



## BOARD OF GOVERNORS

### REGULAR MEETING AGENDA

**MEETING:** Monday, March 6, 2017  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216  
**CAMPUS:** Lansdowne Campus

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**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Tim Ayers  
Sherri Bell, President  
Stephen Chang  
Cindy Choi  
Joanne Cumberland  
Stefan Fletcher  
Nigel Giuliany  
Meagan Greentree  
Debbie Hlady  
Anthony Pica  
Ron Rice, Vice Chair  
Laylee Rohani

**ADMINISTRATION:**

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

**GUESTS:** Scott Harris, Registrar

Dan Hodgson, Dir. of Institutional Research & Planning  
Steven Rumpel, Dir., Education Policy & Planning  
Katie Shaw, Manager, Education Policy  
Ray Wolfe, Stantec Architecture

**REGRETS:** Bill Gyles

**BOARD ASSISTANT:** Heather Martin

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Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

	PAGE
<b>I CALL TO ORDER</b>	
<b>II OATH OF OFFICE</b>	
1. Tim Ayers, Education Council chair	no attachment
<b>III APPROVAL OF THE AGENDA</b>	
<b>IV BOARD MEMBER REPORTS</b>	
1. Chair's Report [5 min] (Lazaruk)	no attachment
2. President's Report [5 min] (Bell)	no attachment
3. Foundation [5 min] (Rice/Wilmshurst)	no attachment

		<b>PAGE</b>
4. Education Council [5 min] (Ayers, Giuliani)		
i) Minutes of the December 14, 2016 meeting	attachment	3
ii) Minutes of the January 25, 2017 meeting	attachment	7
5. Pacific Institution for Sport Excellence [5 min] (Chang)	no attachment	
<b>V BOARD COMMITTEE REPORTS</b>		
1. Award for Innovation Sub-Committee [2 min] (Rice)	no attachment	
2. Executive Committee [5 min] (Lazaruk)	no attachment	
<b>VI APPROVAL OF THE MINUTES</b>		
1. Minutes of the February 15, 2017 meeting [2 min] (Lazaruk)	attachment	10
<b>VII NEW BUSINESS</b>		
1. Electronic Voting for Elections [2 min] (Harris)	attachment	15
2. Health Building		
i) Ray Wolfe, Stantec Architecture [15 min] (Busby, Wolfe)	no attachment	
ii) Risk Register [10 min] (Busby)	attachment	16
3. Sexual Violence and Misconduct Policy [20 min] (Rumpel, Shaw)	attachment	17
4. Winter Enrolment Report [10 min] (Hodgson, Yates)	attachment	33
5. Government Mandate Letter [5 min] (Lazaruk)	attachment	39
<b>VIII ADJOURNMENT</b>		

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**CORRESPONDENCE** [nil]



# APPROVED Minutes

Wednesday, Dec 14, 2016

4:00-6:00 pm

CC 321, Interurban

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## Present

Alison Bowe, Faculty	Nigel Giuliani, Board of Governors
Bijan Ahmadi, Faculty	Patrick Jones, Faculty
Connie Klassen, ICC Chair	Peter Ove, Faculty
Corrine Michel, Indigenization Coordinator	Shelley Butler, Perm. Secretary
Cynthia Wrate, Faculty	Shohreh Hadian, Faculty
Dominic Bergeron, Administration	Steven Rumpel, Administration
Emara Angus, Student	Tim Ayers, Faculty (Vice-Chair)
John Boraas, Administration	Zachary Snow, Student
Leslie Martin, Support Staff	

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## Regrets/Absent

Brent Wasserman, Faculty	Sherri Bell, President
Cindy Drover-Davidson, Support Staff	Stephen Bishop, Faculty (Chair)
Mitch Auger-Langejan, Student	Sukhdeep Kaur, Student
Scott Harris, Administration	

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## Guests

Katie Shaw, Office of VP Education	Andy Bryce, Arts and Science
Robin Fast, Health and Human Services	Lois Fernyhough, Arts and Science

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ITEM	PRESENTER
<b>A. Call to order and Declaration of Quorum</b> The Regular Meeting was called to order at 4:02 by Tim Ayers, Acting Education Council Chair.	Tim Ayers
<b>B. Acknowledgement of Coast Salish Territory</b> <i>Tim acknowledged the territory. Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
<b>C. Round-Table Check-In</b> Tim requested council members wish each other a happy holiday season in the language of their forebearers.	Tim Ayers
<b>D. Acceptance of Agenda</b>	Tim Ayers

ITEM	PRESENTER
The Dec 14, 2016 agenda was approved by unanimous consent with one addition. Steven Rumpel will give a committee report on the Education Policy and Standards Committee.	
<b>E. Minutes for Approval</b>	<b>Tim Ayers</b>
The Nov 16, 2016 minutes were approved by unanimous consent.	
<b>F. Reports</b>	
<b>1. Education Council Chair</b>	<b>Nil</b>
There was no Chair's report as the Stephen Bishop sent his regrets for this meeting.	
<b>2. VP Education</b>	<b>John Boraas</b>
John noted that there is a financial aid eligibility issue with the Community, Support and Education Assistant program that is coming through approvals. The issue exists for the current program and the program with proposed revisions. We are exploring the issue more and will be holding further conversations with the program and Student Aid BC to identify our options.	
<b>3. Board Member</b>	<b>Nigel Giuliany</b>
Nigel gave a report. He noted that Barb Severyn, Executive Director Human Resources gave the Board an update on the Camosun College People Plan. In addition, Robert Bettauer, CEO of PISE gave a presentation to help the Board better understand the relationship between the College and PISE.	
<b>G. Committee Reports</b>	
<b>1. Awards</b>	<b>Dominic Bergeron</b>
Nil	
<b>2. Education Council Policy and Standards Committee</b>	<b>Steven Rumpel</b>
Steven reported that the committee has met and reviewed two policy drafts. There was a lot of discussion. Both policies will go forward for legal review and then be released in early January to the College community for feedback. Drafts will be brought to Education Council for review at the January meeting.	
<b>H. Presentations and/or Discussions</b>	
<b>1. Nil</b>	
<b>I. Integrated Curriculum Committee Report</b>	<b>Connie Klassen</b>
<b>PRESENTATION 1</b>	
Robin Fast presented the revisions to the Certificate in Community Support and Education Assistant. Questions and discussion followed.	

**ITEM****PRESENTER**

Connie noted that revisions did achieve an 80% consensus by the ICC to move forward.

**Motion:** It was moved by Bijan Ahmadi and seconded by Zachary Snow that Education Council approves the following curriculum:

- Community Support and Education Assistant (IDS 2293) – description, admission requirements, participation requirements, learning outcomes, program content, completion requirements
- CSEA 111 (IDS 2294) , CSEA 112 (IDS 2295), CSEA 115 (IDS 2296), CSEA 120 (IDS 2297), CSEA 150 (IDS 2298), CSEA 160 (IDS 2299), CSEA 170 (IDS 2300), CSEA 175 (IDS 2301), CSEA 180 (IDS 2302) – short description, pre-requisites, co-requisites, pre/co-requisites, credits, learning outcomes; or new course; or course cancellation

**Motion Carried**

**PRESENTATION 2**

Andy Bryce and Lois Fernyhough presented the proposed Certificate in Live Event & Audio Technician – Internship Designation. Questions and discussion followed.

Connie noted that the proposed new program achieved 80% consensus by the ICC to move forward.

**Motion:** It was moved by Cynthia Wrate and seconded by Alison Bowe that Education Council approves the following curriculum:

- Certificate in Live Event & Audio Visual Technician – Internship Designation (IDS 2311) – new program
- Coop Appendix – Certificate in Live Event & Audio Visual Technician (IDS 2310) – new appendix
- LEAV 102 (IDS 2312), LEAV 105 (IDS 2313), LEAV 106 (IDS 2314), LEAV 115 (IDS 2315), LEAV 125 (IDS 2316), LEAV 126 (IDS 2317), LEAV 135 (IDS 2318), LEAV 145 (IDS 2319), LEAV 155 (IDS 2320) –new courses

**Motion Carried**

**REGULAR CURRICULUM**

Connie noted the following curriculum achieved 80% consensus by the ICC to move forward.

**Part A**

**Motion:** It was moved by Zachary Snow and seconded by Dominic Bergeron that Education Council approves the following curriculum:

- ENGL 104 (IDS 2308) – pre-requisite, pre/co-requisite
- Bachelor of Business Administration, Accounting (IDS 2358) – program content

**ITEM****PRESENTER**

- Post-Degree Diploma in Business Administration – HRML Option (IDS 2357) and BBA-HRML Option (IDS 2399) program content and completion requirements
- Post-Degree Diploma in Business Administration – Accounting (IDS 2356), Marketing (IDS 2364), Applied Tourism & Hospitality Management (IDS 2365) - completion requirements
- HLTH 112 (IDS 2359) – short description, pre-requisite, learning outcomes
- ELD IETLS (IDS 2309) – short description, pre-requisites, hours
- BIOL 252 (IDS 2327) and BIOL 253 (IDS 2328) – short description, learning outcomes
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes

**Motion Carried****Part B**

**Motion:** It was moved by Alison Bowe and seconded by Steven Rumpel that Education Council approves the following curriculum:

- ELD IETLS (IDS 2309) – short description, pre-requisites, hours
- BIOL 252 (IDS 2327) and BIOL 253 (IDS 2328) – short description, learning outcomes
- Medical Radiography (IDS 2304) – admission requirements, participation requirements, learning outcomes

**Motion Carried****PROGRAM CREDENTIAL OPTION CANCELLATION**

John Boraas presented the proposed cancellation of the Associate of Science – Pre-Medicine Option. Questions and discussion followed.

**Motion:** It was moved by Leslie Martin and seconded by Dominic Bergeron that Education Council approves the following curriculum:

Associate Degree of Science – Pre-Medicine Option (IDS 2221) – Program Credential Option Cancellation

**Motion Carried****J. Adjournment****Tim Ayers**

The Meeting adjourned at 5:40 pm.



