



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, June 12, 2023
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Monty Bryant, Chair
Bijan Ahmadi
Greg Atkins
Tanya Clarmont, Vice Chair
Joanne Cumberland
Kyle Jones
Lindsay Kearns
Brenda McBain
Brent Palmer
Ruth Mojeed Ramirez
Mike Stubbing
Lane Trotter, President
Al van Akker
Karen Young

ADMINISTRATION:

John Boraas, VP Education
Heather Cummings, VP Student Experience
Evan Hilchey, A/Interim Exec. Dir., Human Resources
Deborah Huelscher, VP Administration & CFO
Rodney Porter, Exec. Dir., Communications & Marketing
Jen Stone, Exec. Dir., Strategy, Planning & Transformation

REGRETS: Geoff Wilmshurst, VP Partnerships

EXECUTIVE ASSISTANT: Heather Martin

Camosun College campuses are located on the Traditional Territories of the Lekwungen and WSÁNEĆ 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 [5 min] (Monty Bryant)	no attachment
2. President's Report [5 min] (Lane Trotter)	attachment 5
3. Foundation [5 min] (Joanne Cumberland)	no attachment
4. Education Council [5 min] (Bijan Ahmadi/Karen Young)	
i) Minutes of the April 19, 2023, meeting	attachment 7
5. Pacific Institute for Sport Education [5 min] (Lindsay Kearns)	no attachment

IV BOARD COMMITTEE REPORTS

1. Audit Committee [10 min] (Tanya Clarmont)
 - i) Minutes from the November 1, 2022, meetings attachment 10
 - ii) Report from the June 5, 2023, meeting no attachment
 - a. Audited Financial Statements for the Year Ending March 31, 2023 * attachment 13
 - b. Reappointment of the Auditor * attachment 38
2. Executive Committee [5 min] (Monty Bryant)
 - i) Right of Way [10 min] (Deborah Huelscher) * attachment 39
3. Finance Committee [2 min] (Mike Stubbing)
 - i) Minutes from the April 3, 2023, meeting attachment 41
4. Governance Policy Review Committee [10 min] (Monty Bryant)
 - i) Minutes from the April 18, 2023, meeting attachment 43
 - ii) Report from the May 10, 2023, meeting
 - a.) New: G-1.3 Board Operations By-Law; and Rescind G-1.3 Board Decision Making Policy * attachment 45
 - b.) Revision: G-1.8 Board Out-Of-Pocket Expenses * attachment 59
 - c.) Revision: G-1.7.1 Process for Appeal of Suspension from College * attachment 61
 - d.) Sunset Ad Hoc Governance Policy Review Committee * no attachment

V APPROVAL OF THE MINUTES

1. Minutes of the May 15, 2023, meeting [2 min] (Monty Bryant) attachment 65

VI NEW BUSINESS

1. Institutional Accountability Plan & Report 2022/23 [10 min] (Rodney Porter) * attachment 70
2. Indigenization at the Board Table [10 min] (Tanya Clarmont) no attachment
3. Election of the Chair August 1, 2023, to July 31, 2024 [5 min] (Deborah Huelscher) no attachment
4. Farewell to Departing Board Members [10 min] (Monty Bryant) no attachment

VII ADJOURNMENT

- * Requires a decision. See Page 3 for the proposed motions. attachment 3



**BOARD OF GOVERNORS
Regular Meeting - MOTIONS
Monday, June 12, 2023**

IV BOARD COMMITTEE REPORTS

1. Audit Committee

ii) Report from the June 5, 2023, meeting

- a. Audited Financial Statements for the Year Ending March 31, 2023

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2023, AS PRESENTED.

- b. Reappointment of the Auditor

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KMPG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2024.

2. Executive Committee

i) Right of Way

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE RESOLUTION:

WHEREAS THE CORPORATION OF THE DISTRICT OF SAANICH (S" AANICH") HAS REQUESTED THAT CAMOSUN COLLEGE (THE "COLLEGE") GRANT TO SAANICH A STATUTORY RIGHT OF WAY PERMITTING SAANICH TO INSTALL A TRAFFIC SENDING DEVICE ON COLLEGE LANDS WITHIN 73.0 M2 AREA IMMEDIATELY ADJACENT TO INTERURBAN ROAD FOR USE AS PART OF THE TRAFFIC INTERSECTION CONTROL SYSTEM;

AND WHEREAS THE DISPOSITION OF AN INTEREST IN LANDS AS PART OF THE PROPOSED STATUTORY RIGHT OF WAY WILL NOT AFFECT THE FUTURE DELIVERY OF EDUCATION PROGRAMS.

THE COLLEGE IS HEREBY AUTHORIZED BY THE BOARD TO GRANT TO SAANICH A STATUTORY RIGHT OF WAY SUBJECT TO THE TERMS AND CONDITIONS CONTAINED IN THE CHARGE DOCUMENT NOW PRESENTED TO THE BOARD AND

ATTACHED TO THIS RESOLUTION OVER THAT AREA LOCATED WITHIN LOT 2, SECTION 96, LAKE DISTRICT, PLAN VIP68477 IDENTIFIED IN SCHEDULE A TO THE CHARGE DOCUMENT, AND FOR THESE PURPOSES, IAN TOL, EXECUTIVE DIRECTOR OF FACILITIES SERVICES & CAMPUS DEVELOPMENT IS AUTHORIZED TO EXECUTE AND DELIVERY THE STATUTORY RIGHT OF WAY TO SAANICH ON BEHALF OF THE COLLEGE.

4. Governance Policy Review Committee

ii) Report from the May 10, 2023, meeting

a) New: G-1.3 Board Operations By-Law; and Rescind G-1.3 Board Decision Making Policy

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NEW 'G-1.3 BOARD OPERATIONS BY-LAW', AND RESCIND THE 'G-1.3 BOARD DECISION MAKING POLICY' WHICH IT IS REPLACING.

b) G-1.8 Revision Board Out-Of-Pocket Expenses

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.8 BOARD OUT-OF-POCKET EXPENSES' AS INDICATED.

c) G-1.7.1 Process for Appeal of Suspension from College

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE REVISION TO 'G-1.7.1 PROCESS FOR APPEAL OF SUSPENSION FROM COLLEGE' AS INDICATED.

d) Sunset Ad Hoc Governance Policy Review Committee

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE DISSOLUTION OF THE AD HOC GOVERNANCE POLICY REVIEW COMMITTEE AS THE REVIEW IS COMPLETE.

VI NEW BUSINESS

1. Institutional Accountability Plan & Report 2022/23

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE DRAFT 2022/2023 INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT AND AUTHORISE THE BOARD EXECUTIVE COMMITTEE TO APPROVE THE FINAL VERSION ONCE THE DATA IS COMPLETE.



Board of Governors

SUBMITTED BY: Lane Trotter, President

DATE: June 12, 2023

TOPIC: President's Report: May 16 – June 12, 2023

Note: A verbal report will be provided for events from June 5th through 12th, due to the publishing timeline of the Board meeting package.

1. Meetings with External Community

On May 25th I attended a day-long meeting of the Trades Training Consortium Board of Directors meeting in Vancouver.

On May 29th I welcomed the attendees of our inaugural International Partnerships week at the Interurban campus. The event is designed for administration, faculty and staff with a focus on collaboration, networking and sharing knowledge on international education. We welcomed attendees from Palacky University in the Czech Republic; Heilbronn University of Applied Sciences in Germany; The Municipal Academy for Nutrition and Supply Management in Regensburg, Germany; and, Ritsumeikan University and Josai International University in Japan.



On May 31st I attended a lunch meeting with the Consul General of India (Vancouver), the CEO & President of the Canada India Business Council and a KPMG Partner/India Lead Specialist to discuss India opportunities.

2. Meetings with Internal Community

On June 2nd I attended the Camosun Indigenous Advisory Committee meeting.

3. Special Events

On May 18th I attended the Ivan Coyote presentation at the Interurban campus. This event was arranged by CUPE 2081 with performances at both campuses. The event was supported by the College administration to ensure as many CUPE employees as possible had the opportunity to attend at either the Lansdowne or Interurban campus.

On May 30th I attended the Technology Awards at the Interurban campus.

On June 1st, I attended the Trades Awards (Electrical, Motor Vehicle and Metal) at the Interurban campus.

Darren Vaux, Chair, Pipe Trades, T&T, Evan Fraser and Krista Buzzeo went to Winnipeg for the Skills Canada national competition. Evan won the Gold Medal for Sprinklerfitting.



APPROVED Minutes

REGULAR MEETING

Wednesday, Apr 19, 2023

4:00 - 6:00 pm

P216, LACC 321, MS Teams

Present

Voting Members

- | | |
|---|------------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 10. John Boraas, Administration |
| 2. Bijan Ahmadi, Faculty (Chair) | 11. Julia Grav, Faculty |
| 3. Blair Fisher, Faculty | 12. Lois Fernyhough, Faculty |
| 4. Brian Coey, Faculty | 13. Mark Fournier, Faculty |
| 5. Debbie Hlady, Administration | 14. Richard Stride, Administration |
| 6. Edgar Nelson, Faculty | 15. Ryan Russell, Faculty |
| 7. Emily Schudel, Faculty | 16. Scott Harris, Administration |
| 8. Ignacio Dinamarca, Student | 17. Tia Primrose, Support Staff |
| 9. Ezra Kiedaisch, Student | |

Non-Voting Members

Connie Klassen, ICC Chair	Lane Trotter, President
Peter Moroney, Education Policy & Planning	TBA, Indigenization Coordinator
Karen Young, Board of Governors	

Guests:

Rashed Al-Haque, Education Policy Specialist

Regrets/Absent: Lane Trotter, John Boraas, Richard Stride, Todd Ormiston, Connie Klassen

ITEM	PRESENTER
<p>A. CALL TO ORDER AND DECLARATION OF QUORUM</p> <p>The regular meeting was called to order at 4:02 pm. Quorum was reached.</p>	Bijan Ahmadi
<p>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</p> <p><i>Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i></p>	Bijan Ahmadi

ITEM	PRESENTER
C. CHECK-IN Bijan welcomed the Council and guests and provided members an opportunity to share any School, unit, or personal updates that they had.	Bijan Ahmadi
D. ACCEPTANCE OF AGENDA The agenda for Apr 19, 2023 was approved by unanimous consent.	Bijan Ahmadi
E. MINUTES FOR APPROVAL The minutes for the Mar 15, 2023 meeting were approved by unanimous consent.	Bijan Ahmadi
F. REPORTS	
1. Education Council Chair Bijan informed the Council of the Spring election results and congratulated new/returning members. There will be a special election and a more formal discussion at the June meeting regarding members who will be leaving the Council. Faculty and student vacancies are hoped to be filled in the Fall by-election.	Bijan Ahmadi
2. VP Education Bijan informed the Council that John sends his apologies as he is traveling on business and unable to attend. There was nothing to report on his behalf.	John Boraas
3. Board Member Karen reported that the Board had two meetings. The finance meeting provided background on the 2023-24 operational budget that was approved and is now balanced. Camosun is out of a deficit and can hopefully work towards investing money back into the institution. The Board also reviewed and approved the Indigenous Community Wellness program and the Admission Policy. Jennifer Stone and Rashed Al-Haque provided an update on the Strategic Plan. Bijan spoke about the Governance workshop in Vancouver that was put on by the Ministry of Post-Secondary Education and Future Skills, and was attended by several Board members. He remarked how Camosun is aligned with the goals of the province.	Karen Young
G. COMMITTEE REPORTS	
Education Council Policy and Standards Committee Pete reported that the Committee did not have an April meeting; upcoming meeting is on May 8. There will be several items coming forward, including the Sexual Violence and Misconduct Policy which is up for renewal (as per government mandate to review and update it). He reminded members that they are welcome to participate in meetings as a guest.	Peter Moroney
H. INTEGRATED CURRICULUM COMMITTEE REPORT	Peter Moroney for Connie Klassen

ITEM	PRESENTER
<p>Regular Curriculum for Approval</p> <p>Whereas: The Integrated Curriculum Committee (with less than 80% quorum due to absences on ICC), has reviewed and recommends for approval the following curriculum:</p> <p>HHS: PROGRAMS</p> <p>Certified Dental Assistant (Certificate)</p> <p>Certified Medical Laboratory Assistant (Certificate)</p> <p>Dental Hygiene (Bachelor Science)</p> <p>Dental Hygiene (Diploma)</p> <p>Diagnostic Medical Sonography (Diploma)</p> <p>Health Care Assistant (Certificate)</p> <p>Health Care Assistant - ESL (Certificate)</p> <p>Health Care Assistant - Indigenous (Certificate)</p> <p>Interprofessional Mental Health and Addictions (PDD)</p> <p>Medical Radiography (Diploma)</p> <p>Mental Health and Addictions (Certificate)</p> <p>Nursing (Baccalaureate of Science)</p> <p>Practical Nurse to Baccalaureate of Science in Nursing</p> <p>Practical Nursing (Diploma)</p>	
<p>Motion:</p> <p>That Education Council approves changes to the curriculum as submitted:</p> <p style="text-align: right;">Moved by: Andrea Kucherawy Seconded by: Ryan Russell Motion Carried</p>	
I. Policy for Approval	
<p>Policy Revision for Approval - Grade Review and Appeals Policy</p> <p>Rashed provided the framework for the updates and responded to questions from the Council.</p>	Peter Moroney Rashed Al-Haque
<p>Motion:</p> <p>That Education Council approves the Grade Review and Appeals Policy.</p> <p style="text-align: right;">Moved by: Lois Fernyhough Seconded by: Mark Fournier Motion Carried</p>	
J. ADJOURNMENT	Bijan Ahmadi
The meeting adjourned at 4:35 pm.	



BOARD OF GOVERNORS

AUDIT COMMITTEE MINUTES- AUDIT PLAN

MEETING: Tuesday, November 1, 2022
TIME: 4 to 4:30 pm
LOCATION: Paul 216, Boardroom, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Tanya Clarmont, Chair
 Monty Bryant
 Mike Stubbing

RESOURCES:

Lane Trotter, President (ex officio)
 Deborah Huelscher, VP Administration & CFO
 Chris Jones, Director, Finance

GUESTS: Liette Bates-Eamer, KPMG
 Winnie Tam, KPMG

REGRETS: nil

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

The meeting was called to order at 4:00 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III APPROVAL OF THE MINUTES

1. The minutes from the June 6, 2022, meeting were approved as presented.

IV NEW BUSINESS

1. Audit Plan for coming year ending March 31, 2023

Tanya Clarmont, Chair, noted the Committee received the audit plan for the coming year ending on March 31, 2023. Liette Bates-Eamer, KPMG, reviewed the highlights. They have just started the work for this year, and plan to do an interim audit. They will do the field work in April and May, and the final report will go to the Audit Committee in June, 2023. The plan is consistent with the plan from previous years. No significant risks have been identified. Newly effective this year is the PSAS 3280 Asset Retirement Obligations. Camosun has already made progress on the interim work of identifying assets and their retirement and the associated costs. The newly effective audit standards CAS 315 Identifying and Assessing the Risks of Material Misstatement is in place.

2. Audit Committee Terms of Reference

Tanya Clarmont noted at the first meeting of each year, the committee's Terms of Reference are reviewed. Under Committee Operation #5, the role of the President in relation to how the role can be a resource, a Board member, and an employee will be sent to the Board Governance Policy Review Committee.

V ADJOURNMENT

The meeting adjourned at 4:16 pm.



BOARD OF GOVERNORS

AUDIT COMMITTEE MINUTES-RISK REGISTER

MEETING: Tuesday, November 1, 2022
TIME: 4:30 pm
LOCATION: Paul 216, Boardroom, Lansdowne Campus
ONLINE: Teams

COMMITTEE MEMBERS:

Tanya Clarmont, Chair
 Monty Bryant
 Mike Stubbing

BOARD MEMBERS:

Brenda McBain
 Al van Akker

RESOURCES:

Deborah Huelscher, VP Administration & CFO
 Ted Pennell, Chief Information Officer
 Barbara Severyn, Exec. Dir., Human Resources
 Jen Stone, Director, Strategic Initiatives
 Lane Trotter, President
 Geoff Wilmshurst, VP Partnerships

EXECUTIVE ASSISTANT: Heather Martin

REGRETS: John Boraas, VP Education
 Heather Cummings, VP Student Experience
 Rodney Porter, Exec. Dir., Comm. & Marketing

I CALL TO ORDER

The meeting was called to order at 4:30 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III NEW BUSINESS

1. Cyber Security Report

Ted Pennell, CIO, presented the annual update on cyber security for 2022. The team has focused on high-impact events like ransomware attacks, with significant effort directed into building multiple layers of defense over the past two years. They plan to offer video training programs on cyber security to the Board, employees, and ultimately to students. There is a strong cyber security team in place.

2. Risk Register

Deborah Huelscher, VP Administration & CFO, provided an overview of the risk register including the changes to the presentation format. Deborah reviewed the risks that have been removed and those that have been added this year. The register has been consolidated to cluster similar risk items. It was formerly organized by risk category. A heat map for improved visual representation of risks was presented. In 2021 the register had 19 sections; in 2022 there are 9 sections. The categories are the same as most post-secondary institutions. Deborah went over the risk events

and mitigation strategies. This also aligns with how the BC Government structures risk processes and assessments.

3. Special Audit Update – HR & Payroll

Deborah Huelscher provided an overview on the progress of the 2020/21 Human Resources and Payroll Processes and Controls audit. Jen Stone, Director, Strategic Initiatives, is leading the Employee Life Cycle Project. Over the past six months, the cross-college team, including Human Resources and Finance, have been meeting every week to work on the project. Deborah provided some examples of work done to-date, including reporting and process improvements to college pay cycles.

IV ADJOURNMENT

The meeting adjourned at 5:43 pm.

Financial Statements of

CAMOSUN COLLEGE

And Independent Auditor's Report thereon

Year ended March 31, 2023

MANAGEMENT’S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements is management’s responsibility. Management is also responsible for all of the notes to the financial statements, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. The significant accounting policies are summarized in note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management’s judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Camosun College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Audit and Finance committees. The Audit Committee reviews the external audited financial statements yearly and the Finance Committee reviews internal financial reports on a quarterly basis. The external auditor has full access to the Audit Committee, with and without management present.

KPMG conducts an independent examination, in accordance with Canadian auditing standards, and expresses an opinion on the financial statements. The accompanying Independent Auditor’s Report outlines their responsibilities, the scope of the examination and their opinion on the financial statements.

On behalf of Camosun College

Lane Trotter
President

Deborah Huelscher
*Vice President Administration and Chief
Financial Officer*

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Camosun College, and
To the Minister of Post Secondary Education and Future Skills, Province of British
Columbia

Opinion

We have audited the financial statements of Camosun College (the "Entity"), which comprise:

- the statement of financial position as at March 31, 2023
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2023 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "**Auditor's Responsibilities for the Audit of the Financial Statements**" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.



- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada
DATE

CAMOSUN COLLEGE

Statement of Financial Position

Year ended March 31, 2023, with comparative information for 2022

	2023	2022
		(Restated - note 3)
Financial assets		
Cash and cash equivalents (note 4)	\$ 27,193,130	\$ 25,073,781
Accounts receivable (note 5):		
Due from government and other government organizations	7,064,585	2,741,960
Other	3,146,713	2,739,067
Inventories for resale (note 6)	721,711	687,034
	<u>38,126,139</u>	<u>31,241,842</u>
Liabilities		
Accounts payable and accrued liabilities (note 7):		
Due to government and other government organizations	3,048,177	2,079,786
Other	27,137,551	22,495,257
Employee future benefits (note 8)	3,028,771	3,206,728
Deferred contributions (note 9)	6,579,659	6,928,041
Deferred revenue (note 10)	10,114,062	9,678,352
Deferred capital contributions (note 11)	122,162,477	127,620,322
Asset retirement obligations (note 3)	681,073	619,158
	<u>172,751,770</u>	<u>172,627,644</u>
Net debt	(134,625,631)	(141,385,802)
Non-financial assets		
Tangible capital assets (note 12)	145,460,930	150,838,031
Prepaid expenses	1,242,215	1,484,358
	<u>146,703,145</u>	<u>152,322,389</u>
Accumulated surplus	<u>\$ 12,077,514</u>	<u>\$ 10,936,587</u>

Contingent liabilities (note 13)
Contractual obligations (note 15(c))

See accompanying notes to financial statements.

