



**CAMOSUN**  
COLLEGE  
**50 YEARS**  
1971-2021

## BOARD OF GOVERNORS

### REGULAR MEETING AGENDA

**MEETING:** Monday, May 3, 2021  
**TIME:** 5:00 pm  
**ONLINE:** Teams

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#### BOARD MEMBERS:

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

#### ADMINISTRATION:

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

#### GUESTS:

Evan Hilchey, Director, Student Affairs  
Ian Humphries, Dean, School of Access & Eyē? Sqâ'lewen,  
Indigenous Education & Community Connections  
Janice Simcoe, Director, Eye? Sq?'lewen,  
Indigenous Education and Community Connections

**REGRETS:** nil

**EXECUTIVE ASSISTANT:** Heather Martin

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

	<b>PAGE</b>
<b>I CALL TO ORDER</b>	
<b>II APPROVAL OF THE AGENDA</b>	
<b>III BOARD MEMBER REPORTS</b>	
1. Chair's Report [5 min] (Monty Bryant)	no attachment
2. President's Report [5 min] (Sherri Bell)	no attachment
3. Foundation [5 min] (Tanya Clarmont/Geoff Wilmshurst)	no attachment

<b>III BOARD MEMBER REPORTS</b> continued		
4. Education Council [5 min] (Bijan Ahmadi/Joanne Cumberland)		
i) Minutes of the March 17, 2021 meeting	attachment	4
5. Pacific Institute for Sport Excellence [5 min] (Phil Venoit)	no attachment	
6. Financial Update [5 min] (Mike Stubbing, Deborah Huelscher)	no attachment	
<b>IV BOARD COMMITTEE REPORTS</b>		
1. Executive Committee [5 min] (Monty Bryant)	no attachment	
2. President Search Committee [5 min] (Monty Bryant)	no attachment	
<b>V APPROVAL OF THE MINUTES</b>		
1. Minutes of the April 12, 2021 meeting [2 min] (Monty Bryant)	attachment	7
<b>VI NEW BUSINESS</b>		
1. Sexual Violence & Misconduct Policy Implementation Report [5 min] (Sherri Bell, Evan Hilchey)	attachment	11
2. Strategic Plan Goal: Indigenization – Truth & Reconciliation [30 min] (Janice Simcoe, Ian Humphries)	attachment	15
3. Camosun College Student Society (CCSS) Fee Levies [5 mins] (Deborah Huelscher) *	attachment	30
4. CCSS Audited Financial Statements - Year Ending March 31, 2020 [5 min] (Deborah Huelscher)	attachment	32
<b>VII ADJOURNMENT</b>		
* Requires a decision. See Page 3 for the proposed motion.	attachment	3



**BOARD OF GOVERNORS  
Regular Meeting**

**MOTION**

**Monday, May 3, 2021**

**VI NEW BUSINESS**

**3. Camosun College Student Society (CCSS) Fee Levies**

**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING FEES FOR THE 2021-2022 ACADEMIC YEAR AND REMIT SAME TO THE CAMOSUN COLLEGE STUDENT SOCIETY:

CCSS	\$12.29/month
BCFS	\$2.40/month
CASA	\$0.45/month
Health	\$139/year
Dental	\$139/year
Student Refugee Program	\$0.49/month

**AND**

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

U-Pass	\$20.25/month
Childcare	\$1.18/month
Athletics	\$4.82/month
Recreation	\$3.36/month
Building Fund	\$4.35/month
Recycled Paper	\$0.15/month



# Approved Minutes

## REGULAR MEETING

Wednesday, March 17, 2021

4:00 – 6:00 pm

Video Conference

### Present

#### Voting Members

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

#### Non-Voting Members

Connie Klassen, ICC Chair	Peter Moroney, Education Policy & Planning
Joanne Cumberland, Board of Governors	Sherri Bell, President
Melody Foreman, Permanent Secretary	Todd Ormiston, Indigenization Representative

### Guests:

N/A

### Regrets/Absent:

Scott Harris, Administration  
Disha Khattry, Student

ITEM	PRESENTER
<p><b>A. CALL TO ORDER AND DECLARATION OF QUORUM</b></p> <p>The regular meeting was called to order at 4:01 pm. Quorum was reached.</p>	Bijan Ahmadi
<p><b>B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY</b></p> <p><i>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. &lt;<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>&gt;</i></p>	Bijan Ahmadi

ITEM	PRESENTER
<b>C. ACCEPTANCE OF AGENDA</b> The agenda for <a href="#">March 17, 2021</a> was approved by unanimous consent.	Bijan Ahmadi
<b>D. MINUTES FOR APPROVAL</b> The minutes for the <a href="#">February 17, 2021</a> meeting were approved by unanimous consent.	Bijan Ahmadi
<b>E. REPORTS</b>	
<b>1. Education Council Chair</b> Bijan informed the council that the Registrar’s Office has announced the upcoming spring election for 2021/2022 Education Council membership. With the exception of Blair Fisher, Ruth Lyall, and Ryan Russell, all members’ terms will expire July 31, 2021.	Bijan Ahmadi
<b>2. VP Education</b> No report	John Boraas
<b>3. Board Member</b> Joanne Cumberland reported Sherri Bell is retiring. John Boraas delivered presentation to the Board on equity, diversity, and inclusion. Wilma Thomas provided an update on Collaborative space for students.	Joanne Cumberland
<b>F. COMMITTEE REPORTS</b>	
<b>Education Council Policy and Standards Committee</b> Peter Moroney reported that the committee met on February 19. Evaluation of the student learning policy is undergoing a consultation process and will come forward at a future EdCo. The committee also reviewed the Course Syllabus which is being rolled out.	Peter Moroney
<b>G. INTEGRATED CURRICULUM COMMITTEE REPORT</b>	Connie Klassen

### REGULAR CURRICULUM

Whereas: The Integrated Curriculum Committee has reviewed and had [consensus](#) to recommend full approval of the following curriculum:

ARTS & SCIENCE: CRIMINAL JUSTICE

[2021F CRIM\\_IDS4048 Revision](#)

[2021F CRIM-205\\_IDS4047 Revision](#)

[2021F CRIM-211\\_IDS4045 Revision](#)

[2021F CRIM-215\\_IDS4046 Revision](#)

HEALTH & HUMAN SERVICES: DENTAL HYGIENE

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ITEM	PRESENTER
<a href="#">2021F_DHYG-245_Revision</a>	
<p><b>Motion:</b> That Education Council approves the curriculum as submitted:</p> <p><b>Moved by:</b> Debbie Hlady <b>Seconded by:</b> Janet Danks <b>Motion Carried</b></p>	
<b>I. ADJOURNMENT</b>	<b>Bijan Ahmadi</b>
The meeting adjourned at 4:21 pm.	

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## BOARD OF GOVERNORS

### REGULAR MEETING MINUTES

**MEETING:** Monday, April 12, 2021  
**TIME:** 5:00 pm  
**ONLINE:** Teams

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#### BOARD MEMBERS:

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 Sherri Bell, President  
 Tanya Clarmont  
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 Richard Margetts  
 Brent Palmer  
 Margie Parikh  
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 Phil Venoit

#### ADMINISTRATION:

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

**GUEST:** Richard Gale, Director, Camosun Innovates

**REGRETS:** Brenda McBain

**EXECUTIVE ASSISTANT:** Heather Martin

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#### I CALL TO ORDER

Monty Bryant, Chair, called the meeting to order at 5:00 pm.

#### II APPROVAL OF THE AGENDA

The agenda was approved as distributed.

#### III BOARD MEMBER REPORTS

##### 1. Chair's Report

Monty Bryant, Chair, welcomed five guests; Nancy Ellen Mabey, CCFA; Savannah Layne Kate Barratt, CCSS; April Atkins, SIP; Michel Turcotte, CCSS; and Keith Todd, CUPE. He asked the guests to turn off their microphone and video, and to refrain from writing in the chat. Sherri Bell, President, and Monty met several times virtually and in person for planning. In March, Monty delivered hampers a number of times to students in need as part of the Camosun Cares Campaign. They each received three large bags of food. Monty read out two of the thank you notes from the grateful students.

Margie Parikh and Lindsay van Gerven have just finished the TELFIN TFE WILNEW (TTW) course. Margie noted the format itself was part of the learning; which was listening and reflecting, rather than lecture and discussion. Margie was appalled to learn the residential school system was still

active when she was an adult in the late 1990s. It has strengthened her resolve going forward, and changed her perspective.

Monty congratulated Brent Palmer for completing the Crown Agencies and Board Resourcing Office's (CABRO) Governance workshop. Monty encouraged all members to take the course. In March, Sherri and Monty virtually attended the BC Colleges Board Governance Advisory Committee. The spring elections for the two student positions on the Board are underway. The term is from August 1, 2021 to July 31, 2022. It is with mixed feelings that Monty reported Margie Parikh and Phil Venoit have decided to not accept their third terms on the board. They will leave the Board on July 31. He thanked Margie and Phil for their contribution over the years.

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

Sherri Bell, President, said that in March all 25 public post-secondary institutions in BC received a letter from Bonnie Henry, Provincial Health Officer, stating we are expected to return to campus in September. We are waiting for the Go Forward guidelines to be updated, but are already working on preparing for fall. It may not be 100% back to normal as some courses will be blended, and some will be online. We are working to ensure the international students have options if they cannot get here in the fall. The COVID-19 numbers are going up but the vaccination numbers are also rising.

Royal Road, UVic and Camosun have submitted the revised West Shore proposal, which looks at an education hub on the West Shore. Camosun will expand the course selection on the West Shore in September, and may rent a location. Sherri had the pleasure of delivering Camosun Cares Campaign packages to students. To support students during the pandemic, we provided \$335,815 to 1200 students since last March. The money came from the Foundation's Erasing Barriers funds, from the CCSS, and from the Provincial Government. Last week, they announced an additional \$154K to give to students. The Province provided \$150K to create the business case for the film studio and education centre. For year-end they provided \$75K for students with disabilities, \$20K for the Pathways Health Care Assistant Program, and \$21K for Indigenous students facing hardship.

The student component of Colleague Renewal was kicked off with great success. Over the last four years, staff from Information Technology to Human Resources to the Registrar's Office have been working to ensure its success, and it is almost complete.

