Education Council

Ensuring that our students are provided with quality educational experiences

Agenda

Monday, Oct 21, 2013
4:00 – 6:00 pm
CC 321, Interurban
Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	**Call to order and declaration of quorum (1 min.)**	Cynthia Wrate
4:01	**Acknowledgement of Coast Salish Territory (1 min.)** *We acknowledge that Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	Cynthia Wrate
4:02	**Round-Table Check-In (3 min.)**	Cynthia Wrate
4:05	**Acceptance of Agenda (1 min.)**	Cynthia Wrate
4:07	**Minutes for approval (2 min.)**	Cynthia Wrate
4:09	**Reports (6 min.)**	
	1. Education Council Vice-Chair (2 min.)	Cynthia Wrate
	2. VP Academic (2 min.)	John Boraas
	3. Board Member (2 min.)	Ian Cowan
4:15	**Committee Reports (15 min.)**	
	1. Awards (5 min) Meeting Scheduled for Oct 22 to select recipients. The Foundation Office is requesting the recipient for the African Awareness Award be made available prior to the next Education Council meeting (Nov 18) so that the student can receive the award at the Arts/Science Awards Ceremony. Would this be acceptable to Education Council?	Joanne Cumberland
	2. Education Council Steering Committee – Education Approvals Review & Renewal (5 min.)	Karin Kaercher
	3. Education Council Governance/Accountability – Education Approvals Review & Renewal (5 min)	Cynthia Wrate

4:30 **Integrated Curriculum Committee Report (25 min.)**

1. **Curriculum Recommended for Approval (1 min.)** — **Nicole Greengoe**
2. **Issues Arising from Curriculum Review (24 min.)** — **Nicole Greengoe**
    1. Question: Do adding alternate requisites require Education Council approval?
    2. Need/Gap for Course Curriculum

4:55 **Presentations and/or Discussions (60 min.)**

1. **Sustainability Report (30 min.)** — **Maria Bremner**
2. **The Governance Work Ahead (30 min.)** — **Cynthia Wrate**
   Attachment to be added Friday, Oct 18

Next Meeting:

Regular Meeting
Monday, Nov 18, 2013
4:00-6:00 pm
CC 321, Interurban

Members *(Quorum = 7)*

Voting Council Members

Carly Hall, Faculty
Corrine Michel, Faculty
Cynthia Wrate, Faculty
Dominic Bergeron, Administration
Leslie Martin, Support Staff
Joanne Cumberland, Support Staff
John Boraas, Administration
Mindy Cui Yu Jiang, Student
Nicole Greengoe, Administration
Narine Grigoryan, Faculty
Richard Stride, Administration

Non-Voting Council Members

Kathryn Laurin, President
Ian Cowan, Board Representative
Shelley Butler Permanent Secretary
Karin Kaercher, ICC Representative *(Regular Guest)*

For Information:

Education Council Executive:

Chair: Carly Hall, Health and Human Services, Lansdowne, 370-3240, hall@camosun.bc.ca
Vice-Chair: Cynthia Wrate, Business, Interurban, 370-4134, wratec@camosun.bc.ca
ICC Chair: Nicole Greengoe, Student Services, Interurban, 370-3840, greengoe@camosun.bc.ca
VP Academic: John Boraas, Office of VP, Interurban, 370-4543, boraas@camosun.bc.ca
Permanent Secretary: Shelley Butler, Office of VP Academic, Interurban, 370-4690, edapprovals@camosun.bc.ca

Intranet:

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http://sp1/sites/edco/homepage; **or**

http://sp1.camosun.bc.ca/sites/edco/homepage

Education Council

Ensuring that our students are provided with quality educational experiences

DRAFT Minutes

Monday, September 23, 2013
4:00 – 6:00 pm
CC 321, Interurban

Present	
Carly Hall, Faculty	Meghan Moore, Faculty
Cynthia Wrate, Faculty	Mindy Cui Yu Jiang, Student
Joanne Cumberland, Support Staff	Narine Grigoryan, Faculty
John Boraas, Administration	Richard Stride, Administration
Leslie Martin, Support Staff	Shelley Butler, Permanent Secretary
Regrets/Absent	
Corrine Michel, Faculty	Kathryn Laurin, President
Nicole Greengoe, Administration	
Guests	
Stephen Bishop, Health & Human	Madeline Keller-MacLeod, Student
Lisa Robertson, Access	Tag Kelt, Student

ITEM		PRESENTER
A.	**Call to order and declaration of quorum** The Regular Meeting was called to order at 4:06 by Carly Hall, Education Council Chair.	**Carly Hall**
B.	**Acknowledgement of Coast Salish Territory** *Carly acknowledge the Coast Salish Territory. Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'Ianew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations. Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. http://camosun.ca/aboriginal/territory.html*	**Carly Hall**
C.	**Round-Table Check-In** Carly welcomed everyone and requested a roundtable check-in.	**Carly Hall**
D.	**Acceptance of Agenda** The September 23, 2013 agenda was accepted via unanimous consent.	**Carly Hall**
E.	**Minutes for approval** The June 17, 2013 minutes were approved via unanimous consent.	**Carly Hall**

F. Reports

1. Education Council Chair — Carly Hall

Carly noted that she will update the council on the status of the Education Approvals process changes later in the meeting during the discussion time.

2. VP Academic — John Boraas

John reported that his office has been busy with hiring of Deans, the Associate VP of Student Experience, and the VP Planning. He will update Education Council as positions are filled.

3. Board Member — Carly Hall

a) Carly noted that the Education Council Board Member Rep has not been appointed by the Board of Governors yet. She expects the Board will have someone appointed by the next Education Council meeting.
b) Carly reminded members of the upcoming By-Election to fill the vacancies on Education Council. Education Council members are reminded to encourage their colleagues to considering running for election.