On behalf of the Board:

Chair, Board of Governors

Vice President Administration
and Chief Financial Officer

CAMOSUN COLLEGE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2023, with comparative figures for 2022

	Budget (note 17)	2023	2022
Revenue:			
Provincial grants:			
Ministry of Post Secondary Education And Future Skills	\$ 68,650,705	\$ 73,355,071	\$ 69,398,339
Other	6,100,000	6,790,621	6,700,467
Federal grants	1,030,955	815,928	614,211
Other grants	40,000	257,331	186,220
Tuition	42,881,980	47,330,061	40,722,078
Fees (other)	1,710,250	1,857,562	1,821,644
Other revenue	1,862,750	2,191,032	2,455,059
Amortization of deferred capital contributions	8,316,075	7,689,063	7,263,217
Rentals and leases	190,000	124,757	125,901
Investment income	125,000	773,418	127,557
Sales of goods and services:			
To the Province of BC	375,000	379,044	366,099
To Crown Corporations or government organizations	4,626,760	3,207,574	3,764,670
To other entities	10,880,725	10,663,317	9,254,731
	146,790,200	155,434,779	142,800,193
Expenses (note 14):			
Instruction and support	146,454,175	146,017,916	139,784,303
Ancillary operations	6,119,125	6,614,581	6,136,601
Applied research	1,500,140	1,661,355	1,524,762
	154,073,440	154,293,852	147,445,666
Annual surplus (deficit)	(7,283,240)	1,140,927	(4,645,473)
Accumulated surplus, beginning of year	10,936,587	10,936,587	16,185,654
Adjustment on adoption of the asset retirement obligation standard (note 3)	-	-	(603,594)
As restated	10,936,587	10,936,587	15,582,060
Accumulated surplus, end of year	\$ 3,653,347	\$ 12,077,514	\$ 10,936,587

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Statement of Changes in Net Debt

Year ended March 31, 2023, with comparative information for 2022

	Budget (note 17)	2023	2022
Annual surplus (deficit)	\$ (7,283,240)	\$ 1,140,927	\$ (4,645,473)
Acquisition of tangible capital assets	(5,033,000)	(4,290,930)	(12,905,391)
Amortization of tangible capital assets	10,441,475	9,668,031	9,393,818
	5,408,475	5,377,101	(3,511,573)
Use of prepaid expenses	-	242,143	74,560
Decrease (increase) in net debt	(1,874,765)	6,760,171	(8,082,486)
Net debt, beginning of year	(141,385,802)	(141,385,802)	(132,684,158)
Adjustment on adoption of the asset retirement obligation standard (note 3)	-	-	(619,158)
as restated	(141,385,802)	(141,385,802)	(133,303,316)
Net debt, end of year	\$ (143,260,567)	\$ (134,625,631)	\$ (141,385,802)

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Statement of Cash Flows

Year ended March 31, 2023, with comparative information for 2022

	2023	2022
Cash provided by (used in):		
Operating activities:		
Annual surplus (deficit)	\$ 1,140,927	\$ (4,645,473)
Items not involving cash:		
Contributed assets	(133,144)	(1,198,915)
Amortization of tangible capital assets	9,668,031	9,393,818
Accretion expense	61,915	-
Revenue recognized from deferred capital contributions	(7,689,063)	(7,263,217)
Change in employee future benefits	(177,957)	470,742
Changes in non-cash operating working capital:		
Increase in accounts receivable	(4,730,271)	(635,822)
Decrease in prepaid expenses	242,143	74,560
Decrease (increase) in inventories for resale	(34,677)	301,997
Increase in accounts payable and accrued liabilities	5,610,685	1,257,142
Decrease in deferred contributions	(348,382)	(259,758)
Increase in deferred revenue	435,710	4,155,297
Net change in cash from operating activities	4,045,917	1,650,371
Capital activities:		
Acquisition of tangible capital assets	(4,157,786)	(11,706,476)
Net change in cash from capital activities	(4,157,786)	(11,706,476)
Financing activities:		
Capital contributions received	2,231,218	12,929,700
Net change in cash from financing activities	2,231,218	12,929,700
Net change in cash	2,119,349	2,873,595
Cash and cash equivalents, beginning of year	25,073,781	22,200,186
Cash and cash equivalents, end of year	\$ 27,193,130	\$ 25,073,781

See accompanying notes to financial statements.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

1. Nature of operations:

Camosun College (the "College") is a post-secondary educational institution funded by the Province of British Columbia (the "Province") and incorporated under the College and Institute Act of British Columbia. The British Columbia Ministry of Post Secondary Education and Future Skills (the "Ministry") provides the principal source of funding. The College is governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is therefore exempt from income taxes under section 149 of the *Income Tax Act*.

2. Significant accounting policies:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections.

Regulation 198/2011 requires that restricted contributions received or receivable for acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are to be deferred and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

2. Significant accounting policies (continued):

(a) Basis of accounting (continued):

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410 *Government Transfers*; and
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100 *Restricted Assets and Revenues*; and
- deferred contributions meet the liability criteria in accordance with PS3200 *Liabilities*.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions are recorded differently under Canadian Public Sector Accounting Standards.

(b) Inventories for resale:

Inventories held for resale, comprised of bookstore inventory, is recorded at the lower of average cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

(c) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset.

The cost, less residual value, of the tangible capital assets, excluding land, is amortized on a straight-line basis over their estimated useful lives as follows:

Category	Period
Buildings	20 to 40 years
College system software	10 years
Furniture, fixtures and equipment	5 years
Computers and software	3 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. The net write-downs are accounted for as expenses in the statement of operations.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

2. Significant accounting policies (continued):

(c) Tangible capital assets (continued):

Contributed capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, in which case they are recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.

On July 14, 1983 certain land was transferred to the College by order of the Lieutenant-Governor in Council. These assets have been recorded at a nominal value of \$1. Title to the assets is transferred subject to their continued use for educational purposes.

Works of art and historic assets are not recognized in these financial statements.

Leases which transfer substantially all of the benefit and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Capital lease obligations are recorded at the present value of the minimum lease payments excluding executory costs. The discount rate used to determine the present value of the lease payments is the lower of the College's rate for incremental borrowing or the interest rate implicit in the lease. The maximum recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used.

(d) Employee future benefits:

(i) The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan, which are multi-employer joint trustee plans. The plans are defined benefit plans providing a pension on retirement based on the member's age at retirement, length of service and earnings. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the College to the plans are expensed as incurred.

(ii) Sick leave benefits are also available to certain College employees. The costs of these benefits is actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligations under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees. Similarly, the cost and obligation of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.

(iii) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2023.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

2. Significant accounting policies (continued):

(d) Employee future benefits (continued):

(iv) The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

(e) Prepaid expenses:

Prepaid expenses include lease and contract payments that will be charged to expense over the periods the College is expected to benefit from them.

(f) Revenue recognition:

Tuition and student fees and sales of inventory are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured. Revenue related to fees or services received in advance of the fee being earned or the service performed is deferred and recognized when the fee is earned or service performed.

Fee for services revenues and expenditures are recognized as activities are performed, using the percentage of completion method. Provision for all anticipated losses is made in the period in which they become evident.

Unrestricted contributions, donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Under Restricted Contributions Regulation 198/2011, government transfers are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

(g) Expenses:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

2. Significant accounting policies (continued):

(h) Financial instruments:

Financial assets and financial liabilities are measured at cost or amortized cost, less any permanent impairment in value. The College does not hold any derivatives or equity investments that require fair value reporting and has not elected to record any other financial instruments at fair value.

A statement of remeasurement gains and losses is not presented as the College did not have remeasurement transactions to report.

Financial instruments are adjusted by transaction costs incurred on acquisition and financing costs, which are amortized using the straight-line method.

All financial assets are assessed for impairment on an annual basis. When a decline is determined to be other than temporary, the amount of the loss is reported in the statement of operations.

(i) Cash and cash equivalents:

Cash and cash equivalents include cash on hand and short term highly liquid investments that are readily convertible to known amounts of cash and are subject to insignificant risk of change in value. These short term investments generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short term cash commitments rather than investing.

(j) Asset retirement obligation:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The liability for the removal of asbestos in several of the buildings owned by the College has been recognized based on estimated cost of remediation at the date of adoption. Under the modified retrospective method, the assumptions used on initial recognition are those as of the date of adoption of the standard. Assumptions used in the subsequent calculations are revised yearly.

The liability is estimated at the current cost of remediation if this was to occur at the financial statement date. This liability will be adjusted yearly based on a remediation cost escalation percentage as an accretion expense. The recognition of a liability resulted in an accompanying increase to the respective tangible capital assets. The buildings capital assets affected by the asbestos liability are being amortized with the buildings over their original remaining useful lives.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

2. Significant accounting policies (continued):

(k) Measurement uncertainty:

The preparation of the financial statements requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the period. Key areas where management has made estimates and assumptions include those related to the determination of the useful lives of capital assets, amortization of related deferred capital contributions, asset retirement obligations, determination of employee future benefits, and provisions for accounts receivable and contingencies. Where actual results differ from these estimates and assumptions, the impact is recorded in future periods when the differences become known.

3. Change in accounting policies:

(a) PS 3280 - *Asset Retirement Obligations*:

On April 1, 2022 the college adopted Public Accounting Standard PS 3280 - *Asset Retirement Obligations*. The new accounting standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets, such as asbestos removal in retired buildings by public sector entities. The standard was adopted on the modified retrospective basis at the date of adoption.

On April 1, 2021 the college recognized a retirement obligation relating to several campus buildings that contain asbestos. The buildings were originally built between 1928 and 2009 and the liability was measured as of the date of September 30, 2020. The buildings had an expected useful life of 40 years, and the estimate has not been changed since the buildings were put into use.

In accordance with the provisions of this new standard, the College reflected the following adjustments at April 1, 2021:

Asbestos remediation obligation:

- (i) An increase of \$619,158 to the capital asset account, representing the estimate of the obligation as of March 31, 2022, and an accompanying increase of \$603,594 to accumulated amortization, representing the increased building amortization had the liability originally been recognized.
- (ii) An asset retirement obligation in the amount of \$619,158 representing the original \$527,200 obligation measured and a 10% annual remediation cost increase to the obligation on March 31, 2021 and March 31, 2022.
- (iii) A decrease to opening accumulated surplus of \$603,594, as a result of the recognition of the liability and accompanying increase in depreciation expense and accretion expense for the two years since initial measurement.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

4. Cash and cash equivalents:

Cash and cash equivalents includes cash and cash equivalents on deposit and amounts held under the Province of BC Central Deposit Program which pays interest at prime minus 1.5% and are redeemable on 3 days notice.

5. Accounts receivable:

(a) Due from government and other government organizations:

	2023	2022
Federal government	\$ 359,821	\$ 411,210
Provincial government	5,644,114	1,285,605
Other government organizations	1,060,650	1,045,145
	\$ 7,064,585	\$ 2,741,960

(b) Due from other:

	2023	2022
Accounts receivable	\$ 3,752,915	\$ 3,345,025
Accrued interest	94,313	14,148
Allowance for doubtful accounts	(700,515)	(620,106)
	\$ 3,146,713	\$ 2,739,067

6. Inventories for resale:

Inventory is comprised of bookstore inventory for resale. During the year ended March 31, 2023 the College recognized \$2,226,470 (2022 - \$2,245,344) of expenses related to inventories in the statement of operations. This includes an amount of \$13,821 (2022 - \$97,657) resulting from the write-down of inventories.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

7. Accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	2023	2022
Federal government	\$ 2,217,523	\$ 924,935
Provincial government	-	7,000
Other government organizations	830,654	1,147,851
	\$ 3,048,177	\$ 2,079,786

(b) Due to other:

	2023	2022
Trade payables and accrued liabilities	\$ 19,053,933	\$ 14,462,221
Accrued vacation pay and earned time off	5,048,476	5,177,903
Professional development and training	3,035,142	2,855,133
	\$ 27,137,551	\$ 22,495,257

8. Employee future benefits:

(a) Employee future benefits:

	2023	2022
Sick leave	\$ 1,855,329	\$ 1,747,840
Long-term disability health and dental benefits	1,173,442	1,458,888
Accrued benefit liability, end of year	\$ 3,028,771	\$ 3,206,728

(i) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's statement of operations and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation at the measurement date of December 31, 2019 and extrapolated to March 31, 2023.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

8. Employee future benefits (continued):

(a) Employee future benefits (continued):

(i) Continued:

Actuarial gains and losses are amortized over six years (2022 - six years), being the expected average remaining service life of the employees.

	2023	2022
Accrued benefit obligation:		
Balance, beginning of the year	\$ 1,747,840	\$ 1,764,220
Current benefit cost	220,871	216,871
Benefits paid	(113,382)	(233,251)
Balance, end of year	1,855,329	1,747,840
Unamortized actuarial losses	74,914	99,886
Accrued benefit obligation, end of year	\$ 1,930,243	\$ 1,847,726

The components of the net benefit expense for this item are as follows:

	2023	2022
Projected service cost	\$ 153,100	\$ 149,000
Interest expense	42,800	42,900
Recognition of net actuarial losses	24,971	24,971
	\$ 220,871	\$ 216,871

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2023	2022
Discount rates	2.25%	2.25%
Expected future inflation rates	2.00%	2.00%
Expected wage and salary increases	2.75%	2.75%

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

8. Employee future benefits (continued):

(a) Employee future benefits (continued):

- (ii) Certain employees of the College are entitled to the continuation of extended health and dental benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. Support staff receive these benefits from their date of disability to the earlier of recovery from disability and return to work or two years. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes as at March 31, 2023.

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2023	2022
Discount rates	4.13%	2.70%
Medical trend	6.23%	6.36%
Dental trend	5.18%	5.25%

(b) Pension plans:

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit plans. Basic pension benefits are based on a formula. As at August 31, 2022, the College Pension Plan has about 16,600 active members and approximately 10,100 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial evaluation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021 indicated a \$202 million surplus for basic pension benefits on a going concern basis.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

8. Employee future benefits (continued):

(b) Pension plans (continued):

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2021 indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024, with results available in 2025.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

The College paid \$6,300,212 (2022 - \$6,159,114) for employer contributions for the College Pension Plan and \$1,936,554 (2022 - \$1,977,535) for the Municipal Pension Plan in fiscal 2023.

9. Deferred contributions:

Deferred contributions are comprised of funds restricted by the following sources:

	April 1, 2022	Receipts during year	Transferred to revenue	March 31, 2023
Provincial	\$ 6,494,069	\$ 10,682,557	\$ (11,215,159)	\$ 5,961,467
Federal	370,114	1,055,532	(815,904)	609,742
Other	63,858	157,306	(212,714)	8,450
	\$ 6,928,041	\$ 11,895,395	\$ (12,243,777)	\$ 6,579,659

10. Deferred revenue:

Deferred revenue includes tuition and contract fees received in advance of the related activity performed:

	2023	2022
Tuition fees	\$ 9,499,923	\$ 8,719,863
Contract fees	614,139	958,489
	\$ 10,114,062	\$ 9,678,352

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

11. Deferred capital contributions:

Continuity of deferred capital contributions is as follows:

March 31, 2023	Deferred	Unamortized	Total
Opening balance	\$ 3,480,428	\$ 124,139,894	\$ 127,620,322
Restricted contributions received	4,764,778	-	4,764,778
Contributions spent	(5,174,570)	5,174,570	-
Amounts amortized to revenue	-	(7,689,063)	(7,689,063)
Amounts recognized as revenue	-	(2,533,560)	(2,533,560)
Closing balance	\$ 3,070,636	\$ 119,091,841	\$ 122,162,477

March 31, 2022	Deferred	Unamortized	Total
Opening balance	\$ 2,584,030	\$ 119,369,809	\$ 121,953,839
Restricted contributions received	16,313,562	-	16,313,562
Contributions spent	(15,417,164)	15,417,164	-
Amounts amortized to revenue	-	(7,263,217)	(7,263,217)
Amounts recognized as revenue	-	(3,383,862)	(3,383,862)
Closing balance	\$ 3,480,428	\$ 124,139,894	\$ 127,620,322

12. Tangible capital assets:

Cost	March 31, 2022	Additions	Transfers/ Disposals	March 31, 2023
Land	\$ 14,484,612	\$ -	\$ -	\$ 14,484,612
Buildings (restated note 3)	201,872,802	1,149,303	7,846,523	210,868,628
Assets under construction	8,017,877	761,296	(8,017,877)	761,296
Furniture, fixtures and equipment	18,724,396	1,207,295	(2,904,605)	17,027,086
Computers and software	8,562,268	1,173,036	(1,515,667)	8,219,637
	\$ 251,661,955	\$ 4,290,930	\$ (4,591,626)	\$ 251,361,259

Accumulated amortization	March 31, 2022	Disposals	Amortization Expense	March 31, 2023
Land	\$ -	\$ -	\$ -	\$ -
Buildings (restated note 3)	85,407,200	-	5,372,416	90,779,616
Furniture, fixtures and equipment	9,883,289	(2,937,217)	2,863,687	9,809,759
Computers and software	5,533,435	(1,654,409)	1,431,928	5,310,954
	\$ 100,823,924	\$ (4,591,626)	\$ 9,668,031	\$ 105,900,329

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

12. Tangible capital assets (continued):

	Net book value March 31, 2022	Net book value March 31, 2023
Land	\$ 14,484,612	\$ 14,484,612
Buildings	116,465,602	120,089,012
Assets under construction	8,017,877	761,296
Furniture, fixtures and equipment	8,841,107	7,184,715
Computers and software	3,028,833	2,941,295
	<u>\$ 150,838,031</u>	<u>\$ 145,460,930</u>

(a) Assets under construction:

The assets under construction include expenses for renovations to the Ewing building to support the installation of an elevator. This work is expected to complete by summer 2023.

(b) Contributed tangible capital assets:

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed capital assets received during the year is \$133,144 (2022 - \$1,198,915).

13. Contingent liabilities:

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. It is management's opinion that the aggregate amount of any potential liability is not expected to have a material adverse effect on the College's financial position or results.

14. Expenses by object:

The following is a summary of expenses by object:

	2023	2022
Salaries and benefits	\$ 118,055,014	\$ 112,390,753
Contract fees	4,603,889	4,777,174
Supplies and services	16,329,928	14,559,696
Costs of goods sold	2,710,602	2,579,484
Accretion expense	61,916	-
Amortization	9,668,031	9,393,818
Minor repairs and maintenance	2,864,472	3,744,741
	<u>\$ 154,293,852</u>	<u>\$ 147,445,666</u>

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

15. Related party transactions:

(a) Other agency operations:

The College is related through common ownership to all Province of British Columbia ministries, agencies, Crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. The College also considers the Board of Governors and key management executives as related parties. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

Included in accounts receivable at year end is \$5,644,114 (2022 - \$1,285,605) from the provincial government. During the year the College received grants in the amount of \$70,489,455 (2022 - \$66,133,466) from the provincial government and included \$70,929,086 (2022 - \$66,181,142) in revenue. \$4,202,638 (2022 - \$14,507,647) of the \$4,764,778 (2022 - \$16,313,562) of restricted capital contributions received during the year was from the provincial government.

(b) Camosun College Foundation:

The College has an economic interest in the Camosun College Foundation (the "Foundation"). The net assets and results of operations of the Foundation have not been included in these financial statements. The Foundation is a registered charity under the Income Tax Act. The Foundation is a separate society formed to provide scholarships and bursaries for students of the College and to raise funds for furthering the interest of the College. The College provides some financial support to the Foundation. During the year, financial support of \$617,436 (2022 - \$533,873) was provided to the Foundation.

For the year ended March 31, 2023, gift in kind donations from the Foundation to the College were \$155,825 (2022 - \$760,023) of which \$133,144 was recorded as capital assets (2022 - \$747,246). Included in the College's accounts receivable at March 31, 2023 is \$87,604 (2022 - \$24,283) due from the Foundation.

(c) Pacific Institute for Sport Education Society:

The College has an economic interest in the Pacific Institute for Sport Education Society ("PISE"). The net assets and results of operations of PISE have not been included in these financial statements. PISE is a separate society formed to bring sport education and athlete development under one roof, incorporating health and wellness programs, high performance sport services, applied sport research and innovation and community programs. PISE has three founding members - Camosun College, Canadian Sport Institute and PacificSport Victoria - and is a registered charity under the Income Tax Act.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

15. Related party transactions (continued):

(c) Pacific Institute for Sport Education Society (continued):

PISE's facilities, located at the Interurban campus, were completed in September 2008 at which time the College signed a long term lease and license agreement with PISE under which PISE will operate the facility for a 25 year term with a 29 year extension option at an annual rent of \$1 per year. At the same time, PISE has signed a long term sub lease with the College under similar terms under which the College will operate its sport education programs, recreation and athletics programs and teams and applied research activities at an annual cost of \$709,397 (2023) and \$727,049 (2024). A renewal of the sublease is expected in the 2024 fiscal year.

At the date of occupancy, the related \$28 million cost of the capital assets under construction and associated deferred capital grants were removed from the College's financial statements. The College provides custodial, grounds, maintenance and other specialist facility services to PISE on a cost recovery basis under a service agreement. Fees and expenses for these services amounted to \$302,985 (2022 - \$302,985) during the year. Included in the College's accounts receivable at March 31, 2023 is \$1,763 (2022 - \$11,001) due from PISE. Included in the College's accounts payable at March 31, 2023 is \$3,000 (2022 - \$3,045) due to PISE.

16. Financial risk management:

It is management's opinion that the College is not exposed to significant risk from its use of financial instruments which could affect its ability to achieve its strategic objectives.

(a) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due. The College establishes budgets and cash flow projections to ensure that it has the necessary funds to meet its obligations as they become due.

(b) Interest rate risk:

Interest rate risk is the risk that the fair value of future cash flows of floating rate instruments will fluctuate due to changes in market interest rates. It is management's opinion that the College is not exposed to excessive levels of interest rate risk arising from its financial instruments.

(c) Credit risk:

Credit risk is the risk of financial loss to the College if a client of the College or counterparty to a financial instrument fails to meet their contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of cash, investments and accounts receivable. The risk is mitigated by the College's prompt collections processes and by other remedies such as the withholding of transcripts in the event of non-payment.

CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2023

16. Financial risk management (continued):

(c) Credit risk (continued):

The College accounts for a specific bad debt provision when management considers that the expected recovery is less than the amount receivable.

There has been no change to the risk exposure from 2022.

The insurance on College property is the responsibility of the Province, which paid \$259,371 (2022 - \$197,602) for premiums and fees on behalf of the College for the coverage. The premiums paid are not recorded in the financial transactions of the College or in these financial statements. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

17. Budget data:

Budget figures have been provided for comparative purposes and have been derived from the Multi Year Budget approved by the Board of Governors of the College on April 11, 2022. The budget is reflected in the statement of operations and the statement of changes in net debt. The chart below reconciles the approved budget to the budget figures reported in these financial statements.

Revenues:	
Operating budget	\$ 132,861,125
Capital budget	13,929,075
<u>Total revenues</u>	<u>146,790,200</u>
Expenses:	
Operating budget	138,018,965
Capital budget	16,054,475
<u>Total expenses</u>	<u>154,073,440</u>
<u>Annual surplus</u>	<u>\$ (7,283,240)</u>

18. Comparative information:

Certain 2022 comparative information has been reclassified to conform to the presentation adopted in the current year.



**BRIEFING NOTE
BOARD OF GOVERNORS**

SUBMITTED BY: Deborah Huelscher
DATE: June 12, 2023
TOPIC: Reappointment of Auditors 2023/24

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 was the successful proponent of the college's last RFP for audit services. They have completed the second year of that contract in fiscal 2022/2023.