# APPROVED Minutes

Wednesday, Jan 25, 2017

4:00-6:00 pm

CC 321, Interurban

## Present

Alison Bowe, Faculty	Nigel Giuliani, Board of Governors
Bijan Ahmadi, Faculty	Scott Harris, Administration
Brent Wasserman, Faculty	Shelley Butler, Perm. Secretary
Cindy Drover-Davidson, Support Staff	Sherri Bell, President
Corrine Michel, Indigenization Coordinator	Shohreh Hadian, Faculty
Cynthia Wrate, Faculty	Steven Rumpel, Administration
Dominic Bergeron, Administration	Tim Ayers, Faculty (Vice-Chair)
John Boraas, Administration	Zachary Snow, Student
Leslie Martin, Support Staff	

## Regrets/Absent

Connie Klassen, ICC Chair	Peter Ove, Faculty
Emara Angus, Student	Sukhdeep Kaur, Student
Mitch Auger-Langejan, Student	

## Guests

Katie Shaw, Office of VP Education	Chris Balmer, Counselling
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ITEM	PRESENTER
<b>A. Call to order and Declaration of Quorum</b> The Regular Meeting was called to order at 4:05 by Tim Ayers, Acting Education Council Chair.	Tim Ayers
<b>B. Acknowledgement of Coast Salish Territory</b> <i>Tim acknowledged the territory. Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
<b>C. Round-Table Check-In</b> Tim requested council members share their New Year's resolutions.	Tim Ayers
<b>D. Acceptance of Agenda</b> The Jan 25, 2017 agenda was approved by unanimous consent.	Tim Ayers

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**E. Minutes for Approval****Tim Ayers**

The Dec 14, 2016 minutes were approved by unanimous consent with one correction. Patrick Jones should have been listed under Present.

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**F. Reports****1. VP Education****John Boraas**

John noted that Stephen Bishop is no longer on Education Council, and he acknowledged and thanked Stephen for his service. In addition, John stated there will be a by-election to elect a new Chair at the February meeting. As well, he expressed appreciation for Tim taking on the role of Acting Chair in the interim.

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**2. Education Council Acting Chair****Tim Ayers**

Tim noted that the Education Council Executive Committee approved two courses for expedited implementation for Sept 2017. They were IST 250, and ELD 073 & ELD 093. They will come forward for curriculum approval at the February Education Council Meeting.

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**3. Board Member****Nigel Giuliany**

Nigel stated he had no report as the Board has not met since the last Education Council meeting.

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**G. Committee Reports****1. Awards****Dominic Bergeron**

No update from Dominic as the committee has not met.

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**2. Education Council Policy and Standards Committee****Steven Rumpel**

See Presentation and discussion section.

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**H. Presentations and/or Discussions****1. Education Policy Update****Steven Rumpel and Katie Shaw**

Steven gave a brief overview of the draft Involuntary Health and Safety Policy Leave of Absence policy. Steven and Katie then requested council members participate in small group discussions. The council members were presented with four questions:

- Are students treated appropriately in this policy?
- Does the policy line up with the values and principles committed to in the College's strategic commitments?
- What are some of your questions, insights, or impressions with regards to the key aspects of the policy, including: the transition plan? The assessment and re-entry review committee?
- What communication and education considerations do you believe are critical to keep in mind to support effective policy and implementation?

At completion of the activity the small groups reported out their discussion to the Education Council as a whole. Steven and Katie recorded the feedback for consideration of inclusion in the policy.

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**I. Integrated Curriculum Committee Report**

There was no curriculum for approval from ICC for this Education Council meeting.

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**J. Adjournment**

**Tim Ayers**

The Meeting adjourned at 5:45 pm.

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## BOARD OF GOVERNORS

### REGULAR MEETING MINUTES

**MEETING:** Wednesday, February 15, 2017  
**TIME:** 5:00 pm  
**LOCATION:** Paul Building, Room 216, Lansdowne Campus

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**BOARD MEMBERS:**

Russ Lazaruk, Chair  
Sherri Bell, President  
Steve Chang  
Nigel Giuliani  
Meagan Greentree  
Debbie Hlady  
Ron Rice

**REGRETS:** John Boraas, VP Education

Cindy Choi  
Joanne Cumberland  
Stefan Fletcher  
Bill Gyles  
Anthony Pica  
Laylee Rohani

**ADMINISTRATION:**

Shane Busby, VP Administration  
Deborah Huelscher, Chief Financial Officer  
Barbara Severyn, Executive Director, Human Resources  
Geoff Wilmshurst, VP Partnerships  
Joan Yates, VP Student Experience

**GUESTS:** Dominic Bergeron, Dean, A&S  
Steven Rumpel, Dir., Education Policy & Planning  
Ian Tol, Director, Facilities Services

**BOARD ASSISTANT:** Heather Martin

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**I CALL TO ORDER**

Russ Lazaruk, Chair, called the meeting to order at 5:00 pm.

**II APPROVAL OF THE AGENDA**

The agenda was approved as distributed.

**III BOARD MEMBER REPORTS**

**1. Chair's Report**

Russ Lazaruk, Chair, continued meeting regularly with Sherri Bell for planning. On December 13, Ron Rice and Russ attended the first Annual Public Sector Board Governance Professional Development Forum, a one day workshop hosted by the Government. Government officials, and directors from crown corporations, health authorities, and post-secondary institutions took part. They looked at exempt compensation, enhanced board development, an auditor report on ethics, and enterprise risk management.

In December, Russ wrote to the Foundation Board and to Lynda and Murray Farmer, co-chairs of the TRADEmark Campaign, to thank them for the amazing job they did on the campaign. The original target was \$5M, and they achieved an unbelievable \$6.5M.

On January 17, Russ went to the BC College presidents meeting in Vancouver. BC Colleges Day will be held at the legislature on March 7. All BC colleges have seen a sharp increase in international students. International education nationally contributes \$11.4 M in tuition. The impact overall in spending is greater than lumber, wheat and financial services and is equal to the Canadian auto parts industry. They also discussed exempt compensation and student housing. The Government is looking at three models, the top choice being the third party non-profit option.

On January 19, the Minister of Advanced Education, Andrew Wilkinson, announced a \$43.5M investment in the Health Sciences building. \$12.5 million comes from the Government of Canada, and \$31 million comes from the Province of B.C. The college will contribute \$5M, which means we will have another capital campaign. Thank you to Ron Rice, Debbie Hlady, Stefan Fletcher, and Steve Chang for attending the announcement.

On January 20, Sherri Bell, Ron Rice and Russ met the South Island MLAs and Kathy Corrigan, Advanced Education critic, to share the new directions at Camosun and across the province. They hosted a lunch at the Classroom Restaurant, and gave them a tour afterwards of the Centre for Trades Education and Innovation.

## **2. President's Report**

Sherri Bell, President, thanked Ian Tol Director, Facilities Services, and Shane Busby, VP Administration for their enormous amount of work on the health building. The federal government timelines are very short. Joan Yates, VP Student Experience is looking at the engagement process. Geoff Wilmshurst, VP Partnerships is working on the capital campaign, which is minimally \$5M. Sherri attended a very moving ceremony with the First Nations partners to bless the land for the building.

Sherri will meet with the MLAs at the BC Colleges Day the legislature on March 7. Jeff Vasey, ADM Institutions and Programs, met with the College Executive Team. Claire Avison, ADM Governance, visited the campus and focused on Camosun Innovates and Applied Research. Faculty organized a memorial event last Thursday on the events in Quebec, and invited Muslim students to speak. This week is Camosun College's first Reading Break week. Sherri held cross campus conversations at both campuses. She gave a half-hour presentation on the Strategic Plan and on reinvestment followed by questions. The Truth and Reconciliation Day with Keynote Chief Robert Joseph will be held on Friday for all employees. Sherri acknowledged the enormous amount planning work by Janice Simcoe and Joan Yates and her team.

## **3. Foundation**

Ron Rice, Foundation Liaison, advised the last meeting held a review of the planning session and the results. A highlight was the bylaw review which has been underway for a year. They worked on Board recruitment, financial planning and policies. The Foundation is very proud of the closing of the TRADEmark campaign. Geoff Wilmshurst, VP Partnerships, added that a motion was passed to support the upcoming health campaign.

**4. Education Council**

Nigel Giuliani, Education Council Liaison, noted the minutes from the November 16, 2016, meeting were included in the agenda package. At the January 20, 2017, meeting Steven Rumpel and Katie Shaw gave a presentation on the 'Involuntary Health & Safety Leave of Absence' policy which is under development. They held break-out sessions for input, and many new ideas came forward.

**IV BOARD COMMITTEE REPORTS****1. Award for Innovation**

Ron Rice, Chair, advised that at the December meeting, the committee agreed on an evaluation tool and the marketing strategy. The award will be presented at School of Trades & Technology student awards ceremony in May, and then again at the college-wide graduation in June. The next meeting is March 1, 2017.

**2. Executive Committee**

Russ Lazaruk, Chair, Executive Committee, reported that Dominic Bergeron will stand in for John Boraas.

**i) Program Cancellation Request**

Dominic Bergeron, Dean, Arts & Science, advised the program began in 2007. The courses will still be available to students, but the credential is no longer needed.

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE PROPOSED CANCELLATION OF THE PROGRAM 'ASSOCIATE DEGREE OF SCIENCE – PRE-MEDICINE OPTION (IDS 2221) – PROGRAM CREDENTIAL OPTION'.**

**CARRIED**

**ii) Program Acceptance Request**

Dominic Bergeron advised the new program 'Certificate in Live Event & Audio-visual Technician – Internship Designation' will begin in September 2017. The tuition is banded at the self-funded level as there is no base funding.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE PROPOSED NEW PROGRAM 'CERTIFICATE IN LIVE EVENT & AUDIO-VISUAL TECHNICIAN – INTERNSHIP DESIGNATION'.**

**CARRIED**

**iii) Audit Committee - Addition of Risk Management**

Russ Lazaruk advised that enterprise risk management was discussed at the public sector meeting. Once a year the board receives the Camosun risk register. The board has fiduciary responsibility for the College, and should look at it more than once a year. Russ suggested increasing the scope of the Audit committee to include reviewing the risk register. They would not work on an operational level, but rather would ensure all risks have been identified and that everything has been done to mitigate the risks.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE ADDITION OF RISK MANAGEMENT TO THE PORTFOLIO OF THE AUDIT COMMITTEE.**

**CARRIED****3. Finance Committee**

- i) The minutes from the November 7, 2016, Finance Committee meeting were included in the agenda package.
- ii) Russ Lazaruk gave a verbal report on the January 30, 2017 meeting. The budget was tracking \$2.2M ahead at December 31, which allows for reinvestment. A small surplus is expected at year-end. The budget provided \$1.5M from international enrolment, and \$1.5M from growth which will be used for strategic reinvestment. The \$3M was split between operating and capital, ongoing and one-time. Next year modest growth is expected. The Board Finance committee will be asked to make a recommendation on the budget at the end of March for approval in April by the board. It is critical for all board members to attend.