G. Committee Reports

1. Awards — Joanne Cumberland

Joanne noted that the Awards Committee was looking new members. Dominic offered to become a member of the Committee. The next meeting is scheduled for Oct 22.

2. Alternatives — Vacant

Nil

3. Education Council Steering Committee – Education Approvals Review & Renewal — Karin Kaercher

Karin reviewed the most recent tasks that have been completed to date: drafting of a CamNews Announcement, presentation to ELT, and scheduling of meetings with the various school curriculum committees to communicate the new model.

4. Education Council Governance/Accountability – Education Approvals Review & Renewal — Cynthia Wrate

Cynthia noted that there are a number of governance issues for the Council to tackle. The Governance Committee is putting a call out for members to join. She also expects that this may be of interest to new members that will join the council in November from the By-Election. Interested members should contact Cynthia or Shelley.

H. Integrated Curriculum Committee Report

1. Curriculum Recommended for Approval — Karin Kaercher

A. PROGRAM CANCELLATION

1. Diploma in Business Administration, Chinook Option

Summary/Purpose

Cancel the Business Administration, Chinook Option.

The Chinook Diploma program (first available in January 2007) was a three-year program in business foundations and fundamentals that allowed students

of Aboriginal ancestry to gain the skills required for a career in business. It was equivalent to the two year diploma in general business, stretched over three years to accommodate the additional Chinook courses.

The program was offered by the following Chinook partner colleges: Camosun College, Capilano College, College of New Caledonia, Institute of Indigenous Government, Langara College, Northwest Community College. The first year was designed to prepare the student for business studies, and includes courses in math, computer training and communication skills development. In the second and third years student was to continue to study math, economics, communications, accounting, additional business topics, and First Nations studies. In addition, an integrative Chinook Program course was taken as a visiting student at UBC.

With a Chinook Diploma in hand, students were expected to be able to enter the workforce or continue on to advanced business studies at UBC. The BCom (Chinook Major) offers students an opportunity to continue their studies at an advanced level. By earning a diploma or a degree in business the students were to gain the skills, confidence and credentials needed for a wide variety of career opportunities in entrepreneurship, private industry, government, and Aboriginal organizations in such fields as marketing, accounting, finance, human resources and more.

There have never been any Camosun students who have enrolled in this program. Furthermore, Camosun has a more desirable program option in place for Aboriginal students – the Business Administration, Indigenous Business Leadership option (offered since Sept 2008). Moreover, UBC is no longer offering the program. As such, this program was suspended in May 2013, and is now being brought forward for full cancellation.

Note – Programs are cancelled by the Board of Governors. Education Council is consulted on programs cancellations (See Program Suspension and Cancellation Policy E-1.11)

Question and discussion followed.

Motion
It was moved and seconded by the Integrated Curriculum Committee that Education Council approves cancellation of the Chinook Option of the Diploma in Business Administration:

Business Admin, Chinook (Diploma in)	(ID 62405)
	Motion Carried

B. CURRICULUM FOR FULL RECOMMENDATION

1. **Regular Curriculum**

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to:

- Certified Dental Assistant (ID 62404), CDA 141 (ID 62403), CDA 151 (ID 62402)
- Health Care Assistant *Indigenous Program* (ID 62401), IFS 120 (ID 62399), IFS 121 (ID 62400), HCA 122 (ID62406), HCA 123 (ID 62407)
- MHA 140 (ID 62398)
- COMP 139E (ID 62397)
- Indigenous Human Services Career Access (ID 62394), IST 118 (ID 62393), IST 119 (ID 62392)
- Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363), PIPE 199 (ID 62361), PIPE 199B (ID 62396)
- Arts and Science Studies – Global Studies (ID 62395)

Motion Carried

Note - Council members requested information on how they are able to review the curriculum documents prior to the meeting. It was noted that members can access curriculum documents via the \\nas2\cecp drive (Search by School, and Program/Course). Members can request for the Help Desk to create the network site as a permanent option for them to access.

If any members have concerns regarding a recommend curriculum item from the ICC they should alert Shelley Butler prior to the Education Council Meeting.

2. Prescribed Curriculum

The ICC reviewed the ITA - mandated changes to this curriculum and recommends full approval.

Motion

It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to:

- Plumbing and Pipe Trades Foundation (ID 62362), PIPE 100 (ID 62363). PIPE 199 (ID 62361), PIPE 199B (62396)

Motion Carried

2. Issues Arising from Curriculum Review

Karin Kaercher

Karin referred council members to three governance or standards issues that require further work. She noted that these issues are only being brought forward at this time for information as the council needs to define process to deal with these issues at a meaningful level. Further research needs to be done on these issues to allow for a fulsome discussion by Education Council.

The issues were as follows:

a. **Program Cancellation, Program Version Changes and Credentialing**

The College does not have specific language articulated in our policies or standards

that would limit a student from receiving a cancelled or past version of a credential. For example, a student can choose to leave the college without completing their Business Administration Diploma, then return at a later date, and credential off a "retired" version of a Business Administration Diploma by picking up a couple of the courses (that we still offer) from that retired Diploma version. The student will credential on the older Diploma version (could be from any years ago), even though we can no longer ensure the relevance or currency of their credential. The credential completion date would be noted as the day on which the credential was issued by the College (rather than when most courses were taken).

Additionally, the College will also issue a credential to a student for a program that is no longer offered or cancelled if they are able to successfully complete any courses they are missing that are still offered. For example a student that did not fully complete the Recreation Leadership program (available approx. 10 years ago) can return to the college and pick up any courses we still offer from this program that they may be short. The student can then credential in this program, even though we can no longer ensure the relevance or currency of their credential.

