosun Innovates stepped up to meet this challenge locally by designing and prototyping a portable, affordable and effective PPE sterilization chamber for Island Health. The resulting 'UVen' portable sterilization system used ultraviolet (UV-C) light to sanitize single-use medical masks (N95 or their equivalents), allowing them to be safely reused four or more times.

The device is made from aluminum and assembled from commonly available parts such as sheet metal and regular UV bulbs; it weighs less than 20 kilograms, operates on standard voltage and is capable of sterilizing 10 masks at a time within 30 minutes. Looking and costing roughly the same as a standard-sized mini fridge, the device can be used in a hospital unit, a walk-in clinic, a doctor's office, or anywhere that it is required. It can also be easily and quickly moved to a different location as urgent needs arise.

KEY ACCOMPLISHMENTS OF 2020/21

CAMOSUN MANUFACTURING SOLUTIONS ASSIST WITH COVID-19 VACCINE DELIVERIES

Camosun Innovates worked with the B.C. Ministry of Health, Health Emergency Management BC, the BC Centre for Disease Control and regional health authorities to prototype and manufacture specialized vaccine vial trays to assist with the logistics of transporting COVID-19 vaccines to communities large and small across the province. A specialized Camosun VI-grip was also developed to quickly lift and move vials.

These vial 'transfer trays' were designed and manufactured at the Babcock Canada Interaction Lab at the college's interurban campus. Each tray holds up to 100 individual vaccine vials and are made of quarter-inch acrylic that is resistant to both shrinkage and extreme temperatures. The Camosun VI-grip can transfer up to five vials at a time and is manufactured using a Stereo Lithography Apparatus (SLA) 3D printer that works with a UV-responsive resin. Because vaccine must be kept at a stable temperature of 70 degrees below zero, each box needs to be filled in under three minutes, and the transport trays must also withstand these extreme conditions – these unique requirements were met by the Camosun Innovates' design.

CAMOSUN LOANS PORTABLE X-RAY UNIT TO ISLAND HEALTH IN THE BATTLE AGAINST COVID-19

COVID-19 has affected everyone at Camosun and throughout the pandemic the college community has stepped up to do whatever possible to support local front-line health care workers. A digital, portable x-ray unit used by students in the two-year Medical Radiography program was loaned to Island Health in the fight against COVID-19. The unit was then used to help monitor and assess patients with COVID-19 and other respiratory illnesses such as pneumonia.

The loan of the portable x-ray unit builds on the work of the college to support Island Health during the global pandemic, from face shields to vaccine vial holders produced by Camosun Innovates. The college's School of Health and Human Services also provided personal protection equipment to Island Health and Camosun Nursing Instructor Selena Hebig initiated the creation of much needed scrub caps for local nurses and health care workers.

CAMOSUN CARES: HAMPERS FILLED WITH FRESH FOOD AND SUPPLIES SUPPORTED STUDENTS DURING THE PANDEMIC

As the pandemic brought challenges to many students, the Camosun community showed how much they cared by assembling and hand-delivering weekly care hampers, featuring an abundance of nutritious fresh produce, tasty prepared meals, and non-perishable food items to students in need. The "Camosun Cares" hamper program proved incredibly helpful to students, and the Camosun community and donor partners rallied to show their support with 829 delivered over the course of the initiative. Hampers were made available to any Camosun student who requested them on a first-come, first-served basis.

Camosun care hampers were made possible by a generous donation from the Camosun College Student Society (CCSS) and the collaborative partnership between Culinary Arts and Camosun International, with in-kind donations from Financial Aid, Camosun Foundation, Co-operative Education and Career Services (CECS), the Print Shop and Camosun Bookstore as well as many generous community partners and donors. Volunteer drivers from the Camosun community hand-delivered the hampers to students at their homes, while following all COVID-19 safety protocols.

CAMOSUN COLLEGE BOARD ELECTS NEW BOARD CHAIR

Dr. Monty Bryant was elected Chair of the Camosun College Board of Governors, beginning Aug. 1, 2020, having previously served as Vice Chair the previous year. He was appointed to the Board on Dec. 31, 2018. Dr. Bryant serves as Chair of the Board Executive committee and is a member of the Finance and Audit committee. From 2018 to 2020, he served on the Camosun College Foundation Board. Dr. Bryant holds an RTR (x-ray technician) certification, a B.A. and M.Ed., and a Doctorate in Education. Previously, the was Associate Superintendent of Schools in Victoria with responsibilities that included K-12 schools, human resources, Indigenous education, special education, curriculum, principal leadership, professional development and evaluation. For many years, he worked as a teacher, vice principal, and principal. Active in the community, Dr. Bryant has served on the Boards of Big Brothers and Big Sisters, the Conservatory of Music, and the Belfry Theatre.

HANDS-ON WITH E-LEARNING: CAMOSUN'S AUTOMOTIVE DEPARTMENT BRINGS APPLIED TRAINING ONLINE

When Camosun shifted to online course delivery in March 2020 to address the global COVID-19 pandemic, Automotive Service Technician Program Leader Pat Jones, and instructors Mike Bocsik and Jim Gough, sprung to action to ensure that their students could successfully complete the term and to provide hands-on training creativity from a safe social distance.

The pair wrapped up their third year class using online platforms such as D2L and BlackBoard Collaborate, and aimed to replicate as much of the in-class experience as possible, by meeting online at the usual time every day, taking attendance and hosting a live, face-to-face virtual classroom. Jones delivered theory and tests while working with his team to develop online activities that would bring hands-on learning to the virtual environment. They even replicated hands-on training by partnering with a platform called Electude which gave students a detailed simulation of a vehicle engine on their screen. This allows students to use a simulated scan tool, oscilloscope, multimeter, and fuel pressure gauge to perform comprehensive diagnostic testing of engine control systems such as voltage levels, resistance, sensor operation, along with simulated wiring repair, component replacement, and more. The simulation was comprehensive, done in real-time and afterwards students were assessed as though they had worked on a real engine.

NEW SPACES FOR HEALTH-CARE ASSISTANTS AND EARLY CHILDHOOD EDUCATION SUPPORTS SENIORS AND FAMILIES

Camosun is building upon its sector leading expertise by participating in the B.C. government strategy to create 600 new training seats at public post-secondary institutions for health-care assistants as part of the Health Career Access Program. This was announced in September 2020 to meet the demand for health-care assistants in B.C.'s long-term care and assisted-living residences. Participants in the Health Career Access Program will be hired in long-term care and assisted-living facilities as health-care support workers. They will be paid while they work and complete coursework to become health-care assistants. In addition, students who are currently completing a recognized health-care assistant program and who choose to take employment in the long-term care or assisted-living sector, and commit to a 12-month return-of-service, will be eligible for a recruitment incentive of $5,000.

More educational opportunities are on the way for people looking to build careers in the high-demand field of early childhood education and provide high-quality child care to more B.C. families. To help meet the growing need for early childhood educators (ECEs) and connect people with good jobs, government is investing $1.26 million to add 108 ECE seats at public post-secondary institutions throughout the province. This funding provided 16 seats at Camosun, starting in January 2021.

CAMOSUN LAUNCHES MICRO-CREDENTIAL IN CLEAN ENERGY AND EFFICIENT BUILDINGS

The future of education is now, as Camosun launched its first ever micro-credential in February 2021 to equip learners with the skills to create net-zero energy buildings that are efficient, healthy, long-lasting and climate-friendly.

The Advanced Skills for Clean Energy and Efficient Building micro-credentials allow tradespeople and working professionals to advance their career in the high-performance building sector. Learners will be able to acquire the skills needed to implement B.C.'s 2032 building code goals—right now in 2021. Camosun's approach will prepare students for internationally recognized certifications offered by the North American Board of Certified Energy Practitioners, Natural Resources Canada and Passive House.

EDUCATION – KEY HIGHLIGHTS

CAMOSUN PARTNERS WITH PASSIVE HOUSE CANADA TO PROVIDE MICRO-CREDENTIALS

Three of the new micro-credentials in efficient buildings being offered by Camosun College will be delivered in partnership with Passive House Canada.

