



# Education Council

Ensuring that our students are provided with quality educational experiences

Ex-250-002-002

## Minutes

Monday, Nov 19, 2012

4:00 – 6:00

CC 321, Interurban

### Present

Barbara Herringer (Administration)  
 Carly Hall (Faculty), Chair  
 Corrine Michel (Faculty)  
 Gail Baxter (Support Staff)  
 Insu Kim (Student)  
 Joanne Cumberland (Support Staff)  
 John Boraas (Administration)  
 John Gordon (Faculty)  
 Karin Kaercher (Faculty)

Kathy Tarnai-Lokhorst (Faculty)  
 Nancy Sly (Faculty)  
 Nicole Greengoe (Administration)  
 Madeline Keller-Macleod (Board Rep)  
 Mindy Cui Yu Jiang (Student)  
 Patricia Gaudreault (Faculty)  
 Richard Stride (Administration)  
 Shelley Butler (Permanent Secretary #1)

### Regrets/Absent

Kathryn Laurin (President)  
 Cynthia Wrate (Faculty), Vice-Chair

Paul Brady (Faculty)  
 Thea Todd (Faculty)

### Guests

Cindy Kwok (Permanent Secretary #2)  
 Gloria Darroch, Coop Ed and Continuing Ed.  
 Megan Marshall (Student)

Jordan Sandwith (Student)  
 Piotr Burek (Student)  
 Bonita Bai (Student)

## Meeting

### A. CALL TO ORDER AND A DECLARATION OF QUORUM

The Regular Meeting was called to order at 4:05 by Carly Hall, Education Council Chair.

### B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY

Carly acknowledged 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'lanew; 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.

### C. INTRODUCTION

Given the number of new members sitting at the table, Carly welcomed all new members and requested a round table of introductions.

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## **D. ACCEPTANCE OF AGENDA**

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The Nov 19, 2012 agenda was accepted via unanimous consent.

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## **E. APPROVED MINUTES**

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The Oct 15, 2012 minutes were approved via unanimous consent with one correction: remove "I" first person from the APMC CCC Monthly Report item and replace with the third person.

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## **F. REPORTS**

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### **1. EDUCATION COUNCIL CHAIR – CARLY HALL**

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Carly noted that Stephen Bishop, former Education Council member did not regain his seat on Education Council in the recent by-election. As he was unable to attend Education Council himself tonight, he wanted to pass on his best wishes to everyone on Education Council and thank everyone for the support he received in his previous Education Council term.

Carly also reported that the Academic Governance Council met at Camosun in October. The Council meets a couple times a year. Both Cynthia and Carly attended the meeting, hosted by Camosun. It was an informative meeting. They found it interesting to hear some of the other Education Councils face similar challenges to what we face here. The next Academic Governance Council meeting will be in April.

Lastly, Carly reported that a letter regarding the feedback from Education Council on the cancellation of the Applied Communication program was sent to the Board. The Board did ultimately vote to cancel the Applied Communication program. The Board wished to thank Education Council for their input and express their appreciation for the thought and consideration on the matter contained in the letter.

### **2. VP EDUCATION – JOHN BORAAS**

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John followed up on Carly's report regarding the cancellation of the Applied Communication. He noted that the Board did grapple with the cancellation of the program. He noted that the cancellation and letter by Education Council did generate further discussion on program cancellations generally. The feedback in the letter is going to be used to develop further process to examine the issue of Program cancellations.

John also noted that he will be coming forward at the Dec 10<sup>th</sup> Education Council meeting with Joan Yates to discuss the concepts and considerations around program cancellations further. This will include such concepts our current and planned program mix, how we "sunset programs", affects of budget on our programs, programs and benchmark criteria, etc.

### **3. BOARD – MADELINE KELLER-MACLEOD**

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Madeline reported as well that the board voted to cancel the Applied Communication program. She felt there was "little opposition" to the motion to cancel.

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## **G. COMMITTEE REPORTS**

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### **1. AWARD'S COMMITTEE – JOANNE CUMBERLAND**

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Nil

### **2. EDUCATION COUNCIL BY-LAWS – JOHN BORAAS**

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John presented the briefing document and the proposed DRAFT revisions to the By-laws. Questions followed.

#### **Motion**

It was moved by John and seconded by Kathy, that Education Council approves the recommended revisions to the Education Council By-Laws for immediate use and implementation.