This gap in policy puts the college in a vulnerable position.

b. Course Duplication – Same Course, Different Course Abbreviation/Number?

Generally our practice has been to not allow the same course to have different abbreviations and/or numbers. This creates a number of systems issues to manage and can cause confusion for students. However, we have a situation whereby it may be considered appropriate to allow for course duplication.

The Circle and Elder's courses are 1.5 hrs/wk discussion/debriefing based courses that support Indigenous students as they move through a program. The learning that takes place in the course is intended to occur in the context of the program the student is enrolled in. A student that has already completed a Circle and Elder's course from a previous program and re-takes that Circle and Elder's course for the new program may not be eligible for financial aid and will only receive credit for one of the courses. This is highly disadvantageous for students.

This type of situation would also apply to many of the work integrated learning courses. We have a gap in expressed standards around when it is appropriate to allow and or not allow course duplication.

c. Alternates – What is the best way to communicate them clearly?

In order to promote flexibility for students "alternate" courses may often be used for program admission, program content/completion, and course requisites. We lack consistent, fair and equitable processes and systems across the institution with how they are applied, and made transparent for students and staff.

Merely listing all the alternates in a "college-wide" curriculum document and publishing them in the admission requirements, program content, or course requisites is not necessarily serving anyone. Long strings of alternate courses (with

many “ands”/”ors”) often makes the document unreadable. Curriculum pathways become unclear and lead to confusion with so many alternate options for students; however, not including these alternates in the document generally results in inequitable “college-wide” application and loss of transparency.

Alternates can also appear in a number of places, and may be inconsistent. There is no clearly identified primary document that we can look to for information.

a. *“College-wide” curriculum documents*
b. *College website/publications (i.e. information to students)*
c. *Degree audit charts (list of program version’s courses used to credential students)*
d. *Individual school/dept charts.*

We lack a transparent yet effective way to communicate alternates that pulls information from an identified primary source.

I. Presentations and/or Discussions

1. Nursing Changes

Stephen Bishop and Lisa Robertson

Stephen presented the “Briefing Note re. Nursing Admission Requirement EdCo Discussion, Sept 23, 2013” document. The document outlines the steps to date to revise the Nursing Admission Requirements and the purpose behind the it:

> *“The purpose of the changes was to streamline the process for applicants and to decrease the resources required at the College, and thus the cost to applicants. The proposal as a whole was turned down by EDCO, due largely to concerns about the lack of formal English language proficiency testing in the process.*
>
> *Since the presentation in June, and at the suggestion of EDCO at that time, the Department Chair has met with Lisa Robertson and Mavis Smith of ELD and requested their assistance in reviewing how English assessment could be fairly included in the MMI process, through ELD participation in question design and the interviews themselves. Lisa is able to participate with Nursing in this manner.”*

Questions and Discussion Followed. Feedback included but was not limited to:

- *Question re. why remove the volunteer hours? Response was students have had to quit paying jobs to fulfill this requirement, agencies generally don’t want to invest in volunteer training if students are going to leave to go to school, etc. Volunteer experience is of value, but not compelling enough to make it a requirement.*
- *Clarification requested on if students will be required to declare if English is not their first language. Response was that Camosun will not require it, but UVic will. As students are simultaneously registered at UVic and Camosun they will need to provide this information when applying to the program to meet UVic’s requirement.*
- *Request to combine the last two bullets in Stage 1. Last bullet can be assessed. The second last bullet cannot. Both are bullets are related to one another. Stephen agrees to this.*

- *Request for clarification on how the department will deal with "ties" (i.e. GPA scores, etc.)? Department will need to address.*

Motion
It was moved by Richard Stride and seconded by John Boraas that Education Council approves the revisions to the Nursing program Admission Requirements (ID 62255).

Motion Carried.
Abstention – Mindy Jiang

2. Education Approvals Policy — **Carly Hall**

Carly presented the house-keeping language changes to the Education Approvals Policy. Questions and discussion followed.

Motion
It was moved by Carly Hall and seconded by John Boraas that Education Council approves the revisions Education Approvals Policy with the amendment to remove the statement "Schools will provide administrative support to developers with the completion of approval ready documents".

Motion Carried.

3. Education Council Discussion — **Carly Hall & Karin Kaercher**

Carly gave a brief update on where things are at with the introduction of the new Education Approvals Process, including the ICC and EdCo's role. She noted that this is a transition period, we are trying things, and that there may be bumps in the road; but we are committed to move forward on this and not delay it by another year. The upcoming months will focus on communicating this model to the College, particularly the School Curriculum Committee's and/or the Department Chairs.

Questions and discussion followed. Discussion included but was not limited to:

- *We should develop an "exceptions process" for curriculum that cannot meet the deadlines but must be implemented for criteria that is yet to be determined.*
- *General Question to all members: What does Education Council need to move toward a Governance model of decision-making? Members are requested to provide feedback in writing.*

J. Next Meeting — Carly Hall

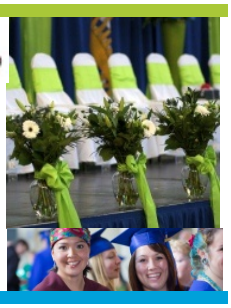
Regular Meeting
Monday, Oct 21, 2013, 4:00-6:00, CC 321, Interurban

K. Adjournment — Carly Hall

The Meeting adjourned at 6:05 pm.

Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences



EX-250-003-001-002

Sept 30, 2013 1:00-4:00,

Present: Nicole Greengoe, Elizabeth West, Lynda Warren, Connie Klassen, Clarence Bolt, Troy Dunning, Joyce Humphries, Karin Kaercher, Amar Bouallouche, Mindy Jiang, Cindy Kwok

Regrets/Absent: Shelley Butler

Guests: Patti Odynski, Carly Hall

A. CURRICULUM FOR FULL RECOMMENDATION

1. **Regular Curriculum**
   The ICC reviewed changes to the following regular curriculum and recommends full approval.

Motion
It was moved and seconded by the Integrated Curriculum Committee that Education Council approves changes to:

- GEOG 272 (ID 62408) and GEOG 276 (ID 62409)

B. Governance and Standards Issues Arising from ICC Review of Curriculum

a. **Discussion: Adding Alternate Requisites – Does this require Education Council Approval?**
   If the only change to curriculum is to add alternate pre-requisites, co-requisites, or pre/co-requisites for a course does this require Education Council, or is school/dean approval sufficient?

   *Example: Pre-req. change from a "**C in GEOG 100**" to a **"C in GEOG 100 or 111".***

   What are council's thoughts on this question?

b. Discussion: The "Need/Gap" for New Course Curriculum

Does Education Council/Integrated Curriculum Committee have the authority to assess the need/gap for new course curriculum that leads to a credential?

The Education Council Executive Committee discussed this question and felt that it is appropriate to assess this for new courses that are part of a "pre-scribed" (i.e. lead to accreditation, licencing, etc.), or "lock-step" program.

Need/Gap questions might focus on:

- What gap does this fill for our students?
- What value is this curriculum for our students?
- Why are we doing it? Will this add to the student experience?
- Where else is this course offered? Is it common for these types of programs? Why or why not?

What are council's thoughts on this question?

Documents as submitted to ICC (prior to any revisions):

http://sp1/sites/edco/icc ;or http://sp1.camosun.bc.ca/sites/edco/icc
Select the ICC Agenda Package – View PDF's of the curriculum.

Documents post-CCC meeting (revisions incorporated):

\\nas2\cecp\
Search by School, Course or Program

Camosun Sustainability Plan

Background *(note: this section is for internal purposes only)*

The following is a draft three-year *Sustainability Plan* for Camosun College. It is based upon research and consultation[1] conducted from November 2012 – August 2013 (details and results of this consultation are included in the companion research summary). This document includes:

- Definition, environmental impact areas, drivers and principles
- Long-term vision, priority areas and three-year goals

A note on definition & scope:

Consultation, with sustainability experts and with members of Camosun's faculty and academia, have underlined a desire to include a more holistic approach to "sustainability" in which social and economic areas are also included. Based on this feedback, it is proposed that the broader definition of sustainability be adopted for the purposes of the Teaching and Learning goals and action areas. It is recommended that in future phases of this plan, that the Operations & Governance goal (and corresponding *College as a Living Lab Plan*) also consider a broader definition of sustainability. However, for the first three-year phase (2014/15 – 16/17), the operational and governance scope will remain focused on environmental sustainability and identified impact areas.

Next steps:

1. Refine goals and deliverables in consultation with:
    a. Faculty focus groups (especially on areas which impact teaching and learning (Aug – Dec 2013)).
    b. VP Leads and program directors (to refine goals, and associated actions, outcomes and deliverables)
    c. ES Council (September and December, 2013)
2. Endorsement of Plan by:
    a. ES Council: December 2013
    b. Senior Leadership Council: January 2014
3. Approval of Plan by College Executive Team: February 2014

[1] Research and consultation has included: an inventory of Camosun actions to date, a best practice review, student open house, sustainability leaders interviews, an employee & student survey, executive and leadership interviews, two internal staff and student workshops, and feedback/discussion with Camosun's Environmental Sustainability Council.

4. Development of Year One Action Plan and sub-action plans (including targets and key performance indicators) by program leads (Feb – March 15, 2014)
5. Approval of Year One Action Plan by lead VPs by March 31, 2014.
6. Future:
    a. Engage regional and community stakeholders as relevant
    b. Phase II (2017) consider social and economic integration into the Operations & Governance

Implementation:

Camosun has identified two priority goals areas for the focus of this plan: 1) operations and governance, and 2) teaching and learning. The action plans, resources and deliverables associated with these goals will be the responsibility of lead Vice Presidents. The Office of Environmental Sustainability will provide coordination support.

Camosun Sustainability Plan
2014/15 – 2016/17

[INTRODUCTORY FORMAT]

President's Welcome <insert from Kathryn Laurin here>

Vice-Presidents' Welcome and Introductions <from Peter Lockie & John Boraas. Note: these will be inserted as introductions to the respective sub-plans 1) *College as a Living Lab Plan* and 2) *Integrating Sustainability into Teaching and Learning Plan*>

[Camosun Strategic Plan Overview]

Vision

Inspiring lives.
Canada's college of life-changing learning.

Mission

We build a better tomorrow by providing outstanding and relevant learning experiences, valued credentials, and life-long student success.

Values

Our learning values

We all learn	We value life-long learning. We value self-directed and collaborative learning experiences. We value the practitioner of knowledge. We value flexible and accessible learning.

Our service values

We all serve	We value excellence in our service to students and communities. We value the continuous improvement of our services and programs. We value collaboration across the college.

Our leadership values

We all lead	We value the development of leaders. We value intelligent risk taking. We value creativity, innovation and imagination. We value the courage of the change agent.

Introduction

This *Sustainability Plan* supports our strategic plan *Inspiring Lives*. In particular, this plan will help support our strategy to "Build a sustainable organization."