The partnership provides learners with short, relevant credentials in efficient building design and high-performance building construction, while preparing them to write the Passive House Institute exam to become a Certified Passive House Designer. The Advanced Skills for Clean Energy and Efficient Buildings micro-credentials are intended to be short and focused, and offer learners pathways to obtain the skills needed to meet demand for healthier, more sustainable homes. Students will have the Camosun advantage while benefiting directly from Passive House Canada's experience. Buildings constructed to the Passive House standard are highly energy efficient, comfortable, healthy and resilient and will already meet the net-zero energy ready 2032 target outlined in the CleanBC and BC Energy Step Code.

ZERO EMISSION VEHICLE SKILLS TRAINING COMING TO CAMOSUN

Automotive technicians in Victoria can upgrade their skills to work on electric vehicles (EVs) through the EV Maintenance Training program offered in 2021 for the first time at Camosun. The expansion of the EV Maintenance Training program helps grow the regional EV sector and makes it easier for people to make the switch to an EV, laying the groundwork for a cleaner future on our roads.

With $440,000 through the Province's CleanBC Go Electric program and in partnership with Trades Training BC, the program is offered at Camosun College's Interurban campus in Victoria, Okanagan College's Kelowna campus and College of New Caledonia's Prince George campus.

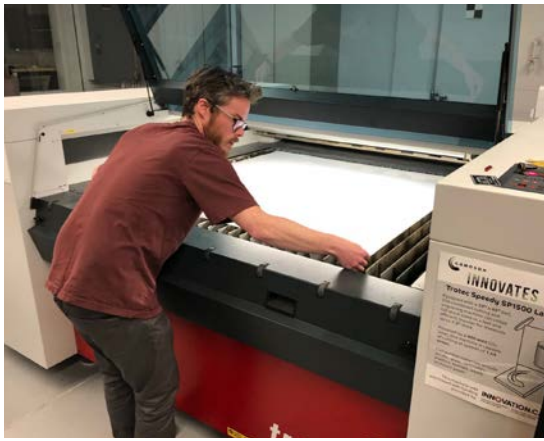
CAMOSUN'S ELECTRONICS AND COMPUTER ENGINEERING TECH PROGRAM RECEIVES NATIONAL RECOGNITION

Students in the Electronics and Computer Engineering Technology (Renewable Energy) program at Camosun College continue to receive education that puts them at the leading edge of their profession, a fact reinforced with national accreditation. As of spring 2021, the program is now the first in the college to receive accreditation by Technology Accreditation Canada (TAC).

TAC's national program accreditation is provided to top technology programs at post-secondary institutions around the country after meeting or exceeding criteria from a comprehensive audit, which includes interviews with employers of graduates, alumni, students and faculty and an in-person assessment and tour of program labs and student support services.

CAMOSUN CONTINUES TO EXCEL AS ONE OF CANADA'S TOP RESEARCH COLLEGES

Fueled by innovation and advanced manufacturing capabilities, Camosun College continues to excel as one of the top 50 research colleges in Canada, according to the latest report released in December 2020 by Research Infosource, Inc. They evaluate a number of critical factors when compiling its annual list, including research funding, industry partnerships, and the technology to which students and faculty have access. The report demonstrates that after a decade of good work, Camosun Innovates and the Camosun Technology Access Centre continue to serve as a nexus for creative research and practical innovation in Western Canada, with strong results across all categories.



MORE MENTAL HEALTH AND ADDICTIONS SPACES AT CAMOSUN HELP ADDRESS COMMUNITY NEEDS

Camosun's Mental Health and Addictions Certificate is a three-semester, full-time equivalent program currently offered through a blend of online and limited face-to-face, experiential learning. Graduates gain the competencies required to begin their careers in community mental health and addictions employment through real-world experience with a partner agency. As B.C. faces the dual public health emergencies of the COVID-19 pandemic and the opioid overdose crisis, the demand for mental health and addiction professionals is greater than ever before.

Going forward, 20 additional spaces in the program are made possible through an investment from B.C.'s Ministry of Advanced Education, Skills and Training and Ministry of Mental Health and Addictions to support overall community mental health, and is part StrongerBC - B.C.'s Economic Recovery Plan, to help thousands of people upskill or reskill and to find their place in the post-COVID-19 economy.

NURSING STUDENTS BRING THEIR VIRTUAL A-GAME

A virtual, made-in-Camosun solution to the reduction of in-person patient care with some patient populations during the pandemic is developing competencies related to infection control, respiratory assessment, and medication administration for current, and future cohorts, of nursing students at the college.

The simulation game, called "Chronic Obstructive Pulmonary Disease (COPD) Exacerbation" is designed for intermediate level nursing students at Camosun as well as for students at partner institutions. It is hosted on the website of the Canadian Alliance of Nurse Educators using Simulation (CAN-Sim), and under an open access, creative commons license, is available to the global medical education community for free.

EDUCATION – KEY HIGHLIGHTS

WORK-INTEGRATED LEARNING: ONE VOICE NAMED 2020 CO-OP AND INTERNSHIP EMPLOYER OF THE YEAR

In 2020, The One Voice Institute of Elemental Ethics and Education Inc. was been named the Camosun College Co-op and Internship Employer of the Year. One Voice is an organization focused on process optimization excellence, community engagement, ethics and education, and is structured as a brain trust with multiple lines of business. One Voice first started working with Camosun in 2020 and has already hired six students across multiple program areas.

Over the Summer 2020 term, One Voice posted several work term positions with Camosun, including a Digital Media Assistant, a Digital Communications and Marketing Assistant, an Executive Management Assistant and a Website Platform Builder. One Voice ultimately hired four Camosun students from a variety of programs across the School of Arts and Science, the School of Trades and Technology, and the School of Business. One Voice also hired an additional two students for the Fall 2020 term. The students are all uniquely involved in the unveiling of a project at One Voice called 'The Myriad Experience' a next generation immersion technology in Victoria.

CAMSTAR ENHANCES PROFESSIONAL SKILLS AND WORK-INTEGRATED LEARNING

Camosun's Career Lab has developed CamSTAR – an applied interactive learning resource to provide students with lessons and materials that are designed use alongside any regular courses at the college. As an example of work-integrated learning in action, it helps connect course assignments to professional skills development. Learners will reflect on and describe the knowledge, skills, and professional behaviours they have demonstrated during your coursework and work-integrated learning to create a well-organized, personally relevant story file to use during career interviews.

CamSTAR is a career-focussed example of how Camosun is addressing the gap between what employers are looking for in a highly competitive job market, and how students are often unable to articulate the top professional skills that they would bring to the workplace, using the power of reflective storytelling.

PROGRESS ON TRUTH AND RECONCILIATION COMMISSION RECOMMENDATIONS AND INDIGENIZATION

Camosun's response plan to the Truth and Reconciliation Commission (TRC) of Canada: Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Indian Residential School survivors upon whose experience the TRC was founded. Appendix B provides an in-depth overview of Camosun's ongoing and comprehensive actions and initiatives on advancing reconciliation and Indigenization at the college.

INDIGENOUS EDUCATION AT CAMOSUN

- 1,000 Indigenous students of First Nations, Metis and Inuit ancestry
- As of April 2021, 531 Camosun employees have competed the Understanding Indigenous Peoples 'TELĦIN TŦE WILNEW' (TTW) course
- Valued community partners: Saanich Adult Education Centre, Songhees Employment Learning Centre, and Victoria Native Friendship Centre

RECOGNIZING ORANGE SHIRT DAY WITH VIRTUAL FILM SCREENING AND PANEL DISCUSSION

On Sept. 30, 2020, the Camosun College community came together virtually to observe Orange Shirt Day, which commemorates the experience of the 150,000 Indigenous children who were placed into residential schools. The Camosun community was invited to watch in advance Picking Up The Pieces: The Making of the Witness Blanket, a 91-minute documentary film that tells the story of a massive and detailed art piece created by Carey Newman which is on permanent display at the Canadian Museum for Human Rights in Winnipeg, Manitoba. Inspired by traditional woven blankets, The Witness Blanket is a large-scale art installation (twelve meters long) made from over 800 items reclaimed from residential schools, churches, government buildings, friendship centres, treatment centres, and post secondary institutions across Canada. It is a national monument designed to recognise and commemorate the trauma of the residential school era and to support ongoing efforts towards truth, justice and reconciliation. In February 2020, the college sent a team from their Camosun Innovates department to scan the art piece to create a point-cloud rendering of the original, for use to create a virtual reality experience that enables people to engage with the rich narratives embedded within each of the blanket's artifacts and objects.