The Audit Committee has responsibility to make a recommendation to the Board of Governors for the appointment of auditors.

2. OPTIONS

Reappoint KPMG for one year.

3. RECOMMENDATION AND OR MOTION

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2024.



**BRIEFING NOTE
BOARD OF GOVERNORS**

SUBMITTED BY: Deborah Huelscher
DATE: June 12, 2023
TOPIC: Grant of Statutory Right of Way to District of Saanich
 Interurban Traffic Light Installation

For Information:

For Decision: X

For Discussion:

1. OVERVIEW

The Corporation of the District of Saanich has installed a traffic light on Interurban Road adjacent to College lands to facilitate entry into and exit from the Interurban Campus at Markham Street (see attached.) As part of the installation, Saanich has requested that the College grant to Saanich a statutory right of way pursuant to Section 218 of the *Land Title Act* (B.C.) which will permit Saanich to install and maintain a traffic loop/sensor device below the surface of the road as part of the intersection switching system.

The grant of statutory right of way constitutes a “disposition” of an interest in land by the College. The Ministry of Post-Secondary Education and Future Skills requires that the College Board pass a resolution approving the grant of statutory right of way and disposition prior to the Ministry authorizing the disposition.

Patrick Trelawny of Jones Emery LLP has reviewed the request and prepared the necessary documentation to submit for Ministry approval, including proposed Board resolution (attached.)

2. RECOMMENDATION AND OR MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE RESOLUTION:

WHEREAS THE CORPORATION OF THE DISTRICT OF SAANICH (S’AANICH”) HAS REQUESTED THAT CAMOSUN COLLEGE (THE “COLLEGE”) GRANT TO SAANICH A STATUTORY RIGHT OF WAY PERMITTING SAANICH TO INSTALL A TRAFFIC SENDING DEVICE ON COLLEGE LANDS WITHIN 73.0 M² AREA IMMEDIATELY ADJACENT TO INTERURBAN ROAD FOR USE AS PART OF THE TRAFFIC INTERSECTION CONTROL SYSTEM;

AND WHEREAS THE DISPOSITION OF AN INTEREST IN LANDS AS PART OF THE PROPOSED STATUTORY RIGHT OF WAY WILL NOT AFFECT THE FUTURE DELIVERY OF EDUCATION PROGRAMS.

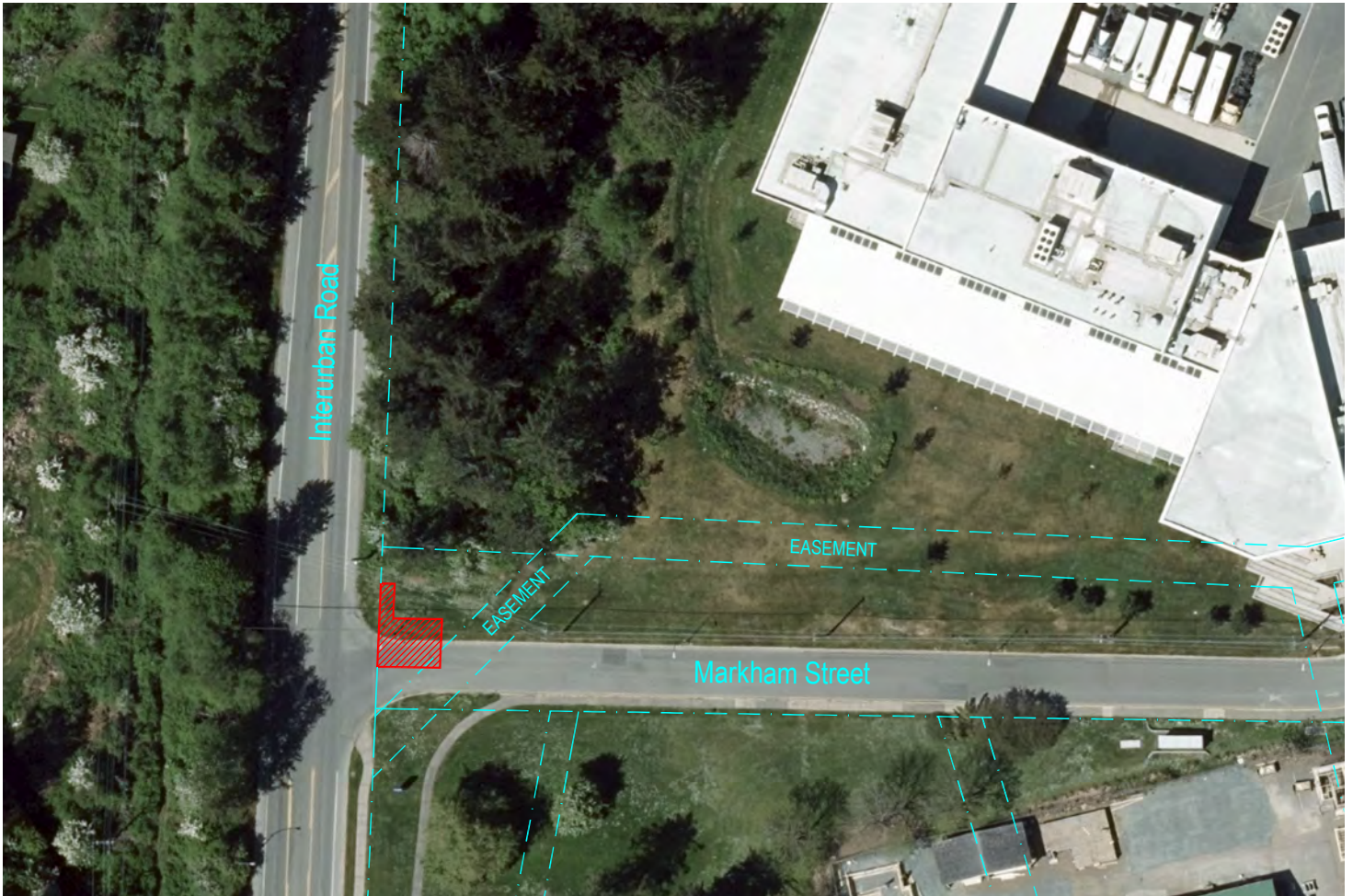
THE COLLEGE IS HEREBY AUTHORIZED BY THE BOARD TO GRANT TO SAANICH A STATUTORY RIGHT OF WAY SUBJECT TO THE TERMS AND CONDITIONS CONTAINED IN THE CHARGE DOCUMENT NOW PRESENTED TO THE BOARD AND ATTACHED TO THIS RESOLUTION OVER THAT AREA LOCATED WITHIN LOT 2, SECTION 96, LAKE DISTRICT, PLAN VIP68477 IDENTIFIED IN SCHEDULE A TO THE CHARGE DOCUMENT, AND FOR THESE PURPOSES, IAN TOL, EXECUTIVE DIRECTOR OF FACILITIES SERVICES & CAMPUS DEVELOPMENT IS AUTHORIZED TO EXECUTE AND DELIVERY THE STATUTORY RIGHT OF WAY TO SAANICH ON BEHALF OF THE COLLEGE.



INTERURBAN ROAD - LOOKING NORTH



MARKHAM STREET - LOOKING WEST



INTERURBAN ROAD/MARKHAM STREET INTERSECTION
SCALE: 1:1000 (printed at letter size)



NEW SRW SHOWN IN RED



CAMOSUN COLLEGE
INTERURBAN CAMPUS

FACILITIES SERVICES DEPARTMENT

SCALE: AS NOTED

DATE: 19/05/2023



BOARD OF GOVERNORS

FINANCE COMMITTEE MINUTES

MEETING: Monday, April 3, 2023
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

COMMITTEE MEMBERS:

Mike Stubbing, Chair
 Greg Atkins
 Monty Bryant
 Brenda McBain
 Al van Akker
 Lane Trotter, President (ex officio)

BOARD MEMBERS:

Bijan Ahmadi
 Tanya Clarmont
 Joanne Cumberland
 Kyle Jones
 Lindsay Kearns
 Brent Palmer
 Ruth Mojeed Ramirez
 Karen Young

RESOURCE:

Deborah Huelscher, VP Administration & CFO

ADMINISTRATION:

John Boraas, VP Education
 Heather Cummings, VP Student Experience
 Evan Hilchey, A/Interim Exec. Dir., Human Resources
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation
 Geoff Wilmshurst, VP Partnerships

REGRETS: nil

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

Finance Committee Chair Mike Stubbing called the meeting to order at 5:04 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III MINUTES OF PREVIOUS MEETING

The minutes of the January 26, 2023, meeting were approved as distributed.

IV NEW BUSINESS

1. Budget 2023/2024

Mike Stubbing, Chair, noted the primary purpose today is to review the proposed budget for the 2023/2024 year, and to make a recommendation to the Board to support the budget at the April 11 meeting. We will end the 2022/2023 year in a positive position after beginning with a forecasted deficit of \$7.3M. The forecast for fiscal year April 1, 2023, to March 31, 2024, is for a balanced budget.

The college reserves are now at half of the pre-pandemic level. We will restore spending to support the strategic plan, but we will balance that with re-building the reserves.

Deborah Huelscher, VP Administration & CFO, provided a high-level overview of the proposed consolidated (operating and capital) 2023/2024 budget including the accountability framework, budget assumptions and process, highlights, and budget risk and mitigation strategies. Deborah presented data on operating grants over the years; age cohorts; domestic enrolment trends; domestic enrolment to targets; tuition revenue by year and compared to other institutions; international tuition; revenue and expense by activity stream; and 2023/2024 revenue and expense by type.

The proposed budget has a three-year horizon and is based on conservative assumptions. The forecast is positive over the next three years with a possible surplus in year two and three. Budgets will rollover at actual staffing levels with non-personnel budgets set at pre-pandemic levels; and domestic and international tuition will both have a 2% increase. Compared to last year the budget is up \$10M in revenue as well as in expense.

MOTION

THAT THE FINANCE COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE COLLEGE'S BUDGET FOR THE FISCAL YEAR 2023/24 WITH TOTAL REVENUE OF \$161,618,670 AND TOTAL EXPENDITURE OF \$161,618,670 RESULTING IN A BALANCED BUDGET.

CARRIED

V ADJOURNMENT

The meeting was adjourned at 6:30 pm.



BOARD OF GOVERNORS

GOVERNANCE POLICY REVIEW COMMITTEE

MINUTES

MEETING: Tuesday, April 18, 2023
TIME: 3:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Monty Bryant, Chair

Joanne Cumberland

Brenda McBain

Lane Trotter, President (ex-officio)

REGRETS: nil

EXECUTIVE ASSISTANT: Heather Martin

1. Review of the March 9, 2023, Meeting Minutes

The minutes of the March 9, 2023, Board Governance Policy Review Committee meeting were approved as distributed.

2. G-1.3 Board Operations By-Law

The changes were incorporated that lawyer Susan Arnold recommended in order to be in compliance with the College and Institute Act.

Under A. 1. g) 'has an' will be replaced by 'maintains'.

Under A. 3. f) discussion was held on the appointment of the Vice Chair by the Chair.

Under A. 3. g) 'Set' will be replaced by 'Recommends' the Board agenda. Under E. 3. Quorum, 'All those holding office' means the two ex-officio members (the President and Education Council Chair) are not included in the quorum. The term 'non-voting' cannot be inserted for clarification as it may include other situations such as abstention. Susan Arnold, lawyer, will investigate further. Under E. Board Meetings, a link will be added to Robert's Rules of Order.

3. G-1.9 Board Audit Committee Terms of Reference

Under Membership, the line stating only the OIC appointed members are eligible will be removed. The wording regarding the EA support will be made consistent in all three Terms of Reference. Under Committee Operation, a new # 6 will be added: 'The Committee has the authority to engage external resources, if necessary, on approval of the Audit Committee Chair'. The policy will go forward to the Board for approval with the changes indicated.

4. G-1.7 Board Executive Committee Terms of Reference

In the first line under Terms of Reference, 'is to' will be removed and 'deal' will be changed to 'deals'. Under Specific Roles, a new #5 will be added: 'Approves the Board Agenda'. The policy will go forward to the Board for approval with the changes indicated.

5. G-1.5 Board Finance Committee Terms of Reference

Under Membership, the line stating only the OIC appointed members are eligible will be removed. Under 3. a. 'including matters relating to collective bargaining' will be removed. Under Committee Operations #6. 'Finance Committee' will be added prior to 'Chair'. The policy will go forward to the Board for approval with the changes indicated.

6. G-1.7.1 Process for Student Appeal of Suspension from College

Under Process for the Hearing, 'Hearing' will be added prior to the headline 'In Person' for consistency. The policy supporting document will go forward to the Board for acceptance.

7. G-1.7.2 Termination of President's Contract

The supporting document Termination of the President's Contract was accepted as is. It will go forward to the Board for acceptance.

8. G-1.8 Board Out-Of-Pocket Expenses

Monty Bryant, Chair, noted this policy will be brought forward to the May meeting for review.

The May 23, 2023, meeting of the Governance Policy Review Committee will be rescheduled to an earlier date.

The meeting adjourned at 4:35 pm.

POLICY TITLE	Board Operations By-Law
POLICY NUMBER	Number: G-1.3
POLICY TYPE	Governance
APPROVAL DATE	TBA
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	Board Decision Making Policy
LAST UPDATE OR AMENDMENT OR REVIEW DATE	n/a
NEXT REVIEW DATE	TBA
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	
SUPPORTING DOCUMENTS	

BOARD OPERATIONS BY-LAW

PURPOSE AND/OR RATIONALE

The purpose of this by-law is to clarify the role and responsibilities of the Board of Governors in policy governance and operations at Camosun College.

POLICY APPLICATION, SCOPE, AND/OR LIMITS

1. This by law applies to the College's Board of Governors.
2. The powers of the Board of Governors are defined by the *College and Institute Act* and other laws of general application.

DEFINITIONS

1. **Act:** means the British Columbia *College and Institute Act*.
2. **Board:** means the Camosun College Board of Governors.
3. **Chair and Vice Chair:** means the Board members elected to hold those positions.
4. **College:** means Camosun College.
5. **Member:** means an individual appointed, elected or serving ex officio on the Board.
6. **President and Chief Executive Officer:** means the President of the College.
7. **Ex-Officio Board Members:** means the President and Chair of Education Council who are not entitled to vote in accordance with s. 13 of the *College and Institute Act*.

PRINCIPLES

1. The Board will govern in the public interest using a policy governance framework. Policy Governance is a system for organizational oversight. Policy Governance defines and guides appropriate relationships between the government on behalf of the citizens of British Columbia, the Board of Governors, and the President.
2. The Board has responsibility to ensure it governs itself ethically.

3. The Board has final responsibility for establishing appropriate governance policies in compliance with the *College and Institute Act* and ensuring the College has policy and directives in place that comply with the appropriate legislative, legal and regulatory requirements.
4. The Board will establish policies and make decisions that will ensure the financial health of the College.
5. In the interest of transparency, Board meetings and business will be conducted in public unless the issue is deemed confidential.
6. Policy decisions should reflect the values, strategic goals and priorities of the College. The Board cannot delegate these authorities, and must make policy decisions based on what is in the best interest of the College. The Board sets the vision, mission and values of the College through the Strategic Plan.

A. ROLES & RESPONSIBILITIES

1. Board Mandate

The Board governs the College by:

- a) Setting strategic direction and monitoring implementation;
- b) Providing direction for the College through policy development, the Strategic Plan and establishing performance targets, and ensuring the College is fulfilling its vision, mission and strategies through the President;
- c) Establishing Board governance processes; such as by-laws, policies, and resolutions that direct the work of the College;
- d) Ensuring that the College has an effective process for identifying, monitoring and managing risk;
- e) Ensuring effective stewardship of College resources and assets;
- f) Reviewing financial performance, budgets, investments and ensuring College management has an effective system of internal controls;
- g) Ensuring the College maintains effective communication and accountability with stakeholders (such as donors, government, partner organizations, etc.);
- h) Selecting a President, and evaluating the performance of the President;
- i) Ensuring the President has implemented appropriate succession and development process for key leadership positions;
- j) Setting and disclosing appropriate compensation for the President within the legislated compensation framework;
- k) Ensuring compliance with statutory requirements established in public sector human resources legislation, and ratifying tentative collective agreements; and
- l) Ensuring the ethics, reputation and integrity of the College.

2. Board of Governors

The responsibility of the Board of Governors is to:

- a) Act in the best interest of the College in alignment with the *College and Institute Act* and other legislation as appropriate.
- b) Establish by-laws and policies in accordance with s.19 of the *College and Institute Act*.
- c) Appoint a President who will be the President and Chief Executive Officer (CEO) who is responsible for advising the Board on College activities and for implementing the goals and policies established by the Board. The CEO will be responsible for establishing a structure

including providing monitoring reports on College activities that meets the Board's goals including development of a Strategic Plan.

- d) Establish a regular schedule of meetings and committee meeting and ensure Board development and orientation.
- e) Establish committees of the Board that will have the power to advise and make recommendations to the Board.

3. Board Chair

The role of the Chair of the Board is to provide leadership to the Board and to:

- a) Chair the regular, in camera, and special meetings of the Board.
- b) Act on behalf of the Board in liaison and linkage with the President & CEO.
- c) Delegate or appoint Board members to Standing Committees, to the Foundation Board, to the Pacific Institute for Sport Education Board and to the Education Council.
- d) Represent the Board at public events and College functions, or delegate.
- e) Act as the official spokesperson for the Board.
- f) The Chair can recommend an appointed member of the Board for the position of Vice Chair on an annual basis.
- g) Set the Board agenda.

4. Vice Chair

The role of the Vice Chair is to assume the Chair's responsibilities as outlined in the *College and Institute Act* and this Bylaw in the absence of the Board Chair.

5. Members of the Board

As part of their fiduciary responsibilities, all members of the Board will:

- a) Act in the best interests of the College.
- b) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.
- c) Serve on Board Standing Committees as requested.
- d) Attend Special College Functions (e.g. Graduations) or other community events representing the Board as requested by the Board Chair.
- e) Notify the Board Chair of any conflict of interest situations, potential, perceived, or real.
- f) Notify the Board of any changes to eligibility to remain a member of the Board.
- g) Commit to being informed about the College and its operations.
- e) Support Board decisions so that the Board speaks with one voice in relation to such decisions. If Board members have any questions between meetings, they should direct those questions to the Board Chair.

6. President and Chief Executive Officer (CEO)

The role of the President and Chief Executive Officer is to provide leadership to the College, to represent the College within the community and to:

- a) Perform the duties and responsibilities in accordance with the requirements of the *College and Institute Act*, and as determined by the Board.

**DRAFT - NEW**

- b) Guide the development of policy options for the Board's consideration.
- c) Implement the by-laws and policies of the Board.
- d) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.
- e) Direct and guide the development of policy and procedures to manage the College.
- f) Subject to the direction of the Board, manage the property and assets of the College as its President and Chief Executive Officer, including the power to control and supervise access to and use of the property and those assets.
- g) Perform other duties as determined by the Board.

B. ELECTION OF THE CHAIR AND VICE CHAIR

1. Election of the Chair will be held annually at the last meeting of the Board in summer. Election of the Vice Chair will be held annually at the first meeting of the Board in fall.
2. The elections of the Chair and Vice Chair will be presided over by the Chief Financial Officer (CFO) or others as designated by the Board.
3. Only Board members appointed under section 9 (1) (a) of the *College and Institute Act* are eligible to be Chair and Vice Chair of the Board.
4. Nominations and declarations of expressions of interest for the position of Chair will be called for one month prior to the last Board meeting in summer. The CFO will also call for nominations from the floor. In the case of more than one nomination, the CFO will ask each if they are willing to serve, and then declare the nominations closed. Nominations and declarations of expressions of interest for the position of Vice Chair will be called in August.
5. The votes will be cast by a show of hands unless a resolution is passed calling for a secret ballot in either election.
6. If a secret ballot is required, the CFO will appoint two persons to distribute, collect, and count the ballots. Neither the nominee nor the person who has nominated the nominee are eligible to distribute, collect and count the vote. The CFO will ask members if all have voted who wish to do so, and declare the voting closed. The appointed persons will inform the CFO of the number of votes, the number constituting a majority, and the number of votes received by each nominee. The CFO will declare the winner as the new Board Chair.
7. The Chair will assume the position on August 1 of each year. The Vice Chair will assume that position immediately following the vote for the Vice Chair.

C. COMMITTEE STRUCTURE (SEE LINKS BELOW)

1. Standing Committees

The Board shall establish standing committees as are necessary and advisable, and will approve the terms of reference for each. The standing committees include but are not restricted to the Audit, Finance and Executive Committees. The Chairs of the Standing Committees shall work with the President to establish the Committee meeting agenda, chair the Committee meetings or when absent, designate a Chair, and report back to the Board regarding their committee activities. Unless the Board specifically delegates decision making power, the Committees are limited to advising and making recommendations to the Board.

**DRAFT - NEW****i. Finance Committee**

The purpose of the Finance Committee is to assist the Board in fulfilling its financial planning, reporting and oversight obligations, and to make recommendations to the full Board for approval.

ii. Audit Committee

The purpose of the Audit Committee is to assist the Board in fulfilling its financial accountability, risk management and oversight obligations and to make recommendations to the full Board for approval.

iii. Executive Committee

The purpose of the Executive Committee is to assist the Board in developing and recommending the College's approach to good governance, to establish ad hoc committees, to deal with matters relating to the Board's role as employer, including the President's employment, evaluation and compensation, and to deal with student appeals of suspension.

2. Ad Hoc Committees

From time to time, as required, the Board may establish an ad-hoc committee or task force to work on specific issues relevant to the Board. On the completion of the mandate for the ad-hoc committee or task force, the ad-hoc committee or task force will be disbanded. Both ad hoc committees and task forces will report directly to the Board.

DIRECTIVES, REQUIREMENTS, PROCEDURES, STANDARDS, GUIDELINES, FORMS**A. DEVELOPMENT OF GOVERNING BY-LAWS AND POLICIES****1. Identification**

While the Board does not delegate its responsibility for identifying and developing governing policies, it expects that the CEO and college staff (the "administration") will exercise the initiative in identifying and developing a policy framework and policy statements (principles) for the Board's consideration.