## **3. Foundation**

Geoff Wilmshurst, Vice President Partnerships, noted they received a major gift from the Washington Foundation and Seaspan for \$440K. \$300K is for the School of Trades & Technology and \$144K is for welding booths at the Coastal Centre.

## **4. Education Council**

Bijan Ahmadi, Education Council Chair, noted the minutes from the February 17, 2021, meeting were included in the agenda package. Bijan went over the highlights of the March 17, 2021, meeting, which included revisions to the Criminal Justice program.

## **5. Pacific Institute for Sport Excellence (PISE)**

Phil Venoit, PISE Board of Directors member, noted they are meeting later this month.



**6. Finance Update**

Mike Stubbing, Chair, Finance Committee, said the results from the first three quarters of the year were reported at the last Board meeting. Deborah Huelscher, VP Administration & CFO, advised we are working on the fourth quarter results right now, and are still on track for a \$7M deficit.

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

Monty Bryant, Chair, Executive Committee, noted the Executive met virtually on March 29. We received an update on the 50th Anniversary plan. We have been working on the upcoming Board vacancies with the Crown Agencies and Board Resourcing Office (CABRO). In May, we will distribute the Board self-evaluation survey. BC Colleges is offering Advanced Governance Training for Presidents, Chairs and Vice Chairs in the spring. Emily Rogers, Mike Stubbing, Sherri Bell, and Monty have signed up for sessions. The sessions will cover best practices, the Board relationship with the President, and the Board's work. The focus will be on governance and the role of the Board.

**2. Finance Committee**

- i) The minutes from the February 8, 2021 meeting were included in the agenda package.
- ii) Mike Stubbing, Chair, Finance Committee, gave a report on the April 6, 2021, Finance Committee meeting.

**a. 2021/2022 Budget**

Almost everyone from the Board was able to attend last week's Finance Committee where we went over the budget at the detail level. The 2% tuition increase was discussed, at length and was not taken lightly. We must be aware of the long term impacts of that decision.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE COLLEGE'S BUDGET FOR THE FISCAL YEAR 2021/22 WITH TOTAL REVENUE OF \$142,221,173 AND TOTAL EXPENDITURES OF \$146,468,720 RESULTING IN A DEFICIT BUDGET OF (\$4,247,547). THE BOARD WISHES TO HIGHLIGHT THAT THE DEFICIT WAS BROUGHT ON AS RESULT OF THE IMPACT OF THE COVID-19 PANDEMIC.**

**CARRIED****3. President Search Committee**

Monty Bryant, Chair, noted the President Search Committee held the Kick-Off meeting in March. The Camosun President Search web pages went live in mid-March. The web pages contain the Search Committee, the timelines, the process, the President's profile, and the contact information. They hold the links to provide further input and to apply. The Town Hall meetings and interviews to gather input from the internal and external stakeholders are complete. The process is transparent but there must be 100% confidentiality around the applicant names.

The closing date is May 3. The Search Committee will begin the assessment process at the Long List meeting on May 10. The Short List meeting is on May 25. There will be two rounds of interviews in June. The first round will be with the Search Committee, and the second round will be with all the stakeholders, including all the Board members. The whole Board will be kept up to date as we go. Monty distributed a progress report last week.

**V APPROVAL OF THE MINUTES**

The minutes of the March 1, 2021, meeting were approved as distributed.

**VI NEW BUSINESS****1. 50<sup>th</sup> Anniversary Update**

Sherri Bell included the updated 50th Anniversary planning paper which has been to the Board previously. Three events pertain to the Board. The Board Award for Innovation and Community Partnership is awarded every two years. It has been postponed to 2022, as the event requires a substantial gathering. We are planning a stand-up reception in the fall for past Board members to celebrate the anniversary, but it will depend on the Provincial health guidelines. The submissions are in for the Student Creativity Contest. Rodney Porter, John Boraas, and Debbie Hlady, Dean, A&S, shortlisted the submissions. Monty Bryant, Sherri Bell, and Quinn Cunningham, CCSS, will judge the finalists in the next two weeks.

**2. Strategic Plan Goal #3 Creativity & Innovation: Camosun Innovates (CI)**

Richard Gale, Director, Camosun Innovates, advised CI has been doing research and development for the Island and the Province for ten years. They resolve problems for industry. Their focus is on advanced manufacturing. CI takes on many different types of clients. They work with local breweries and distilleries, the marine sector, and the manufacturing sector. Clients include Ocean Open Robotics, Athletics Canada, Hockey Canada, Global Remediation, and AXYS Technologies among others. They helped design the structure of the Blue Whale skeleton for the Western Australia Museum. They work with Indigenous communities and artists such as Carey Newman, Bear Horn, Dylan Thomas, and Ice Bear. They worked with FNEF to support language revitalization.

CI has worked extensively to support the fight against COVID-19 including the development of face shields, Uven, vaccine trays, and acrylic barriers. They are working with Camosun faculty and students on simulation. In the Radiography Program, CI created a sonography virtual simulation so the students can learn the machines before they go into class. The equipment is taught in a virtual platform. CI supports the students, the community, and the client.

**VII ADJOURNMENT**

The meeting was adjourned at 6:08 pm.

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**Monty Bryant, Chair**

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**Date**

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**Heather Martin, Executive Assistant**

## REPORT TO THE BOARD OF GOVERNORS

**SUBMITTED BY:** Sherri Bell, President  
**TO:** Camosun College Board of Governors  
**DATE:** May 3, 2021  
**TOPIC:** Annual Report to Board Sexual Violence and Misconduct Policy Implementation Report

For Information: X

For Decision:

For Discussion:

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### BACKGROUND

In May of 2016, the Provincial Legislature passed the British Columbia (B.C.) *Sexual Violence and Misconduct Policy Act* (the "Act"). The Act required public post-secondary institutions in B.C. to establish and implement a sexual misconduct policy by May of 2017.

Policies are required to address sexual misconduct/violence including sexual misconduct prevention and responses to sexual misconduct, and include procedures for reporting and responding to sexual misconduct involving a student.

### CAMOSUN CONTEXT

In May 2017, the Camosun College Board of Governors approved the policy entitled *Sexual Violence and Misconduct* (E-2.9).

The policy included extensive input in the development stage from over 200 members of the Camosun community as well as external support from agencies, other postsecondary institutes and community partners.

Accountability for the policy rests with the College president as per both the provincial legislation and our own policy, and as such, I provide this report on an annual basis to the board. Specifically, the board approved *Sexual Violence and Misconduct* policy (E-2.9) indicates that:

*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*

### POLICY IMPLEMENTATION

#### Student Engagement and Consultation

To establish the policy and ensure that the implementation included high levels of awareness, an extensive consultation process was developed that included students. This has continued since board approval in 2017 and has included:

- Ongoing consultation and event/initiative partnership with the Camosun College Student Society.
- A completed review and updates to the *Sexual Violence and Misconduct* policy (E-2.9), in consultation with the Camosun Student Society and a policy working group led by the Vice President Student Experience. This review and updates follows the requirement by the

government for a three year review process for all post-secondary institutions in British Columbia.

- A Camosun College Community, Family and Child Studies Practicum student within the Office of Student Support providing insight and direction on the development of the annual education plan and to help break down barriers as students adjusted to online learning and support seeking.
- Participation in the Canadian Camosun Wellbeing Survey (February 2020), a national health behaviour common surveillance tool to assess the mental health and wellbeing of students and identifying priorities for intervention at an institutional level.

### **Prevention, Communication and Awareness Strategies**

Sexual violence prevention and education requires a holistic approach. Camosun's educational approach looks to develop a comprehensive strategy composed of educational components that equip students, faculty and staff with the awareness, knowledge and skills required to make social change at Camosun and beyond. The end goal is an environment where sexual violence is not tolerated and a culture of consent and respect is expected and demonstrated by all members of the College community.

In-line with the *Sexual Violence and Misconduct* policy (E-2.9), the goal of the education plan is to provide education, training and awareness to the College Community in order to:

- Increase the amount and quality of information and education to prevent sexual violence;
- Reduce trauma for people who have been hurt;
- Improve responsiveness and quality of service for victim/survivors; and
- Strengthen the capacity and support for staff whose positions support prevention or response to sexual violence on our campuses.

Since implementation, strategies have included:

- The development of a comprehensive web-landing page within the Office of Student Support (<http://camosun.ca/services/student-support/>).
- Virtual outreach and presentations to schools and administrative units by the Director Student Affairs, Student Support Managers and/or Manager, Protection Services (Campus Security).
- Participation on the provincial working group headed by representatives from British Columbia Post Secondary Institutions and the Ministry of Advanced Education and Skills Training with the goal of launching a provincial strategy for the collection of statistics on Sexual Violence and Misconduct cases in British Columbia Post Secondary Institutions.
- *Consent is Not Cancelled* Instagram Awareness Campaign September 2020.
- Virtual recognition of the *International day for the Elimination of Violence Against Women* (November 25 2021.) on Camosun's Instagram Story featuring a Camosun Student Worker.
- Virtual recognition of the National Day of Remembrance and Action on Violence against Women (December 6 2021).
- Virtual Recognition of the Trans Day of Remembrance November 20 2020.
- Camosun newspaper article in NEXUS outlining the role of Office of Student Support in assisting students impacted by sexualized violence and promoting Sexualized Violence Awareness Week 2021 activities and awareness campaigns.
- Sexualized Violence Awareness Week February 8-12 2021:
  - Camosun and Community Resources Instagram Live Conversations including many Camosun staff members interviewing community groups: Victoria Sexual Assault Centre, Bridges for Women Society. Men's Therapy Centre, Island Sexual Health and PEERS.