After the documentary viewing, participants were invited to a virtual panel discussion about the film. The panel consisted of Carey Newman, the artist and film maker; Elaine Ting, who provides the forward to the film; Sherri Bell, Camosun President; Janice Simcoe, Director of Eyēʔ Sqâʼlewen: the Centre for Indigenous Education & Community Connections; Sandee Mitchell, the events coordinator for Eyēʔ Sqâʼlewen; and Ruth Lyall the Camosun Indigenization Coordinator.

PRACTICAL NURSING/INDIGENOUS HEALTH CARE ASSISTANT STUDENT PROFILE: SHANNON SMITH

Shannon Smith is a first year Practical Nursing student with a warm presence and a soft smile that lights up her face. She started Camosun's Practical Nursing diploma program in September 2018, after completing the Indigenous Health Care Assistant (IHCA) certification last year and working in the field for six months. She continues to work part time as a health care assistant (HCA) while she takes classes at Camosun. Shannon took a long journey to Camosun. Of Gitxsan and Tsimshian ancestry, she grew up in Prince Rupert. After being bullied as a child and high school student, she went through a dark time and finally moved to Kamloops with her boyfriend when she was 22 to start over. Three years later, the couple relocated to Victoria, pulled by the call of the ocean and a desire to be closer to Shannon's grandmother.

Through all these transitions, Shannon discovered that she had a passion for caring for people. "I've always been known as a caretaker," she says. "Even during my troubled youth, my friends knew me as the 'street mom.' I was doing bad stuff, but I was also taking care of my friends." Post-Camosun, she's interested in furthering her education, by either becoming a Registered Nurse or Registered Psychiatric Nurse, or possibly working with Indigenous youth in some capacity. Whatever path Shannon chooses, her warmth, genuine care, and compassion will light up the lives of the people she works with.

CAMOSUN ENGINEERING STUDENTS INVENT NEXT GENERATION STROBE LIGHT AT FRACTION OF COMMERCIAL COST

When Camosun Physics instructor Ed Nelson put out an extracurricular challenge to his class, he never imagined just how enthusiastically and successfully a group of his students would respond. He asked: "is there anyone who can build a new strobe light to replace the older model in the lab?" Three of his students – Rylen Enger, Miles Krakowec Tickner, and Joseph Letang – raised their hands and over the course of a full year, on their own initiative, designed an entirely new strobe light that matches, and in several respects improves upon, commercially available models at a fraction of the cost.

Strobe lights, and the stroboscopic effect, have a variety of key industrial and education uses in research and development and product testing. Nelson uses strobes for classroom demonstrations to help students visualise rotational or vibratory motion by virtually 'stopping' or 'slowing down' rotating or vibrating objects. The students' final product is durable, can be switched on and off quickly, has many more features than a commercially available unit, produces a very bright strobe light, and has many valuable potential future industrial and educational uses.

CAMOSUN LIBRARY HIGHLIGHTS BLACK HISTORY MONTH WITH RESOURCE GUIDE CURATED BY ALUM

In celebration of Black History Month 2021, theCamosun Library published a resource guide presenting a diverse sampling of works by Black authors and creators, ranging from historical fiction, poetry, non-fiction, memoirs, streaming media, and literary classics. Author and Camosun alum, N.P. (Nyasha) Katedza, guest-curated the guide, selecting resources for their impact and influence on her life and literary practice. Katedza was invited to curate the guide after establishing a relationship with the library for an author event in 2020. The collection includes several titles by Katedza, a published author and self-described wanderer who completed the college's Certified Medical Laboratory Assistant program in 2020.

STUDENT EXPERIENCE – KEY HIGHLIGHTS

GRAD 2020: A TALENT FOR HOSPITALITY MANAGEMENT RUNS IN THE FAMILY FOR INSTRUCTOR STEPHEN SCOTT AND GRADUATING DAUGHTER MAIRIN SCOTT

Stephen Scott has taught hospitality management at Camosun for the past eight years. When his daughter graduated from Camosun in 2020 in the same program, he couldn't be prouder when reflecting on the previous three years of watching his daughter excel at Dunlop House, the hospitality management headquarters and showcase restaurant at Lansdowne. "My dad's my best friend and we have a really great relationship," she says. "The only thing I'd joke about was that I was worried that my dad would flunk me on purpose just to teach me a lesson! The experience was a lot of fun and I learned so much from him and all the instructors."

Both father and daughter share a passion for hospitality and Camosun. "I love Camosun and could not speak more highly of it, the program is great and the teachers are fantastic," says Mairin. "For me, I need to be hands on to learn, and with my hotel operations class we did a simulation on how to use a reservation system. That helped me immensely when I started working in a hotel that uses the exact same system. That connection to the real world is so incredibly valuable, especially right now."

CAMOSUN COLLEGE'S ANNUAL INFO NIGHT GOES VIRTUAL

During the pandemic, Camosun College's annual info night turned into CamWeek, a virtual event that ran from Feb. 23-25, 2021 to accommodate restrictions on in-person gatherings and to provide students working and studying remotely from anywhere in the world the opportunity to learn more about Camosun's educational offerings. During the virtual week-long event, 45-minute information sessions featured presentations from areas including Access, Arts & Science, Sports & Exercise, Business, Trades & Technology, Health & Human Services and the Centre for Indigenous Education & Community Connections. Students had the opportunity to chat live with staff from recruitment and admissions at any time during the event and to ask specific questions.

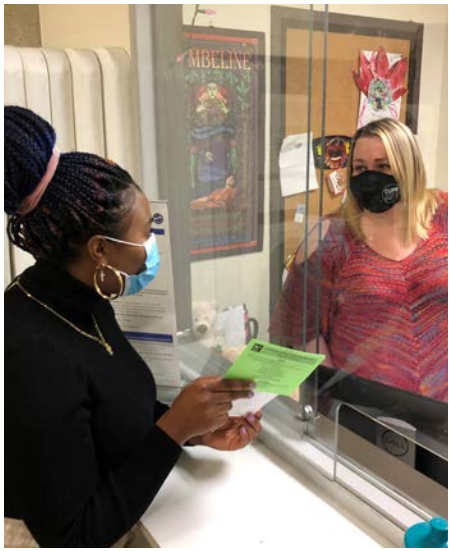
CELEBRATING CAMOSUN AUTHORS WITH THE LIBRARY RESOURCE GUIDE

From graphic novels to the culinary arts, teaching and learning to children's and young adult fiction, Camosun is home to an array of talented authors, editors, and illustrators. The library maintains an ongoing inventory of Camosun authors. In November 2020 to encourage reading during the pandemic, the library put the spotlight on Camosun writing talent with a 'Camosun Authors resource guide' guest-curated by writer and Camosun English instructor, Laurie Elmquist. The guide features a sampling of research and creative works produced by members of the Camosun community.

BUSINESS STUDENT SELECTED AS CAMOSUN'S TOP CO-OP/INTERNSHIP STUDENT OF THE YEAR

Dylan Kaplan, a Bachelor of Business Administration student, majoring in Camosun's Human Resources and Leadership Management program, was selected as the overall winner of 2020 Yvonne Thompson Page (YTP) Co-op/Internship Student of the Year.

Each year, the Applied Learning, Co-operative Education, and Career Services department selects an overall student to receive the Yvonne Thompson Page (YTP) Co-op/Internship Student of the Year award which recognizes an outstanding co-operative education or internship student at Camosun. The award was established by Yvonne's friends and colleagues at Camosun, and pays tribute to the energy, enthusiasm, and dedication that Yvonne brought to her position as the co-op coordinator in the Office Administration program.