2. Development

The administration will manage the process of developing and drafting policy for the Board's consideration. Feedback will be acquired appropriate to the governing policy. Draft policies and by-laws presented to the Board will reflect the best interests of the College, and the current legislative, legal and financial limitations and strategic directions of the College. The administration will identify the impact of the draft policy on the College and any concerns about the draft policy.

3. Adoption

The Board's responsibility is to ensure that the policy meets the long-term goals of the College and meets the specific policy objective(s). The Board should identify concerns, offer suggestions

and direct administration to re-draft the policy to address the Board's concerns. The Board should focus on the goals and objectives of the policy, directing administration to make the policy changes identified through the discussion. The Board will adopt the policy only when it is satisfied that the policy has met the policy objectives.

4. Implementation

The implementation of policies is delegated to the administration through the CEO. However, the Board cannot delegate its authority to manage and implement those governing policies that describe how the Board will govern itself within a policy governance framework.

5. Review

Monitoring governing policies will occur as needed when triggered by new legislation, changes in the law, changes in the strategic direction of the College, or other events. Both the Board and the administration are responsible for identifying the need for changes to governing policies.

E. BOARD MEETINGS

- 1. Conduct of Board Meetings:** The conduct of Board meetings will normally be governed by [Robert's Rules of Order](#).
- 2. Attendance:** Board members are expected to attend each meeting of the Board. In accordance with s.59(7) of the Act, if a Board member has not attended three consecutive regular Board meetings, they shall no longer be a Board member unless excused by a resolution of the Board. A member of the Board may participate in a meeting of the Board or of any Committee of the Board remotely or in-person. A member who participates in a meeting remotely is deemed for all purposes of the *College and Institute Act* and the bylaws and policies of Camosun College to be present at the meeting and to have agreed to participate in that manner.
- 3. Quorum:** A majority of the Board members holding office constitute a quorum at a meeting of the Board.
- 4. Resolutions:** The affirmative votes of a majority present at the meeting at which a quorum is present are sufficient to pass a resolution of the Board.
- 5. Abstentions:** Abstentions will be dealt with in accordance with [Robert's Rules of Order](#).
- 6. Agenda Delivery to the Board:** Agendas for the regular meetings of the Board of Governors will be forwarded to the Board no later than 48 hours before the scheduled Board meeting. The draft Board agenda will be prepared by the Executive Assistant to the Board and will be sent to the Board Chair and the President. The Board Chair will finalize the agenda prior to its distribution to the Board members.
- 7. Resource Staff:** Administrative staff will be expected to attend and participate as required.
- 8. Status of Observers:** The regular meeting of the Board will be open to the public. Observers may only be recognized at the discretion of the Chair. Observers do not participate in the meeting of the Board unless invited to do so by the Board, through the Chair.

- 9. Minutes:** The Board meeting minutes will be approved by the Board of Governors at the following meeting.
- 10. In-Camera Meetings:** The in-camera session of a Board meeting is where the public is excused, and the Board and College management discuss items that are more confidential in nature.
- a) In-camera discussions should always remain confidential as they relate to sensitive Board matters. Confidential minutes of decisions made during in-camera or special in-camera sessions should be recorded, along with actions, timelines and responsibilities.
 - b) Any written materials and minutes from an in-camera session of a Board meeting shall not be available for inspection by the public unless they have been released by Board resolution at a public session of a Board meeting.
 - c) Unless otherwise determined by resolution of the Board, the following matters shall be considered at in-camera or special in camera sessions of Board meetings:
 - i) All matters relating to salaries, management performance, conditions of employment, labour relations, and collective bargaining;
 - ii) Matters relating to individual employees, including appointments, transfers, resignations, performance, promotions, demotions, conduct, discipline or suspension;
 - iii) Matters relating to individual students, including conduct, discipline or suspension;
 - iv) Matters relating to Internal Board governance;
 - v) Matters where litigation, liability or legal opinions respecting the liability or interest of the College or the Board may arise;
 - vi) Matters relating to conflict of interest;
 - vii) Matters relating to the acquisition, disposition or security of real property;
 - viii) Matters relating to the award of a contract; and
 - ix) Matters relating to the performance and compensation of the President, in the absence of College management.

Special in-camera sessions may be called where one or more Board members may need to recuse themselves because they may be in a perceived or actual conflict of interest. If a Board member has a conflict of interest or a perceived conflict of interest in relation to a matter before the Board, the Board member must excuse themselves from the meeting and must not participate in any of the Board discussions or vote with respect to that matter.

F. PROCESS FOR SEEKING ADVICE FROM EDUCATION COUNCIL

The Board, through the Board Executive Committee will seek advice and receive policy proposals from the Education Council in accordance with s.23 of the *College and Institute Act*. The Board Executive Committee will, as needed, establish ad hoc committees to vet policy proposals, and bring forward recommendations to the Board.

1. The Board Executive Committee will first review forthcoming policy that falls under Section 23 of the *College and Institute Act*, and will consider, reject, refer back, review for decision and when ready, forward the item to Education Council for its review and advice. The Executive Committee will report on its actions to the Board at the next Board meeting.

**DRAFT - NEW**

The Board reserves the right to receive and consider the policy matter prior to seeking advice from Education Council.

2. The Board Executive Committee would normally expect to receive advice through the next regular meeting of Education Council. If the matter is not pressing, and Education Council needs more time to consider its advice, the Board would consider such a request. However, the Board may require that the Education Council respond in less time.
3. Unless another agreement is in place, the Board will seek a written response from Education Council.

G. BOARD EVALUATIONS

The Board will conduct an annual survey of its effectiveness that will be distributed for completion in May of every year. It will be followed by one-on-one meetings with Board members undertaken by the Board Executive. The purpose of a Board evaluation is to examine the Board's overall effectiveness, identify opportunities for improvement and provide data that will assist with developing the annual Board orientation and ongoing training schedule. The Chair will undertake an annual evaluation of themselves by an electronic survey of the members, and share the results first with the Board Executive and then with the entire Board.

H. BOARD ORIENTATION

The Board will establish an annual orientation and training program in governance that includes participation by all Board members. The Board Executive Committee will schedule the annual orientation to occur in August or September of the new academic year. Ongoing orientation and Board training will be conducted throughout the year.

RELATED LEGISLATED REFERENCES

- [College & Institute Act](#)

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [G-1.5 Finance Committee Terms of Reference](#)
- [G-1.7 Executive Committee Terms of Reference](#)
- [G-1.9 Audit Committee Terms of Reference](#)
- [G-2.5 Strategic Plan Policy](#)
- [Strategic Plan 2023-2028](#)



Policy:	G-1.3
Approved By:	Board of Governors
Approval Date:	January 27, 2003
Amendment Date:	June 23, 2003 November 22, 2004 September 26, 2005 December 4, 2006 December 1, 2008 April 12, 2010 June 10, 2019 December 7, 2020
Policy Holder:	President

BOARD DECISION MAKING

Purpose / Rationale

The purpose of this policy is to clarify the role and responsibilities of the Board of Governors in policy governance and decision making at Camosun College.

Scope / Limits

1. This policy applies to the College's Board of Governors.
2. The powers of the Board of Governors are limited by the *College and Institute Act* and other laws of general application.

Principles

1. The Board has final responsibility for establishing policy that describes the institutional goals and establishes accountabilities.
2. The Board will establish policies and make decisions that will ensure the financial health of the College.
3. The Board will establish policies that determine how the Board will govern itself ethically.
4. The Board will establish policies with respect to our relationships with our corporate, governmental and other communities.
5. These policy decisions are ends rather than means and describe the values, strategic goals and priorities of the College.
6. The Board cannot delegate these authorities, and must make policy decisions based on what is in the best interest of the College.
7. The Board will appoint a president who will be the Chief Executive Officer (CEO) and who will be responsible for advising the Board on College activity and for implementing the goals and policies established by the Board. The CEO will be responsible for establishing a structure that will meet the Board's goals.

8. The Board will establish a regular schedule of meetings that will remain flexible and will establish the committees it considers necessary to assist in the work of the Board. The committees of the Board will have the power to advise and make recommendations to the Board.

A. DEVELOPMENT OF GOVERNING POLICIES

1. Identification

While the Board does not delegate its responsibility for identifying and developing governing policies, it expects that the CEO and his/her staff (the "administration") will exercise the initiative in identifying and developing a policy framework and policy statements (principles) for the Board's consideration.

2. Development

The administration will manage the process of developing and drafting policy for the Board's consideration. Feedback will be acquired, appropriate to the governing policy. The statements presented to the Board will be those that have taken into consideration the current legislative, legal and financial limitations and the strategic directions of the College. The statements will be presented in consideration of the best interest of the College. Identification of the impact on the College will also be presented as will the concerns identified.

3. Adoption

The Board's responsibility is to ensure that the policy meets the long-term goals of the College and meets the specific policy objective. The Board should identify concerns, offer suggestions and direct administration to re-draft the policy to address the Board's concerns. The Board should focus on the goals and objectives of the policy, directing administration to make the policy changes identified through the discussion. The Board will adopt the policy only when it is satisfied that the policy has met the policy objectives.

4. Implementation

The implementation of policies is delegated to the administration through the CEO. However, the Board cannot delegate its authority to manage and implement those governing policies that describe how the Board will govern itself.

5. Review

Monitoring governing policies will occur as needed when triggered by new legislation or a change in the strategic direction of the College or other events. Both the Board and the administration are responsible for identifying the need for changes to governing policies.

B. ROLES & RESPONSIBILITIES

1. Board Chair

The role of the Chair of the Board is to provide leadership to the Board and to:

- a) Chair the regular, in camera, and special meetings of the Board.
- b) Act on behalf of the Board in liaison and linkage with the CEO.

- c) Delegate or appoint Board members to Standing Committees, to the Foundation Board, to the Pacific Institute for Sport Excellence Board and to the Education Council.
- d) Represent the Board at public events and College functions, or delegate.
- e) Act as the official spokesperson for the Board.
- f) Name the Vice-Chair.
- g) Set the Board agenda.

2. Members of the Board

- a) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.
- b) Serve on Board Standing Committees as requested.
- c) Attend Special College Functions (e.g. Graduations) representing the Board as requested by the Board Chair.
- d) Notify the Board Chair of any conflict of interest situations, potential or real.
- e) Notify the Board of any changes to eligibility to remain a member of the Board.

3. Chief Executive Officer (CEO)

The role of the Chief Executive Officer is to provide leadership to the College, to represent the College within the community and to:

- a) Guide the development of policy options for the Board's consideration.
- b) Implement the policies of the Board.
- c) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.
- d) Direct and guide the development of policy and procedures to manage the College.
- e) Subject to the direction of the Board, manage the property and assets of the College as its Chief Executive Officer, including the power to control and supervise access to and use of the property and those assets.
- f) And perform other duties as determined by the Board or as defined in the *College and Institute Act*.

C. ELECTION OF THE CHAIR

1. Election of the Chair will be held annually, at the June meeting of the Board.
2. The elections will be presided over by the Chief Financial Officer or others as designated by the Board.
3. Nominations for the position of Chair will be called from the floor.
4. A vote will be decided by a show of hands unless a resolution is passed calling for a secret ballot.
5. The Chair will assume his/her position on August 1.

D. COMMITTEE STRUCTURE (see links below)

1. Finance Committee (Terms of Reference)

A standing Committee of the Board of Governors, the Board Finance committee is responsible for monitoring significant financial planning, management and reporting matters of the College and to make recommendations to the Board of Governors for adoption.

2. Audit Committee (Terms of Reference)

A standing committee of the Board of Governors, the Board Audit Committee is responsible for assisting the Board in fulfilling its financial accountability and oversight responsibilities by reviewing: i) financial statements that will be provided to the Government and other stakeholders, ii) the systems of internal controls established by management and the Board, iii) all audit processes.

3. Executive Committee (Terms of Reference)

The Executive Committee is to deal with matters relating to the board's role as an employer, with student appeals, and with emergency situations. The Executive Committee will also receive policy proposals and direction from the Board and will 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. The Executive Committee of the Board will be responsible for student appeals of suspension on behalf of the Board and such decisions will be final.

E. PROCESS FOR SEEKING ADVICE FROM EDUCATION COUNCIL

1. The Board Executive Committee will receive policy proposals from the Education Council and, as needed, establish ad hoc committees to vet policy proposals, and bring forward recommendations to the Board.
2. For the purposes of meeting the legislative requirement, the Executive Committee of the Board will first review forthcoming policy that falls under Section 23 of the College and Institute Act, "Advisory role of the education council," and will consider, reject, refer back, review for decision and when ready, forward the item to Education Council for its review and advice. The Executive Committee will report on its actions to the Board at the next Board meeting.

The Board, however, reserves the right to receive and consider the policy matter by the full board prior to seeking advice from Education Council.

3. The Board Executive Committee would normally expect to receive advice through the next regular meeting of Education Council. If the matter is not pressing, and Education Council needs more time to consider its advice, the Board would consider such a request. However, the Board may require that the Education Council respond in less time.
4. Unless another agreement is in place, the Board will seek a written response from Education Council.

F. BOARD MEETINGS

1. **Conduct of Board Meetings:** The conduct of Board meetings will normally be governed by Robert's Rules of Order.
2. **Attendance:** The *College and Institute Act* stipulates an attendance requirement for members of the Board. ("Where a member of the board has not attended three consecutive regular meetings of the board, he/she shall no longer be a member of the board unless excused by a resolution of the board." [S.59.7])
3. **Quorum:** As stated in the *College and Institute Act* ("A majority of the members holding office constitute a quorum at a meeting of the board. [S.59.2])
4. **Majority:** As stated in the *College and Institute Act* ("The affirmative votes of a majority present at the meeting at which a quorum is present are sufficient to pass a resolution of the board." [s.59.3])
5. **Abstentions:** Abstentions have the effect of a negative vote (see majority above). If a member chooses to abstain, his/her abstention has the effect of casting a negative vote. Members who do not wish to affect a negative vote by their abstention, should absent themselves from the meeting during the vote.
6. **Agenda Delivery to the Board:** Agendas for the regular meetings of the Board of Governors will be forwarded to the Board no later than 48 hours before the scheduled Board meeting.
7. **Resource Staff:** Administrative staff will be expected to attend and participate as required.
8. **Status of Observers:** The regular meeting of the Board will be open to the public. Observers may only be recognized at the discretion of the Chair. (Observers do not participate in the meeting of the Board unless invited to do so by the Board, through the chair.)
9. **Telephone Conference Meetings:** A member of the Board may participate in a meeting of the Board or of any Committee of the Board by telephone or other communications medium which allows all members participating in the meeting to communicate with one another. A member who participates in a meeting in the manner contemplated by this paragraph is deemed for all purposes of the *College and Institute Act* and the bylaws and policies of Camosun College to be present at the meeting and to have agreed to participate in that manner.

G. BOARD EVALUATIONS

The Board will establish an annual evaluation process that will be forwarded to the Board for completion in June of every year. Among other uses, the evaluation findings will be helpful in informing the development of the annual Board orientation and ongoing training schedule.

H. BOARD ORIENTATION

The Board will establish an annual orientation that includes participation by all Board members. The Board Executive Committee will schedule the annual orientation to occur in August or September of the new academic year. Ongoing orientation and Board training will be conducted throughout the year.

I. LEGISLATED REFERENCES

[College & Institute Act](#)

J. LINKS TO RELATED POLICIES

[G-1.5 Finance Committee Terms of Reference](#)

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

[G-1.9 Audit Committee Terms of Reference](#)

RESCIND



POLICY TITLE	Board Out-of-Pocket Expenses
POLICY NUMBER	Number: G-1.8
POLICY TYPE	Governance
APPROVAL DATE	November 22, 2004
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	
LAST UPDATE OR AMENDMENT OR REVIEW DATE	
NEXT REVIEW DATE	
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	
SUPPORTING DOCUMENTS	

BOARD OUT-OF-POCKET EXPENSES

PURPOSE AND/OR RATIONALE

The purpose of this policy is to establish guidelines and processes for requesting and reimbursing out-of-pocket expenses for Board members.

POLICY APPLICATION, SCOPE, AND/OR LIMITS

This policy applies to all members of the Board of Governors.

DEFINITIONS

- 1. Board:** Means the Camosun College Board of Governors
- 2. Business:** Means Board meetings, committee meetings, conferences, conventions, workshops, seminars and other College activities and events where Board members attend as a representative of the Board.
- 3. College:** Means Camosun College.
- 4. Expenses:** Means costs incurred by members for Board business such as transportation, parking, accommodation, meals, and registration fees and may include a mileage allowance for the use of a member's own automobile.
- 5. Member:** means an individual appointed, elected or serving ex officio on the Board

PRINCIPLES

1. The College is accountable for the prudent administration of public funds, including the responsible management of Board business expenses.



2. Board members must exercise their best judgment when incurring expenses in order to minimize cost and maximize benefit to the College.
3. Board members are entitled to reimbursement of all reasonable expenses incurred while on Board business.
4. All expenses for business other than Board meetings and Board committee meetings must be pre-approved at a Board meeting or by the Board Chair.
 - a. Reimbursement of expenses for transportation, accommodation and meals shall be consistent with government travel allowances applicable to Crown Agency Board appointees.
5. When a Board member holds a position on an outside organization or committee by reason of being a Board member and incurs expenses arising from responsibilities to that organization or committee, those expenses should ordinarily be borne by that organization or committee. However, if the outside organization or committee is unable to reimburse the Board member for such expenses, subject to approval by resolution of the Board, those expenses shall be reimbursed by the College.
6. The Board shall receive an annual report of all out-of-pocket expenses incurred by Board members.

PROCESS

1. Claims for reimbursement must be approved by the Board Chair. In the case of the Board Chair, claims for reimbursement must be approved by the Chair of the Board Finance Committee. The Board Chair's expenses will be shared with the Chief Financial Officer in order to maintain system oversight.
2. The President's expenses must be approved by the Board Chair. The President's expenses will go to the Chief Financial Officer for approval first to ensure that appropriate internal processes have been followed, and then will be shared with the Board Chair.
3. Board members must submit claims for reimbursement of business expenses on an expense claim form available from the Board EA. Claims must be supported by original receipts with details to support expenses incurred.
4. Claims for reimbursement must be submitted no later than one month following the date incurred.
5. Reimbursement for travel and distance expenses will be based on the College's Travel Policy ([link](#))

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [O-4.3 Travel](#)

POLICY SUPPORTING DOCUMENT



DOCUMENT TITLE	Process for Appeal of Suspension from College
DOCUMENT NUMBER	G-1.7.1
NAME OF POLICY THE DOCUMENT SUPPORTS	G-1.7 Board Executive Committee Terms of Reference
TYPE OF DOCUMENT	Procedure Document
APPROVAL DATE	January 2021
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE OR AMENDMENT OR REVIEW DATE	January 2021
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	President

PROCESS FOR APPEAL OF SUSPENSION FROM COLLEGE

PURPOSE

The purpose of this document is to outline the process that will take place should a student be suspended from the College by the President.

PROCEDURE

APPEAL OF SUSPENSION FROM THE COLLEGE

If the President suspends a student from the College, the student has a right to appeal to the Board of Governors Executive Committee as per the [British Columbia College and Institute Act](#) and [Policy G-1.7](#).

The only two grounds upon which an appeal can be based are:

1. A flaw in due process or procedures in the determination to suspend the student.
2. New evidence or information, not available at the time of the President's decision to suspend the student, which may have affected the decision.

The student appellant must submit their appeal package to the Board Assistant BoardEA@camosun.ca within ten working days of receipt of the suspension letter. They may request a review in person or in writing. The appeal package must include a copy of the President's decision that is being appealed, the grounds on which they are basing their appeal, the reasons they are requesting an in person hearing if they are requesting such, and must attach copies of all documents upon which the student intends to rely.

POLICY SUPPORTING DOCUMENT



On receipt of the appeal package:

1. The Board Executive Assistant shall give the appeal package to the Board Chair.
2. The Board Chair shall determine whether the appeal meets the grounds of appeal outlined above.
3. If it does not meet either of the grounds of appeal, the student will be informed in writing by the Board Chair within five days of the Board Chair's receipt of the appeal that the appeal will not be accepted because it does not fall within the scope of the grounds for appeal.
4. If the appeal meets one or more of the grounds of appeal, the Board Chair will inform the Board Student Appeal of Suspension Committee (the "Committee") and provide both the Committee and the President with a copy of the student's appeal package.
5. The "Committee" includes the members of the Board Executive Committee minus the President and with the addition of one of the elected student Board members. One of the two will be invited to join the "Committee" and if they are unable to or do not wish to join, the second student Board member will be invited. If the second elected student Board member is unable to or does not wish to join, the Committee will proceed without a student.

PROCESS FOR THE HEARING

Initial consideration

If the student requests a hearing in writing, the process for a hearing in writing set out below will be followed.

If the student requests an in person hearing, the Committee will consider the reasons for the request and determine whether such a hearing is necessary or appropriate in the circumstances. The Committee has the sole discretion to determine whether an in person hearing is necessary or appropriate. If the Committee determines that an in person hearing is necessary or appropriate, the Committee will set a date for that in person hearing, and the process for an in person hearing set out below will be followed. The Board Executive Assistant will advise, in writing, the student and the President of the date set for the in person hearing.

Hearing in writing

1. The Committee will set a submission schedule for receipt of submissions. The Board Executive Assistant will advise the Student and President, in writing, of that schedule.
2. The student will provide the Committee with their full written submissions on the appeal, including all arguments and reasons why they think the appeal should be granted. If the student is alleging that new evidence or information became available after the President made their decision, the student shall describe what that new evidence is and include any documents relating to that new evidence, set out the reasons why that evidence or information was not available at the time the President made their decision, and explain why it might affect the President's decision.