**Motion Carried**

### **3. ALTERNATES AND ELECTIVES - KATHY TARNAL-LOKHORST**

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Nil

### **4. EDUCATION COUNCIL STEERING COMMITTEE – KARIN KAERCHER**

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Karin noted that the Steering Committee has met three times. The work of the committee is based on the recently approved new Educational Approvals model approved in September. It is a combination of work that has been going on for the last year and a half with the vision of creating a process that is more streamlined, supportive of developers, and clarifies the role of CCC and EdCo. The Committee has now crafted a Project Charter and a Terms of Reference, and they are now beginning on creating a Communications Plan. The tentative implementation date for the new process will be September 2013. She also noted that Ian Humphries will be working on the implementation and operational issues that run parallel to the Education Approvals process.

### **5. EDUCATION COUNCIL GOVERNANCE/ACCOUNTABILITY – CYNTHIA WRATE**

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There is no update at this time.

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## **H. COLLEGE CURRICULUM COMMITTEE PRESENTATIONS & REPORT – NICOLE GREENGOE**

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### **1. Computer Systems Technology**

Tweak the program and courses to address some outstanding issues. They included but were not limited to:

- Add a new course: TECH 290 – Technology Symposium. This course was created to avoid confusion for the students between project implementation and symposium planning, which currently take place together in COMP 299.
- Revise the program from an optional Coop to an optional Internship. Due to a change in enrollment we are no longer financially able to offer the co-op option in the program. We have talked to employers and they are fine with the removal of coop. Coop is the initiator of the removal to this submission.
- Tweaks to course titles, and program and course learning outcomes.

A question followed.

**Motion**

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

Computer Systems Technology Access (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Program Content, Program Cooperative Education, Program Description	(ID 61614)
Computer Systems Technology Access (Certificate in) (Substantive/Major Revision) -	Other:	(ID 61615)
COMP 152 Computer Programming/Literacy (Substantive/Major Revision) -	Course Calendar Description, Course Title, Learning Outcomes	(ID 61616)
COMP 241 .Net Web Applications and Serv (Substantive/Major Revision) -	Course Calendar Description, Learning Outcomes	(ID 61617)
COMP 299 Applied Project-Implementation (Substantive/Major Revision) -	Course (Activity) & Hours, Learning Outcomes	(ID 61618)
TECH 290 Technology Symposium (Substantive/Major Revision) -	New Course	(ID 61619)

**Motion Carried**

## 2. PSYC 171, 273, and 274 and associated cascading changes

Cancel 2 PSYC courses related to child and adolescent development, and add 3 new more in-depth PSYC courses related to human, child, and adolescent development. The depth of curriculum change of the 2 older PSYC courses was sufficient that it was deemed appropriate to create PSYC 273 and 274 as new courses. Questions and discussion followed.

**Motion**

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

PSYC 150 Child Development 1 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61620)
PSYC 152 Adolescent Development (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61621)
PSYC 171 Human Development: Lifespan (Substantive/Major Addition (Replacement)) -	New Course	(ID 61622)
PSYC 200 Introduction to Personality (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61626)
PSYC 201 Research Methods in Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61627)
PSYC 203 Social Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61628)
PSYC 210 History of Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61629)
PSYC 250 Psychopathology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61630)
PSYC 252 Criminal and Deviant Behavior (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61631)

PSYC 255 Advanced Communications (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61632)
PSYC 272 Adulthood and Aging (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61633)
PSYC 273 Adolescent Development (Substantive/Major Addition (Replacement)) -	New Course	(ID 61623)
PSYC 274 Child Development (Substantive/Major Addition (Replacement)) -	New Course	(ID 61624)
PSYC 276 Positive Psychology (Substantive/Major Revision) -	Course Pre-requisite (replacement)	(ID 61634)
Pre-Medicine (Associate Degree of Science) (Substantive/Major Revision) -	Program Content	(ID 61625)
<b>Motion Carried</b>		

### 3. Bachelor of Athletic and Exercise Therapy and “AET” course changes

The program is taking the curriculum of two courses (AET 270 and 271), where there is an imbalance (i.e. light vs heavy) in content, and redistributing the content into two new courses (AET 272 and 273) to create a better balance.