ERASING BARRIERS FUND AND EMERGENCY PANDEMIC ASSISTANCE TO STUDENTS

To address financial stresses and anxiety caused by the pandemic, the B.C. Government and Camosun established a COVID-19 emergency student bursary to provide funding support of up to $500 to current registered students impacted by the crisis. From spring 2020 to April 2021, nearly $100,000 was distributed to help 422 students. These funds were made available to assist students with immediate financial hardships. Camosun College appreciates the generous contributions from its donors to the Erasing Barriers set up by the Camosun College Foundation and the continued financial support of the Province of British Columbia to help students navigate through and succeed during the many challenges caused by the pandemic.

PARTNERSHIPS AND INTERNATIONAL EDUCATION – KEY HIGHLIGHTS

CAMOSUN INTERNATIONAL: BRINGING WORLDS TOGETHER

International education has long been recognised as providing links that reflect global opportunity and understanding. With over 2,000 international students from around 70 countries each year, along with short-term partnership independent study programs, field schools, exchange opportunities and work/volunteer abroad placements, Camosun is part of a dynamic, global community offering education that knows no borders.

FUNDING TO SUPPORT CAMOSUN WITH FILM STUDIO EDUCATIONAL PLANNING

A provincial government investment of $150,000 will aid Camosun in the exploration of educational opportunities for students in the B.C. film industry and the potential development of an on-campus film studio at Interurban.

Construction of a film studio could provide invaluable local hands-on training opportunities for Camosun students, particularly in the construction and skilled trades - carpenters, electricians and plumbers. In addition, local trades could bid on contracts and businesses that provide support services during construction, such as excavation and hauling and delivery services.

DENNIS & PHYLLIS WASHINGTON FOUNDATION FUNDING IN CONJUNCTION WITH SEASPAN HELPS WOMEN AND INDIGENOUS TRADES STUDENTS

New bursaries and scholarships for women in trades and Indigenous learners, as well as specialized equipment and a soon to be developed micro-credential in marine welding will be made possible by major funding provided to Camosun by the Dennis & Phyllis Washington Foundation in conjunction with Seaspan.

Camosun will use the three-year, $444,000 funding to empower more women and Indigenous people in trades through new and existing bursaries and scholarships, and to increase both the overall number of skilled graduates and the diversity of B.C.'s skilled trades workforce.

CIBC ENTRANCE AWARDS SUPPORT INDIGENOUS STUDENTS AT CAMOSUN

In 2020, five first-year Indigenous students at Camosun College received $5,000 each to help fund their education through the CIBC Entrance Awards for Indigenous Students. These awards are funded annually and, through endowments, allow students to focus on achieving their academic goals and transition into meaningful careers without added financial stress. This year, the five awards were presented in a virtual ceremony. By contributing to Camosun awards and bursaries, CIBC positively affects students today so that they can build a better tomorrow.

DUAL CREDIT OPPORTUNITIES THROUGH THE SOUTH ISLAND PARTNERSHIP

Camosun offers current high school students the opportunity get a leg up on post-secondary education by studying for college credit while still in high school. Camosun Dual Credit is open to students in School Districts 61 (Victoria), 62 (Sooke), 63 (Saanich), 64 (Gulf Islands), and 79 (Cowichan). Tuition is covered by the local school district, credits earned go directly towards high school and post secondary transcripts and most courses are easily transferable to other colleges and universities.

The college offers pathways in areas such as: business, health and human services, trades, technology and communications (arts and science). Successful applicants can register through EducationPlannerBC once they have received confirmation that they have secured a seat in the program. Dual credits offer students the opportunity to get a jump start on their career ladder and test drive areas of study as they plan the transition from high school to post-secondary.

CAMOSUN'S VIRTUAL UNITED WAY EMPLOYEE CAMPAIGN EXCEEDS GOAL

For 25 years, Camosun and United Way have worked shoulder to shoulder to build a stronger, more resilient and more inclusive community. Over that period, the Camosun community has raised an incredible $1.4 million to help those in our community who need it most.

In 2020, Camosun's United Way employee giving campaign, unlike the in-person events of previous years, was entirely virtual. During the pandemic, more people have been on the edge of poverty and stress and mental health challenges have taken their toll. The need for support has been greater than ever before. Together, the Camosun community put their care and compassion into action with a virtual campaign that raised nearly $60,000, several thousand dollars in excess of goal, during a very challenging pandemic period. Congratulations and thank you to all the generous Camosun employees who stepped up to make a difference in a United Way.

CAMOSUN HOSPITALITY STUDENTS HARNESS THE TRUE SPIRIT OF THE HOLIDAY SEASON THROUGH VIRTUAL FUNDRAISERS

Challenging times can bring unexpected learning opportunities, as Hospitality Management instructor Brad Boisvert and his colleagues found out when the pandemic hit in March and all student showcase events were either cancelled or postponed indefinitely. In Fall 2020, students in Boisvert's Event Management 286 class led the way with unique virtual fundraisers that helped them learn new skills and supported community partners.

The Hospitality Management class' first virtual community event was: "Pajama Jammin: an online fundraiser" on Nov. 21, 2020. It was a great success, generating excitement and funds to support breakfast and music programs in elementary, middle, and high schools around Victoria. The next event, on Dec. 5, was a virtual "Day in Santa's Workshop" which featured live music, an immersive Christmas art experience, yummy baking and a silent auction. All proceeds supported Providence Farms—a unique therapeutic community farm in the Cowichan Valley that provides a variety of innovative programs for individuals with mental health, brain injury, age-related illness, and developmental challenges.

CAMOSUN'S DENTAL HYGIENE PROGRAM DONATES THOUSANDS OF TOOTHPASTE PACKAGES TO LOCAL CHARITIES

In mid-March 2020, all client care provided by students in the Camosun College Dental Clinic was suspended by public health order to curtail the spread of COVID-19. Faced with a stockpile of dental supplies that would otherwise go to waste, staff in Camosun's dental program decided to help local charities promote good oral health during the pandemic.

With thousands of toothpaste tubes in unopened boxes set to expire in August, Camosun staff decided to put them to good use in the community, where the need was greatest. Thousands of toothpastes were donated to three local partners, including 1,800 to the Dandelion Society, 720 to the Mustard Seed Food Bank, and hundreds more to Island Health's Mental Health & Substance Use Program. All together, the donations went to help children and adults facing a number of health and other barriers, many of whom were experiencing precarious health or living situations.

STUDENTS AT CAMOSUN'S DENTAL CLINIC BRING SMILES TO COMMUNITY CLIENTS OF ALL AGES

Students provide a range of preventive and therapeutic dental services at Camosun's in-house clinic that runs between September and April each year. After closing in the initial phase of the pandemic, the clinic reopened with enhanced COVID-19 safety protocols and measures in place.

All the clinic's usual preventive services, from full assessments to removal of tartar, fluoride treatments, x-rays and sealants continue to be offered under strict guidelines established by B.C.'s Provincial Health Officer, BC Centre for Disease Control, Island Health, WorkSafeBC and the College of Dental Hygienists of BC. The clinic, provides a vital community service by continuing to accept new patients and keeping fees to a minimum. Maintaining preventive dental care during the pandemic is highly recommended and the clinic is there to help.

CAMOSUN CHARGERS: CHARGING PAST THE PANDEMIC, SUPPORTING STUDENTS AND STAYING MOTIVATED

Following the heart-breaking news that the 2020/21 varsity sports season would be cancelled due to the COVID-19 pandemic, the Camosun College Chargers took a stand to remain positive and make the best of a year devoid of competition. With a loyal fan-base and no games, the Chargers enlisted the help of a small group of social media savvy student-athletes who reported from their "team bubbles" to keep supporters connected to the program, and excited to learn about the trials and tribulations facing college athletes caught in the middle of a pandemic. The Chargers were keen to address a myriad of relevant health and social issues, and helped spread awareness of the various supports Camosun offers.