POLICY SUPPORTING DOCUMENT



3. The President will be given an opportunity to provide a written response to the request for appeal and the student's full submissions. The President's response will be limited to outlining the process followed in making their decision to suspend and any relevant documents received and policies considered, and responding to the student's submission regarding the alleged procedural flaws or the new information and evidence.
4. The student will be given an opportunity to reply to the President's response.
5. The Committee will convene a meeting to review the full set of documents, including the student's appeal package and submissions, and the response of the President. Should the Committee determine that it can make a decision based on the submissions and documents provided, it will make such decision. If the Committee requires further information in order to make a decision, the Committee will request such information and give the parties an opportunity to make submissions based on that further information. The opportunity to provide further information may be in writing or in person, at the discretion of the Committee. If the Committee determines that an in person hearing is necessary or appropriate in the circumstances in order to properly understand the further information, it will schedule that hearing as soon as possible.
6. The Committee has the sole discretion to determine whether to hold an in person hearing in light of its request for further information.
7. If the student has requested a hearing in writing or, on consideration of the student's reasons for requesting an in person hearing, the Committee determines that an in person hearing is not necessary or appropriate in the circumstances, or has otherwise decided that an in person hearing is not necessary, the Committee will make a decision based on the submissions and documents before it.

Hearing In Person

1. If the Committee decides that an in person hearing is necessary or appropriate, either initially or because it requires further information best presented in person, both the student (along with a support person) and the President are entitled to be present for the hearing. **If the student brings a support person, they are entitled to be present but not to participate in the hearing.**
2. The Board Chair will preside over the hearing.
3. The student will have an opportunity to present their case as to why the appeal should be allowed, including presenting their arguments regarding the alleged flaws in due process, and/or relating to new evidence and information that was not available at the time the President made their decision, including the reasons the new evidence or information was not available and why it would have affected the President's decision. If the student is alleging that there is such new evidence or information, the student should include all documents relating to that new evidence.

POLICY SUPPORTING DOCUMENT

4. The President will have an opportunity to respond to the student's appeal package, submissions and arguments, including the new information and evidence.
5. The Committee may ask questions of the student and the President.
6. Both the President and student will have the opportunity to make final statements to the Committee regarding the merits of the appeal.
7. The Committee will deliberate in-camera without the presence of the student and the President.

Decision

1. The Committee will determine the outcome of the appeal and its decision is final.
2. The decision is based on the burden of proof of the balance of probabilities, and is made by a majority vote of the members of the Committee.
3. The Committee will rule that the appeal is either "allowed" or "dismissed".
4. If the Committee allows the appeal on the basis that there is new information or evidence that was not available at the time the President made their decision and that evidence or information might have affected the President's decision, the matter will be remitted back to the President for reconsideration taking into account that new evidence or information.
5. IF the Committee allows the appeal on the basis that there were flaws in the due process or procedures with respect to the President's determination, the Committee may either remit the matter back to the President for reconsideration or substitute its own decision for that of the President.
6. The decision will be communicated in writing to the parties as soon as possible.
7. The decision of the Committee will be placed on the student's file. The Vice President Student Experience will be provided with a copy of the decision and will communicate that to the Registrar.

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [G-1.7 Board Executive Committee Terms of Reference](#)
- [E-2.9 Sexual Violence and Misconduct](#)
- [Guidelines: Camosun College Support Person](#)



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, May 15, 2023
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Monty Bryant, Chair
 Bijan Ahmadi
 Tanya Clarmont, Vice Chair
 Joanne Cumberland
 Kyle Jones
 Lindsay Kearns
 Brenda McBain
 Brent Palmer
 Ruth Mojeed Ramirez
 Mike Stubbing
 Lane Trotter, President
 Al van Akker
 Karen Young

ADMINISTRATION:

John Boraas, VP Education
 Heather Cummings, VP Student Experience
 Evan Hilchey, A/Interim Exec. Dir., Human Resources
 Deborah Huelscher, VP Administration & CFO
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation
 Geoff Wilmshurst, VP Partnerships

GUESTS:

Caius Bell-Desjarlais
 Clifton Dildy, A/Interim Director, Student Affairs
 Beth Flanders
 Todd Ormiston, Exec. Dir., CIECC
 Natasha-Faye Parrish, Education Developer, CETL

REGRETS: Greg Atkins

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 SPECIAL PRESENTATION

1. New Zealand Cohort

Todd Ormiston, Executive Director, CIECC, and students Beth Flanders and Caius Bell-Desjarlais gave a presentation on the Aotearoa/ New Zealand Cultural Exchange at the Ara Institute in Christchurch. They had a welcoming ceremony with the Māori and shared with them smudging with sage and sweetgrass. They shared food, culture, and knowledge. They tried tuna, which is eel, and Paua which is abalone. They practiced Hangi preparation and weaving Harakeke. They cut the harakeke in a sustainable way. They collected driftwood for the fire needed to cook food in a Hangi, which had traditional Māori root vegetables, pork, chicken, and lamb wrapped in cabbage. They exchanged cultural gifts with each other. Of note was the Māori generosity in sharing their knowledge.

2. Indigenization at the Board Table

Natasha-Faye Parrish, Education Developer, CETL, will present Part 2 of Coast Salish 101 at the June 12, 2023, Board meeting.

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

Monty Bryant, Chair, noted all the regular Board meetings are open to the public. Today we welcomed guests April Atkins, SIP; Carrie Everett, Student Affairs; Kelly Pitman, CCFA; and Michel Turcotte, CCSS on Teams. Lane Trotter and Monty met several times for planning and updates.

On April 12 we held a celebration for the renaming of the Wilna Thomas Hall to the Sherri Bell Hall. There was a great turn-out. Sherri was very pleased with the honour as creating a large space for students and staff was important to her.

The Ministry's Post-Secondary Governance Workshop was held in Vancouver on April 17. Monty presented a seminar on the Board's role in hiring the President. We were proud that Rashed Al-Haque, Janice Simcoe, and Tanya Clarmont attended as presenters. Lane Trotter, Monty Bryant, and Ron Rice were on the Steering Committee for the workshop. One of the important concepts reinforced at the workshops was that we should not only talk about Indigenization but should also include decolonization and reconciliation in the discussion.

Monty attended the Colleges and Institutes Canada (CICan) CICan and World Congress in Montreal from April 23 – 25, 2023. On May 9, Monty attended a lunch seminar with Natasha-Faye Parrish on talk about what Indigenous Education looks like in Kindergarten to Grade 12 in the public school system, and especially in Sooke. By June in 2024 all students will take a four-credit course related to Indigenous education.

Monty reminded members to fill out the annual Board evaluation online, and noted the one-on-one interviews are coming up soon. We will begin to track responses year over year.

2. President's Report

Lane Trotter, President, thanked Ruth Mojeed Ramirez for inviting him to take part on the panel at the Employment Equity Partners' Roundtable 2023 "Beyond Culture: Bridging Gaps in Accessibility, Equity and Inclusion" in Vancouver on May 9. They spoke on the work being done on diversity, equity, and inclusion. On Friday, May 12, the College hosted a tour for Island Health CEO Kathy MacNeil and Krista Allan, VP – Quality, Research and Chief Nursing and Allied Health Officer. It was in follow-up to their Board Chair visit in February. We plan to work together on program development. Lane acknowledged Rodney Porter, Richard Stride, Steven Rumpel, and Dwayne Pettyjohn for their work on the tour as it was very productive.

3. Foundation

Geoff Wilmshurst, Vice President Partnerships, noted the Foundation Board is meeting May 25. They received \$840K at this point in the year. Last week they received an anonymous donation of \$358K to refurbish the Employment Preparation Program (ETP) student garden space. We are in the planning stages for the six donor awards that will take place in May and June. We are continuing to plan the September 22 Annual Golf Tournament.

4. Education Council

Bijan Ahmadi, Education Council Chair, noted the minutes from the March 15, 2023, meeting were included in the agenda package. Bijan went over the highlights of the April 19, 2023, meeting, which included the cascading changes impacting the H&HS programs. On May 5 they held a full day retreat in the Wilna Thomas Sherri Bell Hall. It was a great opportunity for Education Council, the Integrated Curriculum Committee, and the CETL renewal team to get together.

5. Pacific Institute for Sport Education (PISE)

Lindsay Kearns, PISE Board of Directors member, noted they are meeting on Thursday, May 18.

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

Monty Bryant, Chair, Executive Committee, noted the Executive met on April 18, 2023. We reviewed the Governance Policy Committee's recommendations to the Board to approve revisions to the terms of reference for the three standing committees, revisions to the supporting document 'Process for Appeal of Suspension from College', and a recommendation for approval of a new supporting document 'Termination of the President's Contract'. The Executive explored some sources for 'Indigenization at the Board Table' learning opportunities for future meetings.

The Executive asked the Board members for feedback and suggestions on the revised annual online self-assessment tool. It has been distributed. The Executive members will contact the members for a one-on-one interview by the end of the month. We set the agenda for the May 15 Board meetings.

2. Governance Policy Review Committee

- i) The minutes from the March 9, 2023, meeting were included in the agenda package.
- ii) Monty Bryant, Chair, Governance Policy Review Committee, gave a report on the April 18 and May 10, 2023, Committee meetings. Monty noted there are two remaining policies under review which will go to the Board in June: Board Operations and Out of Pocket Expenses. The policy department reviews and the legal reviews have been completed. The Board standing committees have reviewed their terms of reference.

a.) G-1.9 Audit Committee**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.9 AUDIT COMMITTEE TERMS OF REFERENCE' AS INDICATED.

CARRIED

b.) G-1.7 Executive Committee**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.7 EXECUTIVE COMMITTEE TERMS OF REFERENCE' AS INDICATED.

CARRIED

c.) G-1.5 Finance Committee**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.5 FINANCE COMMITTEE TERMS OF REFERENCE' AS INDICATED.

CARRIED

d.) G-1.7.2 Termination of the President's Contract**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE NEW SUPPORTING DOCUMENT 'G-1.7.2 TERMINATION OF THE PRESIDENT'S CONTRACT'.

CARRIED

e.) G-1.7.1 Process for Student Appeal of Suspension from College**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE REVISIONS TO 'G-1.7.1 PROCESS FOR APPEAL OF SUSPENSION FROM COLLEGE' AS INDICATED.

CARRIED

VI APPROVAL OF THE MINUTES

The minutes of the April 11, 2023, meeting were approved with the change in attendance from Barb Severyn to Evan Hilchey.

VII NEW BUSINESS**1. Sexual Violence & Misconduct Policy Implementation Report**

Clifton Dildy, A/Interim Director, Student Affairs, introduced Carrie Everett, Student Support Manager, Student affairs. The Sexual Violence & Misconduct Policy Implementation Report is required by Government each year. This report precedes the update to the policy due this year. The updated policy will be brought to the Board following extensive student, college, and local community consultations. The scope of the report includes student engagement, consultation, prevention, and awareness strategies as well as an overview of the college's response to disclosures and reports received by the Office of Student Support within Student Affairs. Clifton provided a high-level overview on the topics in the report which included their commitment to creating and maintaining an environment where sexual violence and misconduct is not tolerated; limitations to reporting on specific information to ensure privacy; and next steps.

2. Camosun College Student Society (CCSS) Fee Levies

Deborah Huelscher, VP Administration & CFO, noted the College and Institute Act has an annual requirement that the Student Society make a request to the Board to direct the college administration to collect student fees on their behalf. The administration remits some back to the Student Society, and some elsewhere, as indicated.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING FEES FOR THE 2023-2024 ACADEMIC YEAR AND REMIT SAME TO THE CAMOSUN COLLEGE STUDENT SOCIETY:

CCSS	\$13.50/month
BCFS	\$2.65/month
CASA	\$0.49/month
Health	\$147/year
Dental	\$147/year
Student Refugee Program	\$1.25/month
Virtual Health	\$35/year

AND

DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING LEVIES TO BE COLLECTED AND DISTRIBUTED BY COLLEGE ADMINISTRATION AS PER THE EXISTING ARRANGEMENTS AND UNDERSTANDINGS:

U-Pass	\$20.25/month
Childcare	\$1.29/month
Athletics	\$5.29/month
Recreation	\$3.69/month
Building Fund	\$4.78/month
Recycled Paper	\$0.16/month

CARRIED**3. CCSS Audited Financial Statements - Year Ending March 31, 2022**

Deborah Huelscher noted it is a requirement that the Student Society inform the Board that their financial statements have been audited. They were presented at the CCSS AGM April 6, 2023. They received a clean audit opinion.

4. Board Chair - Call for Nominations 2023/24

Deborah Huelscher noted that beginning in 2023, we will call for nominations and declarations of expressions of interest for the position of Chair one month prior to the June meeting. We will make the call again once the elections are open at the June meeting. Deborah conducted the call for nominations for the 2023/2024 term. Board Chair Monty Bryant nominated Vice Chair Tanya Clarmont. Tanya declared she is willing to serve.

VIII ADJOURNMENT

The meeting was adjourned at 6:31 pm.

Monty Bryant, Chair

Date

Heather Martin, Executive Assistant



ÍY,ĆANEUEL OL: Doing Good Work Together

Institutional Accountability Plan & Report 2022/23 REPORTING CYCLE



March 31, 2023

Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
Parliament Buildings
Victoria, B.C. V8 1X4

Dear Minister Robinson,

ÍY,ĆANEUEL OL is SENĆOFEN for Doing Good Work Together and is pronounced *Eye Chay Nowel Ul*. It is one of the six paddles identifying the priorities within the college's newly launched 2023-2028 Strategic Plan and is echoed throughout the Institutional Accountability Plan and Report for 2022/23.

The effects of the pandemic, increases to the cost of living and other pressures are being felt throughout the college but students, faculty and staff have demonstrated their resiliency and commitment to building a brighter future.

While our Strategic Plan may be new, it builds upon the previous vision, mission, and values, to create a clear pathway to where we want to be in five years. Relevant, innovative, and applied education continues to play a pivotal role in building a better future for our community.

Doing Good Work Together with community partners was evident through the reporting period of 2022/23. Examples include Hospitality Management students preparing lunch for 300 neighbours in need at Our Place; the opening of Campus Ultrasound in partnership with Island Health, in addition to offering affordable massage therapy and athletic exercise therapy treatments and dental hygiene care.

The college has also advanced plans to bring student housing to Lansdowne and a film studio with educational components to Interurban. We are collaborating with other post-secondary institutions to open a new West Shore campus in 2024 and, further afield, work with Miriam College in the Philippines is creating defined pathways for students in the region to access Camosun programs.

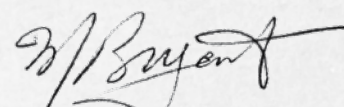
The college was delighted to host the launch of B.C.'s Labour Market Outlook: 2022 Edition. We have a critical role in educating the next generation of workers in high-demand fields such as health care, trades, business, technology and early childhood education. Our Strategic Plan is aligned with the B.C. government's focus on getting more people with multiple barriers and underrepresented groups into the workforce and providing the necessary support for students to succeed and thrive.

We look forward to continuing to Doing Good Work Together with government, community partners, employers, businesses, students and each other.

Sincerely,



Dr. Lane Trotter
President



Dr. Monty Bryant
Chair, Board of Governors

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Seeking knowledge in these territories

Camosun College is one of the largest colleges in British Columbia, serving communities on southern Vancouver Island, the southern Gulf Islands and beyond. With deep respect and gratitude, the college acknowledges that these are the traditional territories of the Ləkʷəŋən (Esquimalt and Songhees), Malahat, Pacheedaht, Scia’new, T’Sou-ke and WSÁNEĆ peoples. Learners, faculty, staff and leadership are all enriched by the friendship and gracious welcome extended by the hosts of the land 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, becoming the ninth community college in B.C. Since then, 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 14,000 students annually and 1,400 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— Camosun College delivers relevant and applied education through 160 programs, that is transforming lives to build a better world. The median student age is 24, and we proudly serve over 1,100 Indigenous students and 1,700 international students from 70 countries worldwide each year.


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 top-level certificate, diploma, applied bachelor degree, university transfer, and post-degree programs.


In 1971, the college 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 College 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 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 around \$155 million, Camosun generates close to \$1 billion in economic impact in our region every year.


 **160+** programs


 **1,223 Courses** in more than 40 different subject areas.

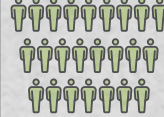
 **14,000** learners each year


 **1,838** graduates in 2022


 **1,700** international students from 70+ countries **11.9%**


 **1,100** Indigenous students **7.7%**

 **78%** of students are from Vancouver Island


 **24 students:** typical class size

 **23.5 years:** median student age


 **1,400** faculty, staff, and administration



TWO CAMPUSES



Lansdowne
Founded in 1971



Interurban


First Technology Access Centre in BC


Largest business school on Vancouver Island, offering degrees since 2005

First college-based nursing program on Vancouver Island, established in 1980

Campus Ultrasound:
first outpatient ultrasound clinic embedded within a school in Canada to support on-site learning.


Only massage therapy program in BC with transferable academic credits






90% of grads are satisfied or very satisfied with their education.


94% of grads who go on to further studies say they were well prepared.



1,437 Camosun students go on to further studies at other B.C. post-secondary institutions.



70,000+ alumni in various sectors from business to tech, trades, and tourism



2500 trades in **30+** pre-apprentice and apprenticeship programs, the biggest on the island



New Strategic Plan Launched for 2023-2028

Camosun College's new Strategic Plan (2023-2028) was developed through a process of meaningful engagements, transparent practice, and continuous communications with all members of the college community. The plan builds upon the foundation of the past plan and places a strengthened emphasis on important priorities such as Indigenization, equity, diversity, and inclusion, and responding to the climate emergency. At the heart of the plan are the four Rs of Indigenous Education, emphasizing individual responsibility and collective accountability. The four Rs of Indigenous education are:

- Relevance;
- Respect;
- Reciprocity; and
- Responsibility.

Indigenization is a significant aspect of the new Strategic Plan, with local Indigenous ways of being, doing, and relating being foundational to its development. The plan incorporates local Indigenous semiotics, iconography, artwork, and language to acknowledge and honour the local Indigenous lands and territories on which Camosun is situated. Over the next five years, the plan is expected to have a positive impact on every aspect of the college community and contribute to healthier communities, stronger student outcomes, greater Indigenization, and ensure that students continue to be valued by employers.

"Our common focus is on students. We want to break down barriers so everyone has the opportunity to pursue a post-secondary education, whether you are the first person in your family to graduate high school or a learner returning to the classroom with a new career goal."

- Dr. Lane Trotter, President



2023 - 2028 Strategic Plan

Our Values

- Lifelong learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization
- Environmental stewardship *(new)*

Our Vision

Inspiring life-changing learning.

Our Mission

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

-  Strengthening the Camosun Advantage | **Thunderbird**
-  ÍY,ĆANEUEL OL: Doing Good Work Together | **Hands**
-  Responding to Community Needs | **Eagle**
-  Rising to the Challenges of Climate Change | **Salmon**
-  Honouring Indigenous Resurgence | **Ancestors**
-  Advancing Social Justice, Equity, Diversity and Inclusion | **Mink**

Key Accomplishments of 2022/23

A Triple Celebration

Camosun's largest convocation marks the success of three graduating classes. The convocation ceremonies in June 2022 at Camosun College marked a significant milestone as it commemorated the success of students from three consecutive years, namely 2020, 2021, and 2022, making it the largest convocation in the college's history.

"The virtual convocation last year was a unique experience, but nothing beats the excitement and energy of an in-person graduation ceremony. It was an amazing opportunity to connect with my fellow graduates and feel a sense of pride and accomplishment as we move on to the next phase of our lives."

- Jasey Philip, Camosun Alumni



Celebrating 10 years of Medical Radiography at Camosun

Camosun's School of Health and Human Services is celebrating 10 years of preparing students for careers as Medical Radiation Technologists (MRT) through applied learning and theoretical instruction. Since launching in 2012, the program has graduated about 135 students from nine cohorts, with two more in the wings.

"Ten years on, it's so exciting to see the different directions Camosun medical radiography alumni are taking their careers. From leadership and teaching roles to students going on to sub-specialize in different technologies, the career options for graduates are more diverse than some think."

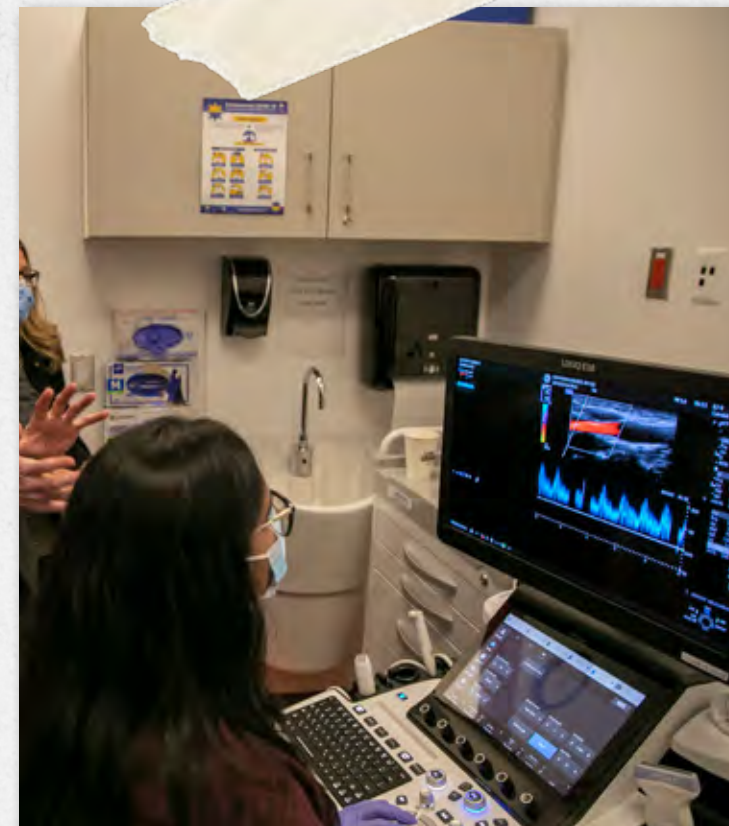
- Sarah Erdelyi, program leader and instructor in Medical Radiography.