#### **Motion**

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

Athletic and Exercise Therapy (Bachelor of) (Substantive/Major Revision) -	Program Admission Requirements, Program Content	(ID 61644)
AET 201 Placement 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61637)
AET 202 Placement 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61638)
AET 260 Emergency Conditions 1 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61635)
AET 261 Emergency Conditions 2 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61636)
AET 270 Field Conditions 1 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61645)
AET 271 Field Conditions 2 (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61646)
AET 272 Field Prevention/Injury Care 1 (Substantive/Major Addition (Replacement)) -	New Course	(ID 61647)
AET 273 Field Prevention/Injury Care 2 (Substantive/Major Addition (Replacement)) -	New Course	(ID 61648)
AET 301 Placement 3 (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61642)
AET 310 Pathophysiology (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61641)

AET 330 Therapeutic Modalities (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61640)
AET 340 Anatomy of the Lower Extremity (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61639)
AET 360 Injury Prevention Equipment (Substantive/Major Revision) -	Course Co-requisite (replacement), Course Pre-requisite (replacement)	(ID 61643)
<b>Motion Carried</b>		

#### 4. Plumbing, Ref. and Pipe Trades Fdn., Plumbing and Pipe Trades Fdn.

Replace three existing courses with one new one for better efficiency. The curriculum is better delivered as one course. Adjusting learning outcomes to be consistent with the new Industry Training Authority (ITA) program outcomes. A question followed.

##### **Motion**

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

Plumbing, Refrigeration & Pipe Trades Foundation (Certificate in)	Program Content	(ID61689)
Plumbing & Pipe Trades Foundation (Certificate in) (Substantive/Major Revision) -	Learning Outcomes, Program Content	(ID 61649)
PIPE 100 Plumbing and Pipe Trades (Substantive/Major Addition (Replacement)) -	New Course	(ID 61653)
PIPE 199B Rfrgn/Heat Bridge (Substantive/Major Revision) -	Course Pre-requisite (replacement), Course Title	(ID 61654)
PLMB 100 Plumbing Core Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61650)
PLMB 200 Plumbing Occupational Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61651)
PLMB 300 Plumbing Specialty Cluster (Substantive/Major Cancellation (Replacement)) -	Cancel Course	(ID 61652)
<b>Motion Carried</b>		

#### 5. Interprofessional Mental Health and Addictions (IMHA)

The department has reviewed the effectiveness of the admission requirements for the program (which has been running for 6 years) and would like to make some changes based on their experience:

- To include psychology graduates in the preferred students list.
- Remove the 500 work/volunteer hours in a helping role as it does not necessarily qualify the students to be successful.
- Request that students provide a resume and statement about why they wish to take the program.

Questions and discussion followed.

**Motion**

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

Interprofessional Mental Health and Addictions (Post-Degree Diploma) (Substantive/Major Revision) -	Program Admission Requirements, Program Description, Program Participation Requirements	(ID 61655)
<b>Motion Carried</b>		

**6. Associate of Arts Degree - English**

The schools intent has been to allow any four second year English courses to be used for the Associate Degree; however they currently list each course versus a generic statement to this affect. As such, every time there is a new course or a course is revised additional work is required to update the Program Outline. The proposed revision clarifies the intent of the program requirement with the one general statement requiring “four of any second year ENGL courses”.

**Motion**

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

English (Associate Degree of Arts) (Substantive/Major Revision) -	Program Content	(ID 61657)
<b>Motion Carried</b>		

**7. NAUT Course Cancellations****Summary/Purpose**

Cancel courses are per Transport Canada guidelines. They are no longer part of the curriculum. These courses have been replaced with new courses.

**Motion**

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

NAUT 012 Communications (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61658)
NAUT 020 Navigation Instruments (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61659)
NAUT 021 Navigation Instruments (Sen1) (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61660)
NAUT 051 Navigation 1 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61661)
NAUT 052 Navigation 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61662)
NAUT 061 General Seamanship (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61663)
NAUT 091 Industry Safety & Ship Mgmt 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61664)



NAUT 092 Industry Safety & Ship Mgmt 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61665)
NAUT 113 Stability 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61666)
NAUT 122 Cargo and Construction (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61667)
NAUT 123 Cargo Work (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61668)
NAUT 132 Engineering 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61669)
NAUT 133 Engineering 3 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61670)
NAUT 151 General Ship Knowledge (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61671)
NAUT 157 General Ship Knowledge (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61672)
NAUT ASTRO2 Celestial Navigation, Level 2 (Substantive/Major Cancellation (No Replacement)) -	Cancel Course	(ID 61673)
		Motion Carried

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## I. PRESENTATIONS AND/OR DISCUSSIONS

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### 1. PROGRAM SUSPENSION – CERT. IN HERBAL STUDIES – JOHN BORAAS AND GLORIA DARROCH

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John informed Education Council on the suspension of the Certificate in Herbal Studies, and introduced Gloria Darroch from Continuing Education. Gloria gave background information on what led to the suspension of the Certificate in Herbal Studies (see Program Suspension document). Carly clarified that Education Council does not approve program suspensions, and that that responsibility belongs with John Boraas, VP Education. Questions and discussion followed.