- Instagram Live conversation with Jenny Holder, Student Support Manager outlining how to seek support from the Office of Student Support for students who have experienced sexual violence and misconduct.
- Camosun Chargers Student-Athlete Workers (Peer Supporters) Instagram stories highlighting the importance of Consent Culture.
- *Responding to Disclosures of Sexual Violence* virtual training for staff and faculty.
- *Be More than a Bystander* training and *Understanding Bullying and Harassment in the Workplace* online workshop for Students hosted by Electrical Trades Foundation Program in partnership with BC Centre for Women in Trades and the BC Lions.
- CTV Vancouver Island news interview with Stephanie Pedneault, Student Support Manager highlighting Camosun's commitment to responding to and preventing sexualized violence and misconduct including an online news article with iheart radio.
- Multiple virtual presentations aimed at staff and faculty offered on the *Sexualized Violence & Misconduct Policy* important changes and updates.
- Ongoing outreach and event planning meetings with the Camosun Student Society seeking student voices to inform outreach initiatives
- Partnership building meetings with Registrar Office, Dean's, Directors, Chairs, Centre for Accessible Learning, Camosun International and Indigenous Education and Community Connections.
- Online student outreach times hosted by Student Workers aimed at connecting with students virtually and referring them to appropriate Student Affairs Services including Office of Student Support.
- Office of Student Support (OSS) outreach in monthly orientation newsletters to students.
- Virtual educational materials such as rack cards, pamphlets, wallet cards and displays created and distributed.

Camosun College is committed to creating and maintaining a healthy learning and working environment in which sexual violence and misconduct is not tolerated. The college understands that sexual violence prevention requires a holistic approach, and victim/survivors of sexual violence deserve support and to understand the options for resolution available to them under the *College's Sexual Violence and Misconduct* policy (E.2-9).

Under the *Sexual Violence and Misconduct* policy (E.2-9), a student can choose from the following choices, in seeking a resolution to their situation:

- Disclosure
  - For the purposes of the policy, "disclosure" means making known information pertaining to sexual misconduct as defined in the policy. A disclosure will not result in an investigation by the college, unless there is an immediate or compelling threat to the safety of the individual or other members of the college community.
- Report to the College
  - A formal allegation of sexual misconduct against a person. A report should include all relevant particulars, where available, including a record of times, dates, nature of any incidents, and names of potential witnesses. A report may initiate an investigation under section 4.3 of the policy.
- Report to the police
  - A complaint of sexual misconduct made by an individual to the police. A student choosing to pursue this option may receive assistance from the Office of Student Support, the Counselling Department, or Campus Security.

The following are actions taken to support victim/survivors and respondents:

- Safe private trauma-informed support conversations provided to survivors and respondents.
- Safety planning support provided to decrease ongoing risk of harm to all parties involved.
- Referrals to appropriate community resources such as the Victoria Sexual Assault Centre, Men's Therapy Centre, The Foundry, BC Crime Victim Assistance Program and Mental Health Services.
- Referrals to Camosun Human Resources for information and follow-up for staff and faculty.
- Support staff and faculty through receiving a disclosure and accessing their support systems.
- Support survivors with Camosun Sexualized Violence & Misconduct Policy reporting options.
- Inform and support survivors with reporting to law enforcement.
- Behavioral agreements ensuring safety and appropriate conduct is clear and followed.
- Security-led discussions with students regarding no-contact requests and communication expectations.
- Parental involvement and/or support especially for those with significant cognitive barriers.
- Mental health referrals including high risk self-harm situations and consultation with Camosun Behavior Intervention Team (BIT) and Integrated Mobile Crisis Response Team (MCRT) for Vancouver Island.
- Addiction counselling referrals and interim harm reduction safety plans.

#### **NEXT STEPS**

In the upcoming academic year, our focus will be on:

- Identifying appropriate assessment tools to inform educational programming and the impact of that programming including, but not limited to:
  - The Camosun Student Experience Survey
  - The Canadian Campus Wellbeing Survey
- Continue established "consultative network" including broad representation from faculty, staff and students, to be responsible for informing the implementation of the education plan.
- Research and implement a bystander intervention education program in partnership with the Camosun College Student Society, Campus Security/Safety and external partners (e.g., ITA, UVic Men's Circle)
- Explore and establish external agreements/partnerships to support students in crisis (e.g., Foundry, Integrated Mobile Crisis Response Team, Victoria Sexual Assault Support Centre, and Community Learning Partnerships).
- Continue development and implementation of trauma informed disclosure training for faculty and staff.



## INDIGENIZATION & RECONCILIATION TASK FORCE

### BOG UPDATE – April 26, 2021

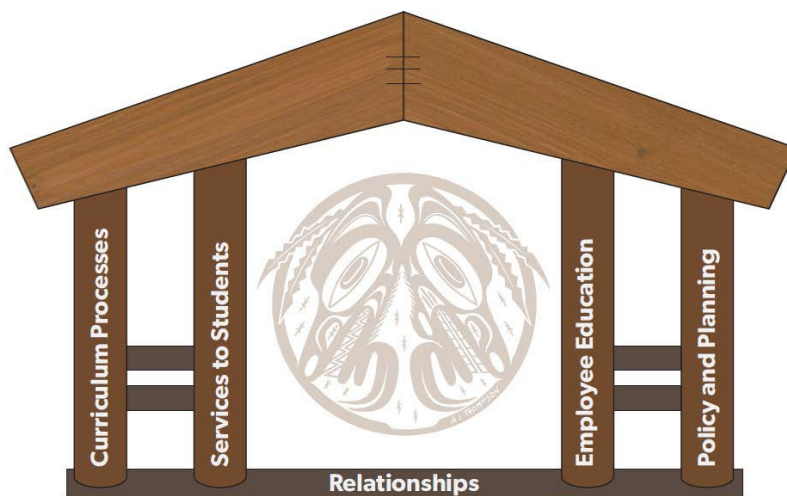
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We plan to report out on Phase I on **National Indigenous Peoples' Day, Monday June 21, 2021.**

Camosun's response plan to the TRC Calls to Action contained a strong vision, guiding principles, and thirty-nine (39) action statements that enabled the college to respond to the TRC and the Indian Residential School survivors upon whose experience the TRC was founded.

Our response was framed on the foundation of *relationships*, under our four corner post model of Indigenization, with recommendations impacting *curriculum processes, services to students, employee education, and policy and planning.*

Four Corner Post-Model of Indigenization



Of the 39 recommendations, 14 are complete, 20 have the foundation complete, and 5 are ongoing with the expectation that they will move to foundation complete status before June 21, 2001.



**The following 14 recommendations are complete**



### Policy and Planning Corner Post

**1. Brought more Indigenous presence to our Senior Leadership Council (SLC)**

We welcomed Janice Simcoe, our Director of Indigenous Education, as an SLC member. Janice’s presence has been tremendously impactful. Her relationships with local First Nations, her experience, and her insightful comments, have added tremendous capacity to SLC to support Indigenization.



**2. Ensured the Strategic Plan is informed by Indigenization and Reconciliation**

Indigenization is one of the core values in our Strategic Plan. Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution. Its goals are to make Camosun as welcoming and relevant to Indigenous learners as we can be, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with Indigenous peoples. Reconciliation is an ongoing process of establishing and maintaining respectful relationships.



**3. Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day.**

Tsawout artist and Camosun student Bear Horne designed the graphic for our 2016 Orange Shirt day. The design symbolizes vision for a bright future, health of the mind, body, and spirit, and the necessity to feed the connection of these elements.



Camosun Indigenous Studies students Eddy Charlie and Kristin Spray, with the support of the Camosun Board of Governors and the Centre for Indigenous Education and Community Connections, initiated Orange Shirt day at Camosun, to honour those who attended residential schools and their families. Students and supporters were asked to help honour the 150,000 survivors of the residential school system. Orange Shirt Day made its debut in Williams Lake and in just four years has spread across Canada, the U.S. and Europe. September 30 represents the time of year children were taken from their homes, and it sets the stage for anti-racism and anti-bullying policies for the coming school year. It is the opportunity for communities to come together in the spirit of reconciliation and hope for generations of children to come.

**4. Piloted an Indigenous job event for potential employees**

This pilot event facilitated our meeting a number of community members interested in working with Camosun. The event and our follow-up discussions have provided some great ideas regarding promising practices for recruitment going forward.



5. **Provided Elders’ parking**

The Ancillary Services and Facilities departments provided annual parking permits for Indigenous Elders who regularly visit our campuses. Four parking stalls have been reserved, two at Lansdowne and two at Interurban. Providing dedicated parking spaces is one small way for us to show gratitude for the Elders who share their knowledge with students, staff and faculty.



6. **Enhanced educational planning to support the major goals of Indigenization and Reconciliation**

The College has supported the Indigenization of the educational planning and approvals process in several ways:

- a. Included questions on curriculum changes forms asking developers how their curriculum/teaching learning experience has been indigenized.
- b. Initiated a non-voting seat at our Education Council (EDCO), for the College’s Indigenization Coordinator.
- c. Created a faculty position, CETL Indigenization Education Developer, to support faculty as they work to Indigenize their way of teaching and/or the content of their courses.
- d. Supported the development of the [BC Campus Indigenization Project](#), by leading the development of: *Pulling Together – A guide for Indigenization of Post-Secondary institutions*, to support faculty members and others to indigenize their institutions <https://opentextbc.ca/indigenizationleadersadministrators/>.



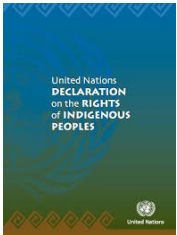
7. **Facilitated the purchase and storage of blankets for use within Na’tsa’maht, and installed steps from Na’tsa’maht down to the Pit Cook area.**

With support from the Facilities department, to help keep people warmer during Na’tsa’maht events on cold days, the College provided 250 blankets, mobile carts for the blankets, and storage space within Na’tsa’maht for the carts. The College also installed stairs from Na’tsa’maht down to the Pit Cook area to ensure Elders and others do not slip on their way down to the Pit Cook area.



8. **Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples**

We were privileged to have Gregory Younging speak at both campuses about [UNDRIP](#). Unfortunately Gregory passed away in Spring 2019. He was a Canadian editor and expert on First Nations copyright. He was a member of the Opsakwayak Cree Nation in Northern Ontario. His mother is a residential school survivor and her experience of abuse influenced his decision to spend his career raising issues related to the impacts of colonization, and advocate for Indigenous knowledge.



This recommendation is also addressed in part via a link from the acknowledgement of territory graphic on *course D2L pages*, and others locations on the web site, to an [Indigenization Initiative page](#) that is informed by UNDRIP. Information is provided regarding why we acknowledge territory at Camosun, and how people can learn more.

UNDRIP, is also referenced in Camosun's [Indigenization policy](#) and our [Equity, Diversity and Inclusion policy](#). It will also inform future planning of Indigenous education at the college.