**V APPROVAL OF THE MINUTES**

The minutes of the December 5, 2016 meeting were approved as distributed.

**VI NEW BUSINESS****1. Sexual Misconduct Policy – Update**

Steven Rumpel, Director, Education Policy & Planning, advised the policy development process for the Sexual Misconduct policy is on track, and is in alignment with the legislated requirements. The draft policy will receive a legal review before it goes to the March 6 board meeting. It will go to the board for final approval in April. The approach used by Camosun is highly regarded due to the robust level of engagement.

**2. Health Building**

Shane Busby, VP Administration, advised the ground for the Health building will be broken in March, and it must be essentially complete one year later. The project is on a hyper-fast track with multiple and concurrent actions. The communication and engagement strategies are ongoing. The risk registry is being developed and will change weekly. A risk dashboard and a run-through with architect Ray Wolfe will go to the board on March 6. Progress is currently on track. Shane Busby is the internal contact for the project. Sherri Bell asked the board for suggestions for the Health Campaign cabinet.

**3. Update on 2016 Reinvestment**

Sherri Bell, President, advised that over the past year the College Executive Team took the time to carefully identify, based on data, the areas that need strategic reinvestment. A total of \$3M was available. The investments are organized by the Strategic Plan 'corner posts' they fall under. As it is not known whether the international numbers trend will continue, \$1.5M went into one-time infrastructure. The remaining \$1.5M went to needs identified in the Strategic Plan.

**4. IMTARC Update**

Geoff Wilmshurst, VP Partnerships, noted the board approved the purchase of the lease of the Industrial Marine Training and Research Centre (IMTARC) building. The lease was signed and will be assumed on April 1, 2017. In September, some of Camosun's related Community Education

programming will move in. Communication is underway with key players in the local marine industry. The name will be changed, and an opening ceremony is planned for early April.

**VII ADJOURNMENT**

The meeting was adjourned at 6:41 pm.

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**Russ Lazaruk, Chair**

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**Date**

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**Heather Martin, Recorder**



## BRIEFING NOTE

**SUBMITTED BY:** Scott Harris  
**DATE:** February 27, 2017  
**TOPIC:** Electronic Voting

For Information: **X**

For Decision:

For Discussion:

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### 1. OVERVIEW

In an effort to contain costs while increasing convenience, accessibility, and participation rates, we will be piloting electronic voting for the upcoming 2017 election cycle. Electronic voting will also allow intangibles such as increased candidate platform length, randomized order of the candidates on each electronic ballot, and more flexibility around voting periods.

The e-voting platform we have chosen is highly secure, confidential, and has been used by many colleges and universities across North America. For the pilot, we will be providing the ability for staff and faculty to opt-out and cast a paper ballot through the Registrar's Office at both campuses.

This initiative is in partnership with the Camosun College Student Society.

### 2. OPTIONS

N/A

### 3. FINANCIAL IMPLICATIONS

The platform used for the pilot is provided as a software-as-a-service model and is being funded by the CCSS. As the Student Society will be using the platform for student elections as well, I anticipate a maximum budget implication of \$1,000/year (50% of the subscription cost) from my operating budgets should the pilot prove successful.

### 4. COMMUNICATIONS

Notice of the change and the opportunity for feedback was provided to the chief officers of the representative groups (BoG, CCFA, CCSS, BCGEU, CUPE). Note that this is not a change to election rules, merely an additional option of ballot casting. The changes, as well as the ability to opt out of the pilot, will be communicated broadly to all staff and faculty leading up to the election.

### 5. RECOMMENDATION AND OR MOTION

None.

### 6. SUPPORTING DOCUMENTATION:

None.



## BOARD BRIEFING NOTE

**SUBMITTED BY:** Shane Busby, Vice President, Administration  
**DATE:** February 21, 2017  
**TOPIC:** Board Risk Dashboard

For Information: **X**

For Decision:

For Discussion:

### 1. OVERVIEW

**Context:** Camosun's \$48.5M health building project is a significant undertaking, requiring considerable resources, time and effort - both internally from Camosun staff and externally from procured project design and development teams. A project of this size and complexity normally comes with a significant risk profile; however, due to the hyper-accelerated project schedule, the risk profile of Camosun health project is even higher. The project schedule is largely governed by required federal *Strategic Investment Funding (SIF)* milestone achievement - specifically an April 30, 2018, building envelope (*i.e.* building shell - heated spaces within the building) completion.

**Risk Background:** Risk registers and processes have been iteratively developed throughout the course of the project, with key risks identified, avoided, mitigated and ultimately managed. Camosun's focus on risk management has signaled to government and other stakeholders that the College is aware of and appreciates the strategic benefit of proactively managing risk across all phases of development. A risk register was generated within the Concept Plan and *fleshed-out* more fully in the Business Plan.

**Current Risk Register:** On February 15, 2017, the Project Management (PM) team, led by Richard Harris, Vice President, Colliers Project Leaders, conducted a project risk workshop for 20 key project stakeholders (Camosun, Stantec [design & engineering], Colliers, and Knappet in attendance). The resultant, dynamic, comprehensive risk register (>100 line items) will guide and inform activities along the project critical path.

**Board Reporting:** From the comprehensive risk register, a *Risk Dashboard* has been developed for the Board in order to facilitate governance, fiduciary, and risk mandate. This dashboard identifies, describes, scores and identifies the core risks and strategies to manage them.

### 2. BOARD RISK DASHBOARD

Risk	Description	Risk Scoring			Core Strategy
		P	I	Score	
Project Cost Escalation	High demand for trades in South Island could result in higher than expected construction costs	7	5	35	<b>Avoid/mitigate:</b> Sufficient budget contingency; prudent budget management; negotiation strategies ( <i>i.e.</i> optimize value for project dollar)
Completion date not achieved for SIF Funding	Phase 1 (shell) must be complete by April 30, 2018 to qualify for funding	7	5	35	<b>Avoid/mitigate:</b> Ensure schedule milestones are achieved. Track and mitigate delays. Begin construction as soon as possible.
Permitting Delays	Timing for review and approval of DP application is at Municipality's discretion	5	5	25	<b>Mitigate:</b> Meet Saanich DP requirements; Continue to engage with Municipal Planning Department. Request phased permitting.
Project Cost Escalation	Design facets may result in budget over runs	3	4	12	<b>Mitigate:</b> Iterative costing exercises by CM and Cost Consultant; apply value engineering principles throughout design phases.
Scope Creep	Stakeholder/User requests for amenities outside approved program	2	4	8	<b>Avoid:</b> Communication strategy to ensure needs are realistic. Steering Committee to approve all changes to functional program.
Functional Issues	Teaching areas are insufficient or have functional issues	2	4	8	<b>Avoid:</b> Conduct user engagement workshops with users and administration. Solicit specialty consultants in education/health/AV/IT. Generate mock schedules using Infosilem.

\*Probability = P (maximum score = 7); Impact = I (maximum score = 5).





## BRIEFING NOTE

**SUBMITTED BY:** Steven Rumpel, Director, Education Policy & Planning  
**MEETING DATE:** March 6, 2017  
**TOPIC:** Sexual Violence and Misconduct Policy

For Discussion:

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### 1. OVERVIEW

In May 2016, the BC Government passed legislation requiring all post-secondary institutions to establish a Sexual Violence and Misconduct Policy<sup>1</sup> within one year. This policy will require approval from the Board of Governors and the organizational Policy Holder will be the Vice-President, Student Experience.

The college's response to the legislation is threefold, through: (i) policy development, (ii) education and training, and (iii) communication strategies.

Development of the draft policy is now complete, including a comprehensive legal review to ensure compliance and alignment with the provincial Sexual Violence and Misconduct Policy Act (the Act). Please refer to Appendix A for details on the consultation and engagement process leading to creation of the draft policy. Summary details of the legislated requirements set out in the Act and the related sections in the draft policy are presented below.

#### *Legislated Requirements and Links to the Policy*

Legislated Requirement	Relevant Policy Section and/or College Response
Inclusion and definition of specific acts of sexual violence and/or misconduct	<ul style="list-style-type: none"> <li>Definitions section includes specific acts as per legislation and identifies additional definitions based on consultation with the College community and our community advisors</li> </ul>
Set out procedures for making and responding to (1) a complaint of sexual misconduct and (2) a report of sexual misconduct	<ul style="list-style-type: none"> <li>Section 4.3 Reporting and Complaints</li> </ul>
Students be consulted during the policy development and policy review cycle – every three years	<ul style="list-style-type: none"> <li>Section 4.9 Student Consultation details commitment in policy to consultation and engagement in policy reviews</li> <li>Appendix A details consultation and engagement undertaken in initial policy development</li> </ul>
Education and training be part of the policy commitments	<ul style="list-style-type: none"> <li>Section 4.10 Education, Training and Awareness</li> </ul>
Report to the Board of Governors once a year on the impact of the policy and outcomes from the education and training work	<ul style="list-style-type: none"> <li>Section 4.11 Annual President's Report to the Board of Governors</li> </ul>

<sup>1</sup> The Sexual Violence & Misconduct Policy Act can be found in full here: <https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/40th-parliament/5th-session/bills/first-reading/gov23-1>

Legislated Requirement	Relevant Policy Section and/or College Response
Information to be gathered on sexual violence on campus for survey purposes	<ul style="list-style-type: none"> <li>• Post-implementation of the policy, the Minister of Advanced Education may require institutions to conduct a survey on the effectiveness their policy.</li> <li>• Camosun is additionally identifying evaluation mechanisms to review the effectiveness of the policy and its implementation</li> </ul>
The policy must be maintained and available to the college community on an internet site maintained by or on behalf of the College	<ul style="list-style-type: none"> <li>• Section 4.10 Education, Training and Awareness</li> <li>• Additional communications commitments are outlined in Section 3 (below) of this briefing note.</li> </ul>

### *Policy Implementation: Guidelines & Implementation Evaluation Strategies*

To ensure effective implementation of the Sexual Violence and Misconduct Policy, work has been concurrently underway to develop supporting Policy Guidelines that outline, for example, college operating procedures for responding to a disclosure, managing reports to the institution, procedures for formal complaints, and identifying triage assessment options. Additional details on the operational supports and Policy Guidelines can be found in the compendium Board of Governors Briefing Note on this topic.