### 2. BUDGET CONSULT PROCESS 2013-2014

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John acknowledged that some members may be experiencing complicated feelings right now and dealing with other pressing things in the “hours before” the CUPE job action”.

John then led Education Council through the CET Consultation for Proposed Budget 2013-2014 Development document and the 2013-2014 Guiding Principles and Decision-Making Criteria document (see documents). Questions and discussion followed.

Comments included but were not limited to:

- *Would like EdCo to be able to provide input to program areas as early as possible re. potential curriculum issues as a result of budget decision-making. Approach from an affirmative process.*
- *Want to be clear on the mandate of Education Council versus the responsibility of the College Administration. Wary of getting mired in budget decisions at the Education Council table.*
- *Could the VP Education give updates to Education Council regarding programs at risk, etc.? Response: There will be a program alert and developmental model brought forward to Education Council at the Dec 10<sup>th</sup> meeting to discuss this idea further.*
- *Is this document confidential at this point? - Response: No, not considered confidential at this point.*



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### **3. INTERNATIONAL OPPORTUNITIES – JOHN BORAAS**

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John drew the attention of council to the Power Point handout, however he has chosen to give an abbreviated oral presentation of the topic as much time has passed since the initial intent to present in the June 2012 meeting. John gave brief highlights of the information presented in the handout. He noted that for the past many months the College has been doing numerous activities and using numerous approaches to give students an intercultural experience. There is also a task force that has been formed to look at responding more effectively to international issues. Overall, this topic has been a good news story for the College.

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### **4. SELECTIVE QUALIFICATION – CARLY HALL**

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Carly reminded council of the past process that went into the document creation for the DRAFT Selective Qualification document. She noted that the council intended to bring the document and issue back to Education Council for further discussion and resolution. She requested feedback from Education Council on how they would like to proceed with the issue and document. Discussion followed.

Comments included but were not limited to:

- *The document is a useful way to formalize the issue. We should seek feedback from outside Education Council.*
- *How do we determine which programs can move in this direction?*
- *This selective qualification standard is meant to apply to programs not the student.*
- *Education Council needs have a collective understanding of the issues and the message before seeking input outside the council.*

The issue and document will be brought back to Education Council for further discussion and next steps.

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### **J. NEXT MEETING**

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#### **Regular Meeting**

Monday, Dec 10, 2012, 4:00-6:00, CC 321, Interurban

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### **K. ADJOURNMENT**

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The meeting adjourned at 5:58 pm.

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### **L. APPENDICES**

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November 2012

**Camosun College  
2013-2014 Budget  
Guiding Principles and Decision-Making Criteria**

Throughout the development of the 2013-2014 budget the college is committed to an ongoing communication process with the college community. In making decisions, we will apply to the extent possible the decision-making criteria outlined in this document.

**Guiding Principles:**

1. The Ministry has directed us to build a balanced budget - running a deficit is not acceptable.
2. The Board of Governors is the ultimate approval body, at the administrative level the proposed budget will be built with input from the College community, unit proposals will be made by the respective Dean/Director with overall decisions on the content of the proposed budget made by the College Executive Team.
3. Budget planning will be reflective of Camosun's values, strategic plan, campus plan and educational plan.
4. To the extent possible and based upon the information available to us, we will build a financially sustainable budget.
5. Revenue generation will be fully explored and included within the budget where appropriate.
6. Investments that will advance the strategic and educational plans will be fully considered.
7. Wherever there are required expenditure reductions we will seek to minimize the impact on students.
8. Both core and non-core educational offerings and services will be reviewed.
9. In order to maintain the quality of programs and services, budget reductions may be targeted rather than proportionally balanced across the entire college, or some combination of the two approaches may be followed.
10. We must maintain our capacity to support current students and for future enrolment and program growth (student services, facilities, administrative supports, etc.) as well as our abilities to respond to changing expectations and needs of students and communities.
11. The college will maintain a comprehensive range of program offerings across each of the major program categories (academic, career, vocational and developmental education.)

12. The college will seek to effectively maximize our actual FTE student enrolment and funded seat utilization rate.

13. As much as possible, decisions will be made based upon data, where it is available.

### **2013-2014 Budget Decision-making Criteria**

The following will be assessed for programs/services targeted for reduction or suspension or cancellation.

