

Note Location  
Change



## BOARD OF GOVERNORS

### REGULAR MEETING AGENDA

**MEETING:** Monday, June 20, 2022  
**TIME:** 5:00 pm  
**LOCATION:** LACC 321, Interurban Campus  
**ONLINE:** Teams

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**BOARD MEMBERS:**

Monty Bryant, Chair  
Bijan Ahmadi  
Tanya Clarmont, Vice Chair  
Joanne Cumberland  
Amanda Garner  
Puneet Kaur  
Lindsay Kearns  
Richard Margetts  
Brenda McBain  
Brent Palmer  
Ruth Mojeed Ramirez  
Mike Stubbing  
Lane Trotter, President  
Al van Akker

**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:**

Sybil Harrison, Past Director, Learning Services  
Jen Stone, Director, Strategic Initiatives

**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] (Lane Trotter)	attachment 4
3. Foundation [5 min] (Geoff Wilmshurst)	no attachment
4. Education Council [5 min] (Bijan Ahmadi/Ruth Mojeed Ramirez)	
i) Minutes of the April 20, 2022, meeting	attachment 8
5. Pacific Institute for Sport Education [5 min] (Puneet Kaur)	no attachment

	<b>PAGE</b>
<b>IV BOARD COMMITTEE REPORTS</b>	
1. Audit Committee [10 min] (Tanya Clarmont)	
i) Minutes of the October 25, 2021, meeting	attachment 12
ii) Report from the June 6, 2022, meeting	
a. Audited Financial Statements for the Year Ending March 31, 2022 *	attachment 14
b. Reappointment of the Auditor *	attachment 39
2. Executive Committee [5 min] (Monty Bryant)	no attachment
i) E-3.4 Copyright Policy [5 min] (Heather Cummings) *	attachment 40
ii) BEST Program Cancellation [5 min] (John Boraas) *	attachment 48
iii) Board Evaluation Results Summary [5 min] (Tanya Clarmont)	no attachment
3. Finance Committee [5 min] (Mike Stubbing)	no attachment
<b>V APPROVAL OF THE MINUTES</b>	
1. Minutes of the May 9, 2022, meeting [2 min] (Monty Bryant)	attachment 55
<b>VI NEW BUSINESS</b>	
1. Strategic Plan Development [10 min] (Lane Trotter, Jen Stone)	no attachment
2. Institutional Accountability Plan & Report 2021-22 [10 min] (Rodney Porter) *	enclosure
3. Election of the Chair August 1, 2022, to July 31, 2023 [5 min] (Deborah Huelscher)	no attachment
4. Farewell to Departing Board Members [10 min] (Monty Bryant)	no attachment
<b>VII ADJOURNMENT</b>	
 * Requires a decision. See Page 3 for the proposed motions.	 attachment 3



**BOARD OF GOVERNORS**

**Regular Meeting**

**MOTIONS**

**Monday, June 20, 2022**

**IV BOARD COMMITTEE REPORTS**

**1. Audit Committee**

**a. Audited Financial Statements for the Year Ending March 31, 2022**

MOTION:

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2022, AS PRESENTED.

**b. Reappointment of the Auditor**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KMPG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2023.

**2. Executive Committee**

**i) E-3.4 Copyright Policy**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CHANGE OF THE APPROVAL BODY FOR THE POLICY 'E-3.4 COPYRIGHT' FROM THE COLLEGE EXECUTIVE TEAM TO THE BOARD OF GOVERNORS.

**ii) BEST Program Cancellation**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CANCELLATION OF THE BUILDING EMPLOYMENT SUCCESS TOMORROW PROGRAM (BEST).

**VI NEW BUSINESS**

**2. Institutional Accountability Plan and Report 2021-2022**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE DRAFT 2021-2022 INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT, AND AUTHORISE THE BOARD EXECUTIVE COMMITTEE TO APPROVE THE FINAL VERSION ONCE THE DATA IS COMPLETE.



## Board of Governors

**SUBMITTED BY:** Lane Trotter, President

**DATE:** June 20, 2022

**TOPIC:** President's Report: May 10 – June 20, 2022

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### 1. Meetings with External Community

On May 16<sup>th</sup>, John Boraas, Janice Simcoe and I attended the WSÁNEĆ School Board and Camosun College Relationship Agreement meeting. This was a wonderful opportunity for me to meet the members of the WSÁNEĆ School Board and for the college to renew its commitment to working with the WSÁNEĆ nation.