Sustainability is not a new "thing" at Camosun. It has been undertaken by various individuals, departments and schools for a number of years in almost every facet of the college. From student education and engagement, to college operations and management, to community innovation and partnerships, leadership from change agents within our college community has created inspiring change for the better. For several years, President's Funds have played a significant role in catalyzing initiatives and innovation on-the-ground. Applied teaching and learning – such as those related to waste reduction, solar energy and biodigestors – have begun to shape the campus as a living laboratory. And, through the Environmental Sustainability Council, college-wide environmental initiatives are discussed with a goal of improving and extending current environmental practices. We have made real progress in achieving targets towards energy management, transportation improvements, and carbon neutrality.

The *Sustainability Plan* will assist in further articulating Camosun's goals and priorities in advancing this important work.

Why are we pursuing sustainability at Camosun? [2]

The post-secondary sector has a critical role to play to realize a sustainable world for future generations and the well-being of Earth. Sustainability at Camosun is seen as the right thing to do, both in how we operate as an institution, and in how we prepare students for roles in their communities and workplaces. As leaders and educators, we have an opportunity to be forward-looking, to catalyze innovation, and to equip our employees and students for the future, empowering them to be contributors beyond themselves. Communities, governments, and employers increasingly expect this of us. Camosun students and employees want to work for a "green" employer. These efforts will enhance the college's reputation, foster innovation and attract and engage students.

At Camosun we are all learners, teachers, and leaders. When sustainability is acted on, the ripple effects create a positive future for our communities and our environment.

[2] Excerpt from rationale/drivers discussed/agreed to at workshop and in surveys (Why we pursue environmental sustainability at Camosun)

Background

This plan is the result of research and consultation conducted from November 2012 to August 2013 by the Office of Environmental Sustainability. Work to develop this *Sustainability Plan* included the following:

- Inventory of Camosun sustainability initiatives
- Best practice research highlights from the Post-Secondary Education sector
- Student open house and consultation
- Student and employee survey
- Sustainability leaders discussion
- Focused interviews and meetings with Executive leaders, staff, and faculty
- Two workshops, with invitations to representatives from all departments and schools
- Consultation with the Environmental Sustainability Council

***Sustainable Results*: Moving Forward**

Camosun's vision for ustainability maintains a focus on our core business of education and, as a post-secondary institution helping to develop the leaders of tomorrow, recognizes the imperative to 'walk the talk' with our own operations. Keeping with our mandate to be a life-changing institution, this plan envisions transformation, innovation, and supporting/being the change agent. We are a community college, and one of our biggest strengths is the relationships that we cultivate and keep. This plan highlights our collaborative nature, recognizing that sustainability is a shared responsibility.[3]

Camosun's working definition of sustainability[4]

At its essence, sustainability is about integration; it recognizes that healthy communities, a thriving economy and environment are interdependent. The integration of three overarching pillars – environment, social, and economic – considers not just profits and the financial bottom line, but also responsibilities and impacts to the planet and people. Sustainability means that our activities are ecologically sound, socially just and economically viable, and that they will continue to be so for future generations.

[3] From original pre-amble of the vision statement
[4] Note: sample definition only; to be refined in consultation with Camosun stakeholders and will merge with the 'environmental sustainability' dfn (below)

> "Sustainability" implies that the critical activities of a higher education institution are ecologically sound, socially just and economically viable, and that they will continue to be so for future generations. A truly sustainable college or university would emphasize these concepts in its curriculum and research, preparing students to contribute as working citizens to an environmentally healthy and equitable society. The institution would function as a sustainable community, embodying responsible consumption of energy, water, and food, and supporting sustainable development in its local community and region.
>
> ~ University Leaders for a Sustainable Future, http://www.ulsf.org/about.htm

Through the consultation process, the Camosun community (employees and students) has articulated the following definition of "Environmental Sustainability":

Environmental Sustainability

Environmental sustainability honours the land, air and water. It is the ability to exist and thrive for the long-term while protecting the natural world. Our use and consumption of resources does not impact future generations. We understand and embrace a shared responsibility to ensure our actions benefit the environment, the life it supports and future generations.

Environmental impact areas in scope[5]

- Energy
- Climate
- Air
- Waste
- Water
- Materials/resources
- Landscape
- Habitat and diversity

Operational & policy areas in scope

- Buildings and infrastructure[6]
- Food services
- Grounds and maintenance

[5] To be included in a future updated environmental management policy for the college, with reference to key operational areas (listed below). Note: no social impact areas have been identified. This will be part of the work of the integrating Sustainability into Teaching and Learning Plan.
[6] Including construction and renovation.

- Purchasing
- Transportation

Sustainability Principles

The following guide our approach to strategic priority-setting and day-to-day decisions:

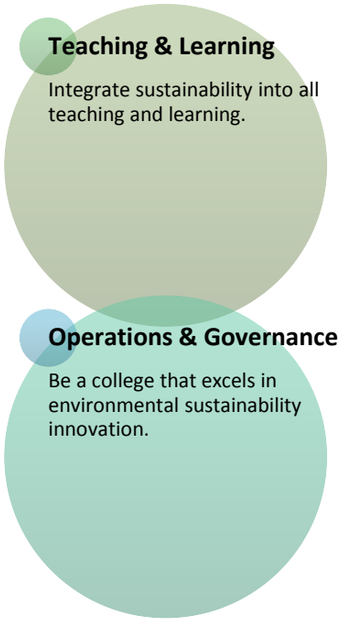
- **Impact:** Make a positive impact and distinguish Camosun.
- **Engage:** Inspire, excite and empower learners, teachers and employees.
- **Transform:** Be a catalyst for change in pursuit of sustainability solutions. Use our influence.
- **Collaborate:** Engage across our campus and with our community partners in promotion of sustainable community development.
- **Be Inclusive:** Respect indigenous, international and intercultural worldviews.
- **Be Accountable:** Leverage and support our organizational priorities through college-wide implementation and accountability. Achieve efficient, effective and measurable results.