Student-athletes shared candid stories on how they kept motivated and overcame personal challenges like missing competition, dealing with being injured and struggling with feelings of sadness and uncertainty. They shared the importance of time with family and friends, taking time for yourself and how to balance school and sport. They looked back at the successes of past seasons and threw a spotlight on the alumni as a reminder of achievements and the road ahead. They emphasized the need to create positive change wherever possible, and expressed appreciation for the opportunities they were given this season, despite the limitations. As they charge past this pandemic season with a fresh perspective on the future, the Chargers look forward to hitting the court and welcoming everyone to 2021/22 home openers.

ACTION & REMEMBRANCE: RECOGNISING NATIONAL DAY OF ACTION ON ENDING GENDER-BASED VIOLENCE

In 1991, the Parliament of Canada established Dec. 6 as the National Day of Remembrance and Action on Violence Against Women. Dec. 6 marks the anniversary of the 1989 murders of 14 young students at l'École Polytechnique de Montréal. Each student was targeted and killed because she was female.

This past year, the Camosun Library marked this sombre day, along with the 16 Days of Activism Against Gender-based Violence. From Nov. 25 through Dec. 10, 2020, the Camosun community was encouraged to consult a carefully curated resource guide for a sampling of scholarly, creative, and activist resources related to violence against women and gender-based violence. Violence against women and gender-based violence is a daily reality. Camosun's guide was made available to learn where to find resources, how to be an ally, and how to take action.

LABOUR MARKET PROJECTIONS

The current Provincial Labour Market Data are still waiting to be updated in the wake of the impact of the COVID pandemic. The data below is a repeat from the last report, and also the most up to date, available.

Camosun College is an important component to the labour market supply in the province. BC is expected to have over 860,000 job openings over from 2019-2029. Of these openings 69% of them are expected to come from replacement, while the remaining 31% are from expansion and are newly created jobs. The youth (age 29 or younger), are projected to make up 56% percent of the required supply.

Additionally, to further demonstrate the need for education:

- 77% (661,000) job openings from 2019-29 are expected to require some level of post-secondary education or training.
- 41% (353,500) will be in occupations requiring a diploma, certificate or apprenticeship training.
- 36% (307,600) will require a bachelor's, graduate, or professional degree.

SELECT OCCUPATIONS THAT REQUIRE POST-SECONDARY TRAINING, PROVINCIAL LABOUR MARKET OUTLOOK

Top opportunity occupations that require post-secondary training	How Camosun responds with direct or transferable programs
Retail and wholesale trade managers	Business Administration; University Transfer and Associate of Arts Degree
Administrative officers	Diploma and Bachelor's Degree in Business Administration
Administrative assistants	Certificate in Office Administration
Financial auditors and accountants	Diploma and Bachelor's Degree in Business Administration, Accounting Major
Social and community service workers	Diploma in Community, Family and Child Studies
Accounting technicians and bookkeepers	Diploma and Bachelor's Degree in Business Administration, Accounting Major
Cooks	Certificate in Professional Cooking Foundations; Apprenticeship leading to Red Sea
Carpenters	Certificate in Carpentry Foundations; Carpentry Apprenticeship leading to Red Sea
Information systems analysts and consultants	Certificate or Diploma in Computer Systems Technology
Early childhood educators and assistants	Diploma in Early Learning and Care
Computer programmers and interactive media developers	Certificate or Diploma in Computer Systems Technology
Restaurants and food service managers	Diploma in Hospitality Management; Professional Cook Foundation and Apprenticeship
Insurance, real estate and financial brokerage managers	Diploma and Bachelor's Degree in Business Administration
Construction managers	Diploma and Bachelor's Degree in Business Administration and Red Seal Trades credential
Priority Health Occupations	**Camosun programs which support B.C.'s Health Care priorities**
Nurse: licensed, registered, specialty, and nurse practitioner	Nursing BSN, LPN diploma
Physiotherapist and Occupational Therapist	University Transfer towards a degree; Bachelor of Athletic & Exercise Therapy
Medical Laboratory Technologist	Medical Laboratory Assistant certificate
Nurse aides, orderlies and patient service associates	Health Care Assistant certificate

Of the above listed programs there has been much growth within the corresponding programs to help aid the future labour supply requirements. Some of the select programs include:

- Camosun's Professional Cook Foundation – Level 2 program has increased its FTE production from the 2018/19 to the 2019/20 academic years.
- The Hospitality Management program has remained constant at around 95 FTEs for both the 2018/19 and 2019/20 academic years.
- Despite the impact of to the economy the past year, The Early Learning and Care program has remained constant at around 55 FTEs in the 2018/19 and 2019/20 academic years.

The previously listed items are good examples of how Camosun College is helping supply the labour market with required occupations, and is poised to continue to aid in the development of a qualified labour supply to meet the future's demands.

PROFILE OF CAMOSUN'S STUDENT POPULATION

Overall, when compared to 2019/20 Fiscal Year, Camosun's overall students FTEs fell by 10.9% (-1,101 FTEs) in the 2020/21 Fiscal Year. The lion's share of this decline is related to contraction of International FTEs – falling by 470 FTEs or 27.6%, compared to the previous year's posted International FTEs. This was followed by a decline in Ministry of Advanced Education and Skills Training FTEs, which fell by 362 FTEs (-6.2%) compared to the previous years value of 5,814 FTEs. This was followed by a drop in ITA FTEs. These FTEs contracted by 270 FTEs or 10.5%.

Full-Time Equivalent Student Data by Fiscal Year	2019/20	2020/21	Change
FTEs – Ministry of Advanced Education and Skills Training	5,814	5,452	-362 FTEs
FTEs- Industry Training Authority	2,570	2,300	-270 FTEs
FTEs – International Students	1,706	1,236	-470 FTEs
Total Student FTEs	10,090	8,989	-1,101 FTEs

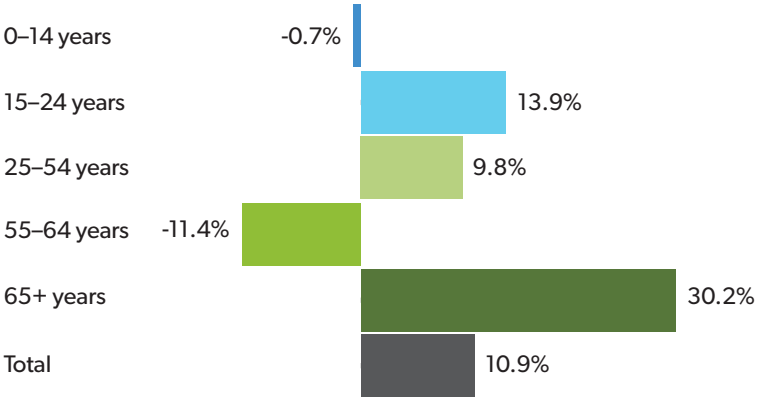
SELECT STUDENT DEMOGRAPHICS

The overall impact of COVID to the demographics of Camosun College's student population from the 2018/19 academic year, to the 2019/20 academic year end are quite clear. The proportion of those Indigenous and international students both declined from 2018-19 to 2019/20. The number of indigenous students fell from 1,224 to 1,046 – a contraction of 178 individuals. Similarly, the number of those students identified as international fell from 2,086 in 2018/19 to 1,978 individuals in the 2019/20 academic year.

Student Enrolment Headcount by Academic Year	2018/19	2019/20	Change
All Students (AEST, ITA, Continuing Education – CE, International)	20,427	15,980	-4,447
Indigenous Students	1,224	1,046	-178
International Students	2,086	1,978	-108

FUTURE POPULATION TRENDS

Camosun continues to engage with the provincial population projection (PEOPLE). With a specific focus on the Capital Region District (CRD). Although, there is an increasing number of international students, most of Camosun's students come from within the province. Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of the CRD's population, the greater the demand for locally supplied education. The following graph provides a 10 year projection for the CRD population by select age groups. Given the consistent projected growth for the 65 years and older segment of society – projected to grow by 30.2% in the next ten years, it is likely that there will be greater demand for health care professionals and supportive positions in the future. Camosun is prepared to help train what is going to be the labour supply of future health care workers. Given the overall projected growth rate of the CRD population at 10.9%. The need for skilled tradespeople to build and maintain the public projects that are going to be required to support and ever growing community is going to continue to be an important part of planning for the future. Camosun has a variety trades programs to help supply the current and future labour requirements.