Camosun celebrates 10 years of Women in Trades Training

Students, faculty, staff, and alumni at Camosun College are celebrating more than 10 years of delivering programs aimed at encouraging women to explore the trades. Over the past decade through the efforts of women in trades programming, enrollment of women has increased from five per cent to nine per cent at Camosun and continues to grow.

The women-specific programs have resulted in over 1,000 women pursuing a career in high-demand areas such as carpentry, plumbing, and sheet metal among others. Some alumni have even come full circle by returning to Camosun to instruct the next generation of skilled trades people.



Island Health ultrasound clinic opens at Camosun College

Island Health partnered with Camosun College to open an outpatient ultrasound clinic embedded within Camosun's School of Health and Human Services. Campus Ultrasound is the first clinic of its kind in the country to support on-site learning and provide diagnostic services for the general public.

Students training at the clinic will administer ultrasound scans used to diagnose, treat and monitor a variety of medical conditions within two specialty disciplines: general and cardiac. Approximately 32 Camosun College Diagnostic Medical Sonography students will receive hands-on training at Campus Ultrasound each year.

Campus Ultrasound aligns with StrongerBC's Future Ready plan. Future Ready is making education and training more accessible, affordable and relevant to help businesses grow and prepare British Columbians for the jobs of tomorrow.



Improved Campus Life for Students with Renewed Wilna Thomas Building

With the reopening of the renovated Wilna Thomas building at Camosun College's Lansdowne campus, students, staff and faculty have access to state-of-the-art facilities, including a 150-person gathering hall with an attached patio, quiet reflection space and breakout rooms, a new café, Indigenous learning space, and an Idea Lab for innovation and collaboration with other students. It also includes five upgraded classrooms, as well as upgraded washrooms, technology, and heating and cooling systems.

"I absolutely love the new Wilna Thomas building! The new spaces for collaboration and events are amazing. As a student, it's great to have access to such state-of-the-art facilities to work with other students on projects and assignments. It really enhances the campus life experience at Camosun."

– Julia Berezin, Camosun Student



Advancing Gender Equality in Trades

The Gwyn Morgan and Patricia Trottier Foundation donated \$1.285 million to Camosun College to enable more women to pursue a career in various Red Seal trades programs. This is the foundation's second time supporting the Empowering Women in the Trades program, and the commitment will last for five years. This donation is the largest philanthropic contribution to the college outside of estate gifts.

Women who wish to start their career in trades now have several options, such as a construction focus, marine labor, or a foundation sampler that allows students to explore their strengths.

"Given the opportunity, a career in the trades can be life-altering for women, who unfortunately have historically faced obstacles. "At a time when Canada is facing a skilled trades shortage impacting almost every industry and employer it is critical that women are given the chance to help close the skills gap and achieve their own personal and professional goals."

- Patricia Trottier.

Westshore campus to give students access to postsecondary education close to home

To enhance accessibility of post-secondary education for students in the Westshore area and equip them with essential skills and training, a range of courses and programs including business, health care, and community support programs will be offered at a new campus in Langford starting fall 2024.

The campus is a first-of-its-kind partnership between Camosun College, Royal Roads, University of Victoria and the Justice Institute of British Columbia with space for programming by School District 62. The collaboration will help equip British Columbians with the knowledge and skills they require to succeed in the jobs of today and the future.



Founding college leader honoured with CETL renaming

The renaming of the Centre for Excellence in Teaching and Learning honours the work of one of the founding leaders of Camosun College and an early promoter of community colleges as accessible institutions.

The Dr. Lloyd Morin Centre for Excellence in Teaching and Learning will continue to inspire and promote innovation and excellence in curriculum, and all aspects of teaching and learning. The centre provides support to faculty in the development of their teaching practice, and in the development of curriculum, instructional materials, media and the use of technology.



Camosun hosts Labour Market Outlook launch

The Helmut Huber Cook Training Centre at Camosun College was the backdrop for the launch of the latest Labour Market Outlook for British Columbia. More than one million job openings (1,017,00) are expected between 2022 and 2032.

Plans for an on-campus film studio

Camosun College selected a potential partner to help turn plans for an on-campus film studio with education components into a reality. The film complex is expected to contain sound stages, editing facilities, green screen environments, classrooms, production offices and workshops for wardrobe, carpentry and props.

Premier Horgan visit to Camosun College

Health care students at Camosun College got the opportunity to sit down with Premier John Horgan on July 7 ahead of the Summer Meeting of Canada's Premiers in Victoria where discussions focused on health care. Premier Horgan had a conversation with students from our BSN Nursing, Practical Nursing and Health Care Assistant-ESL programs in the Alex & Jo Campbell Centre for Health and Wellness on the Interurban campus.

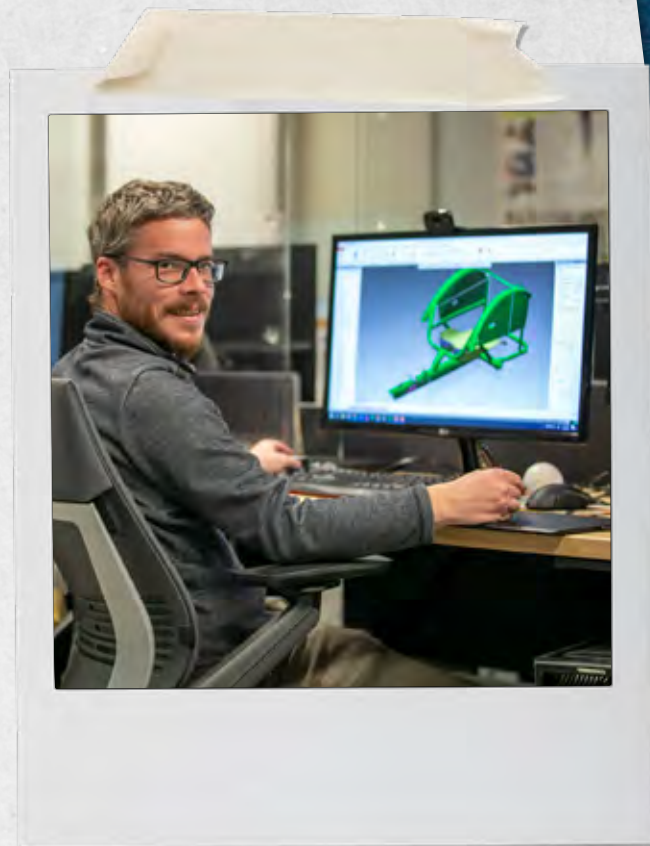


Education – Key Highlights

Camosun among top 50 research colleges in Canada

Camosun's continued success as a top research college was highlighted again in this year's ranking of Canada's Top 50 Research Colleges. Excelling in manufacturing and applied research, Camosun's research is guided by a strong commitment to innovation and close relationships with local industry.

As a leader in applied research and innovation, Camosun also ranked as number five among over 200 colleges in Canada for total completed research projects. Examples of recent Camosun innovations include design and manufacturing of competitive equipment for Olympic para-athletes, complex sport simulators, and self-righting watercraft, as well as medical grade face shields, vaccine trays, foam trays and portable decontamination devices to support front-line health care professionals during the pandemic.



Camosun students light up torch design for BC Games

A torch created by Camosun College students will shine brightly at the next BC Summer and Winter Games. Through a partnership between BC Games Society and Camosun Innovates, design of the new torch began as a student-led initiative that was the basis of a capstone project for four students from the Mechanical Engineering Diploma program at Camosun. Once the concept was approved, the applied research arm of the college stepped in so Lacey Reay, one of the students involved, could take the torch from idea to full implementation.

"I think it was mostly just the learning curve as a student, and coming into the industry for the first time, and working on this project as the lead; it was quite an undertaking. To say it's been a year of reflection would be a bit of an understatement, but the cool thing is I haven't had to do that reflection alone, I've had a great team to support me through it."

- Lacey Reay, Mechanical Engineering Technology Student



Library Goes Green with New Solar Panel System

The Camosun Library at Lansdowne has received a funding grant of \$97,000 USD from a major library vendor to install solar panels on its roof. The objective of the solar panel project is to offset electricity costs and cover over 50 per cent of the library’s energy use. Camosun anticipates that the installation of solar panels will lead to a reduction in energy costs and a decrease in the library’s carbon footprint. Additionally, Camosun intends to provide students and the community with various educational opportunities related to solar power, such as an information kiosk that displays real-time data from solar installations.

“Receiving the solar grant allows our library to continue playing an important role in educating students and the community about renewable energy, inside and outside the classroom.”

– Shannon Craig, Sustainability manager



Nautical training gets renewed federal support

With the announcement of renewed funding from the federal government, Camosun will be able to continue to open doors for underrepresented groups hoping to enter the nautical industry for years to come. This next phase of the Oceans Protection Plan will keep oceans and coasts safe and healthy, will advance reconciliation, and build a clean future.

The Ocean Protection Plan ensures the continuation of nautical training programs in the province and includes funding from Transport Canada for the Bridge Watch Rating program at Camosun delivered in partnership with BCIT. The fully-funded Bridge Watch Rating Program opens doors and creates entry-level career opportunities for Indigenous peoples and women in the marine industry.



Hospitality students serve up social responsibility.

Hospitality Management students at Camosun College are learning about the importance of giving back to the local community by preparing a two-course lunch for up to 300 neighbours in need.

“Our Place is reliant on community partners such as Camosun for many of the services and supports we offer to some of Greater Victoria’s most vulnerable populations, in addition to a tasty lunch, hopefully, the lesson learned in social responsibility continues throughout the students’ careers.”

- Julian Daly, Chief Executive Officer of Our Place



Resembling a huge cedar hat and perched on top of the slope overlooking Lansdowne Road, Na'tsa'maht is a gathering place. Na'tsa'maht, a Coast Salish phrase, means "unity or working together as one".

Apprenticeship Recognition Month

Advanced Education and Skills Training Minister Anne Kang visited with trades students at Camosun College on Nov. 17 as part of Apprenticeship Recognition Month.

Indigenous Education at Camosun

Valued community partners: Saanich Adult Education Centre, Songhees Employment Learning Centre, and Victoria Native Friendship Centre

As of April 2023, 379 Camosun employees have completed the Understanding Indigenous Peoples 'TELFIN TFE WILNEW' (TTW) course

1,100 Indigenous students of First Nations, Metis and Inuit ancestry

Carpentry Apprentice Builds Winning Playhouse in Record Time

Camosun's carpentry apprentice, Truan Forsyth, won a gold medal at the Skills Canada National Competition. Forsyth completed the task of building a playhouse with the highest degree of quality within 12 hours and even finished with more than half an hour to spare. The competition saw the participation of over 300 competitors from all regions of Canada who competed in over 35 skilled trade and technology competitions.

Camosun Pipe Trades Celebrates Fourth National Skills Competition Win

David Young, a second-year apprentice plumber won the 2022 United Association's National Skills Competition. Young's victory marks the fourth time a plumber from Camosun Pipe Trades and UA Local 324 has won the competition since 2009.

Indigenous Education – Key Highlights

Progress on Truth and Reconciliation Commission recommendations and Indigenization

Camosun's response plan to the Truth and Reconciliation Commission (TRC) 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. (Details provided in Appendix B)

Three generations of an Indigenous family at Camosun

Karla Point was the first in her family to attend Camosun College over 25 years ago, and her example paved the way for her son Jason and now her granddaughter Naviana to pursue their education at Camosun. Karla is now the Indigenous Resurgence Coordinator for the Faculty of Fine Arts at the University of Victoria, where she works on indigenization and decolonization.

Overall, the Point family is a testament to the value of education and the importance of creating space and opportunities for Indigenous students to pursue their dreams.

Orange Shirt Day 2022

Orange Shirt Day was commemorated at Camosun on Thursday, Sept. 29, 2022 with a ceremony at Na'tsa'maht.

"Orange Shirt Day is an important day to honour Indian residential school survivors, as well as those who didn't survive or died, often, young and tragically as a result of the horrors they experienced in these schools."

- Ruth Lyall, Chair of Indigenous programs at Eye? Sqā'lewen: The Centre for Indigenous Education & Community Connections.



Wrap Around Support for Indigenous Students in Trades

Indigenous trades training at Camosun got a major boost with a \$500,000 donation from TD Bank. The donation will be used over the next three years to support an Indigenous Coordinator, program development, outreach, networking for students, and wrap-around supports such as student fees, books, supplies, housing, transportation, childcare, assistance with tools and protective equipment as needed for work, cultural activities, and training.

"I am grateful to the sponsors and staff of the Indigenous Peoples in Trades Training Initiative for supporting my studies, allowing me to fully concentrate on my education without worrying about financial stress. The accessibility of the funds without bureaucracy is truly appreciated - this help brings me closer to my career goal!"

- Makenzie Kwaksistala, Camosun Student



Indigenous students leave for Māori cultural field school in New Zealand

A group of students from Eye? Sqā'lewen - Centre for Indigenous Education & Community Connections at Camosun embarked on a three-week field trip to New Zealand to learn about Māori culture.

"By broadening my understanding of Indigenous peoples around the world, I believe I can become a more effective advocate for their rights and needs."

- Katie Manomie, Camosun Student





“I hope that the painting can serve as a beacon for how disability can be viewed differently. The heartberry plant can be understood as the collective community of Indigenous students with disability, allies, support and accessibility tools. The roots, leaves, flowers, stems, berries, seeds, shoots and runners, hands, arrows, circles and cedar frame of the painting each speak to important values and methodology of the heartberry.”

- Alisha Parks, Camosun Student

Gifts of the Heartberry

Camosun student Alisha Parks, who is of Mohawk, Irish and Danish ancestry, has gifted a painting titled ‘Gifts of the Heartberry’ to the college as part of a special project for Indigenous Education.

Alisha’s project, ‘Heartberry methodology: decolonizing how Camosun supports disability,’ was done in collaboration with instructors from the Centre for Excellence in Teaching and Learning and the Centre for Accessible Learning.

Investing in Reconciliation

Camosun College has received grants for applied research projects aimed at promoting reconciliation with Indigenous communities. The projects are centred on continued steps toward awareness and reconciliation, with vision and collaboration from multi-disciplinary Indigenous artist Carey Newman.

The Virtual Reality (VR) Witness Blanket Project, a true-to-life simulation of a physical installation assembling 800 objects from residential schools in the Canadian Museum for Human Rights, was awarded \$351,964. Over the next three years, Camosun Innovates collaborators will scan and represent components for a virtual experience combining history, storytelling and technology to recreate the emotional impact of the installation in virtual reality. The goal is for this VR installation to then be made available to First Nations throughout Canada and beyond.

The second project, Preparing for Totem 2.0, received \$101,413. This is the design and fabrication of a device that will make totem carving safer and more ergonomic, while also providing greater flexibility for the next generation of carvers to use second growth trees in place of logs from old growth.

Indigenous student welcome feast

Camosun College held its 31st annual Indigenous student welcome feast at the Songhees Wellness Centre. The event was organized to welcome and celebrate Indigenous students who are beginning their academic journey at the college.

The Indigenous student welcome feast has become a significant tradition, reflecting the institution’s commitment to creating a welcoming and inclusive environment for all students, particularly those from Indigenous communities. The event was a great success, and attendees left with a sense of community, belonging, and pride in their cultural heritage.



Student Experience – Key Highlights



Fine furniture students give new life to fallen Garry oak tree

The large tree that fell and struck Lansdowne’s Library building is being carefully processed into sought-after lumber by students in the 10-month Fine Furniture/Joinery Trades Foundation program as a part of continued applied learning projects within the school.

From wood-turning blanks to table tops and public seating, each piece of the oak tree’s twisted trunk and limbs will be chosen for specific projects that will make best use of their features. This experience allows students to work with a locally sourced, sustainable material, and to gain a deeper appreciation for the history and cultural significance of Garry Oak trees in the region. It also highlights Camosun College’s commitment to providing hands-on, experiential learning opportunities to students in its programs.

Camosun students compete against top Victoria restaurants.

Camosun College participated in the tastiest fundraiser in Victoria. The Hungry Hearts Culinary Gala fundraiser supports Our Place Society’s food security programs that serve Greater Victoria’s most vulnerable, including people struggling with homelessness, mental health challenges, substance use issues, the working poor, and impoverished elderly. Students from the professional cook program at Camosun College will be vying for top prize amongst top local chefs, while giving back to the local community.

“Being able to experience the whole process is so important to having students prepare for the next step in their careers.”

- Chef Budlong, Instructor



Puppy love on campus

During exam season at Camosun College, therapy dogs from the Pacific Animal Therapy Society (PATS) made their presence known at both Camosun campuses. Many students found comfort in spending time with the dogs, and the program was widely appreciated by the Camosun College community.

The therapy dog visit is a very popular event that the college holds each fall and winter semester. Students, and employees, love being able to spend time with the dogs, petting them, and talking to them, their handlers and each other. It’s a great way for the students to relieve some stress and take a break from studying for exams and preparing term papers.

Provincial Tuition Waiver Program

Camosun students who were former youth in care are benefiting from the Provincial Tuition Waiver Program. The program is focused on making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. Waiving tuition for this group of students reduces barriers to post-secondary education, supports people in pursuing well-paying and meaningful jobs, and support a more inclusive, balanced and diverse workforce. In 2021/22, 61 students (former youth in care) benefitted from the program, with \$156,237.00 distributed. Over 231 students at Camosun have accessed the program since its launch in 2017.

Micro-Credentials at Camosun empowering lifelong learners

Camosun is meeting local labour market demands by offering a growing range of micro-credentials. These include: the TELFIN TFE WILNEW-inspired Indigenous Truth and Reconciliation in Action program, which is designed for both the general public and employers, and aims to promote understanding and reconciliation between Indigenous and non-Indigenous peoples; the Electric Vehicle Technology and Service micro-credential provides training for automotive service technicians who need to learn how to safely work with electric vehicles; and, the Film Production Assistant micro-credential which is tailored to the needs of the South Island film industry and prepares students for entry-level jobs on film sets. These competency-based courses provide workers with an opportunity to enhance their skills, boost their resumes, and take advantage of job openings in high-demand fields.

Supports for vulnerable, under-represented students

Student Support Managers within the Office of Student Support regularly work one-to-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first-generation students, sexualized and gender-based violence survivors among others. Using a trauma-informed approach and an intersectional lens, Student Support Managers connect with students to explore and supporting student's mental, physical, social, cultural, and spiritual health and well-being as relevant to student's identity and expressed wants and needs. Students are actively supported with appropriate on-campus and off-campus supports. The Office of Student Support also provides regular virtual and in-person learning opportunities to increase the knowledge, connection, and well-being of diverse student populations. Work includes providing regular learning opportunities for Camosun staff to increase their capacity, knowledge, and skills such as responding to disclosure of sexualized violence and working with youth in and from government care.



Creating and maintaining a safe and healthy learning environment for all students

Led by the Office of Student Support, year-round sexual and gender-based violence prevention education efforts include a blend of virtual and in-person learning and engagement opportunities for students, staff, and faculty. Opportunities include dynamic workshops, on topics including consent, healthy relationships, boundaries, effectively responding to disclosures, supporting students in distress, and bystander intervention. Alongside prevention and education outreach for all members of the Camosun community, the Office of Student Support continues to provide safe, trauma-informed, and confidential support to all students who have been impacted by sexualized and gender-based violence.

Camosun Chargers Sweep PACWEST Volleyball Championships

The Camosun Chargers volleyball teams had a successful run in the PACWEST championships. The women's team won their fourth championship in six years after a close five-set match against the Douglas College Royals, while the men's team secured their victory for the second consecutive year by defeating the Capilano University Blues in four sets. Both teams had outstanding seasons, with the women's team winning 18 out of 20 games and the men's team winning 16 out of 18.

Camosun Chargers Women's Volleyball Team Wins Silver in CCAA Nationals Final

The Camosun Chargers women's volleyball team finished as the runners-up in the Canadian Collegiate Athletic Association (CCAA) national championships, settling for silver. The team won their first two matches of the tournament but lost to Lakeland Rustlers in the final.

Camosun Chargers Men's Volleyball Team Claims Back-to-Back National Championships

The Chargers men's volleyball team are once again Canadian Collegiate Athletic Association (CCAA) champions, after defeating the host team and three-time Ontario champions Humber Hawks in three straight sets.



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 1,666 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 College is part of a dynamic, global community offering education that knows no borders.

Driving Applied Research and Innovation

Camosun College has received funding from NSERC to improve its applied research capacity by partnering with local organizations to identify and address industry challenges, providing students with real-world experience. A new dedicated position has also been added to its research and development department with a focus on automation and mechatronics. The aim is to foster innovation and support economic growth in the region.



Cross-Cultural Learning: Camosun and Miriam College partner to deliver educational programs.

A unique partnership between Camosun College, Canada and Miriam College, Philippines will see greater study opportunities starting later this year for Filipino, Canadian and international students from the South East Asia region.

The partnership will create a defined pathway for students in the Philippines and throughout the region to access Camosun and Miriam programs including degrees in Business Administration and diplomas in areas such as Early Learning and Care, Health Care Assistant and Mental Health and Addictions.