Evaluation of our policy and implementation efforts will be critical to ongoing delivery on our commitments as outlined in our principles and throughout the policy. While the Act requires that students be consulted every three years on the implementation of the policy, Camosun is committed to interim evaluations at the one-year and two-year interval points to identify and determine if any interim adjustments to policy or procedure may be needed. Camosun's Education Policy Team will lead the monitoring and evaluation strategies, will continue to work with colleague institutions in British Columbia to share and learn from leading practices, and will develop evaluation tools that engage not only students but also the broader College community.

## **2. FINANCIAL IMPLICATIONS**

Minor future costs are anticipated to fulfill Camosun's commitments to education and training, communications and policy implementation evaluation. External research and internal feedback received during consultation on the draft policy is being used to craft these strategies based on institutional and organizational needs, and projected costs to support implementation of these will be outlined within each.

## **3. COMMUNICATIONS**

In relation to Policy Statement 4.10 and associated requirements under the Act, the implementation of this policy will include establishing a standalone web page on Camosun.ca. The web resource will include:

- Access to the policy and policy support materials – fact sheets, resource materials, etc.
- Information on how to file a complaint, what to expect and how to seek support
- Information on education and training, including how the College Community can support a disclosure and refer appropriately
- Relevant resources and support information

To supplement the web materials, additional print collateral will be developed. The website and supplemental materials will launch concurrently with the Sexual Violence and Misconduct Policy in May 2017.

## **4. ATTACHMENTS**

Appendix A: Engagement and Consultation Summary

## Appendix A: Engagement and Consultation Summary

The following provides an overview of the key activities completed during the engagement (development, feedback and collaborative processes) and consultation (information sharing) for the creation of the Sexual Violence and Misconduct Policy (SVMP) facilitated by the Education Policy Team.

Phase 1: Starting the College Community Conversation on Sexual Violence & Misconduct September to December 2016		Phase 2: Sexual Violence & Misconduct Policy DRAFT Consultation and Engagement January to February 2017	
<b>Leadership Group Engagement &amp; Consultation</b>	<ul style="list-style-type: none"> <li>Board of Governors</li> <li>College Executive Team</li> <li>Senior Leadership Team</li> <li>Education Leadership Team</li> <li>Education Council</li> <li>EdCO Policy &amp; Standards Committee</li> </ul>	<b>Leadership Group Engagement &amp; Consultation</b>	<ul style="list-style-type: none"> <li>Board of Governors</li> <li>College Executive Team</li> <li>Education Leadership Team</li> <li>Education Council</li> <li>EdCO Policy &amp; Standards Committee</li> </ul>
<b>Sexual Violence &amp; Misconduct Policy Advisories</b>	<ul style="list-style-type: none"> <li>SVMP Steering Committee</li> <li>Student Policy Advisory (6 meetings)</li> <li>Camosun College SVMP Working Group (4 meetings)</li> <li>Community Service Providers Advisory (1 meeting)</li> </ul>	<b>Sexual Violence &amp; Misconduct Policy Advisories</b>	<ul style="list-style-type: none"> <li>SVMP Steering Committee</li> <li>Student Policy Advisory (4 meetings)</li> <li>Camosun College SVMP Working Group (2 meetings)</li> <li>Community Service Providers Advisory (3 meetings)</li> </ul>
<b>Consent Education Workshops</b>	<ul style="list-style-type: none"> <li>3 workshops completed</li> <li>Student facilitated</li> <li>53 registrants</li> <li>Student, staff, faculty and administration attended</li> </ul>	<b>College-wide Drop-In Feedback Sessions: Students, Staff, Faculty and Administration</b>	<ul style="list-style-type: none"> <li>Completed 2 college-wide drop-in feedback sessions (Lansdowne and Interurban)</li> </ul>
<b>Student Focus Groups</b>	<ul style="list-style-type: none"> <li>Peer Connections</li> <li>Pride Collective</li> <li>Camosun College Student Society</li> </ul>	<b>Student Focus Groups</b>	<ul style="list-style-type: none"> <li>Camosun College Student Society</li> <li>Social Justice class</li> <li>Peer Connections</li> <li>Pride Collective</li> <li>Women's Collective</li> <li>DECA</li> </ul>
<b>Online information gathering survey</b>	<ul style="list-style-type: none"> <li>55 completed surveys received</li> </ul>	<b>College Community Engagement and Consultation</b>	<ul style="list-style-type: none"> <li>School of Access Staff Meeting</li> <li>Arts &amp; Science Chairs Meeting</li> <li>Access leadership meeting</li> <li>Counselling Department Focus Group</li> </ul>
		<b>Student Body Communications</b>	<ul style="list-style-type: none"> <li>Email sent to all students advising of the policy development effort and inviting feedback</li> </ul>
		<b>Online Survey re: Draft Policy</b>	<ul style="list-style-type: none"> <li>41 survey responses received</li> </ul>
		<b>Legal Review</b>	<ul style="list-style-type: none"> <li>Legal review of initial and final policy draft by Harris &amp; Co. to ensure compliance with the provincial Sexual Violence &amp; Misconduct Policy Act</li> </ul>

## Feb 27 2017 – Legal Reviewed/CET Reviewed



Policy	INSERT NUMBER
Approved by:	Board of Governors
Approval date:	
Review date:	3 years
Policy Holder:	Vice President Student Experience
Operational Unit:	Student Services

## SEXUAL VIOLENCE & MISCONDUCT

### Purpose

- 1.1 The purpose of this policy is to clearly communicate Camosun College's commitment to prevent and respond to sexual violence and sexual misconduct through:
- a) Establishing an environment where sexual violence and misconduct are not tolerated
  - b) Building and nurturing a culture of consent
  - c) Identifying clear and consistent support for people who have experienced or witnessed sexual violence or misconduct
  - d) Using clear, appropriate and fair processes for handling complaints of sexual violence and misconduct
  - e) Providing education, training and awareness to the College Community about prevention and response to sexual violence and misconduct

### Application and Scope

- 2.1 This policy applies to any/all sexual misconduct involving a student of Camosun College. The College may accept reports or complaints about sexual misconduct from individuals who are applicants for admission to the College, in circumstances where the alleged sexual misconduct arose directly from the application process and from former students in circumstances where the alleged misconduct occurred at a time where they were enrolled as a student at the College.
- 2.2 For the purposes of this policy sexual misconduct will refer to sexual violence and sexual misconduct.
- 2.3 This policy applies to sexual misconduct that is alleged to have been conducted at any Camosun location, having a real or substantial connection to the College, College activities or College-related functions, whether or not the conduct occurred on College property.

- 2.4 This policy is not intended to supersede or interfere with collective agreements or prevailing laws.
- 2.5 This policy is separate from any criminal or civil proceedings. The College is responsible for determining whether a member of the College Community has violated this policy, and is not responsible for determining violations of criminal or civil law. The processes under this policy may be suspended when criminal proceedings are underway; however, the College will continue to provide support to members of the College Community as described in this policy.
- 2.6 Employees who have experienced sexual misconduct in the workplace or who require support regarding sexual misconduct without student involvement, should refer to the Executive Director of Human Resources and the Respectful Workplace policy and procedures and/or applicable collective agreement provisions. Students who are also employees of the College may proceed under this policy, unless it is determined by the College that it is inappropriate to do so in the circumstances.

## **Principles**

- 3.1 Camosun College is committed to providing an environment where sexual misconduct is not tolerated and a culture of consent and respect is expected and demonstrated by all members of the College Community.
- 3.2 Camosun College will continue to build strong, consultative and collaborative relationships with students in supporting and implementing the College's prevention of and response to sexual misconduct.
- 3.3 Camosun College will provide educational and training opportunities regarding sexual misconduct and will communicate related procedures and supports with the intent to build awareness and encourage the reporting of any such incidents, prevent incidents of sexual misconduct and build a culture of consent across the College Community.
- 3.4 The College will support disclosures with compassion, dignity and respect. This will include a focus on individuals' (complainant and respondent) and the College Community's right to safety and privacy; access to information about all available reporting options within and outside of the College; and the right to be informed of the decisions and processes that affect them, except where precluded by law.
- 3.5 Camosun College will make available timely services for those who have been affected by sexual misconduct, and will provide prompt and equitable methods of investigation and resolution to stop discrimination and remedy any harm.

- 3.6 The College expects that all responses, formal and informal, to a disclosure of sexual misconduct will uphold the College's responsibility for natural justice and adherence to the principles of procedural fairness.
- 3.7 The College acknowledges that sexual misconduct is an act of violence wherein power and control are enacted in a sexualized manner. An individual who has experienced sexual misconduct is never to blame.
- 3.8 Camosun College acknowledges the systemic, gender-based nature of sexual misconduct. The College understands the critical requirement for policy and process to ensure supports for individuals and groups facing intersecting forms of oppression (e.g. colonization, racism, sexism, homophobia, transphobia, ableism, etc.), as they are at greater risk for sexual misconduct. The College commits to ongoing reflection and capacity building to ensure our policies, processes and practices support *all students* who have experienced sexual misconduct.
- 3.9 The Board of Governors will receive an annual report from the President on the College's implementation of the Sexual Violence and Misconduct Policy.
- 3.10 The College will provide clear policy and guidelines associated with options for filing a complaint, responding to a complaint, filing a report and responding to a report at the College.