On May 18<sup>th</sup> I met with Emilie de Rosenroll, CEO of the South Island Prosperity Project (SIPP) and Colin Ewart, CEO of BC Colleges to discuss Camosun's ongoing relationship with SIPP.

On May 24<sup>th</sup>, Deborah Huelscher, Geoff Wilmshurst, Heather Cummings, Jennifer Stone and Rodney Porter and I attended a meeting with the executive team of Royal Roads University. During our two-hour meeting we had an excellent discussion around opportunities for our continued cooperation and collaboration.

On May 26<sup>th</sup> I was interviewed by Rohit Joseph, CBC regarding our upcoming convocation ceremonies. I spoke about what it takes to mount a triple cohort Convocation ceremony, noting that graduates from 2020, 2021 and 2022 will cross the stage this June.

On May 30<sup>th</sup> and 31<sup>st</sup> I attended the BC Colleges Strategic Retreat; the first day of which took place in downtown Victoria and the second day at Camosun's Lansdowne campus. The group discussion covered a wide range of topics and include guests from the ministry. On May 30<sup>th</sup> there was a lunch with MLA's that provided an excellent opportunity to connect with our local members. As a result of the lunch, there has been interest from several MLA's in campus tours and/or further conversation.

On June 3<sup>rd</sup> Minister Anne Kang paid an extended visit to our Interurban campus. I was joined by Board member Mike Stubbing for the morning to accompany the Minister to a variety of areas. During her over four hours on campus, the Minister met with the Camosun College Student Society, Trades and Technology Dean Eric Sehn, students of the Women in Trades Training (WITT) Sampler Program and staff of Camosun Innovates. The Minister was treated to lunch in the Classroom Restaurant prepared by Culinary Arts students; lunch was also attended by students from the WITT program as well as WITT instructor Amy Carr. It was an informative day with faculty, students and staff doing an excellent job of showcasing the college.

On June 10<sup>th</sup> Geoff Wilmshurst, Michelle Brown (Director of Professional Studies and Industry Training), hosted CFB guests Base Commander Capt (N) Jeff Hutchinson and Base Chief Alden Darragh for a tour of the Interurban campus. I had the opportunity to meet with the group during the morning.

## **2. Meetings with Senior Leadership Council (SLC)**

I met with the Senior Leadership Council on May 11<sup>th</sup>, 25<sup>th</sup> and June 8<sup>th</sup>. Topics discussed included budget updates and a presentation on the international student enrollment journey.

## **3. Events and Awards Ceremonies**

### **May 19: Celebration of Thelma Midori; Camosun College Association of Retired Employees (CCARE) annual meeting**

On May 19<sup>th</sup> I attended a celebration of former Dean of Health and Human Services, Thelma Midori (deceased.) A plaque was unveiled in her memory in the Alex and Jo Campbell Centre for Health and Wellness. The event was well attended by former and current Camosun employees and spoke volumes of the high regard that everyone had for Thelma.

Following the celebration, I attended the annual gathering of CCARE (Camosun College Association of Retired Employees.) What an amazing group! Their positive energy and continued passion for the college made for a truly delightful event.

### **May 26: Celebration of Sybil Harrison**

On May 26<sup>th</sup> I attended the college's celebration of retiring Director of Learning Services, Sybil Harrison.

### **May 27: Celebration of Janice Simcoe**

On May 27<sup>th</sup> I attended the college's celebration of retiring Director of Indigenous Education and Community Services, Janice Simcoe. A letter from Minister Anne Kang to Janice is attached.

### **School Awards Events June 6-10**

For five evenings, June 6<sup>th</sup> through 10<sup>th</sup>, I was honoured to attend the Awards events for the School of Business, Centre for Sport and Exercise Education, and the School of Trades and Technology. The events were great wonderful opportunities to celebrate our students and their achievements as well as to meet some of our generous donors who play an important part in the success of our students.

### **June 8: College Virtual Town Hall**

The College Executive Team was joined by Board Vice-Chair Tanya Clarmont and Deputy Provincial Health Officer and PHSA's VP of Public Health and Wellness, Dr. Réka Gustafson for a virtual town hall. The event included a general update from me, a COVID update from Dr. Gustafson who also answered pre-submitted questions from the college community, a financial update from Deborah Huelsher, and an update on the current strategic planning process by Jennifer Stone (Director, Strategic Initiatives) and Rashed Al Haque (Education Policy Specialist.) The updates were followed by the executive team responding to pre-submitted questions as well as questions posed during the session.