## Employee Education Corner Post

### 9. Facilitated an 'issues session' for Board

After reviewing background reading, our Board of Governors received a presentation from Janice Simcoe, Director, Eyē? Sqā'lewen: The Centre for Indigenous Education & Community Connections, and Corrine Michel, Indigenization Coordinator, to ensure their awareness of the legacy of Residential Schools, the TRC Calls To Action, what we as a College were already doing, and what we can do next. Our Board has been incredibly supportive of our efforts.

### 10. Provided a one-day TRC awareness day in February 2017 for all employees

February 17, 2017 was an amazing day, a Day of Reconciliation. It was a wonderful opportunity to hear from Chief Dr. Robert Joseph, and his daughter Shelley Joseph, from Reconciliation Canada. It was inspiring to see everyone from across our college so absorbed and engaged in what is a tremendously challenging and imperative topic for us as a public institution and as a country. The comments received about the activities and dialogue each department engaged in on the afternoon of Conversations Day were insightful and inspiring.



### 11. Expanded offerings of TELFIN TFE WILNEW (TTW) for employees

TELFIN TFE WILNEW (TTW) is an award winning, blended delivery course which provides insight into an Indigenous world view; describes the impact of colonization and how it affects students attending the college today; and guides participants in the development of new teaching and learning methods. We have significantly ramped up our offerings of TTW. As of the end of April 2020, 476 Camosun employees have completed the TELFIN TFE WILNEW course.



### 12. Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.

The purpose of the college's [Capability Framework](#) is to: Create an inclusive, capability-based framework for consistency in decision-making and resource allocation; identify core and leadership capabilities unique to Camosun;



focus on knowing, being, doing, and relating in ways that foster an environment that supports students on their path to success as life-long learners; develop language that reflects the common culture of the Camosun community; and provide the foundation for identifying and developing new strategic initiatives.

**13. Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook**

Each new employee welcome event includes a Territorial welcome from Elders, occurs in circle format, explicitly highlights Camosun’s commitment to Indigenization, and is designed to promote relationships through listening, dialogue and interaction.



The redesigned New Employee Handbook was launched in February 2018. The handbook is organized around the four quadrants contained in Dr. Martin Brokenleg’s Circle of Courage model: belonging, mastery, independence, and generosity.

A new onboarding process has been developed and piloted for new employees. A course element within the leading for engagement and performance course is designed around Dr. Brokenleg’s Circle of Courage and provides opportunities to explore and experience the importance of socialization and relationship building between workplace leaders and new employees

**14. Piloted the development of cultural camps for students and employees, including college leadership**

The pilot for the cultural camp led to the development of a new course: IST 250 QĆÁSET - Indigenous Cultural Camp. Students learn about traditional Indigenous values, philosophies, spirituality, teachings, and ceremonies related to relationships with land. The course is primarily delivered as a land-based experiential camp, off-site, under the direction of Indigenous knowledge keepers, Elders, and faculty.



**The following 20 recommendations have their foundation complete**



## Curriculum Development & Delivery Corner Post

### 15. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Policy, Planning & Infrastructure corner post, and the Employee Education corner post]



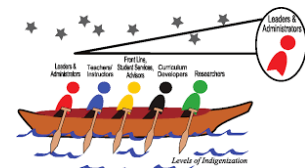
- a. We have significantly ramped up our offerings of TTW. As of the end of April 2020, 476 Camosun employees have completed the TELFIN TFE WILNEW course. Register [here](#)
  - b. Completed customized TTW training with Trades & Tech Chairs and have offered customized training to other departments
  - c. SLC members receive a copy of the TTW grad list each Spring
  - d. Changed the Education Approvals process to ask curriculum developers to show how the curriculum/teaching learning experience has been Indigenized.
  - e. Providing ongoing support for faculty developers through the CETL Indigenization & Sustainability Strategist role, and the Indigenization Coordinator role
  - f. Supported the development of the [BC Campus Indigenization Project](#), by leading the development of: Pulling Together – A guide for Indigenization of Post-Secondary institutions
  - g. Providing ongoing support for Indigenized teaching approaches through 'Indigenization of Curriculum' workshops and 1:1 consultation offered through CETL.
  - h. The annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues.
16. Developed Indigenous-focused required learning for all applicable programs (CSEA, ELC, BSN, CRIM, PRE-SOCW)

- a. A&S has added IST 205 (Indigenous Introduction to Social Work) and IST 206 (Indigenous Social Welfare) as options to the Pre-Social Work Associate Degree for 2019F
- b. A&S is committed to indigenizing the Criminal Justice program, including adding a new core course, IST 136, Indigenous Justice and Law.
- c. HHS has included IST 120 (Introduction to Indigenous Peoples) as a mandatory course in CSEA and ELC effective Winter 2018
- d. HHS has included HLTH 111 (Indigenous Peoples' Health) as a required course in the BSN program effective W2019. IST 120 will replace HLTH 111 in W2022.
- e. HHS has included IST 120 as a required course in the Certified Medical Laboratory Assistant program effective Spring or Fall 2019
- f. HHS has included IST 120 in the Sonography program. Effective date May 2020.



### 17. Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations

The Education Leadership Team has approved the proposed *Advanced Certificate in Ways of Indigenous Leadership & Learning* to go forward. The Ministry of Advanced Education and Skills Training has expressed support.



Conversations have been held local Indigenous leaders, and others, to get their input on what’s being proposed, and what the demand for graduates of such a program would be within their organizations. We reached out to a number of Indigenous services organizations including Tribal Colleges in the United States and Canada, to get their thoughts on possible student interest in this programming. Respondents voiced strong support. The program has a proposed start date of September 2022.

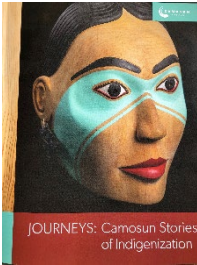
**18. Supported faculty to indigenize teaching and learning experiences in programs and courses..**

This can include the application of indigenous teaching and learning processes and strategies and/or course and program planning that includes learning outcomes and practices that reflect inclusion of contextualized indigenous content or traditional knowledge appropriate to the discipline. Indigenization of programs and courses may take the form of formal learning experiences (e.g. IST 120, HLTH 111), teaching through circle, intentional application of indigenous models such as the Circle of Courage approach to teaching/learning practices, or indigenization as a curricular theme. Facilitate the use of courses like IST 120 and HLTH 111 as electives for students.



We are supporting faculty to indigenize teaching and learning experiences in a variety of ways:

- a. We have significantly increased our offerings of TTW. As of the end of April 2020, 476 Camosun employees have competed the TELFIN TFE WILNEW course.
- b. The College supported the development of Pulling Together – A guide for Indigenization of Post-Secondary institutions (see above). The guides for [Curriculum Developers](#) and [Teachers and Instructors](#) include content to help learners explore Indigenous worldviews and pedagogies.
- c. CETL has led a study group of the Pulling Together: Teachers Guide. Participants come together every three weeks to review a section of the guide and explore ways to indigenize their teaching practice.
- d. Ongoing support available through the CETL Indigenization & Sustainability Strategist role and the Indigenization Coordinator role.
- e. Ongoing support in HHS through Faye Martin’s role to support increase of dedicated nursing seats for Indigenous students
- f. CETL supports the Indigenous Education Community of Practice. This group meets monthly on both campuses. Just-in-time topics covered in sessions to support faculty who are indigenizing their teaching practice.
- g. CETL created and shared a compilation of individual stories of Indigenization shared by college employees in 2019 and 2020.



**19. Identified and created pathways and connections between Indigenous and non-Indigenous programs**

- a. Indigenous College Prep (ICP) ladders into Indigenous Family Support (IFS), Indigenous Studies (IST), and anywhere else requiring ENGL 12. ICP gives students credit for ENGL 12





- b. IFS provides entry into CFCS (Community, Family & Child Studies) 2nd year, which in turn ladders into the 3rd year of the UVIC Child & Youth Care degree. The ENGL 151, HLTH 111, and PSYC 154 taken in IFS can be transferred.
- c. IST, depending on the electives, can transfer into Social Work at UVIC, which has been an Indigenous program at UVIC for years. IST can also transfer into the Anthropology degree at UVIC. This supports students interested in cultural revitalization, reclamation, etc. IST can also ladder into UVIC's Education degree. These degree programs can lead to a Master's degree in Indigenous governance.
- d. All IST courses (including the new Cultural Camp course), except for the Circle Seminars, transfer to UVIC.
- e. All universities in the province, with the exception of UBC Vancouver, give transfer credit for IST courses.

**20. Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.**

[Also included under Relationships corner post]



Camosun International (CI) continues to:

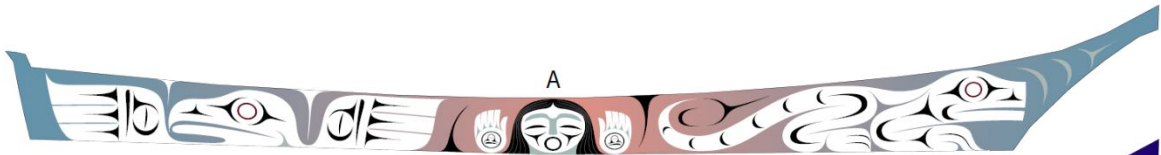
- a. Invite local Elders to welcome events to welcome students to the territory
- b. Acknowledge territory at gatherings and on print material.
- c. Promote TTW to CI staff
- d. Promote annual campus events such as the Pit Cook, Orange Shirt Day, and National Indigenous Peoples Day
- e. Check the IECC calendar of events for any upcoming guest speakers and events throughout the year that are open to the campus community, and promote to students
- f. Support the field school / exchange with the Ara students from New Zealand
- g. Invite Indigenous speakers (sometimes Elders) to present and specifically talk about Indigenous ways of Healing with the Peer Connections group.
- h. Include Indigenous Education/Pedagogy/Experience as part of our Panama Bilingue program
- i. Gift our international partners with Coast Salish art, with a verbal prelude
- j. Promote IST 120 and similar courses to international students

Faculty in the English Language Development department have sought to indigenize their course content and teaching practices in a variety of ways. Some examples include:

- a. Taking TTW
- b. Participating in the Indigenous Education Community of Practice
- c. Created ESL exercises using Indigenous content
- d. Created readings and associated language tasks about the W'SANEC Reef Net Fishing.
- e. Take classroom outside:
- f. Include indigenous content with both a historical and contemporary focus on righting wrongs and ongoing inequities, as well as positive steps for reconciliation
- g. Invite Elders and other Indigenous people to share their unique ways of knowing, especially story-telling as a way of transmitting knowledge
- h. Inform students of inter-cultural learning opportunities on-campus and in the community, including events hosted by First Nations' communities, such as Camosun College pit cook and Orange Shirt day.