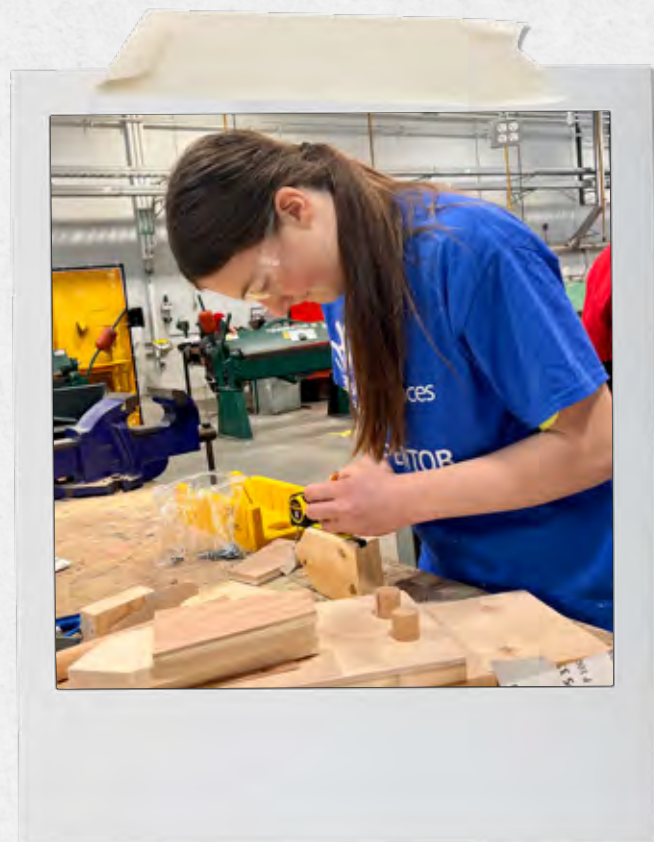


International student takes home Lt. Governor's Silver Medal

Gretta de Carvalho Kawahara, an international student, has been awarded the Lieutenant Governor's Silver Medal in British Columbia. The award recognizes outstanding students who excel in their studies while making a positive impact in their institution and community by promoting inclusion, democracy, and reconciliation. Gretta graduated from the School of Health and Human Services and moved to Victoria from Brazil in January 2021 to continue studying in the Early Learning and Care diploma program at Camosun College. Her commitment to education and community involvement earned her this prestigious honor.

"I feel grateful to be recognized for something I put my heart into it. Furthermore, Inclusion, Democracy & Reconciliation, are topics and values that we all need to not only talk about, but practice and I am very grateful that Camosun offered me a safe space to put them into practice."

- Gretta de Carvalho Kawahara



Camosun hosts successful 2023 South Island Partnership Regional Skills Competition

The 2023 South Island Partnership Regional Skills Competition was held at Camosun College, where students from various educational institutions competed in a range of trades and tech competitions. The event showcased the talent and skills of these students, who demonstrated their expertise in fields such as carpentry, welding, automotive, and robotics.

The successful event is a testament to the commitment of Camosun College to support and promote vocational education and training in the region.

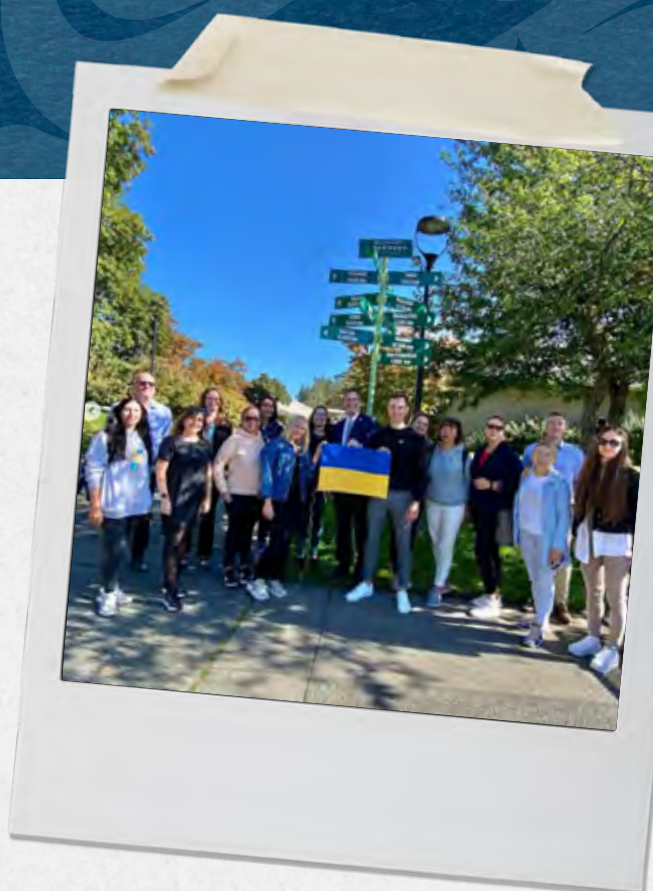


Volunteer Victoria and Camosun College Partner to Host In-Person Volunteer Fair

The Volunteer Fair held at Camosun College in partnership with Volunteer Victoria marked the first in-person event of its kind since the pandemic began. Students from various schools took part, and approximately 30 volunteer organizations throughout Victoria were in attendance, seeking volunteers.

Kyiv added to the wayfinder poles on both campuses

Camosun College has added a new location, Kyiv, the capital city of Ukraine, to the wayfinder poles on their Interurban campus. This addition is aimed at showing support for the approximately 50 current students from Ukraine at Camosun and providing an opportunity for them to come together. The Camosun Printshop made the Kyiv signs for the poles, while the Ukraine flag cover was created by Camosun Innovates.



Engaged Communities

Nine immigrant women display their soup-erpower!

Nine soup-erstars from the Maker-to-Market program at Camosun College placed second in a provincial competition that supports immigrant entrepreneurs.

The Women of the World (W.O.W.) Soup was awarded \$1,500 prize in the 2022 DIVERSEcity's new Business Pitch Competition that will allow the team to develop their small market business after graduation. There are three W.O.W. Soup varieties each featuring local dried vegetables and ingredients authentic to their culture: hearty veggie borscht, caramba tortilla soup and Thai booster soup.



Camosun and UVic bring Science Rendezvous to Victoria

Camosun College and the University of Victoria collaborated to bring Science Rendezvous to Victoria, an event that showcased the wonders of science to the public. This annual event featured interactive exhibits, demonstrations, and hands-on activities designed to inspire curiosity and engage people of all ages in science. The event also provided an opportunity for students and researchers to share their work with the community and fostered a deeper appreciation for the role of science in society.

Campus crosswalks get a burst of colour

In a visual show of support for Pride, a crosswalk on each campus at Camosun College now reflects the Progress Pride flag.



"I love seeing the rainbow crosswalks on campus. It's a visual statement that Camosun values diversity and inclusion. Pride is more than just a single month as work to promote, educate and drive awareness about equity for all sexual and gender diverse people is something that needs to happen throughout the year. It makes me proud to be part of a community that celebrates differences and supports everyone."

- Jessie Naadei Niikoi, Camosun student

Students Offer Unique Insight into Death and Informed Decision-Making

Camosun Anthropology students organized an interactive event called "Mourning at Night" that focused on educating the public about death and how to make informed decisions related to it. The event was open to anyone in Victoria who was interested in attending.

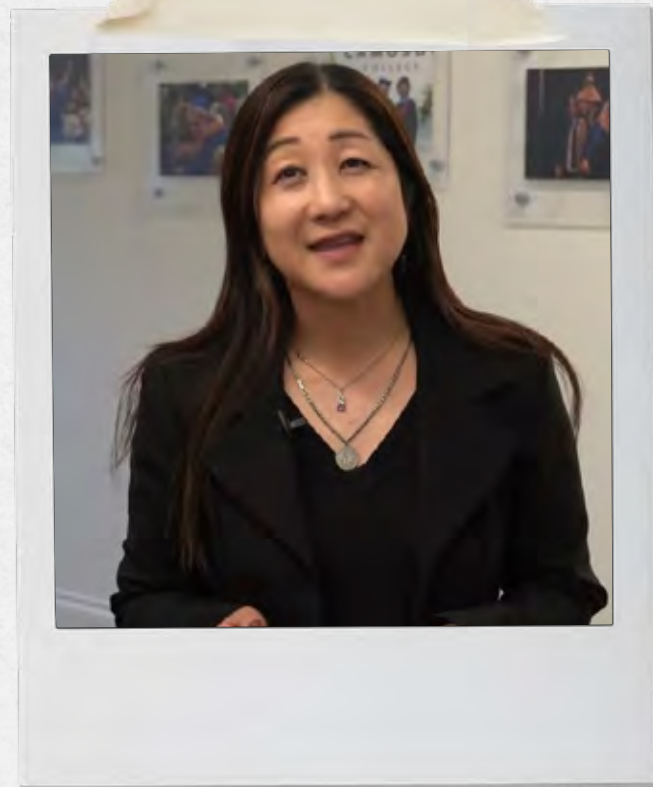
Criminal Justice Students Gather and Donate Clothes to Local Shelters

The students filled a classroom with their generous donations, which were then delivered to Our Place Society and the Out of the Rain Shelter in winter 2022.

The donation drive was especially crucial as the cold weather and snow settled in the Greater Victoria area. The warm clothing provided a lifeline for those experiencing homelessness or struggling to make ends meet.

Camosun International's Miki Speirs Recognized for Leadership Excellence by CICan

Miki Speirs has been awarded the Leadership Excellence Award for Non-Managerial Staff by Colleges and Institutes Canada (CICan)! In addition to her daily administrative duties in Camosun International, Miki co-initiated the Camosun Cares hamper program in 2020, during the most challenging period of the pandemic. The weekly care hampers included fresh produce, hygiene items, recipes and prepared meals, and were distributed to hundreds of students. The positive impacts of Miki's organizational efforts were felt throughout the college community, at a time when many people were feeling isolated and disconnected.



The British Columbia Labour Market Outlook: 2022 - 2032

Camosun College hosted the launch of the 2022 Labour Market Outlook in the Helmut Huber Cook Training Centre. Speakers included Professional Cook student Savannah Mckinnon.

Change Faster at Camosun

The British Columbia Labour Market Outlook is updated every year to provide a 10-year forecast of the flow of supply and demand for labour in the province. British Columbia is expected to have 1,017,000 job openings between 2022 and 2032. Nearly 80 per cent of these job openings typically require some form of post-secondary education. This means there is a wealth of opportunities for students to be equipped with the education to find rewarding jobs as well as for workers to upskill or reskill.

The current B.C. Labour Market Outlook on Feb. 8, 2023 at Camosun College's Helmut Huber Culinary Arts Centre. At the official launch, student Savannah Mckinnon spoke to their time as a first-year Professional Cook student and their future career plans.

Of the forecasted job openings, 37 per cent are due to a growing economy, while 63 per cent of the openings will be the result of retiring workers.

People aged 29 or younger entering the labour force for the first time are expected to fill 47 per cent of future job openings. People new to Canada are expected to fill 38 per cent of the openings, and workers coming from other parts of Canada to fill 8 per cent of the jobs.

Camosun College is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities.



OF THESE OPENINGS:

- 37 per cent of the total job openings will be filled by people with a bachelor's, graduate or first professional degree.
- Workers with diplomas and certificates excluding apprenticeships will fill 29 per cent of openings, and those with an apprenticeship certificate will account for 12 per cent.
- The other 22 per cent of job openings will be available for those with high school education or less.

Aligning Education with the Labour Market Outlook

Within the health program list there has been growth over the past year. This demonstrates Camosun's commitment to aiding in the delivery of competent and qualified workers to meet the demands of the emerging labour market supply. Some of these programs include:

Priority/High Opportunity Health Occupations	Camosun Supporting Programs of BC Health Care Priorities
Registered nurses and registered psychiatric nurses	Nursing BSN and LPN Diploma
Nurse aides, orderlies and patient service associates	Health Care Assistant Certificate
Physiotherapists and occupational therapists	Bachelor's Degree in Athletic and Exercise Therapy
Medical radiation technologists	Medical Radiography Diploma
Medical laboratory technicians and pathologists' assistants	Certified Medical Lab Assistant
Medical administrative assistant	Medical Office Assistant (Certificate)

Select occupations in the B.C. Labour Market Outlook that require post-secondary education include:

High Opportunity Program	Camosun Aligned Program (Direct or Transferable)
Early childhood educators and assistants	Early Learning and Care Diploma
Accounting technicians and bookkeepers	Accounting and Finance Advanced Certificate Business Administration – Accounting (Diploma) Bookkeeping Fundamentals Certificate
Computer network technicians	Computer Network Electronics Technician Advanced Certificate
Massage therapists	Massage Therapy Diploma
Cooks	Professional Cook Apprenticeship Training Professional Cook Level 1 Foundation Certificate Professional Cook Level 2 Foundation Certificate
Carpenters	Carpenter Apprenticeship Training
Automotive service technicians	Automotive Service Technician Foundation Certificate, Automotive Service Technician Apprenticeship

There has been growth within programs to help aid future labour supply requirements. Some of the select programs include:

Certified Medical Laboratory Assistant
grew from 10.3 FTEs in 2020/21 to 30.5 FTEs in 2021/22 (+197.1%) +20.3 FTEs

Bookkeeping Fundamentals
grew from 18.1 FTEs in 2020/21 to 33.0 FTEs in 2021/22 (+82.4%) +14.9 FTEs

Massage Therapy
grew from 35.4 FTEs in 2020/21 to 62.6 FTEs in 2021/22 (+76.7%)

Trades Skills Foundation
grew from 119.2 FTEs in the 2020/21 to 134.0 FTEs in 2021/22 (+12.4%)



Profile of Students at Camosun College

SkilledTradesBC funded FTEs improve, while ministry funded FTEs declined

Full-time equivalent student data by fiscal year	2020/21	2021/22	Change
FTEs – Ministry of Post-Secondary Education and Future Skills	-	-	-
FTEs – SkilledTradesBC (formerly ITA)	-	-	-
FTEs – International students	-	-	-
Total student FTEs	-	-	-

Student enrolment headcount data by academic year	2020/21	2021/22	Change
	-	-	-
Total	-	-	-

Student demographic data by academic year	2020/21	2021/22	Change
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

Professional Studies and Industry Training

Student demographic data by academic year	2020/21	2021/22	Change
	-	-	-
	-	-	-
	-	-	-
	-	-	-
	-	-	-

Future Population Trends

Camosun continues to monitor with the provincial population projection (PEOPLE) with a specific focus on the Capital Regional District (CRD). Although, there is an increasing number of international students, a large proportion of students at Camosun come from within the province demonstrating Camosun’s commitment to the local community and beyond. 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 select segments of the CRD population, the greater the demand for locally supplied education or graduates. The following graph provides a 10-year projection (2024-2034) for the CRD population by select age groups. The expected growth of the 65 years and older segment of society – projected to grow by 24.3 per cent in the next 10 years, signals a demand for health care professionals and supportive positions in the future. Camosun continues to help educate what is going to be the labour supply of future health care workers keeping in alignment with the provincial high opportunity health occupations. With an overall projected growth rate of 13.9 per cent for the CRD population, it is expected that the need will grow for skilled tradespeople to build and maintain the public projects and infrastructure. These projects are going to be required to support an ever-growing community and are going to continue to be an important part of planning for the future. Camosun has a variety of trades and health care programs to help supply the current and future labour requirements.

Projected population growth rate by age, Capital Regional District, 2024-2034

- The largest ten-year growth rate is projected to occur in the 65+ years and older segment of the population at 24.3 per cent.
- Conversely, those aged 55 to 64 years old are expected to contract by 5.3 per cent over the same period.
- The 15 to 24 years old subpopulation has a projected growth rate of 20.3 per cent.
- The ‘core working’ aged population (25 – 54 years old) is estimated to grow by 15.3 per cent over the horizon.
- Finally, the youngest segment of society (0 – 14 years old) is expected to have small amount of growth at 3.7 per cent over the next ten years.



<https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections>

Adult Upgrading Grant Summary

Adult Upgrading Grant summary: April 1, 2021 – March 31, 2022

Term	Approved	Denied	Cancelled	Per cent Denied	Total Applications	Funding for tuition & fees
Summer 2022	175	10	N/A	5%	185	\$49,632.36
Fall 2022	307	30	N/A	9%	337	\$132,876.75
Winter 2023	305	25	N/A	8%	330	\$129,522.40
Total	787	75	N/A	9%	852	\$312,031.51



Financial Information

Revenue	\$ Millions	Per cent
Provincial Grants	77.7	50.0%
Provincial Capital Grants	8.2	5.3%
Tuition & Fees	49.2	31.6%
Federal & Other Grants	3.0	1.9%
Goods and Services	14.2	9.2%
Other	3.1	2.0%
TOTAL REVENUE	155.4	100.0%

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

Expense	\$ Millions	Per cent
Salaries and Benefits	118.1	76.5%
Contract Fees	4.6	3.0%
Supplies and Services	16.3	10.6%
Costs of Goods Sold	2.7	1.8%
Accretion Expense	0.06	0.0%
Amortization	9.7	6.3%
Minor Repairs and Maintenance	2.9	1.9%
TOTAL REVENUE	154.3	100.0%

Appendix A: IAPR PERFORMANCE METRIC RESULTS AND MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieving the 2022/23 mandate letter priorities.

PERFORMANCE MEASURE 1: TOTAL FTE STUDENT SPACES (EXCLUDING THE SkilledTradesBC)		
2020/21 Actual:	5,452	Compared to the previous fiscal year, Camosun
2021/22 Actual:	5,321	
2022/23 Actual:		
2022/23 Target:		
2022/23 Assessment:		

PERFORMANCE MEASURE 1A: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE)		
2020/21 Actual:	756	Compared to the previous fiscal year, Camosun
2021/22 Actual:	870	
2022/23 Actual:		
2022/23 Target:		
2022/23 Assessment:		

PERFORMANCE MEASURE 1B: STUDENT SPACES IN DEVELOPMENT PROGRAMS (FTE)		
2020/21 Actual:	808	Compared to the previous fiscal year, Camosun
2021/22 Actual:	748	
2022/23 Actual:		
2022/23 Target:		
2022/23 Assessment:		

PERFORMANCE MEASURE 2: CREDENTIALS AWARDED

2020/21 Actual:	2,410	Camosun awarded 1,569 credentials in the 2022/23 fiscal year not achieving the target amount. This is likely in part due to the lag effect of the pandemic lowering enrollments across institutions.
2021/22 Actual:	2,100	
2022/23 Actual:	1,569	
2022/23 Target:	≥2,009	
2022/23 Assessment:	Not Achieved	

PERFORMANCE MEASURE 3: TOTAL INDIGENOUS STUDENT FTE

2020/21 Actual:	800	Camosun realized 715 Indigenous Student FTEs. This is a drop of 47 FTEs compared to the previous year. Camosun failed to achieve the target this year in part to domestic activity being down across the province.
2021/22 Actual:	762	
2022/23 Actual:	715	
2022/23 Target:	Increase from previous year	
2022/23 Assessment:	Not Achieved	

PERFORMANCE MEASURE 3A: TOTAL INDIGENOUS STUDENT FTE (PSFS)

2020/21 Actual:	531	Compared to the previous fiscal year, Camosun produced 10 fewer FTEs at 519. This fails to achieve the target of an increase over the previous year. As noted this in part due to domestic activity being down across the province.
2021/22 Actual:	529	
2022/23 Actual:	519	
2022/23 Target:	Increase from the previous year	
2022/23 Assessment:	Not Achieved	

PERFORMANCE MEASURE 3B: TOTAL INDIGENOUS STUDENT FTE (ITA)

2020/21 Actual:	269	Camosun realized 196 Indigenous ITA FTEs in the 2022/23 period. This is down from the previous year and fails to achieve the target for this round.
2021/22 Actual:	234	
2022/23 Actual:	196	
2022/23 Target:	Increase from the previous year	
2022/23 Assessment:	Not Achieved	

PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION

Survey Name:	DACSO	TFTVG	APP SO	BGS	Comments
2020/21 Actual:	90.9% (+/- 1.2%)	95.9% (+/- 2.1%)	94.6% (+/- 2.2%)	93.9% (+/- 3.2%)	The results of the 2022/23 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 90.0%.
2021/22 Actual:	90.9% (+/- 1.1%)	85.7% (+/- 3.7%)	87.2% (+/- 3.4%)	95.8% (+/- 2.9%)	
2022/23 Actual:	89.5% (+/- 1.6%)	91.9% (+/- 6.4%)	85.2% (+/- 4.2%)	89.7% (+/- 4.4%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	

PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION

Survey Name:	DACSO	TFTVG	APP SO	BGS	Comments
2020/21 Actual:	94.3% (+/- 0.9%)	94.1% (+/- 2.5%)	95.6% (+/- 2.0%)	99.0% (+/- 1.3%)	The results of the 2021/22 student satisfaction from Outcomes indicate all the survey populations achieved their targets.
2021/22 Actual:	94.8% (+/- 0.8%)	88.8% (+/- 3.3%)	92.3% (+/- 2.7%)	95.8% (+/- 2.9%)	
2022/23 Actual:	93.9% (+/- 1.3%)	97.3% (+/- 3.8%)	96.1% (+/- 2.3%)	94.8% (+/- 3.2%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 6: STUDENT ASSESSMENT OF SKILL DEVELOPMENT

Survey Name:	DACSO	TFTVG	APP SO	BGS	Comments
2020/21 Actual:	85.8% (+/- 1.3%)	87.9% (+/- 2.3%)	84.1% (+/- 3.4%)	87.9% (+/- 4.1%)	The results of the 2022/23 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 85.0%.
2021/22 Actual:	86.6% (+/- 1.3%)	82.2% (+/- 4.0%)	80.7% (+/- 4.0%)	89.4% (+/- 3.3%)	
2022/23 Actual:	85.7% (+/- 1.5%)	88.8% (+/- 6.7%)	79.7% (+/- 4.3%)	86.6% (+/- 4.2%)	
2022/23 Target:	≥ 85%	≥ 85%	≥ 85%	≥ 85%	
2022/23 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	

PERFORMANCE MEASURE 7: STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB					
Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	85.9% (+/- 2.2%)	86.8% (+/- 4.4%)	93.7% (+/- 2.5%)	92.6% (+/- 3.7%)	The results of the 2021/22 student satisfaction from Outcomes indicate all but TFTVG populations achieved their targets. The TFTVG was not assessed this round.
2021/22 Actual:	82.0% (+/- 2.4%)	87.4% (+/- 4.5%)	88.9% (+/- 3.7%)	96.8% (+/- 2.6%)	
2022/23 Actual:	83.8% (+/- 2.8%)	N/A	90.2% (+/- 3.8%)	94.0% (+/- 3.9%)	
2022/23 Target:	≥ 90%	≥ 90%	≥ 90%	≥ 90%	
2022/23 Assessment:	Substantially Achieved	Not Assessed	Achieved	Achieved	

PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE					
Survey Name:	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	7.7% (+/- 1.6%)	10.5% (+/- 3.6%)	3.5% (+/- 1.8%)	3.0% (+/- 2.3%)	Camosun College Achieved the target unemployment rates for all of the surveys in the 2022/23 reporting period.
2021/22 Actual:	8.8% (+/- 1.6%)	13.3% (+/- 4.0%)	10.9% (+/- 3.3%)	0.0% (+/- 0.0%)	
2022/23 Actual:	3.6% (+/- 1.3%)	11.4% (+/- 7.9%)	3.4% (+/- 2.2%)	4.5% (+/- 3.3%)	
2022/23 Target:	≥ 6.6%	≥ 6.6%	≥ 6.6%	≥ 6.6%	
2022/23 Assessment:	Achieved	Achieved	Achieved	Achieved	

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

TOTAL STUDENTS FOR OTHER STUDENT CATEGORIES		
2022/23 Results, SkilledTradesBC (formerly Industry Training Authority) funded students	2,333 in the 2021/22 fiscal year compared to	
2022/23 Results, SkilledTradesBC (formerly Industry Training Authority) funded students	1,153 FTEs in the 2021/22 fiscal year compared to	

Mandate letter priorities 2022/23	Indicators	
Foundational Principles		Camosun Examples
Putting people first	We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone	<p>Camosun College's Student Affairs unit is dedicated to putting students first by providing comprehensive support throughout a student's academic journey. By using a holistic approach, we offer various services, programs, and resources that are responsive to students' evolving needs. Our focus is on fostering personal, academic, and career development to ensure our learners have a successful college experience.</p> <p>In addition, Student Support Managers within the Office of Student Support regularly work one-on-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and gender based violence survivors among others. As reflected in Camosun's updated Strategic plan, our goal is to support students in achieving their goals and thriving at Camosun College.</p> <p>Approximately 170 former youth in care students benefiting from the provincial tuition waiver program and wraparound supports.</p>

<p>Lasting and meaningful reconciliation</p>	<p>Reconciliation is an ongoing process and a shared responsibility for us all. Government’s unanimous passage of the Declaration on the Rights of Indigenous Peoples Act was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate</p>	<p>Camosun College’s updated strategic plan (2023 – 2028) prioritizes lasting and meaningful reconciliation with Indigenous peoples. The college has established three goals to achieve this:</p> <ol style="list-style-type: none"> 1. Engage with reciprocity and understanding to cultivate healthy community relationships; 2. Incorporate the four ‘R’s of Indigenous Education to ensure an accessible and inclusive learning environment; 3. Infuse Indigenous ways of being and doing into practices and spaces at the college. We are committed to supporting the government’s passage of the Declaration on the Rights of Indigenous Peoples Act and implementing the Truth and Reconciliation Commission’s recommendations. Through partnership and humility, we can achieve lasting reconciliation with Indigenous peoples <p>Camosun continues to work to increase Indigenous participation in decision-making processes, along with increased consultation, and representation.</p>
<p>Equity and anti-racism</p>	<p>Our province’s history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to</p>	<p>Camosun College is dedicated to promoting social justice, equity, diversity, and inclusion to create a learning and working environment that is respectful and free from barriers for all students and employees. We strive to uphold these values in all aspects of our institution, from our curriculum to our hiring practices. Our commitment to equity, diversity, and inclusion is reflected in our policies and initiatives, including our Equity, Diversity, and Inclusion Action Plan, which outlines</p>

	<p>adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.</p>	<p>strategies to address systemic barriers and promote diversity and inclusion in all areas of the college. Through ongoing education and dialogue, we aim to create a campus culture that celebrates diversity and fosters social justice.</p>
<p>A better future through fighting climate change</p>	<p>Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the Climate Change Accountability Act, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50% reduction in public sector building emissions and a 40% reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.</p>	<p>The Wilna Thomas building renewal project on Lansdowne campus is an extensive renovation that integrated Energy Modeling and a Social Sustainability Framework into the planning process. The building upgrades are projected to result in a 23 per cent emissions reduction for the building. Camosun completed the planning and procurement stages of enhancing Smart Metering for all buildings in 2021. Smart Metering all buildings will help create energy consumption baselines and will aid in measuring successes. It will also help with behavioral change campaigns, as the plan is to have this information available on a public dashboard. It will also help improve reporting granularity so Camosun is more able to see and celebrate the positive impact of ongoing upgrades. Camosun’s Climate Coalition Group (C4) partnered with Camosun Sustainability Office, the Camosun Sustainability, the Camosun College Students Society, Canadian Union of Public Employees Local 2081, and the Camosun College Faculty Association to host a public talk by Seth Klein, author of A Good War: Mobilizing Canada for the Climate Emergency. Students, Faculty and Staff came together virtually to discuss steps forward we can take personally and as an institution in the face of a Climate Emergency.</p>

		(C4 is an informal group of Camosun people who share an interest in promoting positive climate action)
A strong, sustainable economy that works for everyone	I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.	Camosun continues to grow a range of microcredentials to fill industry needs through its Professional Studies & Industry Training department. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in highdemand fields. Students are actively supported to ensure that appropriate on-campus supports are accessible and available. Examples include: Camosun Counselling, Centre for Accessible Learning, Academic Advising, Help Centres, Eyē? Sqā'lewen – Centre for Indigenous Education & Community Connections, Camosun College Student Society Clubs, and on-campus recreation facilities. Students are also actively supported to make connections to appropriate off-campus supports. Examples include: The Foundry, Disability Resource Centre, Victoria Sexual Assault Centre, Island Sexual Health, Native Friendship Centre, Men's Therapy Centre and PEERS.

2022/23 Minister's Letter of Direction		
Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.	Outline initiatives/report on how your institution is involved in cross-system and community consultation, engagement and collaboration to resume on-campus learning and services and work towards pre-COVID 19 levels. This could include demonstration of how institutions have worked with Indigenous communities and learners impacted to develop plans to support continued access to some academic programming and services in cases where communities have continued to take increased safety measures.	Created and regularly updated Communicable Disease Prevention Plan and Communicable Disease Prevention Guidelines to support safe campus operations and guide decision making.
Work with the Ministry and your communities, employers and industry to implement postsecondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities	<p>Micro-credentials</p> <ul style="list-style-type: none"> • Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations Co-op, Work Integrated Learning and Career Planning • Continue to report on increases or expansion of co-ops and work integrated learning opportunities 	<p>The tuition-free, entirely-online Education & Career Planning certificate program offers adult learners the time and support to explore new life directions in a rapidly changing world.</p> <p>Student Support Managers regularly work oneto-one with a variety of vulnerable and underrepresented student populations including BIPOC students, those with diverse abilities and/ or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and genderbased violence survivors among others. Camosun continues to grow a range of microcredentials to fill industry needs. The shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in highdemand fields.</p>

<p>Fully engage with government in implementing mandate commitments to support a future ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.</p>	<p>Cross-government and stakeholder collaboration</p> <ul style="list-style-type: none"> Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B). <p>Funding Review</p> <ul style="list-style-type: none"> Support the Ministry with key post-secondary institution staff participating collaboratively in the upcoming review process and any steering committee/ working groups. <p>Tuition Policy</p> <ul style="list-style-type: none"> Continue to submit annual tuition and mandatory fees data to the Ministry. <p>Digital Services</p> <ul style="list-style-type: none"> As applicable, adopt the EducationPlannerBC application and transcript exchange service. Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid. Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services. 	<p>Camosun's response plan to the Truth and Reconciliation Commission 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. Education and training at Camosun is structured to respond to industry demand, ensuring graduates enter the labour market with pragmatic skills and the confidence to be productive immediately.</p>
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<p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:</p> <ul style="list-style-type: none"> Working to align education and skills training to goals of the BC Economic Plan; and Supporting the implementation of Skilled Trades Certification 	<p>Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities, particularly in the areas of health, tech, trades.</p> <p>Skilled trades certification supports efforts to provide accessible, affordable, and relevant trades training for women, Indigenous peoples and those just starting in their careers, including youth as part of the South Island Partnership with school districts. Camosun is working with the ITA to ensure there is sufficient seat capacity so that apprentices can complete their training in a timely manner.</p>	<p>Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities, particularly in the areas of health, tech, trades. Skilled trades certification supports efforts to provide accessible, affordable and relevant trades training for women, Indigenous peoples and those just starting in their careers, including youth as part of the South Island Partnership with school districts. Camosun is working with the ITA to ensure there is sufficient seat capacity so that apprentices can complete their training in a timely manner.</p>
<p>Contribute to Ministry engagement on upcoming initiatives, including:</p> <ul style="list-style-type: none"> The future Ready: Skills for the Jobs of Tomorrow plan The Ministry's sexualized violence policy review Further tech-relevant seat expansions The funding formula review of provincial operating grants 	<p>Camosun participated in the paper from BC Colleges as part of the input into the development of the Future Ready Skills Plan.</p> <p>Camosun has submitted several proposals to the 2,000 tech-related seat expansion.</p> <p>Camosun has supported ministry-directed sexualized violence and misconduct initiatives including training, policy community of practice, and data and reporting.</p> <p>Active participation is underway as part of the funding formula review of provincial operating grants.</p>	<p>Camosun participated in the paper from BC Colleges as part of the input into the development of the Future Ready Skills Plan. Camosun has submitted several proposals to the 2,000 tech-related seat expansion. Camosun has supported ministry-directed sexualized violence and misconduct initiatives including training, policy community of practice, and data and reporting. Active participation is underway as part of the funding formula review of provincial operating grants.</p>

Appendix B: Priority #1 TRC Calls to Action / UNDRIP Articles

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. The following table provides an at-a-glance summary of Camosun’s progress in these important areas.

TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples article	Progress	Initiative & partnership details
<p>1. Social work</p> <p>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.</p>	<p>Progress</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A. <p>Ongoing: IST 205: Indigenous Introduction to Social Work</p> <p>Ongoing: IST 206: Indigenous Social Welfare</p> <p>Ongoing: IST 243: Comparative Indigenous Rights</p> <p>Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>New: Camosun has developed a new 10-month certificate program in Indigenous Community Wellness. Graduates will work in Indigenous communities and urban community agencies to support the wellness of Indigenous community members. The program will begin delivery in September 2023.</p> <p>Completed: Camosun delivered eight human services courses to the Saanich Adult Education Centre in 2022/23 while the Indigenous Community Wellness program was being developed and went through curriculum approval processes.</p>	<p>Provide key details on 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.</p> <p>More Indigenous and Indigenous-informed social workers will reduce the number of Indigenous children in care.</p> <p>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. The number of IST 205 and 206 sections has doubled in the last two years.</p> <p>IST 243, Comparative Indigenous Issues, 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.</p> <p>The Indigenous Community Wellness program was developed in partnership with the IAHLA institution the Saanich Adult Education Centre and with Indigenous social work and human services practitioners.</p> <p>In September 2023, students will learn to effectively build relationships and walk in wellness with service users to support their access to, and engagement with programs and services.</p>

<p>12. Early Childhood Education</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>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)</p> <p>Ongoing: All instructors and student support personnel who work with ELC students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: IST 120: Understanding Indigenous Peoples</p>	<p>Completed: Camosun partnered with Victoria Native Friendship Centre to develop the Early Childhood Care and Learning program.</p> <p>Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.</p> <p>IST 120 is now a required course in the nursing program which has increased number of offerings this course delivers by three times.</p>
<p>16. Indigenous language degree and diploma programs</p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>IECC offers an IST 234 Land and Language course as part of the indigenous studies diploma program.</p>	<p>Ongoing: The IST 234 course introduces students to the Indigenous relationships among culture, land and language and their connected influences with development of self-identity</p> <p>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.</p> <p>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.</p>

<p>23. Health-care professionals</p> <p>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.</p>	<p>Ongoing: Health 111: Indigenous Peoples’ Health</p> <p>Ongoing: All instructors and student support personnel who work with health care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>Ongoing: All students in Nursing, Medical Lab Assistant, Diagnostic Medical Sonography and Early Learning Care programs 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.</p>
<p>24. Medical and nursing schools</p> <p>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.</p>	<p>Ongoing: Health 111: Indigenous Peoples’ Health.</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health & Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>All students in the Nursing program are required to complete IST 120, Understanding Indigenous Peoples.</p>

<p>28. Law schools</p> <p>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.</p>	<p>IST 136, Indigenous Justice & Law is part of the core curriculum of the Indigenous Studies program and the Criminal Justice program, the two programs pre-law students are most likely to enrol in.</p> <p>Ongoing: All instructors and student support personnel who work with Justice students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>Students in IST 136 will examine Indigenous legal traditions and forms of justice, followed by a review of Indigenous peoples’ experiences in the Canadian criminal justice system including interactions with police, courts, and corrections.</p>
<p>57. Public servants</p> <p>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.</p>	<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including Public Administration.</p> <p>New: Ways of Indigenous Leadership and Learning program (WILL) will debut in September 2023.</p> <p>Ongoing: All instructors and student support personnel who work with public administration students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as CENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>New: IECC delivers occasional one-off three-hour indigenous awareness sessions for public sector organisations.</p>	<p>The Indigenous Ways of Leadership and Learning program is delivered in partnership with Māori Studies at the Ara Institute in Christchurch, New Zealand.</p> <p>The WILL advance certificate program provides learning for students who plan to, or are, leaders in Indigenous communities and those who work, or will work, in organizations that provide public services to Indigenous people, communities and Nations, and are responsible to bring Indigenous consciousness to those organizations.</p> <p>Ongoing: Several Indigenous Studies courses are either required or can be taken as electives in a variety of Camosun programs, including Public Administration.</p>

<p>62. Teacher education</p> <p>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.</p>	<p>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.</p>	<p>N/A</p>
<p>86. Journalism and media school</p> <p>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.</p>	<p>N/A</p>	<p>N/A</p>

<p>92. Business schools</p> <p>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.</p>	<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.</p> <p>New: Ways of Indigenous Leadership and Learning certificate program (WILL) will support learners who want to work in Indigenous leadership or support Indigenous initiatives/ decolonization work in non-Indigenous organizations.</p> <p>Ongoing: All instructors and student support personnel who work with business students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as ĀENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>New/Partnership: Ways of Indigenous Leadership and Learning certificate program (WILL) will be delivered in partnership with Māori people 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.</p>
<p>United Nations Declaration on the Rights of Indigenous Peoples implementation</p> <p>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:</p> <p>Article 14</p> <ol style="list-style-type: none"> 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 <p>Article 15</p> <ol style="list-style-type: none"> 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. <p>Article 21</p> <p>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.</p>		

Progress	New and/or continuing initiatives and partnerships
<p>The first phase of Camosun’s Indigenization and Reconciliation Initiative is complete and includes the following successes:</p> <ul style="list-style-type: none"> • Developed Indigenous-focused required learning for all applicable programs. • Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations, including micro credentials and distance programming. • Supported faculty to indigenize teaching and learning experiences in programs and courses. (CETL Lands based activity) • 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 with access to a canoe for cultural camps and outdoor expeditions/field trips etc. • 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 Māori students and institutions, to support students learning more about international approaches to Indigenization. • Facilitation of Indigenous learning sessions for the Board of Governors. • Provided a one-day TRC awareness day for all employees. • On-going TRC committee meetings are held to address how Camosun is moving forward with TRC recommendations. • Expanded offerings of TELFIN TFE WILNEW for employees. • Developed and began delivery of the TELFIN TFE WILNEW follow up course, ĀENENITEL. 	<p>Partnership: Eyē? Sqā’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? Sqā’lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council members 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.</p> <p>Phase two of our response to the TRC calls to action has been initiated. It currently includes 23 new action items.</p> <p>Local Indigenous ways of being, doing and relating are foundational to the development of Camosun’s new Strategic Plan. Camosun is a committed partner in honouring Indigenous resurgence and the principles of Truth and Reconciliation.</p> <p>IECC is developing an Indigenous action plan which will guide their Centre for the next three years.</p>

Progress	New and/or continuing initiatives and partnerships
<ul style="list-style-type: none"> • 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 the Senior Leadership Council, Education Council, Education Leadership Team, Policy and Standards Committee and the Integrated Curriculum Committee. • Ensured the 2025-2028 Strategic Plan is informed by principles of Indigenization and Reconciliation. • Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day. Now that September 30 is a national statutory holiday, the Friday or Monday closest to September 30 will acknowledge Residential School survivors, as well as those who did not survive. • Provided designated Elders' parking in preferred spots in employee parking lots on both campuses. • 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. 	

Progress	New and/or continuing initiatives and partnerships
<ul style="list-style-type: none"> • Opened a classroom on the Lansdowne campus in the newly renovated Wilna Thomas building that can be used for the delivery of Indigenous pedagogy. The room is large enough for 40 people to sit in circle with fans and insulation for drumming and smudging. • Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people - was successful in a proposal to the Human Rights Tribunal to initiate preferential 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 NEĆITEL. • Organized a Vancouver Island Post-Secondary Alliance session to support the island public post-secondary institutions 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 a section of the college website to reconciliation information and support. • Calendarized Indigenous events. 	

Appendix C: Performance Measures

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former apprenticeship students					
Skill Development	85.8% +/- 1.3%	86.6% +/- 1.3%	85.7% (+/- 1.5%)	≥ 90%	Achieved
Written Communication	83.4% +/- 1.7%	83.7% +/- 1.5%	85.1% (+/- 2.0%)	≥ 90%	Achieved
Oral Communication	79.8% +/- 1.8%	80.8% +/- 1.6%	78.7% (+/- 2.3%)	≥ 90%	Achieved
Group Collaboration	87.6% +/- 1.4%	87.1% +/- 1.3%	86.3% (+/- 1.8%)	≥ 90%	Achieved
Critical Analysis	91.3% +/- 1.2%	91.7% +/- 1.1%	90.0% (+/- 1.6%)	≥ 90%	Achieved
Problem Resolution	83.4% +/- 1.6%	85.8% +/- 1.4%	84.9% (+/- 1.9%)	≥ 90%	Achieved
Learn on Your Own	85.7% +/- 1.5%	86.2% +/- 1.3%	86.3% (+/- 1.8%)	≥ 90%	Achieved
Reading and Comprehension	89.4% +/- 1.3%	90.5% +/- 1.1%	87.9% (+/- 1.7%)	≥ 90%	Achieved

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former apprenticeship students					
Skill Development	87.9% +/- 2.3%	82.2% +/- 4.0%	88.8% (+/- 6.7%)	≥ 90%	Achieved
Written Communication	69.0% +/- 8.4%	64.0% +/- 7.9%	N/A	≥ 90%	Achieved
Oral Communication	75.7% +/- 6.9%	70.9% /- 6.6%	N/A	≥ 90%	Achieved
Group Collaboration	92.0% +/- 3.0%	84.5% +/- 4.0%	97.0% (+/- 4.5%)	≥ 90%	Achieved
Critical Analysis	93.9% +/- 2.6%	86.1% +/- 3.7%	94.6% (+/- 5.3%)	≥ 90%	Achieved
Problem Resolution	91.3% +/- 3.2%	84.6% +/- 4.0%	86.1% (+/- 8.3%)	≥ 90%	Achieved
Learn on Your Own	87.7% +/- 3.7%	85.9% +/- 3.8%	91.9% (+/- 6.4%)	≥ 90%	Achieved
Reading and Comprehension	92.7% +/- 2.9%	89.0% +/- 3.4%	89.2% (+/- 7.3%)	≥ 90%	Achieved

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former apprenticeship students					
Skill Development	84.1% +/- 3.4%	80.7% +/- 4.0%	79.7% +/- 4.3%	≥ 85%	Substantially Achieved
Written Communication	67.0% +/- 7.5%	63.1% +/- 7.1%	60.5% +/- 9.0%	≥ 85%	Substantially Achieved
Oral Communication	68.0% +/- 6.7%	64.8% +/- 6.9%	67.3% +/- 7.6%	≥ 85%	Substantially Achieved
Group Collaboration	82.8% +/- 4.1%	80.0% +/- 4.4%	73.7% +/- 5.9%	≥ 85%	Substantially Achieved
Critical Analysis	90.3% +/- 2.9%	87.2% +/- 3.5%	85.6% +/- 4.2%	≥ 85%	Substantially Achieved
Problem Resolution	88.3% +/- 3.2%	82.4% +/- 4.0%	82.0% +/- 4.7%	≥ 85%	Substantially Achieved
Learn on Your Own	87.2% +/- 3.3%	85.0% +/- 3.7%	81.9% +/-4.7%	≥ 85%	Substantially Achieved
Reading and Comprehension	91.9% +/- 2.7%	88.3% +/- 3.3%	86.1% +/-4.2%	≥ 85%	Substantially Achieved

PERFORMANCE MEASURE	ACTUAL			TARGET 2022/23	ASSESSMENT 2022/23
	2020/21	2021/22	2022/23		
Former apprenticeship students					
Skill Development	87.9% +/- 4.1%	89.4% +/- 3.3%	86.6% +/- 4.2%	≥ 90%	Achieved
Written Communication	87.2% +/- 4.7%	81.1% +/- 6.0%	79.8% (+/- 6.0%)	≥ 90%	Achieved
Oral Communication	87.6% +/- 4.5%	91.7% +/- 4.0%	86.3% (+/- 5.1%)	≥ 90%	Achieved
Group Collaboration	82.0% +/- 5.1%	94.8% +/- 3.2%	91.8% (+/- 4.0%)	≥ 90%	Achieved
Critical Analysis	93.0% +/- 3.4%	93.7% +/- 3.5%	88.4% (+/- 4.7%)	≥ 90%	Achieved
Problem Resolution	83.5% +/- 5.0%	91.6% +/- 4.0%	85.1% (+/- 5.3%)	≥ 90%	Achieved
Learn on Your Own	90.9% +/- 3.8%	87.5% +/- 4.8%	87.2% (+/- 5.0%)	≥ 90%	Achieved
Reading and Comprehension	90.7% +/- 3.9%	85.3% +/- 5.2%	87.2% (+/- 5.0%)	≥ 90%	Achieved