Vision

Camosun is a catalyst for change: Our college is a living laboratory for sustainability. We have a positive and restorative impact on the environment in key operational areas. We are a college, employer and partner of choice because our applied teaching and learning role accelerates environmental and social innovation and a more resilient community. As a result of their Camosun experience, learners become sustainability leaders in their community, home and working life.

To move us towards this long-term vision, Camosun has set two long-term (10+ year) goals around 1) Teaching and Learning, and 2) Governance and Operations.

Long-Term Sustainability Goals



Rationale/Context

Including concepts of sustainability into programs, courses, and college "life" provides students with knowledge and understanding needed to make critical decisions about their future. This goal elevates the opportunity to provide real-world local and global educational experiences that meet students' desire for a personal and professional connection to sustainability (be it working for a green employer, or making a difference at home or in the broader community).

Expands upon the "Campus as a Living Lab" concept, bridging governance, operations and academics, to include an enhanced role for students in innovating and implementing solutions throughout all of our functions. It places students and their learning experience at the heart of our environmental footprint reduction and sustainability innovation efforts.

The following elaborates on our two long-term goals and summarizes the outcomes we seek to achieve over the next three years, by 2016/17. These outcomes will guide the development of action plans and annual business plans.

Priority Area 1:	Teaching & Learning
Long-term goal (10+years):	By 2025, Camosun will **integrate sustainability into all teaching and learning.** We will embed sustainability throughout the student learning experience. Relevant and applied learning (in the classroom, lab, shop, practicum and community) equips students with the knowledge, tools and desire to change things for the better in their future careers, workplaces and personal lives. *Note: This long-term goal will be phased and requires integration with the new* Education Plan *(to be developed in 2014/15)*
Three-year goal:	By 2016/17, we are successfully implementing our *Integrating Sustainability into Teaching & Learning Plan* with a high degree of faculty, employee and student engagement.

What does it mean to integrate sustainability into teaching and learning?

- Introduces and reinforces sustainability throughout students' educational experiences:
  - Educates students about the implications of sustainability in their chosen careers and personal lives.
  - Fosters skills to achieve sustainable communities and societies.
  - Empowers students with tools they can take into future leadership roles (knowledge, problem-solving techniques, and the desire to make a difference).
- Interdisciplinary learning helps students think critically and comprehensively, and prepares them to find solutions to complex 21st century problems that impact humans and other species (e.g. an art professor might lead a class discussion about sustainable materials and a math professor might frame math problems as they relate to the declining salmon populations).
- Introduces sustainability issues to our own campus and applies student knowledge toward campus stewardship activities.

What are some examples of how Camosun is integrating sustainability into teaching and learning? See Appendix A.

Key Objectives, Actions/Deliverables[7]	Outcome	Metric	Target	Lead	Support
Development of the Integrating Sustainability into Teaching & Learning Plan. See appendix A for sample actions and case studies.	*Embed sustainability into curricula* *Engagement with students and employees on sustainability*	*Percentage of programs with sustainability in the curriculum* *Percentage of programs reviewed for sustainability integration.*	*100% by 2025; 50% by 2019; 25% by 2016* *By 2019, 75% of programs reviewed.*	*John Boraas, VP of Education and Student Services*	• Deans of Schools • CETL • Office of Environmental Sustainability • Faculty champions • Other?

[7] Note: *the chart reflects samples ONLY.* TBD in consultation with faculty champions and lead VP.

Priority Area 2:	Operations & Governance
Long-term goal (10+years):	By 2025, Camosun will **be a college that excels in environmental sustainability innovation** – Our governance, operations, educational practices, and applied research and technologies are a "test bed and showcase" that inspire sustainability innovation, engage employees, and provide on-site learning for students, employees, and partners (community, industry and government).
Three-year goal/objective:	By 2016/17 we are successfully implementing our *College as a Living Lab Plan* with a strong focus on sustainability and a high degree of stakeholder engagement. Note: in the first three-year phase, the operations focus will be on identified environmental impact areas of Energy , Climate, Air, Waste, Water, Materials/resources, Landscape, Habitat and diversity. Operational & policy areas will also be addressed, including: Buildings and infrastructure, Food services, Grounds and maintenance, Purchasing, and Transportation & Parking. A governance framework, including accountabilities and annual reporting specific to the Sustainability Plan, will be in place and followed.

What does it mean to be a Living Lab College?

- Combines governance and operational needs, partnerships, applied research, and education components.
- Real-world learning experience through demonstration projects and hands-on opportunities for students to learn and be involved in sustainability. The campus showcases solutions and pilots new technologies.
- The campus acts as a test bed for sustainability innovation, applied research and experimentation.
- Requires a joint commitment from students, faculty, and staff to design, implement, adapt and teach new approaches that address sustainability.

What are some examples of how Camosun is functioning as a living lab for environmental sustainability innovation? See Appendix B.

Key Objectives, Actions/Deliverables[8]	Outcome	Metric	Target	Lead	Support
Development of the College as a Living Lab Plan, including elements such as: • *<Peter to provide priorities list for this three year plan; OES can help compile this plan and facilitate employee input>*	*More sustainable operational practices are implemented* *Engagement with students and employees on environmental sustainability* *Increased awareness across the college of actions and progress*	*# of showcase solutions, new technologies piloted and/or demonstration projects* *# of sustainability applied research projects* *# of collaborative student/operational projects* *# of projects launched/get maintained*		*Peter Lockie, VP Administration and CFO*	• VP Academic • VP, Strategic Development • Director, Facilities Services • Director, Ancillary Services • Director, Applied Research & Innovation • Deans & Faculty Champions • Office of Environmental Sustainability • Other?