21. **Acquired a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc.**

The canoe will also be used by Camosun employees who participate in the annual RRU canoe race on National Indigenous Peoples' day, and may be used during a Tribal Journeys event in the future.



Here is a brief description of the design from artist [Dylan Thomas](#)

*I based the imagery on a description of the legend of Camosun by the late Elder Jimmy Fraser of Songhees (see link below). Fraser explains that Hayls (the Transformer) was traveling with Raven and Mink when he changed Camosun and her grandfather into stone. So I used the imagery of Raven on the back and Mink on the front on the canoe to represent the transformation of Camosun – the central figure. **This arrangement also alluded to the definition of the name Camosun [paraphrase] “where waters meet and transform”. By having a flying animal on one side, and an terrestrial/aquatic animal on the other, the Camosun figure becomes the space where these two different energies meet and result in transformation.** – [Dylan Thomas](#)*  
<https://www.saanich.ca/assets/Parks~Recreation~and~Community~Services/Documents/Camosung-Keddie.pdf>

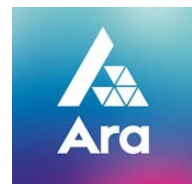
22. **Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples**



[This recommendation is also included under the Relationships corner post]

We have run “Building Relationship with Indigenous Peoples” successfully in community and are seeking to expand the number of sections offered. The course was delivered a number of times in Fall 2018 and Winter 2019. COVID-19 has stalled delivery.

23. **Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization**



In Fall 2016, Camosun International helped financially support our first partnership with the Ara Institute of Canterbury, in Christchurch, New Zealand, with a specific focus around collaborations between their Maori Studies Office and Camosun's Eye? Sqa'lewen.

Camosun students have participated in two study abroad trips with the Ara Institute of

Canterbury in Christchurch, New Zealand, and Ara students have participated in two study abroad trips at Camosun.



**Policy, Planning & Infrastructure Corner Post**

**24. Facilitated process development to enable Indigenous-focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum.**



An EDCO ‘Indigenization of Curriculum’ subcommittee implemented a process whereby the following text is included on the course change forms used in the approvals process.

*“Indigenization: Camosun College has the following indigenization goals:*

- *Indigenous students see themselves and their realities reflected in the curriculum in which they engage.*
- *Non-indigenous students come away from the college equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples.*

*Briefly describe how this curriculum/teaching learning experience has been indigenized”*

Faculty and departments are supported in this work by several resources including the CETL Indigenization & Sustainability Strategist, and the Indigenization Coordinator. Faculty are also supported by the availability of **Pulling Together** – A guide for Indigenization of Post-Secondary institutions. This resource supports post-secondary faculty, staff and administrators to integrate Indigenization and decolonization processes into their practices. The guides [Curriculum Developers](#) and [Teachers and Instructors](#) include strategies and information to help developers and instructors explore Indigenous worldviews and pedagogies.

Ongoing work to do includes identifying and providing additional resources, including Scheduled Development opportunities, to support faculty as they work to indigenize their curriculum and students’ teaching/learning experiences.

**25. Included elements of the TRC calls to action in the Respect in the Workplace program**

-Foundation complete. Ongoing work to do.

Designed and delivered an in-house Respect in the Workplace Program in partnership with the e-Learning team. The employee course was launched in January 2016 followed by the workplace leaders’ course in April 2017. The courses incorporate the College’s Core and Leadership capabilities and principles of belonging, independence, mastery and generosity aligning with Dr. Martin Brokenleg’s Circle of Courage model. The goal of the program is to promote healthy, respectful relationships and provide employees with skills and resources to resolve workplace issues





Ongoing work includes incorporating Indigenous ways of resolving conflict into the RWP program review framework. The RWP language is being reviewed through an Indigenous lens, including the language for dispute resolution. RWP will include information on how to prepare for and have difficult conversations. RWP language will also touch on curriculum, policy and procedures. The evaluation framework that guides this work will do some focus groups and make some recommendations regarding enhancements.

## 26. Established Indigenous cultural space on the Interurban campus

We established a Cultural Centre in the Alex and Jo Campbell Centre for Health and Wellness, similar to the Wilna Thomas Cultural Centre at Lansdowne.

The fully functional and has been used by the Indigenous Coordinator in HHS to facilitate circles for Indigenous Nursing students.



The Indigenous Coordinator has also supported faculty in the space to facilitate circles for non-Indigenous students. The space was utilized for the September 30, 2019 Orange Shirt Day at Interurban.

## 27. Policy and procedure development to ensure that planning teams establish a process for consultation with Elders, leaders, and knowledge keepers from Indigenous communities, Nations and organizations, as appropriate.

Changes to the Terms of Reference (TOR) for Camosun's Indigenous Advisory Council provide the relational context for this work. The TOR includes a relationships statement that reads *"Council and College participants will work together with respect, honour and integrity, recognizing their own and each other's rights and responsibilities to their shared work and relationships."* The TOR also states *"The Council may support members or other community representatives to engage with the College in consultation and planning processes that affect Indigenous students and communities."*



An Elders Voices Book that outlines good practices for working with Elders in a good way. The viewbook was designed for staff and faculty at Camosun who want to work with elders and other Indigenous knowledge holders who share knowledge and cultural supports with students at Camosun. Elders can add so much to Indigenous students' experience, and to all students' knowledge base and understanding.

The Research Ethics Board (REB) initiated a permanent seat for an Indigenous faculty member on REB. There is also a REB subcommittee when faculty want to approach community.

## 28. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Curriculum Development & Delivery corner

post, and the Employee Education corner post – see update under Curriculum Development & Delivery corner post]



## Employee Education Corner Post

29. **Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.**

The Promoting Indigenization & Reconciliation Task Force has facilitated a [link](#) from the acknowledgement of territory graphic on course D2L pages and others locations on the web site, to provide information on our Indigenization Initiative, why we acknowledge territory, and how people can learn more via credit courses, continuing education courses, workshops, open education opportunities, community events, and massive online courses (MOOCS).



30. **Devoted part of the College website to reconciliation information and support**

The Promoting Indigenization & Reconciliation Task Force has facilitated a [link](#) from the acknowledgement of territory graphic on course D2L pages and others locations on the web site, to provide information on our Indigenization Initiative, why we acknowledge territory, and how people can learn more via credit courses, continuing education courses, workshops, open education opportunities, community events, and massive online courses (MOOCS).

31. **Calendarized Indigenous events.**

The goal is to ensure the College community is aware of key dates, e.g. Pit Cook; National Indigenous Peoples' Day; Orange Shirt Day, etc., while also facilitating the appropriate invitations to various events, including the annual student welcome feast and the S'TENISTOLW conference that takes place every 3 years..



The IECC Operations Assistant puts in the relevant information into a variety of Outlook, Internet and Intranet calendars, which A2Ds use to remind leaders about certain events. IECC has been focusing on centralizing the IECC events communication process to ensure that information shared is timely and is appropriately communicated to respective communities as a means of continuing to build and nurture relationships. This includes creating a new email and calendar ([ieccevents@camosun.bc.ca](mailto:ieccevents@camosun.bc.ca)) and utilizing existing platforms (Outlook, listservs, etc) to create a centralized access point for sharing, monitoring, and communicating events information. IECC is also developing a quarterly events newsblast to be shared with community and interested parties. Finally, IECC has initiated in-person communication of events with students and community via student belonging initiatives, committee meetings, in circle or class (if appropriate).

**32. Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways**

[This recommendation is also included under the Curriculum Development & Delivery corner post, and the Policy, Planning & Infrastructure corner post – see update under Curriculum Development & Delivery corner post]



**Relationships Foundation**

**33. Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.**

[Also included under the Curriculum Development & Delivery corner post – see detail there]

**34. Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples**

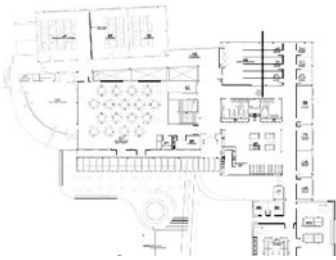
[Also included under Curriculum corner post – see update there]



**The following 5 recommendations are ongoing**

**1. Identify classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy [POLICY & PLANNING]**

Wilna Thomas 202 has been identified as the site of the first Indigenized classroom at Lansdowne, to support the delivery of Indigenous pedagogy. Two former classrooms have been collapsed into one. The room will include cedar walls, easily moveable collapsible tables and chairs, allowances for drumming (sound insulation) and smudging?, a banquette with storage space underneath, artwork, whiteboards, and coat hooks for students.



Next Steps:  
Finalize discussions re: smudging/drumming.

**2. Indigenize hiring practices to value Indigenous competencies and employment of Indigenous people [POLICY & PLANNING]**

-Preferential hiring submission to BC Human Rights Commissions has been approved.  
-CET has made the decision to implement preferential hiring for faculty positions, including term contracts, in the areas listed below, for the next five years. Identified areas for preferential hiring from the TRC CTA's:

- Criminal Justice
- Social Work



- Health care related
- Early Learning and Care
- Public Administration
- Faculty instructing courses in which content is primarily Indigenous or programs are delivered in Indigenous communities;
- Employees offering services or programs funded through Indigenous-specific funding initiatives.

Next Steps:

- Communications plan to initiate Preferential Hiring in the identified areas
- IST Electives - Deans taking suggestions for expanded use of IST electives back to their departments. Follow-up discussion to be scheduled for Deans Council.

3. **Establish Indigenous gathering/learning/service space at Interurban [POLICY & PLANNING]**

CBA 113 has been identified as the preferred location for Indigenous service space at Interurban. This space is separate and distinct from the new cultural space in the Health building. Effectively we want to provide a more welcoming space for students meeting with Indigenous Advisors at INT, with a sink etc., similar to the service space for IECC at Lansdowne.