PROJECTED POPULATION GROWTH RATE BY AGE, CAPITAL REGION DISTRICT, 2018-2028

- The largest ten year growth is projected to in the 65+ years and older segment of society at 30.2% over the horizon.
- The 15 -24 'youth' population is expected to grow by 13.9% over the next ten years (2022/32)
- The core-working aged population (25-54 years old) is projected to grow by nearly ten percent (9.8%).
- The largest contraction for a subpopulation is expected to be 11.4% for those aged 55-64 years old.
- The youngest segment of the population, those aged 0 -14 year old, is projected to slightly contract (0.7%) over the horizon.

POPULATION GROWTH BETWEEN THE 2011 AND 2016 CENSUS ESTIMATES:

The Statistics Canada NHS survey was performed this past year (2021). The updated results will be included in the next version of the Institutional Accountability Performance Report. The estimated population growth between the two most recent Census surveys highlights are:

- According to the most recent Census data from Statistics Canada, the overall population of Canada grew by 4.9% between 2011 and 2016.
- During the same time period the overall population in British Columbia grew by 5.5%
- The indigenous population in both British Columbia and Canada had a higher rate of growth between 2011 and 2016. For British Columbia, the Indigenous Population grew 16.5% compared to 19.5% growth for Canada, over the same period.

[1] https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections

APPENDIX A: IAPR PERFORMANCE METRIC RESULTS: PERFORMANCE MEASURES AND RESULTS

Performance Measure 1: Total FTE student spaces (excluding the Industry Training Authority)		
2019/20 Actual:	5,814	Camosun Had 5,452 FTEs in AEST programs in the 2020-21 fiscal year, failing to meet the year end target. The largely due to the impact from the pandemic.
2020/21 Actual:	5,452	
2020/21 Target:	7,066	
2020/21 Assessment:	Not Achieved	

Performance Measure 1a: Student spaces in nursing and allied health programs (FTE) (excluding the Industry Training Authority)		
2019/20 Actual:	755	For the 2020/21 fiscal year, Camosun had 756 FTEs delivered in nursing and allied health programs. The 2020/21 FTE met the current target of 749 FTEs.
2020/21 Actual:	756	
2020/21 Target:	749	
2020/21 Assessment:	Achieved	

Performance Measure 1b: Student spaces in developmental programs (FTE)		
2019/20 Actual:	994	Camosun had 808 FTEs in developmental programs in 2020/21, down from the previous year – an impact from the pandemic. This value didn't achieve the period's target value.
2020/21 Actual:	808	
2020/21 Target:	1,000	
2020/21 Assessment:	Not Achieved	

Performance Measure 2: Credentials awarded		
2019/20 Actual:	2,561	On average (3-year) Camosun issued 2,410 credentials for the 2020/21 reporting period. This substantially achieved the target of 2,482 credentials.
2020/21 Actual:	2,410	
2020/21 Target:	2,482	
2020/21 Assessment:	Substantially Achieved	

Performance Measure 3: Total space for Indigenous students (calculated students FTEs)		
2019/20 Actual:	873	There were 800 FTE spaces for Indigenous students at Camosun College in the 2020/21 fiscal year. This was a decrease of 73 spaces from the 2019/20 fiscal year. This was largely due to the impact of the COVID pandemic. Camosun as a whole lost over 1,100 FTEs, including a reduction in international FTEs from the previous fiscal to the 20/21 fiscal. The indigenous student population was one of the subpopulations also caught in this decline.
2020/21 Actual:	800	
2020/21 Target:	Increase from previous year	
2020/21 Assessment:	Not Achieved	

DACSO: Diploma, Associate Degree, and Certificate Student Outcomes Survey
TFTVG: Trades Foundation and Trades-Related Vocational Graduates
APPSO: Apprenticeship Student Outcomes Survey
BGS: Baccalaureate Graduates Survey

NOTE: for the performance measures section, the following acronyms are used to describe the respective student follow-up surveys:

DACSO: Diploma, Associate Degree, and Certificate Student Outcomes Survey
TFTVG: Trades Foundation and Trades-Related Vocational Graduates
APPSO: Apprenticeship Student Outcomes Survey
BGS: Baccalaureate Graduates Survey

Performance Measure 4: Student satisfaction with education					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	90.9%	87.5%	92.0%	96.4%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	90.9%	95.9%	94.6%	93.9%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 5: Student assessment of quality of instruction					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	95.6%	86.8%	95.4%	92.9%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020/21 Actual:	94.3%	94.1%	95.6%	99.0%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Performance Measure 6: Student assessment of skill development					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019-20 Actual:	84.6%	82.6%	83.2%	91.5%	The 2020-21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets.
2020-21 Actual:	85.8%	87.9%	84.1%	87.9%	
2020-21 Target:	≥85%	≥85%	≥85%	≥85%	
2020-21 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

Performance Measure 7: Student assessment of usefulness and skills in job performance					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	80.0%	89.7%	93.3%	93.5%	The 2020/21 student satisfaction results of each respective survey (BGS, etc) indicate that Camosun has achieved each survey's individual institutional targets, with the exception of the DACSO results. They were substantially achieved
2020/21 Actual:	85.9%	86.8%	93.7%	92.6%	
2020/21 Target:	≥90%	≥90%	≥90%	≥90%	
2020/21 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

Performance Measure 8: Unemployment rate					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2019/20 Actual:	6.0%	8.5%	2.9%	6.1%	The unemployment rates for Camosun graduates were considerably better than the regional target unemployment rate, which is the unemployment rate for the Vancouver Island / Coast region for those with high school credentials or less. The results for respondents to the DACSO, APPSO and BGS surveys each exceeded the target: 7.7%; 3.5% and 3.0%, respectively
2020/21 Actual:	7.7%	10.5%	3.5%	3.0%	
2020/21 Target:	≤12.5%	≤12.5%	≤12.5%	≤12.5%	
2020/21 Assessment:	Achieved	Achieved	Achieved	Achieved	

Additional Performance Measures

Total FTE students for other student categories		
2020/21 Result, Industry Training Authority (ITA) funded students:	2,300	Camosun had 2,300 student FTEs in ITA-funded programs in the 2020/21 fiscal year. Down (-10.5%) from 2,570 in 2019-20.
2020/21 Result, International Students	1,236	International Student FTEs remained dropped to 1,236 in 2020/21, down (-27.5%) from the 1,706 FTEs in the previous year. This marked a percent increase over the previous year

Indigenous Students at Camosun		
2020/21 Result:	1,149 in 2019/20 776 in 2020/21	There were 776 self-identified Indigenous Students attending Camosun College in the 2019/20 Fiscal Year, which is down from the previous year
2020/21 Target:	Increase from previous year	
2020/21 Assessment:	Not Achieved	

ADULT UPDGRADING GRANT (AUG)