### **Policy Holder & Operational Unit**

This policy is the responsibility of the Vice President, Student Experience and will be administered by Student Services.

### **Key Definitions**

**Balance of Probabilities:** Is the standard of proof in which the probability of an event occurring is greater than fifty percent.

**College Community:** Students (including current, applicants and alumni) and employees (including faculty, staff and administration) of the College.

**College-Related Activity:** An activity conducted at any Camosun location that has a real or substantial connection to the College, College activities or College-related functions, whether or not the conduct occurred on College property.

**Complaint:** A statement of facts including a record of times, dates, nature of any incidents and names of witnesses relating to sexual misconduct as defined in this policy. A complaint can be made by an individual who has experienced sexual misconduct or can be reported by a third party. A complaint may result in an investigation process as set out in section 4.3 of this policy.

**Complaint to College:** For the purposes of this policy, a formal complaint to the College may be filed by an individual who has experienced sexual misconduct or by a third party. This complaint process is non-criminal in nature and may initiate an investigation that will be overseen by the College, as set out in section 4.3 of this policy.

**Complainant:** An individual who has disclosed that sexual misconduct has occurred and chooses to submit a formal complaint or report based on the options outlined in this policy.

**Consent:** An active, direct, voluntary, unimpaired and conscious choice and agreement to engage in sexual/sexualized activity.

It is the responsibility of the initiator of sexual activity to obtain consent at all stages of sexual engagement.

Consent is an act of willingly agreeing to engage in specific sexual behaviour, and requires that an individual is able to freely choose between two options: yes and no. There must be an understandable exchange of affirmative words and/or actions that indicates willingness to participate in mutually agreed upon sexual/sexualized activity. It is also imperative that everyone involved understands the following:

- Silence or non-communication must never be interpreted as consent;
- An individual is incapable of giving consent if they are asleep, unconscious or otherwise unable to communicate;
- An individual in a state of diminished judgement cannot consent;
- An individual who has been threatened or coerced, and therefore is not agreeing voluntarily, is not consenting to engaging in sexual / sexualized activity;
- An individual who is drugged is unable to consent;
- An individual is unable to give consent when they are impaired from alcohol and/or drugs;
- The fact that consent was given in the past to a sexual relationship does not mean that consent is deemed to exist for all future sexual activity; and
- An individual can withdraw consent at any time during the course of a sexual encounter.

**Disclosure:** The act of making something known. For the purposes of this policy, the information being made known pertains to sexual misconduct as defined in this policy. A disclosure will not result in an investigation by the College, unless required by law or pursuant to a collective agreement or other College policy.

**Investigation:** An information gathering and assessment process in response to a complaint, as described in section 4.3 of this policy. An investigation is undertaken to determine the nature and circumstances of alleged wrongdoing, matters of credibility, to make findings of fact, and to determine whether a breach of this policy has occurred. The investigation process may include, but is not limited to: witness interviews, collection and review of written statements, notes, logs, papers, digital and print records, and any other relevant material.

**Natural Justice:** Is a principle that underpins the processes, practices and outcomes of a response to a complaint. Key elements of a process grounded in natural justice include that the respondent is

made aware of the allegations against them and is given a fair opportunity to respond. Whomever is adjudicating the evidence must not be biased on either the side of the respondent or the complainant. The outcomes from any process will be in balance with the nature of the misconduct and in keeping with the principles of procedural fairness.

**No-Contact Undertaking:** This is an agreement, mutually undertaken by two or more people, to refrain from contacting one another based on specific and transparent conditions.

**No Report:** When an individual who has experienced sexual misconduct and chooses not to report to the College or to proceed with any other reporting option. An individual who has experienced sexual misconduct and does not choose to formally submit a complaint or report within the scope of the options presented in this policy is still able to access counseling and accommodation supports.

**Procedural Fairness:** is concerned with the procedures used by a decision-maker, rather than the actual outcome reached. It includes an absence of bias, providing a respondent with fair notice of the allegations and an investigation and giving them a reasonable opportunity to respond.

**Report to College:** When an individual who has experienced sexual misconduct or a third party individual makes a report to the College but does not file a formal complaint. The College will not commence an investigation when a report is made, unless required to do so by law or pursuant to a collective agreement or other College policy.

**Report to Police:** When an individual who has experienced sexual misconduct makes a police statement, which may be followed by a criminal investigation.

**Respondent:** An individual against whom an allegation of sexual misconduct has been made.

**Sexual:** An act of or relating to sex; for example: penetration, touching, etc.

**Sexual Misconduct:** Sexual Misconduct is a broad term used to encompass unwanted or unwelcomed conduct of a sexualized or sexual nature. This includes sexualized violence and any sexual act that is committed, threatened or attempted against an individual without their consent, regardless of whether the act is physical or psychological in nature. This includes, without limitation: sexual assault, sexual harassment, sexual exploitation, stalking, indecent exposure, voyeurism, and non-consensual posting of sexually explicit pictures or video.

Reference to an individual applies regardless of gender, sexual orientation or gender identity.

Sexual Misconduct can include, but is not limited to:

- **Sexual Assault** is any form of sexual or sexualized contact without consent from all parties.
- **Acquaintance sexual assault** is sexual or sexualized contact that is forced, manipulated, or coerced by a partner, friend or acquaintance.



- **Drug-facilitated sexual assault** is the intentional use of alcohol and/or drugs (prescription and non-prescription) by a respondent to control, over-power or subdue a complainant for the purposes of sexual assault
- **Sexual Harassment** is a course of unwanted remarks, behaviours, or communications of a sexual nature and/or a course of unwanted remarks, behaviours or communications based on gender – whether directed towards an individual or group – where an individual responsible for the remarks, behaviours or communications knows, or ought to reasonably know, that these are unwanted. It includes, but is not limited to:
  - Sexual/sexualized solicitations, advances, remarks, suggestive comments and gestures (including songs and chants);
  - the inappropriate display of sexually suggestive or sexualized pictures, posters, objects or graffiti;
  - non-consensual posting of explicit, sexual, or sexualized pictures or video the individual in the picture or video, aggressive comments and slurs on any form of social media;
  - expressions of gender bias which may include remarks that discriminate, denigrate and/or create a poisoned learning environment
  - physical contact of a sexual/sexualized nature; and
  - sexual or sexualized conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism.
- **Stalking** is a form of criminal harassment involving behaviours that occur on more than one occasion and which collectively instil fear in an individual/group or threaten an individual's/group's safety or mental health. Stalking can also include threats of harm to an individual's/group's friends and/or family. These behaviours include, but are not limited to: non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber stalking; and uttering threats

**Sexualize:** To make sexual; attribute sex or a sex role to.

**Student Support Manager:** In relation to this policy, a Student Support Manager is a designated individual within the College who will assess and triage all disclosures at the College, whether or not the individual who has experienced or witnessed sexual / sexualized misconduct chooses to formally submit a complaint or report. The Student Support Manager will be responsible for: coordinating immediate supports for the individual who disclosed, notifying the individual who disclosed of their reporting and complaint options, and liaising with additional community support services where appropriate.

**Third Party Report:** A report that can be made by someone who has witnessed sexual misconduct and reports this to the College or law enforcement agency, or by someone who receives written consent from an individual who has experienced sexual misconduct to provide details of the act to the College or a law enforcement agency.

## **Policy Statements**

### **4.1 Sexual Misconduct**

- Anyone who has experienced or witnessed sexual misconduct is encouraged to disclose their experience, seek support and become informed on formal and informal complaint and reporting options.
- Options for students who have experienced or witnessed sexual misconduct include but are not limited to:
  - seeking support and accommodation options;
  - making a report to the institution;
  - making a formal complaint to the institution;
  - making a report to the police.
- The College's Student Support Manager will support students navigating post-disclosure options and supports.
- Student Services will maintain up-to-date guidelines for all College employees to ensure this policy is implemented appropriately.
- If a decision is made by the individual who has experienced or witnessed sexual misconduct to make no report(s) or complaint(s), the individual is still able to access a wide range of support and accommodation services such as counselling, medical attention, and/or academic accommodation, where required and reasonably possible. See Section 4.2 for more information on the College's commitment to student support and accommodation.
- The above options for reporting and disclosure are not mutually exclusive, as an individual who has experienced or witnessed sexual misconduct may choose to pursue more than one option.

### **4.2 Commitments to Support and Accommodation**

- Support and accommodation is available to any member of the College Community who has experienced or witnessed sexual misconduct as well as the respondent.
- The College will provide academic and non-academic supports or accommodation where required and reasonably possible. The College may require additional information to provide accommodation and/or support requests.
- In general, support and accommodation will be coordinated by the Student Support Manager.
- In some situations, support or accommodation may include no-contact undertaking requirements.
- Interim measures involving support and accommodation may be implemented, as described in section 4.4 of this policy.

### **4.3 Reporting and Complaints**

- The College will provide formal and informal complaint and reporting options to an individual who discloses that they have experienced or witnessed sexual misconduct. They include but are not limited to:

#### **4.3.1 Making a Report to the College**

- A student who has experienced or witnessed sexual misconduct as defined by this policy, and does not want to report the experience through the criminal justice system or make a formal complaint to the College, has the option of reporting the experience to the College with a request that Student Services be notified.
- In this case, the College may be required to take further action on reports received to ensure the safety of the individual and/or the College Community, which may result in disclosure of information received in the report. See Section 4.6 of this policy for more information.
- Guidelines will be maintained by Student Services outlining all processes associated with making a report to the College.