Next Steps:

- Confirm adjacent office space for Indigenous Advisors in the short-term before considering possible future renovations to include Advisor office space within CBA 113.

4. **Identify what an Indigenous Research Centre would look like. Identify synergies and a sustainable connection between Applied Research and Indigenous Research [POLICY & PLANNING]**

NEĆITEL, pronounced ‘Ne Kwee Tul’, is a SENĆOFEN word that references ‘paying attention to one another’. Al Sam, a SENĆOFEN Elder, provided us with permission to use the word and shared its pronunciation.



We use the term NEĆITEL to describe the guiding partnership between: [Eyē? Sqā’lewen: the Centre for Indigenous Education & Community Connections \(IECC\)](#), [The Camosun College Foundation](#), and [Camosun Innovates](#)

This partnership helps prepare Camosun to lead, support, or engage in research involving Indigenous people, communities, and knowledge application. The existence of an Indigenous research space at Camosun is an opportunity to attract interest from Indigenous communities, agencies, and scholars, to partner in research projects that result in reciprocal benefit. It provides a venue for the endorsement of accountable, respectful, and well-designed research projects that draw from and positively impact Indigenous communities, peoples, and knowledge. It also inspires potential funders, partners, and supporters to imagine projects they might not otherwise consider, fostering confidence in Indigenous research enterprises.

Next Steps: - CET Approval of NEĆITEL Terms of Reference

5. **CET to work with other Island Corridor institutions (UVIC, RRU, VIU, NIC) to implement, maintain, and continue to strengthen our TRC recommendations [POLICY & PLANNING]**

We want to provide an opportunity for the leadership from all five institutions to have representatives meet annually to support each other in our Indigenization efforts. We are envisioning these get-togethers as meetings that could be attended by senior executives, not necessarily just the Presidents, but not just necessarily the Indigenous Education leaders either (e.g. ILEAD members). Before the COVID pandemic, we planned an initial gathering at the 2021 S'TENISTOLW conference.



**Next Steps:**

Sherri has invited the Presidents and Indigenous Directors from UVIC, RRU, VIU and NIC to a meeting in July.



*Standing up for student rights since 1990*

**Local 17 of the British Columbia Federation of Students**

April 18, 2021

Dr. Monty Bryant  
Camosun College Board of Governors  
3100 Foul Bay Rd.  
Victoria, B.C. V8P 5J2

**RE: Student Society Fee Levies 2021-2022**

Dear Dr. Bryant:

As required by the College and Institutes Act, the Camosun College Student Society is informing the Board of Governors that its 2019-2020 audit and more current un-audited statements were presented to CCSS members at their Annual General Meeting on April 15, 2021 which took place via Zoom video conference. The CCSS is required by the College and Institutes Act to request that the Board of Governors direct the collection and remittance of all CCSS related fee levies.

The schedule of proposed student levies for the 2021-2022 academic year is as follows:

<b>Levy</b>	<b>2021 - 2022</b>	<b>Current 2020 - 2021</b>
CCSS	\$12.29/month	\$12.05/month
BCFS	\$2.40/month	\$2.38/month
CASA	\$0.45/month	\$0.44/month
U-Pass	\$20.25/month	\$20.25/month
Health	\$139/year	\$136/year
Dental	\$139/year	\$136/year
Childcare	\$1.18/month	\$1.16/month
Athletics	\$4.82/month	\$4.73/month
Recreation	\$3.36/month	\$3.29/month
Building Fund	\$4.35/month	\$4.26/month
Recycled Paper	\$0.15/month	\$0.15/month
Student Refugee Program	\$0.49/month	\$0.48/month

Like tuition, the CCSS levies have been increased by inflation in accordance with CCSS bylaws. The British Columbia Federation of Students levy is governed by the bylaws of that organization and has increased slightly as well. The U-Pass levy is tied to the cost of the BC Transit adult monthly bus pass and is governed by the agreement with the Victoria Regional Transit Commission that was approved by

referendum in April 2001. The Health/Dental fees are governed by the terms of a referendum passed in 1999 and have also slightly increased this year.

The Camosun College Student Society requests that the Board of Governors direct the collection and remittance of all proposed CCSS levies for the 2021-2022 academic year. We specifically request that the CCSS, BCFS, CASA, Student Refugee Program, and Health & Dental levies be collected and remitted directly to the student society. We also request that the U-PASS, Child Care, Athletics, Recreation, Building Fund, and Recycled Paper levies be collected and distributed as per the existing arrangements and understandings.

Yours truly,

A handwritten signature in blue ink that reads "Michel Turcotte". The signature is fluid and cursive, with the first name "Michel" and last name "Turcotte" clearly legible.

Michel Turcotte  
Executive Director

Enclosure: CCSS 2019-2020 Audited Financial Statements

www.twmca.com

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**FINANCIAL STATEMENTS**

**CAMOSUN COLLEGE STUDENT  
SOCIETY**

**March 31, 2020**

Limited Liability Partnership \_\_\_\_\_



**Tompkins Wozny**  
Chartered Professional Accountants



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## INDEPENDENT AUDITOR'S REPORT

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To the Members of  
**Camosun College Student Society**

### ***Opinion***

We have audited the financial statements of Camosun College Student Society (the Society), which comprise the statement of financial position as at March 31, 2020, and the statements of operations, changes in fund balances and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at March 31, 2020, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

## INDEPENDENT AUDITOR'S REPORT

- Conclude on the appropriateness of management's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### **Report on Other Legal and Regulatory Requirements**

As required by the British Columbia Societies Act, we report that the accounting principles used in these financial statements have been applied on a basis consistent with that of the preceding year.

*Tompkins Wozny LLP*

Vancouver, Canada  
November 2, 2020

Chartered Professional Accountants

**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**STATEMENT OF FINANCIAL POSITION**

As at March 31

	2020						2019	
	Operating Fund	Capital Asset Fund	Building Fund	Health & Dental Fund	Student Refugee Fund	Other Funds	Total	
	\$	\$	\$	\$	\$	\$	\$	
<b>ASSETS</b>								
<b>Current assets</b>								
Cash and cash equivalents [note 3]	1,155,945	—	—	2,109,019	8,895	376,807	3,650,666	3,364,814
Accounts receivable [note 4]	227,976	—	60,973	595,686	—	—	884,635	988,278
Prepaid expenses	4,681	—	—	—	—	—	4,681	9,266
Interfund receivable (payable)	10,000	—	(10,000)	—	—	—	—	—
<b>Total current assets</b>	<b>1,398,602</b>	<b>—</b>	<b>50,973</b>	<b>2,704,705</b>	<b>8,895</b>	<b>376,807</b>	<b>4,539,982</b>	<b>4,362,358</b>
Funds held by Camosun College [note 5]	—	—	4,254,318	—	—	—	4,254,318	4,035,518
Capital assets [note 6]	—	57,682	—	—	—	—	57,682	45,786
	<b>1,398,602</b>	<b>57,682</b>	<b>4,305,291</b>	<b>2,704,705</b>	<b>8,895</b>	<b>376,807</b>	<b>8,851,982</b>	<b>8,443,662</b>
<b>LIABILITIES AND FUND BALANCES</b>								
<b>Current liabilities</b>								
Accounts payable and accruals [note 7]	275,471	—	—	—	—	23,536	299,007	184,838
Deferred revenue	—	—	—	830,766	—	—	830,766	946,692
	<b>275,471</b>	<b>—</b>	<b>—</b>	<b>830,766</b>	<b>—</b>	<b>23,536</b>	<b>1,129,773</b>	<b>1,131,530</b>
<b>Fund balances</b>								
Invested in capital assets	—	57,682	—	—	—	—	57,682	45,786
Internally restricted	—	—	4,305,291	1,873,939	8,895	353,271	6,541,396	5,963,095
Unrestricted	1,123,131	—	—	—	—	—	1,123,131	1,303,251
<b>Total fund balances</b>	<b>1,123,131</b>	<b>57,682</b>	<b>4,305,291</b>	<b>1,873,939</b>	<b>8,895</b>	<b>353,271</b>	<b>7,722,209</b>	<b>7,312,132</b>
	<b>1,398,602</b>	<b>57,682</b>	<b>4,305,291</b>	<b>2,704,705</b>	<b>8,895</b>	<b>376,807</b>	<b>8,851,982</b>	<b>8,443,662</b>

COVID19 [note 10]

See accompanying notes to the financial statements

On behalf of the Board

**Camosun College Student Society**  
Incorporated under the Society Act of B.C.

**STATEMENT OF OPERATIONS  
AND CHANGES IN FUND BALANCES**

Year ended March 31

	2020						2019	
	Operating Fund	Capital Asset Fund	Building Fund	Health & Dental Fund	Student Refugee Fund	Other Funds	Total	
	\$	\$	\$	\$	\$	\$	\$	
<b>REVENUES</b>	<i>[Schedule 1]</i>							
Student levy	554,337	—	330,631	1,626,025	39,851	360,986	2,911,830	2,872,865
Interest and other (loss)	33,418	—	(128,593)	67,292	382	—	(27,501)	250,022
Fundraising	—	—	—	—	—	126,417	126,417	119,310
Handbook advertising	13,674	—	—	—	—	—	13,674	13,523
	<b>601,429</b>	<b>—</b>	<b>202,038</b>	<b>1,693,317</b>	<b>40,233</b>	<b>487,403</b>	<b>3,024,420</b>	<b>3,255,720</b>
<b>EXPENSES</b>								
Health and dental premiums	—	—	—	1,205,399	—	—	1,205,399	1,009,534
Wages and benefits	435,584	—	—	200,138	384	115,718	751,824	652,746
Donations - Other	44,347	—	—	80,376	5,088	36,744	166,555	155,863
- Daycare	7,800	—	—	—	—	—	7,800	7,800
- Ombudsperson	20,000	—	—	—	—	—	20,000	5,085
Office, postage, supplies and other	20,174	269	—	5,214	36,040	72,648	134,345	109,768
Nexus expense	—	—	—	—	—	125,312	125,312	126,882
Travel and conferences	28,010	—	—	6,993	3,289	32,159	70,451	49,178
Handbook and printing	39,956	—	—	5,299	—	1,858	47,113	46,669
Special events	12,369	—	—	1,091	—	24,258	37,718	84,042
Professional	19,281	—	15,607	—	—	—	34,888	17,661
Amortization	—	12,938	—	—	—	—	12,938	12,224
	<b>627,521</b>	<b>13,207</b>	<b>15,607</b>	<b>1,504,510</b>	<b>44,801</b>	<b>408,697</b>	<b>2,614,343</b>	<b>2,277,452</b>
<b>Excess revenue (expenses) for the year</b>	<b>(26,092)</b>	<b>(13,207)</b>	<b>186,431</b>	<b>188,807</b>	<b>(4,568)</b>	<b>78,706</b>	<b>410,077</b>	<b>978,268</b>
Fund balances, beginning of year	1,303,251	45,786	4,118,860	1,567,018	13,463	263,754	7,312,132	6,333,864
Purchase of capital assets	(25,728)	25,728	—	—	—	—	—	—
Disposal of capital assets	625	(625)	—	—	—	—	—	—
Transfer from operating fund	(148,114)	—	—	118,114	—	30,000	—	—
Transfer of excess surplus in other funds	19,189	—	—	—	—	(19,189)	—	—
<b>Fund balances, end of year</b>	<b>1,123,131</b>	<b>57,682</b>	<b>4,305,291</b>	<b>1,873,939</b>	<b>8,895</b>	<b>353,271</b>	<b>7,722,209</b>	<b>7,312,132</b>

See accompanying notes to the financial statements

**Camosen College Student Society**

Incorporated under the Society Act of B.C.