[8] Note: *the chart reflects samples ONLY.* TBD in consultation with faculty champions and lead VP.

Governance and Accountability

The following accountability measures will be used to support the *Sustainability Plan*:

1) Naming of leads; identification of roles and responsibilities
2) Departmental planning
3) Identification of metrics, targets and actions linked to objectives
4) Performance monitoring and reporting

Naming of Leads

VPs responsible for the Operations & Governance and Teaching & Learning goals will identify respective action plan leads who will be responsible for key initiatives and deliverables.

Departmental Planning:

The *Three-Year Sustainability Plan* (2014/15 – 16/17) is the foundation of Camosun's institution-wide sustainability approach. The *Operations & Governance* and *Teaching & Learning* goals and outcomes will guide the development of actions and initiatives. These will subsequently be supported by their respective Vice President leads and departmental business/action plans. Under their portfolios, VP's will ensure that actions are supported by appropriate resources, and that responsible staff members provide regular updates and reporting.

At its essence, this plan is about integration. While new activities and efforts will invariably emerge, many of the strategies and activities will build on existing work, aligning with other major plans. Work will support Camosun's *Strategic Plan*, *Education Plan*, and other institutional efforts core to Camosun's business. Wherever possible, this work will also be aligned with relevant regional and provincial plans and policies.[9]

Metrics, Targets & Actions:

Metrics (key performance indicators) and targets will be developed for the outcomes, supported by the Senior Leadership Council, and approved by the CET by March 31, 2014.

Performance Monitoring & Reporting:

Metrics will form the basis for annual performance monitoring. As well, strategies and actions will be reviewed on an annual basis.

The Office of Environmental Sustainability will work with staff leads to compile information for annual reporting through the current reporting system of Deans/Directors to College Executive.

[9] .g. Provincial requirements regarding Carbon Neutral reporting and offsets, LEED Gold standards, local government transportation and sustainability plans, Ministry service plans, etc

An internal performance report will be prepared for a public audience via an *Annual Sustainability Report.* Communications and other college leads will be involved in the production of the public sustainability report which will be coordinated by the Office of Environmental Sustainability.

Roles and Responsibilities:

- The **Board of Governors** receives annual performance report to assess progress on sustainability commitments.
- The **College Executive Team** will oversee the implementation and performance of the Sustainability Plan through annual reporting.
- The **Senior Leadership Council** will review high-level implementation and monitor performance via annual performance reports. The SLC is also responsible for ensuring that business plans and overarching plans (e.g. *Education Plan,* campus development plans) embed sustainability principles and goals.
- **Vice Presidents:**
    - Vice President of Administration is responsible for the *College as a Living Lab Plan.*
    - Vice President of Academic is responsible for the *Integrating Sustainability into Teaching & Learning Plan.*
    - To ensure cross-departmental collaboration, the two VPs (and sub-leads, as needed) will meet quarterly to ensure that appropriate linkages are being made and relationships established to support Camosun's *Sustainability Plan*. Opportunities for engagement from other departments will be sought via regular updates at SLC.
- The **Environmental Sustainability Council** will provide strategic advice on policy, procedures and actions to support the Sustainability Plan. As well, members of the ES Council will encourage active collaboration across schools and departments to achieve sustainability goals and objectives.
- The **Office of Environmental Sustainability** will coordinate and support the implementation of the action plans and reporting/performance monitoring (see above). Through these reports, it will advise the ES Council and VP leads on policy or operational issues related to the achievement of Camosun's Sustainability goals. Other responsibilities of the office are to:
    - Increase understanding, awareness and engagement in sustainability initiatives at the College for both employees and students;
    - Support the work of the ES Council and other sustainability initiatives;
    - Communicate about achievements and efforts to date.
    - Facilitate connections across the college to advance sustainability collaboration.
    - Strengthen the rigor of institutional sustainability through the introduction of policies, standards, guidelines and requirements.
- **Director of Sustainability, Camosun College Student's Society**
    - The CCSS Director of Sustainability will provide an avenue for student feedback and involvement on the plan, as well as an avenue for continued engagement and dialogue

with the student community (i.e. student advisory or Camosun Students for Environmental Awareness).

- Help celebrate success and enable improvements.
- Liaise with Manager, Environmental Sustainability

APPENDIX A:
Integrating Sustainability into Teaching & Learning Plan
(working draft & case studies)

Vice-Presidents' Welcome and Introductions <from John Boraas>

Long-term goal (10+years):	By 2025, Camosun will **integrate sustainability into all teaching and learning.** We will embed sustainability throughout the student learning experience. Relevant and applied learning (in the classroom, lab, shop, practicum and community) equips students with the knowledge, tools and desire to change things for the better in their future careers, workplaces and personal lives. *Note: This long-term goal will be phased and requires integration with the new* Education Plan *(to be developed in 2014/15)*
Three-year goal:	By 2016/17, we are successfully implementing our *Integrating Sustainability into Teaching & Learning Plan* with a high degree of faculty, employee and student engagement.

Note: the following are sample actions, outcomes and metrics only. John Boraas to finalize; OES can help compile this plan and facilitate employee input.

Key Objectives, Actions/Deliverables[10]	Outcome	Metric	Target	Lead	Support
• *Recognize faculty accomplishments through case studies and showcase stories.* • *Recognize student accomplishments and real-work experience in the co-op program; work to build greater awareness*	*Embed sustainability into curricula* *Engagement with students and employees on environmental sustainability*	*Percentage of programs with sustainability in the curriculum* *Percentage of programs reviewed for sustainability*	*100% by 2025; 50% by 2019; 25% by 2016* *By 2019, 75% of programs reviewed.*	*John Boraas, VP of Education and Student Services*	• Deans of Schools • CETL • Office of Environmental Sustainability • Faculty champions • Other?