AUG SUMMARY APRIL 1, 2020 – MARCH 31, 2020

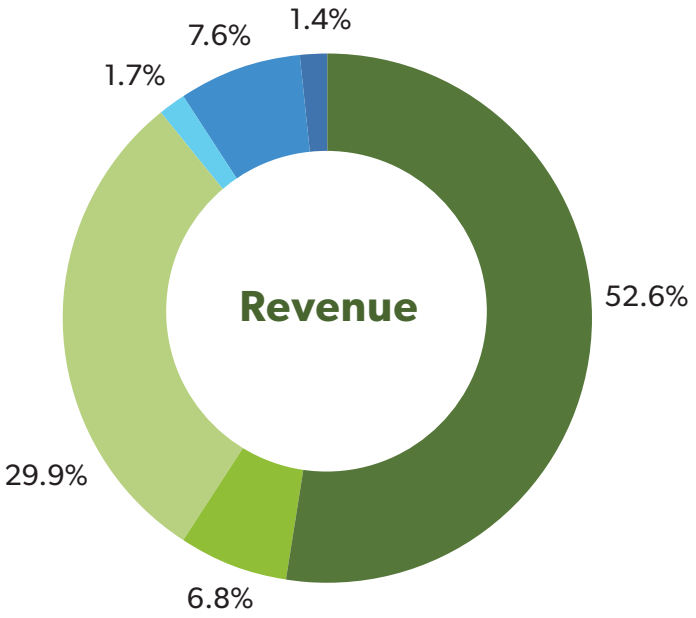
TERM	APPROVED	DENIED	CANCELLED (not tracked this year)	% DENIED	TOTAL APPS	FUNDING SPENT ON TUITION & FEES
Summer 2020	161	14	n/a	8%	175	$26,868.08
Fall 2020	309	22	n/a	7%	331	$137,053.55
Winter 2021	274	21	n/a	7%	295	$123,570.54
TOTALS	**744**	**57**	**n/a**	**7%**	**801**	**$287,492.17**

FINANCIAL INFORMATION

2020/21 FISCAL YEAR

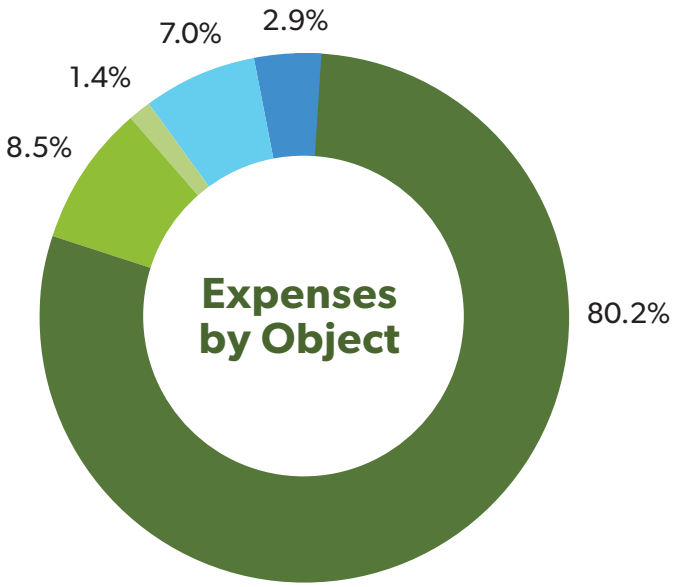
For additional information, please see the Audited Financial Statements available on the Camosun website: camosun.ca

*Note: all figures are in millions of Canadian dollars



REVENUE

	$ Millions	Per cent
Provincial Grants	70.0	52.6%
Provincial Capital Grants	9.0	6.8%
Tuition & fees	39.8	29.9%
Federal & Other Grants	2.3	1.7%
Goods & services	10.2	7.6%
Other	1.9	1.4%
TOTAL	**133.2**	**100%**



EXPENDITURE 2020/21 FISCAL YEAR

	$ Millions	Per cent
Salaries & benefits	113.0	80.2%
Supplies & services	12.0	8.5%
Costs of goods sold	1.9	1.4%
Amortization	9.8	7.0%
Minor repairs & maintenance	4.1	2.9%
TOTAL	**140.8**	**100%**

MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate Camosun's commitment to achieving the 2019/20 Mandate Letter priorities.

Mandate Letter Priorities 2020/21	Indicators (and relevant page references where applicable)
Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.	Please refer to details in Appendix B -- Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples
Contribute to an accessible and relevant post-secondary system by: • Implementation initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity; • Ensuring student safety and inclusion; • Enhancing system innovation through participating in a post-secondary digital systems strategy, including delivery of Education Planner and other digital learning activities and initiatives; • Providing programming that meets local, regional, or provincial labour market and economic needs; and • Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students	• In the 2019-20 AY Camosun had a 50.8% female to 49.2% male demographic split (of those identifiable in the student population). • Indigenous representation (of those ever identified in the CDW) was a 6.5% of the student population – 0.6 percentage points greater than the provincial average (2016 Census). • Camosun continues to provide strong programming in nursing, cooks training, information and computer systems aligning it with the provincial outlook's projected in demand occupations. At a local level, Camosun also provides training in trades, community and health care to provide the graduates meet and sustain our local economy demands. • Camosun actively participates in the B.C. Provincial Tuition Waiver Program with a significant enrolment (76 student participants in 2020/21 FY) as well as collaborating with the Campus Navigator Community of Practice. • In May 2017, the college launched its Sexual Violence and Misconduct policy and created a Student Support Office to assist students in need. As well, the college's Mental Health and Well-Being Strategy applies a mental health lens in the creation of new, and the review and revision of existing college policies, practices and procedures. • In 2019, the college completed a new Equity, Diversity and Inclusion policy to remove barriers and to create space for students and employees to embrace their identities and to fully participate in the Camosun community.
Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including: • Actively engaging with your local school districts to expand dual credit opportunities for students; • Supporting lifelong learning pathways across the public post-secondary system; and • Advancing and supporting open learning resources.	Camosun Dual Credit opportunities are open to students in School Districts 61 (Victoria), 62 (Sooke), 63 (Saanich), 64 (Gulf Islands), and 79 (Cowichan) providing broad-based opportunities for lifelong learning pathways in Camosun's region of Southern Vancouver Island.
Strengthen workforce connections for student and worker transitions by: • Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health); • Increasing co-op and work-integrated learning opportunities; • Responding to the reskilling needs of British Columbians to support employment and career transitions; • Supporting student's awareness of career planning resources.	Camosun continues to support the transition to the workforce by: • Continuing to offer high quality education in a broad amount of trades and technology programs. Including - Heavy Duty Equipment Technician (apprenticeship training), Information and Computer Systems, Mechanical Engineering Bridge Programs. Of the previously listed programs each, excluding Information and Computer Systems, enjoyed some level of FTE growth from the 2018/19 – 2019/20 academic years. Heavy Duty Equipment Technician increased 11.0 FTEs, while the Engineering Bridge programs grew by 15.5 FTEs (UBC Bridge), and 1.4 FTEs (Uvic Bridge) CO-OP opportunities at Camosun: • In the 2019-20 Academic Year, Camosun had 393 COOP-WEP registrations. Reskilling needs: • Camosun had a population of 13.4% (of identifiable student age groupings) being represented by students who were 40 years or older during the 2019-20 academic year. This indicates that Camosun is serving those who may be at mid life career changing points.

APPENDIX B

MANDATE PRIORITY #1

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. The following table provides an at-a-glance summary of Camosun's progress in these important areas.

TRC CALL TO ACTION[1] and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS Identify whether the initiative is: • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A.	**INITIATIVES AND PARTNERSHIPS** Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.
1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. … Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS Ongoing: IST 205: Indigenous Introduction to Social Work Ongoing: IST 206: Indigenous Social Welfare Ongoing: IST 243: Comparative Indigenous Rights Implemented: In 20-21 Camosun completed a program in partnership with the Council of Yukon First Nations to deliver a customized Indigenous Family Support training program to Yukon people who work as uncertified Family Support Workers in 14 Indigenous villages across Yukon Territory. 14 of 15 participants completed the program and are now working in community with this additional training to support their work. Planned: The partnership with the Council of Yukon First Nations and Kwanlin Dunn Cultural Centre inspired Camosun to review its current Indigenous Family Support program as it relates to Indigenous community engagement in its delivery. A decision was made to suspend the current program and spend the next academic year or two years revising the program as an Indigenous Community Wellness program. The work on this will begin in August 2021. Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TELTIN TTE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.	**NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS** IST 205 and 206 are continuing. Both serve as prerequisites to BSW programs and are delivered in both traditional formats and intense weekend-based sessions during the summer semester. More Indigenous and Indigenous informed social work practitioners will reduce the number of Indigenous children in case. IST 243 is continuing. It compares Indigenous social welfare practices across the pacific rim, enabling students who may later work in Indigenous child welfare to learn from practices in Canada, USA, Australia and New Zealand. The customized Indigenous Family Support program was delivered in partnership with the Council of Yukon First Nations and the Kwanlin Dunn Cultural Centre.