#### ***Student Demand***

- For instructional programs, what is the ratio of actual full-time equivalent student enrolment (actual FTEs) to the total student seats available (FTEs capacity)?
- Is the recent and/or projected enrolment trend positive, stable or negative?
- For student services, what is the recent year(s) level(s) of actual student utilization of the service?

#### ***Cost-effectiveness and Total Cost***

- What is the total cost (\$) per actual FTE student enrolled or student utilizing the service?
- What is the cost (\$) per contact hour of delivery per student?
- What is the total cost and revenue of the program/service?
- Where applicable, based on the program/service cost and revenue, what is the extent to which the program/service needs to be subsidized?

#### ***Numbers of Students and Employees Impacted***

- How many students and college employees would be impacted?

#### ***Availability Elsewhere***

- Is the program/service available to students through avenues other than at Camosun? (e.g. at other institutions, via on-line/distance education or through other community service providers.)

#### ***Program/Service Outcomes***

- Is there evidence that the program/service is achieving important student outcomes (employment, transfer, other?)

#### ***Economic and/or Social Impact within the College Region***

- Is there evidence that the program/service is meeting an important community social or economic need?

#### ***Interdependencies***

- Are other Camosun programs and services heavily dependent on the program/service in question?
- Are other external (institutions and agency) programs and services heavily dependent on the program/service in question?

## 2013-2014 Budget Decision-making Criteria continued

### *Future Delivery Potential*

- If a program/service is suspended, what would be the key factors facilitating or inhibiting it being restarted in the future?
- Could the program/service in question be delivered again (restarted in the future) with relative ease after a period of suspension?

### *Relationship Consequences*

- To what extent would a decision to suspend the program/service have negative political or community relations consequences?
- Is the program/service currently regarded as a high government or community priority?

### *Total Net Impact on Budget*

- What is the total net expenditure reduction that would result in 2013/14, 2014/15 and 2015/16?



Title: CET Consultation for Proposed 2013-2014 Budget Development

Prepared: ~~October 20, 2012~~ Nov 19/2012

**Principles**

The College is committed to a transparent process that supports the development of a proposed budget, following these five principles:

- Consultation needs to provide timely information to the college community about the broad based implications of the proposed budget and its development
- Consultation needs to seek input on specific elements of the proposed budget by those most directly impacted by these decisions
- Consultation needs to ensure that the right decisions are informed by the right people at the right time
- Consultation is a process to help inform decisions and to ensure that the impact of such is understood by the College's Executive Team (CET) so that they in turn can make sound recommendations to the Board's Finance Committee and ultimately to the College's Board of Governors
- The College's Executive Team (CET) is responsible for implementing this process

**Objectives**

The objectives for the consultation plan are to ensure that:

- Prior to final board approval, the college community has an opportunity to be informed about key elements of the proposed budget
- Key stakeholders impacted by potential decisions are informed and are able to provide options for consideration
- The board is confident that the college community has had a reasonable opportunity to participate in a process

**Consultation Matrix**

The following outlines the nature of consultation, who is involved and how the consultation will occur:

Who (Stakeholders)	Why	How	What (The nature of what decision)
Broader College Community	Proactively informed about intentions and decisions before they are implemented	General college communications (electronic, meetings)	Broader based college decisions and the college's strategic focus for the budget
Lead: CET Faculty and staff in all units, schools and departments	Working within the budget framework to determine priorities, possible reductions and options	Communication at the school level through school wide meetings; departmental/chair meetings; and the establishment of school or unit budget development groups when appropriate	School, program and department specific decisions

Clarifying the impact on programs and people, including students and employees

**Lead: Deans and Directors**

Feeding recommendations to CET for inclusion in budget roll up.

<b>Unions/Student Society</b>	Potential impact on membership and on individual members	Meetings with college executive and president  Ongoing liaison with Human Resources dept  Program specific impact to include deans and directors	Specific potential program and service impacts
<b>Lead: CET Advisory committees</b>	Industry impact on potential impacted program areas	Meetings and/or electronic communication	Specific impacts and options
<b>Lead: Deans and VPEd</b>	Input is important to decision making		
<b>EdCo</b>	Potential program and curriculum impact	Meeting and reports	Impact on programs and curriculum
<b>Lead: VPEd</b>			
<b>Students</b>	Potential impact on programs	Face to face with deans for potential specific impacted areas and by Student Services	Impact to academic planning
<b>Lead: Deans, VPEd, Registrar</b>			
<b>CET</b>	Ultimately responsible for gathering all information and, rolling it into a budget proposal.		Final proposal of the budget
<b>Lead: VP Admin/ Finance, President</b>			
<b>Finance and Board</b>	Makes final recommendations to the College's Finance and Board	Report and meetings	Final proposal
<b>Lead: President</b>			
<b>Board</b>	Potential program and curriculum impact	Meeting and reports	Final approval