**STATEMENT OF CASH FLOWS**

Year ended March 31

	2020						2019	
	Operating Fund	Capital Asset Fund	Building Fund	Health & Dental Fund	Student Refugee Fund	Other Funds	Total	
	\$	\$	\$	\$	\$	\$	\$	
<b>OPERATING ACTIVITIES</b>								
Excess of revenue (expense) for the year	(26,092)	(13,207)	186,431	188,807	(4,568)	78,706	410,077	978,268
Add item not affecting cash								
Amortization of capital assets	—	12,938	—	—	—	—	12,938	12,224
Loss of disposal of asset	—	269	—	—	—	—	269	1,888
Changes in non-cash working capital items								
Accounts receivable	(148,608)	—	22,369	229,882	—	—	103,643	(140,970)
Prepaid expenses	4,585	—	—	—	—	—	4,585	1,873
Accounts payable and accruals	126,717	—	—	—	—	(12,548)	114,169	(32,702)
Interfund receivable (payable), no specific terms	(10,000)	—	10,000	—	—	—	—	—
Deferred revenue	—	—	—	(115,926)	—	—	(115,926)	143,314
<b>Cash provided (used) by operating activities</b>	<b>(53,398)</b>	<b>—</b>	<b>218,800</b>	<b>302,763</b>	<b>(4,568)</b>	<b>66,158</b>	<b>529,755</b>	<b>963,895</b>
<b>INVESTING ACTIVITIES</b>								
Purchase of capital assets	(25,728)	—	—	—	—	—	(25,728)	(14,330)
Disposal of capital assets	625	—	—	—	—	—	625	—
Inter-fund transfer	(128,925)	—	—	118,114	—	10,811	—	—
<b>Cash provided (used) in investing activities</b>	<b>(154,028)</b>	<b>—</b>	<b>—</b>	<b>118,114</b>	<b>—</b>	<b>10,811</b>	<b>(25,103)</b>	<b>(14,330)</b>
<b>Increase (decrease) in cash during the year</b>	<b>(207,426)</b>	<b>—</b>	<b>218,800</b>	<b>420,877</b>	<b>(4,568)</b>	<b>76,969</b>	<b>504,652</b>	<b>949,565</b>
Cash, beginning of year	1,363,371	—	4,035,518	1,688,142	13,463	299,838	7,400,332	6,450,767
<b>Cash, end of year</b>	<b>1,155,945</b>	<b>—</b>	<b>4,254,318</b>	<b>2,109,019</b>	<b>8,895</b>	<b>376,807</b>	<b>7,904,984</b>	<b>7,400,332</b>
<b>Cash is represented as follows:</b>								
Cash and cash equivalents	1,155,945	—	—	2,109,019	8,895	376,807	3,650,666	3,364,814
Funds held by Camosun College	—	—	4,254,318	—	—	—	4,254,318	4,035,518
	<b>1,155,945</b>	<b>—</b>	<b>4,254,318</b>	<b>2,109,019</b>	<b>8,895</b>	<b>376,807</b>	<b>7,904,984</b>	<b>7,400,332</b>

See accompanying notes to the financial statements

**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**1. PURPOSE OF THE ORGANIZATION**

Camosun College Student Society (the "Society") is a not-for-profit organization incorporated pursuant to the Society Act of British Columbia that provides support services and advocacy representation to the student membership. The Society is exempt from income taxes.

The purposes of the Society is to organize students on a democratic basis for the advancement of students' interests; to develop a sense of community among students and other constituent groups of Camosun College; to promote and represent students' interests in relation to Camosun College; to create, organize and promote services or programs which enrich the educational, social, cultural and recreational environment at Camosun College; and, to seek to ensure that Camosun College programs are accessible to everyone.

**2. SIGNIFICANT ACCOUNTING POLICIES**

These financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

**Use of Estimates**

The preparation of financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenues and expenses reported during the year. Significant areas requiring the use of management estimates relate to the determination of net recoverable value of assets, in particular as it relates to the useful lives of capital assets, accrued liabilities and deferred revenue. Actual results could differ from these estimates.

**Fund Accounting**

The Society follows fund accounting using the deferral method of accounting for contributions. The major funds are described below.

*Operating Fund*

Revenues and expenses related to program delivery and administrative activities are reported in the general fund. This fund represents unrestricted resources.

The following funds are all internally restricted for the following purposes:

*Capital Asset Fund*

The Capital Asset Fund reports the assets, liabilities, revenues and expenses related to the Society's capital assets.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****Fund Accounting (Cont'd)***Building Fund*

The Building Fund was established in 1992 with the goal of creating the capital necessary to fund the construction of its own space. In 2005, the construction of student space became a priority and members voted to establish a building fund levy in April 2006.

The College collects funds through a student levy on behalf of the Society and remits the collected funds directly to the Camosun College Foundation where they are held in trust until such time as they are required for building development.

*Health & Dental Fund*

The members of the Society have agreed to contribute up to \$262 per year for the purpose of offering both a health plan and dental plan for undergraduate students.

*Student Refugee Fund*

The Society's Student Refugee program is run in collaboration with the Camosun WUSC (World University of Canada) Committee and the Camosun College. Its purpose is to sponsor one student refugee per academic year and help with pursuing their educational goals.

*Internally Restricted Net Assets in the Operating Fund*

The Society has several internally restricted funds as outlined in the Statements of Operations and Changes in Funds Balances. These funds include Nexus, Clubs, Events, Walk Safer, Contingencies in Future Benefits, First Nations Student Association, Pride, Students with Disabilities, Women's Centre, Sustainability, and the International Students Fund.

In accordance with the operating reserve policy, each of the groups carry forward up to \$1,000 of their budget surplus per year, except Events, Clubs, Walk Safer and the Fund for Contingencies in Future Employee Benefits.

*i) Nexus Fund*

The Nexus is the student newspaper. The purpose of the Nexus Publishing Society is to publish informative, analytical, and entertaining materials with focus on issues affecting students. Students paid \$125,312 [2019: \$126,882] towards publication of the Nexus.

**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****Fund Accounting (Cont'd)***ii) Clubs Fund*

Club funding is provided by a student levy so that students can start a club. The board passed a motion that all funds received would be spent on clubs; therefore the Clubs' surplus is carried forward without restriction. Examples of clubs include Japanese Conversation, Psychology, and Toastmasters.

*iii) Events Fund*

The Events fund is primarily used for funding CamFest, but includes other Society special events. CamFest is an event to welcome students to the campuses and have handbooks, hot beverages, and information to help orient students.

*iv) Walk Safer Fund*

Walk Safer is a student run safety service that is available on both Lansdowne and Interurban Campuses, where students can be walked or transported by golf cart to their classes, vehicles or other locations at night. The capital fund was established to purchase and maintain golf carts when needed. Walk Safer can carry-over up to \$5,000 to top up the program's capital fund.

*v) Contingencies for Future Employment Benefits Fund*

The Fund for Contingencies in Future Employee Benefits have been set aside to cover seldom used but obligatory employee contingencies such as employee childcare, non-continual expenses would otherwise cause an adverse impact on the Society's annual budget.

*vi) First Nations Student Association Fund*

The First Nations Student Association (FNSA) is run by and for Aboriginal students at Camosun College. FNSA was formed to address the specific concerns of Aboriginal students, and to provide a comfortable place for students to go. FNSA's mandate is to meet the social, cultural, and recreational needs of Aboriginal students.

*vii) Pride Fund*

The Pride Centre is dedicated to providing and creating a safe and supportive environment for members of the Gay, Lesbian, Bisexual, Transgendered, Two-Spirited and Queer (GLBT2Q) community and their allies on campus. The Pride Centre offers individuals an opportunity to take an active role in creating a healthy, involved, and fun community on campus.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****Fund Accounting (Cont'd)***viii) Students' with Disabilities Fund*

The Student's with Disabilities director acts as an advocate for those affected by both physical and mental health concerns. The director provides a listening ear and acts as a confidant for discussion of personal issues.

*ix) Women's Centre Fund*

The Women's Centre exists at both Lansdowne and Interurban campus and provides a safe space, resources, and activities specifically to enhance the lives of women on campus.

*x) Sustainability Fund*

Camosun Students for Sustainability exists to foster awareness of environmental issues and is an advocate for implementing change to improve the environment.

*xi) International Fund*

International Student Director is an advocate, provided by the Society, to voice and act on the issues of international students. The International Student Director's mission is to help enable International students understand Canadian culture as well as help promote cultural awareness.

*xii) Food Bank Fund*

The Society maintains a food bank as an emergency resource for food and some basic necessities, for students at both Lansdowne and Interurban campuses.

*xiii) Human Resources Fund*

The Human Resources Fund provides for external consultancy, advisory and record keeping services.