#### **4.3.2 Making a Formal Complaint to the College**

- An individual who has experienced or witnessed sexual misconduct, as defined within this policy, may at any time make a formal complaint to the College. However, the College encourages that formal complaints be made as soon as possible following the incident or as soon as possible following the latest incident in the case of more than one incident having occurred.
- Upon receipt of a complaint, the College will determine whether the subject matter of the complaint falls within this policy, and whether an investigation and/or resolution process is required.
- If an investigation is commenced by the College, the outcomes will be based on the standard of proof of a balance of probabilities, and the principles of natural justice and procedural fairness will be applied throughout any investigation process.
- The College may appoint an external investigator to conduct the investigation.
- The Student Support Manager will provide the complainant with information about what to expect, accommodation and supports available, privacy considerations and associated timelines for the formal complaint and investigation process.
- The College will assign support to the respondent and provide the respondent with information about what to expect, accommodation and supports available, privacy considerations and associated timelines for the formal complaint and investigation process.

- Management of the formal College complaint process
  - **Sexual Misconduct Between a Student and a Student**
    - In the case where the complainant is a student and the respondent is a student, the complaint process will be managed through Student Services.
    - Formal complaints in this situation can be filed with the Student Support Manager.
  - **Sexual Misconduct between a Student and an Employee**
    - Complaints involving a student and an employee are filed simultaneously with the Student Support Manager and with the Executive Director, Human Resources.
    - In these instances, the Student Support Manager will facilitate coordination with Human Resources to ensure adherence to the appropriate procedures and contractual obligations contained in human resource policies and collective agreements, where applicable.
  - **Note:** All complaints regarding sexual misconduct between two employees will be managed solely by Human Resources, under the Respectful Workplace Policy, Standards of Conduct Policy and the respective collective agreements of the employees involved, where applicable.
- Following the completion of the investigation, the College will inform the complainant and the respondent of the outcomes. The College will determine whether remedial or disciplinary action is necessary in the event that a complaint is substantiated.
- The individual filing a complaint to the College has the right to withdraw the complaint, or decide not to participate in an investigation, at any time. However, the College may have a duty to investigate pursuant to law and applicable policies.

#### **4.3.3 Making a Report to Police**

- An individual may report sexual misconduct through the criminal justice system by contacting the RCMP or local police detachment.
- If an individual chooses this option, the Student Support Manager from the College can help facilitate a report to police.
- The College will cooperate with any criminal investigation. The College may suspend its own investigation pending the conclusion of a criminal investigation or process.
- The individual will still have access to immediate supports and academic/non-academic accommodations through the College, where required and reasonably possible.

#### **4.4 Interim Measures**

- With respect to any report and/or complaint of sexual misconduct, and prior to the conclusion of an investigation or resolution process, the College may impose interim measures as may be appropriate for the safety of the individuals involved and the College Community.
- Interim measures may include, but are not limited to:
  - Alteration of the academic schedule of any student involved in a report and/or complaint of sexual misconduct;
  - No-contact undertaking or no-contact direction;
  - Temporary, non-disciplinary leave of an individual alleged to have committed sexual misconduct; and/or
  - Any other interim restrictions as may be determined by the College.
- Interim measures for employees may be assessed through Human Resources at the College.

#### **4.5 Management of Information**

- Student information will be maintained within the legislated privacy requirements of the Freedom of Information and Protection of Privacy Act.
- Students have the right to access their own personal information pursuant to the Freedom of Information and Protection of Privacy Act. If a student would like access to their personal information they can request this from the Student Support Manager at any time.

#### **4.6 Confidentiality**

- The privacy and confidentiality of all members of the College Community involved in any disclosure, report and/or complaint of sexual misconduct, including an investigation of a complaint, will be protected to the fullest extent possible.
- In alignment with the principles outlined herein, there may be limits to confidentiality.
- Circumstances that may require the College to breach confidentiality and disclose information received regarding a potential breach of this policy include but are not limited to:
  - When an individual is identified as being at imminent risk of harming self and/or others
  - When there are reasonable grounds to believe that members of the College Community or wider community may be at risk of harm
  - When necessary to ensure procedural fairness for all parties involved
  - When a disclosure involves a minor as required by law
  - When notification and/or action is required by law and/or other College policies
- Students will be notified by the Student Support Manager if their personal information will be disclosed in accordance with privacy legislation and applicable laws and policies.
- If confidentiality is an issue and an employee is involved, the Student Support Manager will facilitate appropriate notification to the employee in coordination with Human Resources.

#### **4.7 Protected Disclosure**

- It is a direct contradiction to College values and principles of this policy for anyone to retaliate, engage in reprisals or threaten to retaliate against an individual that has made a complaint, a witness or other individual for:
  - Having pursued options under this policy or relevant provincial or federal legislation;
  - Having participated or co-operated in a complaint, disclosure or investigation under this policy; or
  - Having been associated with someone who has pursued rights under this policy.

#### **4.8 False Reports**

- Any individual who is found to have knowingly made a false report or allegation in connection with this policy will be in violation of the Student Conduct Policy, Standard of Conduct or other relevant College policy, and may be subject to disciplinary action.

#### **4.9 Student Consultation**

- The College will consult with students every three years regarding the implementation, application and review of this policy.
- Students will be encouraged to participate in education, training and awareness for this policy, and will be involved in the development of these opportunities.

#### **4.10 Education, Training and Awareness**

- The College will establish education, training and awareness opportunities for the College Community regarding Sexual Misconduct policies and procedures, prevention and response.
- Communication materials will be accessible to the College Community in a variety of formats.

#### **4.11 Annual President's Report to Board of Governors**

- The President of Camosun College will provide an annual update to the Board of Governors pertaining to the implementation of this policy, including but not limited to:
  - Student engagement and consultation
  - Prevention, communication and awareness strategies
  - Response

## 4.12 Appeal Process

- **Students** wishing to file an appeal about the reporting, complaint, investigation process or outcomes may do so by notifying the Vice President, Student Experience in writing. Disputes regarding sanctions imposed for violations of the Sexual Violence and Misconduct policy must be addressed through the appeal procedure(s) associated with the Student Appeals Policy.
- **Employees** wishing to file an appeal may do so through the applicable provisions outlined in the applicable collective agreements, relevant policies or through other terms and conditions of employment or contract.

## Related Camosun College Policies

- Student Conduct Policy <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>
- Course Withdrawal <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf>
- Medical/Compassionate Withdrawals <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf>
- Records Management Policy <http://camosun.ca/about/policies/operations/o-6-information-management/o-6.2.pdf>
- Standard of Conduct <http://camosun.ca/about/policies/operations/o-5-human-resources/o-5.11.pdf>
- Respectful Workplace <http://camosun.ca/about/policies/operations/o-5-human-resources/o-5.10.pdf>

## Related Legislation

- Sexual Violence and Misconduct Policy Act
- Criminal Code of Canada
- Freedom of Information and Protection of Privacy Act
- Workers Compensation Act
- Human Rights Code

*Acknowledgements: This policy was influenced by the work of other post-secondary institutions including: Langara College, BCIT, The University of Michigan, Okanagan College, University of Victoria and the University of Lethbridge. With special thanks to the resources developed by Ending Violence Association of BC, the Victoria Sexual Assault Centre, the UVIC AntiViolence Project and Island Sexual Health.*



## BRIEFING NOTE

**SUBMITTED BY:** Joan Yates, Vice President, Student Experience  
**DATE:** 26 February 2017  
**TOPIC:** Operationalizing the Sexualized Violence Policy

For Information: X

For Decision:

For Discussion:

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### OVERVIEW

The Sexualized Violence Policy is mandated by provincial legislation. Along with the core elements of policy, Camosun will also be required to support the policy with procedures and guidelines for implementation.

Parallel to the policy development, a steering group comprised of staff from counselling, security, student services and human resources along with student representation has been working on corresponding guidelines. The guidelines are being developed to provide implementation plans and assign internal responsibility and accountability for the policy work. When the policy comes into effect, the guidelines will also be ready.

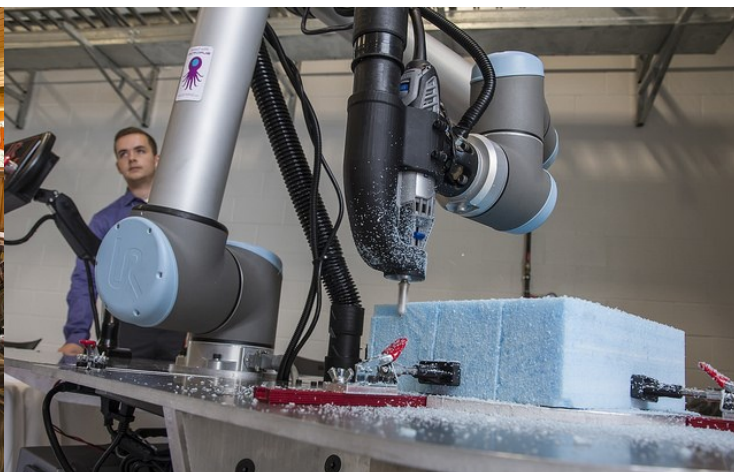
The Guidelines address the following key topics:

- What support the college will provide to a complainant immediately following a disclosure
- What the steps are in the disclosure process
- How to respect confidentiality and privacy
- How we assess and investigate a report
- How reports can be withdrawn
- How reports can be appealed

The college is also currently in the process of hiring a Student Case Worker position who will be the first point of contact for students needing support and who will guide students through processes and to agencies that are both internal and external.

The guidelines have been developed in synch with key areas of policy so that they remain consistent with the original purpose and intent.