1 "…" represents omitted text not related to post-secondary education from the original Call to Action.

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS

Ongoing: Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC)

Ongoing: All instructors and student support personnel who work with ELC students are able to take TELṮIN TṮE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice

Ongoing: IST 120: Understanding Indigenous Peoples

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnership: In 2020, Camosun completed a customized version of its Early Learning and Care program in partnership with the Saanich Adult Education (located on Tsartlip Nation). 8 students completed with full certification to work in early childcare.

Partnership: In early 2021 Camosun, in partnership with the Victoria Native Friendship Centre, began delivering a program that will support Indigenous students with Early Childcare (ELC) certificates to earn Early Childcare diplomas. Other Indigenous communities are expressing interest in similar programs and we are seeking funding to be able to address that interest over the next three years.

Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

PROGRESS

Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.

Ongoing: Formal Indigenous language programs in this region are delivered by Indigenous Education in the Faculty of Education at the University of Victoria. Camosun honours this agreement with local First Nations. It contributes to this programming by serving on the Faculty of Education's Indigenous Advisory Board.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnerships: Camosun continues to support Indigenous communities and people who are leading their own language revitalization initiatives. Partners include: the Saanich Adult Education Centre, Songhees Nation and the Victoria Native Friendship Centre.

23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

PROGRESS

Ongoing: Health 111: Indigenous Peoples' Health

Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELṮIN TṮE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Continuing: All students in Medical Lab Assistant and Diagnostic Medical Sonography are required to complete IST 120: Understanding Indigenous Peoples. All students in the Mental Health & Addictions program are required to completed HLT 111: Indigenous Peoples' Health.

Partnership: Camosun completed an Indigenous Health Care Attendant program in partnership with the Saanich Adult Education (located on Tsartlip Nation).

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

Ongoing: Health 111: Indigenous Peoples' Health.

Ongoing: All instructors and student support personnel who work with Health Care students are able to take TEL̓TIN T̓TE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

All students in the Nursing program are required to completed HLT 111: Indigenous Peoples' Health..

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS

IST 136: Indigenous Justice & Law

Ongoing: All instructors and student support personnel who work with Justice students are able to take TEL̓TIN T̓TE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New: The School of Arts & Science has completed a review of its Criminal Justice program and the program weaves Indigenized curriculum throughout and includes a mandatory course on Indigenous justice issues.

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS

N/A: Camosun does not offer Teacher Education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

PROGRESS

N/A

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to … Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

PROGRESS

Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

New/Partnership: The framework for a program called Advanced Certificate in Ways of Indigenous Leadership & Learning has been completed and program curriculum will be completed this year. The program is designed and will be delivered in partnership with the Maori and Indigenous Studies program at Ara Institute in Christchurch, New Zealand. The program, which will. be a hybrid online learning/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

ARTICLE 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education

ARTICLE 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

ARTICLE 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

PROGRESS

Since the winter of 2017, as part of our response to the TRC, Camosun has been working on a project with 39 recommendations to more deeply Indigenize college processes and policy, curriculum, student services and employee education. All recommendations have been implemented and otherwise completed and a Phase 2 is in planning stage. Completed or ongoing initiatives include:

- programs in a variety of ways.
- Developed Indigenous-focused required learning for all applicable programs.
- Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations.
- Supported faculty to indigenize teaching and learning experiences in programs and courses.
- Identified and created pathways and connections between Indigenous and non-Indigenous programs.
- Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.
- Acquired a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc.

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Partnership: Eyē? Sqâ'lewen: the Centre for Indigenous Education & Community Connections is part of the Victoria Urban Leadership Table, which is supporting inclusion of urban Indigenous peoples' needs and interests as the Declaration on the Rights of Indigenous Peoples becomes implemented. Eyē? Sqâ'lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council and two other Indigenous representatives who are educators. This group has focused strongly on educating the general public about Indigenous truths and issues, including UNDRIP.

- Developed and implemented 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
- Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization.
- Facilitated an 'issues session' for Board.
- Provided a one-day TRC awareness day in February 2017 for all employees.
- Expanded offerings of TELTIN TTE WILNEW (TTW) for employees.
- Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.
- Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook.
- Piloted the development of cultural camps for students and employees, including college leadership.
- Brought more Indigenous presence to our Senior Leadership Council (SLC).
- Ensured the Strategic Plan is informed by Indigenization and Reconciliation.
- Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day.
- Piloted an Indigenous job event for potential employees.
- Provided Elders' parking.
- Facilitated the purchase and storage of blankets for use within Na'tsa'maht, and installed steps from Na'tsa'maht down to the Pit Cook area.
- Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples.
- Included elements of the TRC calls to action in the Respect in the Workplace program.
- Established Indigenous cultural space on the Interurban campus.
- Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate.
- Identified classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy; moreover, a special Indigenized classroom, large enough for 40 people to sit in circle with fans and insultation for drumming and smudging, will be opened in March 2022.
- Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people, and was successful in a proposal to the Human Rights Tribunal to initiative priority and limited hiring for Indigenous people for some programs and positions in the college.
- Established Indigenous gathering/learning/service space at Interurban.
- Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NECITEL.
- Organized a Vancouver Island Post-Secondary Alliance session to support the five island PPSIs to collaborate in ongoing Truth & Reconciliation initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools.
- Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.
- Devoted part of the College website to reconciliation information and support
- Calendarized Indigenous events.

APPENDIX C

Performance Measure	Reporting Year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
Skills development (avg %)	84.6%	1.4%	≥85%	85.8%	1.3%	Achieved
Written communication	82.5%	1.7%		83.4%	1.7%	
Oral communication	78.1%	1.8%		79.8%	1.8%	
Group collaboration	86.0%	1.4%		87.6%	1.4%	
Critical analysis	88.1%	1.3%		91.3%	1.2%	
Problem resolution	82.1%	1.6%		83.4%	1.6%	
Learn on your own	86.2%	1.4%		85.7%	1.5%	
Reading and comprehension	89.0%	1.3%		89.4%	1.3%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
Skills development (avg %)	82.6%	4.3%	≥85%	87.9%	3.3%	Achieved
Written communication	63.6%	9.2%		69.0%	8.4%	
Oral communication	70.5%	7.9%		75.7%	6.9%	
Group collaboration	87.4%	4.0%		92.0%	3.0%	
Critical analysis	84.7%	4.3%		93.9%	2.6%	
Problem resolution	83.3%	4.4%		91.3%	3.2%	
Learn on your own	85.9%	4.0%		87.7%	3.7%	
Reading and comprehension	87.9%	3.8%		92.7%	2.9%	
Former apprenticeship students' assessment of skill development						
Skills development (avg %)	83.2%	3.9%	≥85%	84.1%	3.4%	Achieved
Written communication	67.4%	8.2%		67.0%	7.5%	
Oral communication	69.2%	7.4%		68.0%	6.7%	
Group collaboration	80.9%	4.4%		82.8%	4.1%	
Critical analysis	86.4%	3.7%		90.3%	2.9%	
Problem resolution	81.3%	4.2%		88.3%	3.2%	
Learn on your own	87.5%	3.5%		87.2%	3.3%	
Reading and comprehension	91.6%	3.0%		91.9%	2.7%	
Bachelor degree graduates' assessment of skill development						
Skills development (avg %)	91.5%	3.7%	≥85%	87.9%	4.1%	Achieved
Written communication	90.2%	4.0%		87.2%	4.7%	
Oral communication	85.4%	4.8%		87.6%	4.5%	
Group collaboration	92.6%	3.6%		82.0%	5.1%	
Critical analysis	96.3%	2.5%		93.0%	3.4%	
Problem resolution	94.0%	3.2%		83.5%	5.0%	
Learn on your own	93.8%	3.4%		90.9%	3.8%	
Reading and comprehension	90.1%	4.1%		90.7%	3.9%	

CAMOSUN
COLLEGE
50 YEARS
1971-2021