**Revenue Recognition**

The Society follows the deferral method of accounting for contributions. Unrestricted contributions are recognized as revenue of the appropriate fund when received or receivable if the amount to be received can be reasonably estimated and the collection is reasonably assured. Contributions for externally restricted purposes are recognized as revenue in the year in which the related expenses are incurred.

Student activity fees are recognized as revenue according to the academic terms and funds they relate to.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****Revenue Recognition (Cont'd)**

The Health Plan levies are recognized as revenue over the term of the plan coverage.

Revenue from all other sources is recognized when the service is provided or when the respective goods are sold to the customer.

Interest income is recognized in accordance with the terms of the underlying investment which is generally with the passage of time.

**Contributed Services**

Volunteers contribute their time to assist the Society in carrying out its activities. Due to the difficulty in determining the fair value of such services, the value of the donated services is not recognized in these financial statements.

**Measurement of Financial Instruments**

The Society initially measures its financial assets and financial liabilities at fair value. The Society subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash, term deposits, and accounts receivable. Financial liabilities measured at amortized cost include accounts payable and accruals.

Financial assets measured at amortized cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

**Cash and Cash Equivalents**

Cash is defined as cash on hand and cash on deposit, net of cheques issued and outstanding at the year-end and highly liquid term deposits.

The Society's statement of cash flows is prepared on a net cash basis and cash flows from operating activities are reported using the indirect method.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)****Capital Assets**

Purchased capital assets are recorded at cost and amortization expense is recorded in the Capital Asset Fund.

Amortization is provided over the assets' estimated useful lives as follows:

- Computers 3 years straight-line
- Office equipment 20% per year, declining basis
- Other equipment 20% per year, declining basis

Amortization for equipment acquired during the year is recorded at one-half of the indicated rates.

**Use of Premises**

The use of the Society's current office space is provided, at no cost, by way of agreement with Camosun College.

**3. CASH AND CASH EQUIVALENTS**

	2020	2019
	\$	\$
Cash	653,325	816,242
Term deposits	2,997,031	2,548,262
Credit Union shares	10	10
Floats	300	300
	<b>3,650,666</b>	<b>3,364,814</b>

The term deposits are readily convertible into cash and have interest rates between 3.10% to 3.30%.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**4. ACCOUNTS RECEIVABLE**

	2020	2019
	\$	\$
<b>Operating Fund</b>		
Camosun College	219,876	73,963
Interest	3,752	3,502
Other	4,348	1,903
	<b>227,976</b>	<b>79,368</b>
<b>Building Fund</b>		
Camosun College	60,973	83,342
<b>Health &amp; Dental Fund</b>		
Camosun College	589,055	814,959
Interest	6,631	10,609
	<b>595,686</b>	<b>825,568</b>
Allowance for doubtful account	—	—
	<b>884,635</b>	<b>988,278</b>

**5. FUNDS HELD BY CAMOSUN COLLEGE**

The Camosun College Student Union Society Building Fund was established in 1992 with the goal of creating the capital necessary to fund the construction of its own space. The College collects funds through a student levy on behalf of the Society. The College remits the collected funds directly to the Camosun College Foundation, where they are held in trust until such time as they are required for building development.

**6. CAPITAL ASSETS**

	Cost	Accumulated Amortization	Net Book Value
	\$	\$	\$
<b>2020</b>			
Computers	38,712	26,966	11,746
Office equipment	81,482	53,580	27,902
Other equipment	48,100	30,066	18,034
	<b>168,294</b>	<b>110,612</b>	<b>57,682</b>
<b>2019</b>			
Computers	30,861	23,424	7,437
Office equipment	71,683	47,830	23,853
Other equipment	42,597	28,101	14,496
	145,141	99,355	45,786

**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**7. ACCOUNTS PAYABLE AND ACCRUALS**

	2020	2019
	\$	\$
<b>Operating Fund</b>		
Operations	158,960	67,478
Camosun College	22,247	15,025
Wages and vacation	94,264	66,251
	<b>275,471</b>	148,754
<b>Nexus Fund</b>		
Operations	23,536	36,084
	<b>23,536</b>	36,084
	<b>299,007</b>	184,838

**8. RELATED PARTY TRANSACTIONS**

For the year ending March 31, 2020, the Society paid stipends and honorariums to executive board members and other elected personnel in the amount of \$79,068 [2019 - \$52,481].

The amount above includes payments made to the following elected directors during the year:

	2020	2019
	\$	\$
External Executives	24,032	16,134
Student Wellness & Accessibility	17,810	7,637
Pride Directors	11,490	6,808
Lansdowne Executives	1,929	5,215
Interurban Executives	1,482	4,542
Finance Executives	9,249	4,395
Woman's Directors	6,872	4,031
International Directors	392	1,650
Sustainability Directors	2,736	1,503
FNSA Directors	2,911	386
Off Campus Directors	165	180
	<b>79,068</b>	52,481

**9. FINANCIAL INSTRUMENTS**

The Society is exposed to various risks through its financial instruments. The following analysis presents the Society's exposures to significant risk as at March 31, 2020.



**Camosun College Student Society**

Incorporated under the Society Act of B.C.

**NOTES TO FINANCIAL STATEMENTS**

March 31, 2020

**9. FINANCIAL INSTRUMENTS (CONT'D)****Credit Risk**

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation.

The Society is exposed to credit risk with respect to its cash, term deposits and accounts receivable. The Society assesses, on a continuous basis, accounts receivable on the basis of amounts it is virtually certain to receive. The Society's cash and investments are invested with a large financial institution.

**Liquidity Risk**

Liquidity risk is the risk of being unable to meet cash requirements or fund obligations as they become due. It stems from the possibility of a delay in realizing the fair value of financial instruments.

The Society manages its liquidity risk by constantly monitoring forecasted and actual cash flows and financial liability maturities, and by holding assets that can be readily converted into cash.

**Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Society is exposed to interest rate risk on its cash and term deposits.

**10. COVID19**

The Society has been impacted operationally, financially and in terms of governance by COVID19. When students were moved to online classes in March 2020 practically all the Society's services, staff, and financial payments were moved online. The Society subscribed to a payroll service to make sure the Society could continue to pay directors and employees. While the Society continues to provide core functions virtually, it also remains very difficult to engage with the membership with regard to campaigns and advocacy.

The Society is anticipating up to a 15% reduction of revenue for the 2020-2021 fiscal year which has caused some spending reductions and an understanding that the Society will likely run a deficit. At the same time that revenue is down, the demand for donations and certain other supports has increased.

From a governance perspective, the Society's board has moved all its meetings online and modified approval processes for financial expenditures have been developed due to the lack of meeting face to face. Additionally the entire spring election process for the Society's Board of Directors had to occur online as well as the Annual General Meeting.



## STATEMENT OF OPERATIONS - OTHER FUNDS

Year ended March 31

	2020														2019	
	Nexus	Clubs	Events	Walk Safer	Contingencies in Future Benefits	First Nations Student Association	Pride	Student Wellness & Access	Women's Centre	Sustain-ability	International Students	Food Bank	Human Resources	CASA, Advocacy & Campaigns Trust	Total	Total
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>REVENUES</b>																
Student levy	125,312	95,976	49,765	49,765	—	10,640	1,425	1,663	13,300	1,500	1,000	10,640	—	—	360,986	366,570
Fundraising and other	—	388	8,353	18,500	—	—	—	—	—	—	—	6,593	—	92,583	126,417	119,309
	<b>125,312</b>	<b>96,364</b>	<b>58,118</b>	<b>68,265</b>	<b>—</b>	<b>10,640</b>	<b>1,425</b>	<b>1,663</b>	<b>13,300</b>	<b>1,500</b>	<b>1,000</b>	<b>17,233</b>	<b>—</b>	<b>92,583</b>	<b>487,403</b>	<b>485,879</b>
<b>EXPENSES</b>																
Office, postage, supplies and other	125,312	6,470	25,335	10,215	—	1,991	124	—	—	—	—	5,590	—	22,923	197,960	187,560
Wages and benefits	—	51,256	—	54,267	9,125	—	—	—	—	—	—	1,070	—	—	115,718	113,760
Donations - Other	—	21,636	—	619	—	3,675	—	—	97	—	—	10,717	—	—	36,744	56,873
Special events	—	644	20,440	742	—	—	327	1,199	22	630	—	254	—	—	24,258	67,445
Travel and conferences	—	636	71	658	—	—	1,028	—	1,300	—	—	152	—	28,314	32,159	3,970
Handbook and printing	—	—	—	1,747	—	—	111	—	—	—	—	—	—	—	1,858	10,821
	<b>125,312</b>	<b>80,642</b>	<b>45,846</b>	<b>68,248</b>	<b>9,125</b>	<b>5,666</b>	<b>1,590</b>	<b>1,199</b>	<b>1,419</b>	<b>630</b>	<b>—</b>	<b>17,783</b>	<b>—</b>	<b>51,237</b>	<b>408,697</b>	<b>440,429</b>
Excess revenue (expenses) for the year	—	15,722	12,272	17	(9,125)	4,974	(165)	464	11,881	870	1,000	(550)	—	41,346	78,706	45,450
Fund balances, beginning of year	—	88,435	62,485	5,266	12,543	1,000	966	1,000	1,000	1,000	1,000	2,679	50,000	36,380	263,754	228,460
	—	<b>104,157</b>	<b>74,757</b>	<b>5,283</b>	<b>3,418</b>	<b>5,974</b>	<b>801</b>	<b>1,464</b>	<b>12,881</b>	<b>1,870</b>	<b>2,000</b>	<b>2,129</b>	<b>50,000</b>	<b>77,726</b>	<b>342,460</b>	<b>273,910</b>
Transfer from operations	—	—	—	—	30,000	—	—	—	—	—	—	—	—	—	30,000	—
Transfer of excess surplus to operations	—	—	—	—	—	(4,974)	—	(464)	(11,881)	(870)	(1,000)	—	—	—	(19,189)	(10,156)
<b>Fund balances, end of year</b>	<b>—</b>	<b>104,157</b>	<b>74,757</b>	<b>5,283</b>	<b>33,418</b>	<b>1,000</b>	<b>801</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>2,129</b>	<b>50,000</b>	<b>77,726</b>	<b>353,271</b>	<b>263,754</b>

See accompanying notes to the financial statements