2017 Winter Term

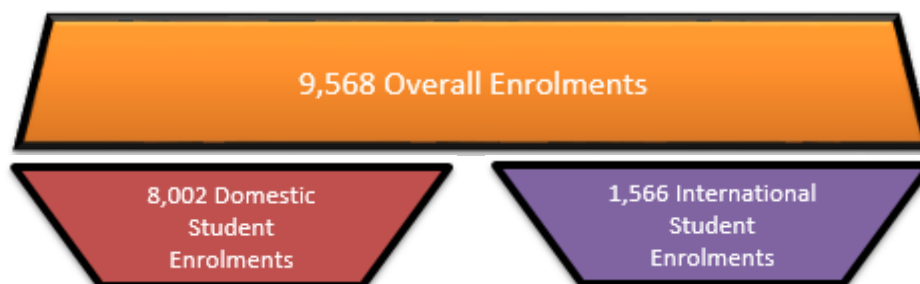


Enrolment Report

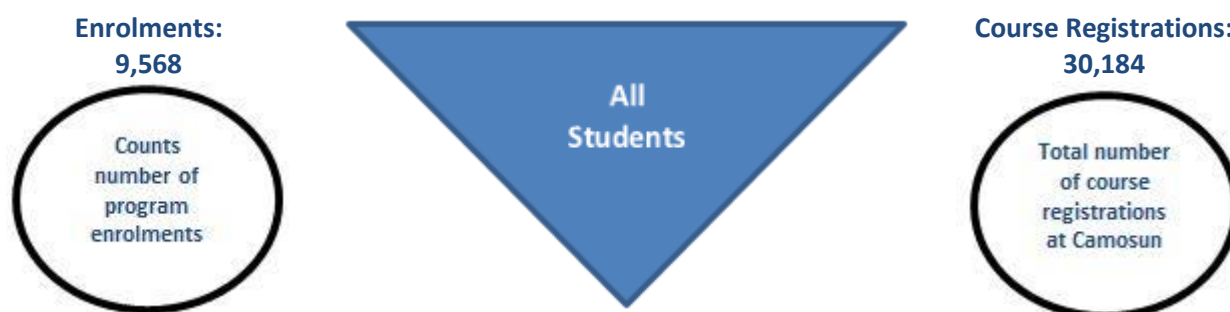
March 2017 Board Meeting

## Executive Summary

This report highlights a variety of enrolment statistics for regular programming in the Winter 2017 Term at Camosun College as of the January 23, 2017 fee deadline / stable enrolment date. This results in a point-in-time snapshot, which is valid for year-over-year comparisons but not a reflection of annual activity or necessarily all activity for the semester. *(please see the Appendix for a Glossary of Key Terms)*



- The overall number of enrolments for all students at Camosun College was 9,568 for the Winter 2017 Term, which was up by 3.8% from the previous Winter Term.
- The number of enrolments for Domestic Students at Camosun College was 8,002 for the Winter 2017 Term. This was an increase of 0.9% from the previous Winter Term.
- There was a record number of International Students at Camosun for the Winter 2017 Term with 1,566 program enrolments. With program enrolments of International Students in Winter 2016 at 1,286, there was an increase of 21.8% for the Winter 2017 Term.





## All Students

The overall number of enrolments for all students at Camosun College was 9,568 for the Winter 2017 Term, which is up by 3.8% from the previous Winter Term. The total number of student enrolments for the term is approaching the 10,000 mark. In reviewing the Fall and Winter Enrolment Reports back to 2004, Camosun has never surpassed 10,000 enrolments in any one individual term.

**Program Enrolments** – measures the number of students who are registered in a given program by the school offering the program.

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	1,208 (13%)	1,223 (13%)	+15 +1.2%
Arts and Science	3,393 (37%)	3,523 (37%)	+130 +3.8%
Business	2,059 (22%)	2,153 (23%)	+94 +4.6%
Centre for Sport and Exercise	383 (4%)	407 (4%)	+24 +6.3%
Health and Human Services	798 (9%)	793 (8%)	-5 (-0.6%)
Trades and Technologies	1,378 (15%)	1,457 (15%)	+79 +5.7%
<b>Camosun College – Total*</b>	<b>9,219</b>	<b>9,568</b>	<b>+349 +3.8%</b>

**Course Registrations** – student course registrations based on the school offering the course.

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	2,156 (7%)	2,130 (7%)	-26 -1.2%
Arts and Science	11,381 (39%)	11,937 (40%)	+556 +4.9%
Business	7,023 (24%)	7,292 (24%)	+269 +3.8%
Centre for Sport and Exercise	1,324 (5%)	1,386 (5%)	+62 +4.7%
Health and Human Services	3,345 (12%)	3,278 (11%)	-67 (-2.0%)
Trades and Technologies	3,224 (11%)	3,662 (12%)	+438 +13.6%
<b>Camosun College – Total*</b>	<b>28,843</b>	<b>30,184</b>	<b>+1,341 +4.6%</b>

*\*note: total includes miscellaneous student activity coded to other areas of the college, does not equal 100%*



## Domestic Students

The overall number of enrolments for Domestic Students at Camosun College was 8,002, up 0.9% from the previous Winter Term. The schools with the largest increases were as follows: Trades and Technology, up 7.2%; Centre for Sport and Exercise, up 4.4%; and Arts and Science, up 0.6%.

### Program Enrolments – Domestic Students

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	927 (12%)	918 (11%)	-9 (-1.0%)
Arts and Science	2,906 (37%)	2,922 (37%)	+16 +0.6%
Business	1,686 (21%)	1,636 (20%)	-50 (-3.0%)
Centre for Sport and Exercise	367 (5%)	383 (5%)	+16 +4.4%
Health and Human Services	770 (10%)	762 (10%)	-8 (-1.0%)
Trades and Technologies	1,277 (16%)	1,369 (17%)	+92 +7.2%
<b>Camosun College – Total*</b>	<b>7,933</b>	<b>8,002</b>	<b>+69 +0.9%</b>

### Course Registrations – Domestic Students

The overall number of course registrations for Domestic Students increased by 0.4% from the previous Winter Term (24,347 in Winter 2017 up from 24,241 in Winter 2017). Each course registration is assigned to the school with the Department teaching the course, irrespective of the program.

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	1,508 (6%)	1,500 (6%)	-8 (-0.5%)
Arts and Science	9,860 (41%)	9,841 (40%)	-19 (-0.2%)
Business	5,309 (22%)	4,992 (21%)	-317 (-6.0%)
Centre for Sport and Exercise	1,278 (5%)	1,306 (5%)	+28 +2.2%
Health and Human Services	3,188 (13%)	3,086 (13%)	-102 (-3.2%)
Trades and Technologies	2,788 (12%)	3,229 (13%)	+441 +15.8%
<b>Camosun College – Total*</b>	<b>24,241</b>	<b>24,347</b>	<b>+106 +0.4%</b>

\*note: total includes miscellaneous student activity coded to other areas of the college, does not equal 100%



## International Students

There was a record number of International Students at Camosun for the Winter 2017 Term at 1,566 program enrolments. With program enrolments of International Students in Winter 2016 at 1,286, there was an increase of 21.8% in the Winter 2017 Term. Most of the schools at Camosun had an increase in program enrolments of International Students from the previous year's term (please note – some students were enrolled in more than one program). The number of program enrolments for International Students by School is listed here in the following table:

### Program Enrolments – International Students

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	281 (22%)	305 (19%)	+24 +8.5%
Arts and Science	487 (38%)	601 (38%)	+114 +23.4%
Business	373 (29%)	517 (33%)	+144 +38.6%
Centre for Sport and Exercise	16 (1%)	24 (2%)	+8 +50.0%
Health and Human Services	28 (2%)	31 (2%)	+3 +10.7%
Trades and Technologies	101 (8%)	88 (6%)	-13 (-12.9%)
<b>Camosun College – Total</b>	<b>1,286</b>	<b>1,566</b>	<b>+280 +21.8%</b>

Additionally, course registrations increased across every School or Centre, except: Access and Indigenous Education; and Trades and Technology:

### Course Registrations – International Students

School / Centre	Winter 2016 (% of total)	Winter 2017 (% of total)	+/- and %
Access and Indigenous Education	648 (14%)	630 (11%)	-18 (-2.8%)
Arts and Science	1,521 (33%)	2,096 (36%)	+575 +37.8%
Business	1,714 (37%)	2,300 (39%)	+586 +34.2%
Centre for Sport and Exercise	46 (1%)	80 (1%)	+34 +73.9%
Health and Human Services	157 (3%)	192 (3%)	+35 +22.3%
Trades and Technologies	436 (9%)	433 (7%)	-3 (-0.7%)
<b>Camosun College – Total*</b>	<b>4,602</b>	<b>5,837</b>	<b>+1,235 +26.8%</b>

\* note: total includes miscellaneous student activity coded to other areas of the college, does not equal 100%



# Appendix

## Glossary of Key Terms

<b>2017 Winter Term:</b>	This is the period of activity included in this report. It includes <u>regular</u> educational activity taken by Camosun College students in the Winter 2017 Term as of the fee deadline date of January 23, 2017. ( <u>note – this report excludes Continuing Education</u> )
<b>Course registrations:</b>	Count of individual registrations by students active on January 23, 2017. A single student will typically have multiple registrations in a term. Registrations are reported by the school that hosts the course and not the program that the student is enrolled in.
<b>FTEs:</b>	FTE or Full-Time Equivalents represent the amount of full-time activity students are taking. This methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE in an academic year. The enrolments of part-time students are converted to full-time equivalents based on their course registrations as a proportion of a full-time course load. Variability in program length and requirements is included in these calculations.
<b>Full-time / Part-time:</b>	A Full-Time student is estimated to be one who takes at least 60% of a full-time course load.
<b>Program enrolment:</b>	Count of student participation in programs of study with at least one active course registration on January 23, 2017. A single student may be enrolled in more than one program. Enrolments are reported based on the school offering the program.
<b>Stable Date / Fee Deadline:</b>	For the Winter 2017 Term, the Stable Date / Fee Deadline is January 23, 2017. On this date the student is assumed to be permanently registered in their courses and can only continue or withdraw but not drop the course.
<b>Student headcounts – New Students:</b>	This is the unduplicated count of individuals taking activity in one or more courses on January 23, 2017. New students are considered any student who has not registered in any courses prior to the Winter 2017 Term.





February 3, 2017

Our Ref. 103891

Mr. Russell Lazaruk  
Chair of the Board  
Camosun College  
3100 Foul Bay Rd  
Victoria BC V8P 5J2

Dear Mr. Lazaruk:

This Mandate Letter provides Government's annual strategic priorities and sets out key performance expectations for the 2017/18 fiscal year for your institution.

On behalf of the Province of British Columbia, thank you for your leadership and the contributions made by Camosun College over the past year, including your support for the use of online resources and open textbooks, helping to save costs for students. We recognize the efforts made in supporting the strategic actions outlined in the 2016/17 Mandate Letter, which continue to be priorities this year.