[10] Note: *the chart reflects samples ONLY.* TBD in consultation with faculty champions and lead VP.

of Camosun students making a difference in the community. • *Develop formal capacity building, professional development & support for faculty to integrate sustainability into courses and curriculum (e.g. in-house workshops, Learning Community, PD funds for training opportunities, case studies or best practices, formal and informal information sharing platforms, etc.)* • *Develop update inventories/ assessments of sustainability within courses, on a school-by-school basis* • *Faculty survey* • *Establish a Fund for fostering development of Sustainability in Teaching & Learning, etc.* • *Provide opportunity for Program Review and Renewal.* • *Create a first year "Intro to Sustainability" course (elective or mandatory) and expand in all program areas with more detail.* • *Foster Capstone Projects or Integrated Projects that are cross-departmental*	*integration.*

Case Studies: examples of how sustainability is integrated into teaching and learning at Camosun

Anne Borrowman, Business Instructor

School of Business

Rationale:

- ". . . with increased globalization, higher risks from the effects of climate change, over-consumption of scarce resources, and an increase in social media . . . the purpose of business and the way business conducts itself is becoming more and more important – as their influence and impacts on broader society are increasing. In exchange, society is expecting more in terms of corporate responsibility." - Deborah Rasnick, Instructor

- Business profitability and broader sustainability can co-exist, as businesses innovate to meet the changing context they work within. Accountants can help organizations to recognize relevant costs from unsustainable activities, both to the org and beyond it, and the benefits from cost savings, improved social reputation, etc., from becoming sustainable. Our education content needs to help fledging accountants learn the tools and ways to do this.

Where is sustainability integrated into the curriculum?

- *Economics 102*
  - Students learn and study about pollution (externalities), taxes, like the environmental fee, market failure, government regulation and the effect of price increases on your demand for stuff.
- *Acct 220: Management Cost Accounting 1*
  - The concept of sustainability - and the role for management accountants in supporting the implementation of their organization's sustainability goals and strategies - is introduced in the first class through discussion and video. As well, sustainability-supporting tools are also woven throughout course in relevant topics. For example:

- Activity-Based Costing (ABC) topic, discuss the ability to separate waste, water, energy, and other 'formerly hidden' costs out of manufacturing overhead as part of using a refined costing system like ABC.
- In responsibility reporting topic, discuss having the ability to separately report on sustainability-related costs as separate part of the report; and, discuss ability to track and report on other metrics like volumes of energy, waste, water used in operations.
- In locked-in cost topic, discuss the concept of locking in all costs and benefits from long-lived assets to business itself and everyone it affects.
- In balanced scorecard topic, discuss modifying the scorecard to include sustainability measures.
- In life-cycle budgeting and costing topic, introduce sustainability-related elements.
- In discussions on strategy and pricing, discussing looking for new resource streams and partnerships from former 'wastes' in manufacturing processes.

- *BUS 261: Business and Sustainability*
  - Business managers are faced with many social, ecological and economic pressures and, in many instances, traditional approaches to business are being challenged. Students will explore current issues in sustainability and how these impact business, both in development and long-term operating practices. This course introduces students to strategies for improved sustainability in a number of business sectors.
  - Required for students in the Bachelor of Business Administration program.
  - Stand-alone course in terms of teaching concepts of sustainability.
- *Marketing 360: Sustainable Marketing*
  - This course looks at the concept of corporate citizenship to address the role of business in society. It explores sustainable business practices to examine issues of ethical decision making and stakeholder relations. The course examines marketing fundamentals with core environmental, social, and economic principles.

Trades & Technology

Rationale:

- Changing government legislation and regulation, combined with industry innovation, pushes the needle on the advancement of sustainability in trades and technology.
- Trends include a rise in energy efficiency and conservation awareness, Green Building advancements and consortiums; LEED requirements for provincial public sector buildings; money and resource savings from “lean” operations, increasing consumer and client demand, etc.

Where is sustainability integrated into the curriculum?

- *Culinary Arts*
  - Integrates principles of “reuse, repurpose, recycle” into the teaching. Students develop an understanding and awareness that running an efficient food service means that nothing goes to waste and sustainable practices are at the forefront of training.

- Students learn to use all parts of meat, fruits and vegetables. Stalks and bones become soups and sauces. Fresh herbs and flowers are pulled from Camosun's gardens. Food left on meal trays are composted

- *Carpentry (Geoff Murray, LEED Accredited Professional)*
  - Sustainability and new building standards are included in the carpentry curriculum.
- *Solar thermal heating education and development*
  - National Certification Standards, NABCEP (North American Board of Certified Energy Practioners)
- *Demonstration projects:* District of Saanich, Camosun Interurban, Solar Colwood

Darren Vaux, Pipe Trades Instructor

Arts & Science

Where is sustainability integrated into the curriculum?

- *Environmental Technology Program:*
  - Sustainability is a core component of the program.
  - Open-ended projects so the students can study any area of the environment. A number of courses in the ET program focus on the urban setting and all the impacts it has on ecology.
  - There is a lot of work on campus that have come out because of these projects. A few examples include the native plant garden, the biodiesel project, the solar panel project, aquaponics and our campus-wide composting ("organic waste diversion") program.

> . . . sustainability concepts can be more difficult (but not impossible!) to incorporate into other programs. I think we all agree that as a student post-Camosun, sustainability is going to affect them, and as such we have to ask ourselves: how