### External or Mitigating Factors

Note that this framework is based on the assumption that outside elements which inform the budget process, including information from government on funding including operating grants, tuition policy, outcomes from collective bargaining etc., will happen in a similar way to previous years. Decisions beyond our control may be made outside the college that impact when and what occurs as part of this process. If this happens, CET will keep the college informed and will update



this document. Note too that during the College’s process, new information that comes to light may have an impact on budget targets and revenue assumptions. All in all, there are many moving parts resulting in the need for flexibility in providing and receiving input.

**The Framework**

The consultation will be conducted in three “phases”. These phases may run parallel or overlap, but provide distinct points of information sharing and decision making in the college’s process.

*Phase 1 - Setting the context:*

The intent of this phase is to clarify the college’s current situation and outline how we will be approaching the budget consultation for the upcoming year. It will involve communicating what we know to date about the external environment. The college community will be informed about the shape we are in; what we have heard to date from the Ministry; how our planning from the previous year has worked so far; and an estimate of how we are likely to end the year. In addition, the college community will be informed of how we are planning to consult during the overall budget process:

- College wide town hall meetings at each campus to clarify the external environment and to address how we have performed in the current fiscal Completed
- Inform SLC of the proposed process Completed
- Presentation as part of Province’s pre budget consultation Completed
- Meet with Union/Student society leadership to outline this process Early Nov
- Inform the College Board about the process Oct Board Exec  
Nov Board Finance  
Nov Board
- Inform EdCo about the process Nov meeting
- Provide a written overview of the process to the college community Early Nov

*Phase 2 - Planning within schools and departments:*

This phase is integral for actually “getting into” the specifics of the budget and working with options. Responsibility for developing planning scenarios and exploring options needs to happen at the level where the implication will be most felt. This empowers members of schools and departments to engage in discussions about what they know best. Deans and directors will be responsible for conducting processes to generate input which will lead to final school and departmental recommendations. Deans and directors will also be responsible for using the input to develop a final proposed school / department budget and for communicating what the budget is and why key decisions were made back to their respective school or department. Recommendations in turn will be forwarded to CET for finalization and roll up for preparing the College’s overall budget.

- Develop process (worksheets and templates ) for input at the school and department level to support deans and directors By mid Nov
- Determine scenarios with which schools and departments will work, including targets By mid Nov
- Distribute worksheets and guidelines for process to deans, directors By mid Nov
- Review the process at SLC Nov
- Implement school and department based processes to explore options and to gather feedback at the school level through school wide and department based meetings Mid Nov to late Jan
- Identification of issues to CET Feb



- Draft 1 of budget Feb
- SLC reviews decisions and impact on other departments Feb
- 2013/14 Provincial Budget – Ministry confirms funding Late Feb
- Draft 2 of budget Late Feb/early Mar
- Communication to unions/student society re: highlights of overall proposed budget Early Mar
- Communication to College community re: highlights of overall proposed budget Early Mar
- Draft 2 of budget to Board Finance Comm. – highlights briefing Early Mar
- To EdCo – highlights briefing Early Mar
- Advisory boards consulted if relevant programs are impacted Early Mar
- Final proposed budget developed Mid Mar
- Communication distributed to college community to highlight changes Mid Mar
- School and departmental conversations if changes or modifications occur Mid Mar
- Unions informed of proposed changes Mid Mar
- Communication planning regarding the potential impact on specific staff and faculty (within collective agreement guidelines) Mar
- Revised implications to EdCo Mar
- Follow policy re: suspensions etc. if required Mar

**Phase 3 – Finance committee and Board decision making:**

The board’s decision making will come at the end of a process in which the college community has been well informed. The Board will work with the recommendations of its Finance Committee:

- Updates to Board Finance Committee Sep to Mar
- Briefing on highlights in draft 2 of budget Early Mar
- Proposed budget presentation and review Late Mar
- Board Meeting to review the Finance Committee’s report and make a decision regarding the proposed budget Apr
- Decisions of all levels of meetings will be communicated to the college community Throughout process