The BC Corporate Governance Framework takes a principles-based approach to providing direction for effective governance of ministries and public sector organizations. Since June 2014, the Taxpayer Accountability Principles (TAP) have provided guidance to ensure that the actions taken and services provided strengthen accountability and promote cost control, while meeting the public policy objectives established by Government on behalf of the citizens of BC.

It is critical that institutions operate as efficiently as possible, in order to ensure that British Columbians are provided with effective services at the lowest cost possible. This requires constant focus on maintaining a cost conscious and principled culture through the efficient delivery of services that stand the test of public scrutiny and help to develop a prosperous economy in an environmentally sustainable manner. This is critical to Government's commitment to control spending and balance the budget.

Government is making open information a priority across the public sector to enhance transparency and accountability in the delivery of programs, public services and the use of public resources.

Page 1 of 6

Government is responsible for providing funding, setting the legislative, regulatory and policy frameworks in which public post-secondary institutions operate along with establishing the institution's mandate. This includes the following statutory provisions:

Sections 5 and 6 of the *College and Institute Act*.

- In meeting the needs of its designated region, a college provides adult basic education, English as a second language and adult special education programs. It also provides first and second years of study of baccalaureate degree programs, as well as career, technical, trades and continuing education programming. A college may also offer applied baccalaureate degree programming. Further, a college supports community economic development.

Within the terms of the legislation, the Camosun College will, in fulfilling its mandate, consider strategic priorities of Government when allocating institutional resources. The strategic priority actions of Government for 2017/18 are:

- Develop and implement an updated Skills Gap Plan, in alignment with priorities of the BC Skills for Jobs Blueprint;
- Continue to deepen BC's talent pool, in support of the #BCTECH strategy, ensuring opportunities for students in the technology sector;
- Work in partnership with the Government and Aboriginal communities, organizations and institutes to implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan to increase the participation and success of Aboriginal learners;
- Continue to deliver on provincial priorities for international education, including pursuing opportunities to advance the two-way flow of students, educators and ideas;
- Continue to actively encourage and promote the development and use of online resources and open textbooks to support post-secondary affordability for students;
- Continue to actively participate in the development and implementation of a common application system for all public post-secondary institutions in the province;
- Promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms;
- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan as tabled under Budget 2017, including maintaining balanced or surplus financial results; and
- Continue to maximize the efficient use of public post-secondary administrative resources through participation in the Administrative Service Delivery Transformation initiative.

Principled public sector governance remains a priority for Government. Public post-secondary institutions are expected to undertake comprehensive professional development to enhance orientation of their board members and senior executives. Government will be providing programs and resources designed to assist with orientation and to ensure understanding of the accountabilities and expectations of public sector boards and organizations. For detailed information about TAP directives, please refer to the following link, [Taxpayer Accountability Principles](#).



Government is committed to continue to strengthen the relationship between Government and public post-secondary institutions. This strong focus on increased two – way communication supports and ensures a mutual understanding and appreciation for institutional priorities.

In addition, it is expected that your institution will continue to be diligent in ensuring familiarity with and adherence to statutory obligations and policies that have broad application across the public sector. Please refer to the following link for a summary of these accountabilities: [Public Service Organization Accountabilities](#).

As public post-secondary institutions that receive funding from the Government, institutions are expected to conduct their affairs in a manner consistent with the legislative, regulatory and policy framework established by Government and share in upholding TAP. This includes:

1. Adhering to the policy, guidelines and directions of the Public Sector Employers' Council regarding executive compensation and the management freeze (so long as the freeze remains in place).
2. Ensuring that institutional operational and financial activities, including procurement and travel, are conducted consistent with Government standards for cost-consciousness and the most cost-effective use of taxpayer resources.
3. Conducting board matters in accordance with the Orientation for B.C. Public Post-Secondary Institution Board Members guidelines.
4. Ensure board remuneration rates comply with Order in Council 180/95 and that remuneration is publicly disclosed annually on the institution or Ministry website as required by the Treasury Board Directives.
5. Helping to achieve goals identified by B.C.'s Climate Leadership Plan.

The Core Policy and Procedures Manual of Government can be found for reference at <http://www.fin.gov.bc.ca/ocg/fmb/manuals/CPM/CPMtoc.htm> and other supporting documents found on the Public Sector Employers' Council Secretariat website at <http://www.fin.gov.bc.ca/psec/>.

The Ministry has posted the annual reporting requirements for public post-secondary institutions on its website. This document outlines the statistical, financial and performance reports for the fiscal year. The Institution agrees to meet these requirements by providing the reports and high quality data necessary for Government to carry out its responsibilities.

Public post-secondary institutions are required to identify major capital projects, including information technology projects, through quarterly reporting to the Ministry. This includes capital and information technology projects with a total cost greater than \$50 million, regardless of funding source.

Each board member acknowledges this Mandate Letter by signing the attachment to this letter. The Mandate letter is to be posted publicly on your institution's website and a copy signed by all Board members provided to the Ministry and made available upon request.

I look forward to our regular meetings focusing on strategic priorities, performance against TAP, and working together to protect the public interest at all times.

Sincerely,



Andrew Wilkinson  
Minister

Attachments: Signature page template  
Taxpayer Accountability Principles

pc: Honourable Christy Clark  
Premier

Ms. Kim Henderson  
Deputy Minister to the Premier and Cabinet Secretary

Ms. Athana Mentzelopoulos  
Deputy Minister  
Ministry of Finance

Ms. Sandra Carroll  
Deputy Minister  
Ministry of Advanced Education

Ms. Cheryl Wenezenki-Yolland  
Associate Deputy Minister  
Ministry of Finance

## BC Taxpayer Accountability Principles

Further information available at: <http://gov.bc.ca/crownaccountabilities>

<b>1 Cost Consciousness (Efficiency)</b>	Strengthen cost management capabilities and foster a culture of cost-consciousness at all levels of public sector organizations. Provide public services and programs as efficiently and effectively as possible to “bend the cost curve” and support sustainable public policies and programs as a lasting legacy for generations to come.
<b>2 Accountability</b>	Transparently manage responsibilities according to a set of common public sector principles in the best interest of the citizens of the province. By enhancing organizational efficiency and effectiveness in the planning, reporting and decision making, public sector organizations will ensure actions are aligned with government’s strategic mandate.
<b>3 Appropriate Compensation</b>	Comply with a rigorous, standardized approach to performance management and employee compensation, which reflects appropriate compensation for work across the public sector that is consistent with government’s taxpayer accountability principles and respectful of the taxpayer.
<b>4 Service</b>	Maintain a clear focus on positive outcomes for citizens of British Columbia by delivering cost-efficient, effective, value-for-money public services and programs.
<b>5 Respect</b>	Engage in equitable, compassionate, respectful and effective communications that ensure all parties are properly informed or consulted on actions, decisions and public communications in a timely manner. Proactively collaborate in a spirit of partnership that respects the use of taxpayers’ monies.
<b>6 Integrity</b>	Make decisions and take actions that are transparent, ethical and free from conflict of interest. Require the establishment of a strong ethical code of conduct for all employees and executives. Serve the citizens of British Columbia by respecting the shared public trust and acting in accordance with the taxpayer accountability principles.

**NOTE:** For your information, please find below a comparison between the 2016-17 and 2017-18 Government Mandate Letters.

### Mandate letters comparison

#### 2016-17 and 2017-18

The letter states that last year's strategic actions continue the same for this year.

2016-17	2017-2018
<b>Strategic Priorities for Government</b>	
Develop and implement the Skills Gap Plan aligned with Skills for Jobs Blueprint	Develop and implement an updated Skills Gap Plan, in alignment with priorities of the BC Skills for Jobs Blueprint
	Continue to deepen BC's talent pool, in support of the #BCTECH strategy, ensuring opportunities for students in the technology sector
Aboriginal PS Education and training policy framework and action plan	Aboriginal PS Education and training policy framework and action plan
Deliver the goals of the international education strategy including 2-way flow of students	Continue to deliver on provincial priorities for international education, including pursuing opportunities to advance the two-way flow of students, educators and ideas
	<b>NOTE: NEWLY ADDED SINCE DRAFT WAS CIRCULATED:</b>  Continue to actively encourage and promote the development and use of online resources and open textbooks to support post-secondary affordability for students
Collaborate with Ministry to develop a single unified application system for all PS in BC	Participate in the development and implementation of a common application system for all public post-secondary institutions in BC
	Promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms
Meet financial targets of 3-year service plan	Meet financial targets 3-year Service Plan including maintaining balanced or surplus financial results
Support the Administrative Service Delivery Transformation Initiative	Participation in the Administrative Service Delivery Transformation initiative

2016-17	2017-2018
<b>General compliance with legislation and policy</b>	
Adhere to PSEC legislation & MGMT freeze	Adhering to PSEC regarding executive compensation and the MGMT freeze (so long as the freeze remains in place)
Negotiate with unions under Economic Stability Mandate	
Procurement and travel consistent with Government standards of cost consciousness	Procurement and travel consistent with Government standards for cost-consciousness
Conduct board matters consistent with best practice guidelines	Conducting board matters in accordance with the Orientation for B.C. Public Post-Secondary Institution Board Members guidelines.
Board remuneration comply with OIC 180/95, and publically disclosed	Board remuneration comply with OIC 180/95 and is publicly disclosed
	<b>NOTE: NEWLY ADDED SINCE DRAFT WAS CIRCULATED:</b>  Helping to achieve goals identified by BC's Climate Leadership Plan
Tax Payer Principles	Tax Payer Principles: Identical

In the body of the letter, the two items below were added that were not in last year.

Principled public sector governance remains a priority for Government. Public post-secondary institutions are expected to undertake comprehensive professional development to enhance orientation of their board members and senior executives. Government will be providing programs and resources designed to assist with orientation and to ensure understanding of the accountabilities and expectations of public sector boards and organizations. For detailed information about TAP directives, please refer to the following link, Taxpayer Accountability Principles.

Public post-secondary institutions are required to identify major capital projects, including information technology projects, through quarterly reporting to the Ministry. This includes capital projects with a total cost greater than \$50 million, regardless of funding source.