### **June 11: Practice paddle in anticipation of June 21 National Indigenous Day canoe race at RRU**

On June 11<sup>th</sup> I was joined by Todd Ormiston (incoming Executive Director of Indigenous Education and Community Service) and Richard Doucet (student and member of the Camosun College Student Society) for a practice paddle ahead of the race on National Indigenous Day, June 21<sup>st</sup>. I appreciated the opportunity to hone my skills in advance of the big race and I am looking forward to joining the rest of the college's canoe team on the 21<sup>st</sup>.

### **Convocation Ceremonies, June 14-17**

Verbal update.



BRITISH  
COLUMBIA

**LETTER**

June 10, 2022  
Our Ref. 125398

Janice Simcoe  
Director, Eye? Sqa'lewe  
Camosun College

Email Address:      [simcoe@camosun.bc.ca](mailto:simcoe@camosun.bc.ca)

Dear Ms. Simcoe:

I am writing to extend my warm congratulations on your recent retirement as Director of Eye? Sqa'lewen: The Centre for Indigenous Education and Community Connections, and to thank you for your exceptional service during the past 31 years at Camosun College.

I would like to extend my sincere appreciation for your many years of dedicated service. Your work in leading the growth, stability and community partnerships of the College and advocating on behalf of Indigenous learners, organizations, and partners has had significant impacts within the province's post-secondary sector. Your commitment and leadership have been instrumental in increasing opportunities for advanced education for Indigenous students in British Columbia.

I value your long-standing leadership in supporting the success of Indigenous students. During your time at Camosun College, you have played an important role in ensuring the advancement of Indigenous priorities, and lasting and meaningful reconciliation. Future generations of Indigenous students will continue to benefit and succeed as a result of your vision and leadership.

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Thank you again for your distinguished contribution to post-secondary education in British Columbia. Please accept my very best wishes for the future.

Sincerely,



Honourable Anne Kang  
Minister

pc: Dr. Monty Bryant, Board Chair  
Camosun College

[montybryant@outlook.com](mailto:montybryant@outlook.com)

Dr. Lane Trotter, President  
Camosun College

[Trotterl@camosun.ca](mailto:Trotterl@camosun.ca)

Indigenous Student Services  
Camosun College

[indigenousandvising@camosun.ca](mailto:indigenousandvising@camosun.ca)



# APPROVED Minutes

## REGULAR MEETING

Wednesday, Apr 20, 2022

4:00 – 6:00 pm

P216, LACC 321, MS Teams

### Present

#### Voting Members

- |   |                                    |
|---|------------------------------------|
| 1. Andrea Kucherawy, Support Staff (Vice-Chair) | 11. Kyle Jones, Student            |
| 2. Bijan Ahmadi, Faculty (Chair)                | 12. Lindsay van Gerven, Student    |
| 3. Blair Fisher, Faculty                        | 13. Lois Fernyhough, Faculty       |
| 4. Brian Coey, Faculty                          | 14. Mark Fournier, Faculty         |
| 5. Corrine Michel, Faculty                      | 15. Monika Bhardwaj, Student       |
| 6. Debbie Hlady, Administration                 | 16. Richard Stride, Administration |
| 7. Emily Schudel, Faculty                       | 17. Ruth Lyall, Faculty            |
| 8. John Boraas, Administration                  | 18. Ryan Russell, Faculty          |
| 9. Julia Grav, Faculty                          | 19. Scott Harris, Administration   |
| 10. Karen Young, Student                        | 20. Tia Primrose, Support Staff    |

#### Non-Voting Members

- |  |  |
|--|--|
| Connie Klassen, ICC Chair                  | Lane Trotter, President                      |
| Peter Moroney, Education Policy & Planning | Todd Ormiston, Indigenization Representative |
| Ruth Mojeed Ramirez, Board of Governors    |  |

**Guests:** Patrycja Fatla, Occupational Safety & Health Coordinator

**Regrets/Absent:** Connie Klassen, Ruth Mojeed Ramirez, Lois Fernyhough, Lindsay van Gerven

ITEM	PRESENTER
<p><b>A. CALL TO ORDER AND DECLARATION OF QUORUM</b></p> <p>The regular meeting was called to order at 4:07 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. CHECK-IN</b>	<b>Bijan Ahmadi</b>
<p>Bijan noted that dates are set for EdCo for next year. As part of the check in Bijan asked Council members how they feel this mode of delivery has been working and if anyone has any comments regarding maintaining community as we schedule things for next year. Bijan welcomed and introduced Patrycja Fatla, Occupational Health &amp; Safety Coordinator, who has expressed an interest in learning what Education Council is about.</p>	
<b>F. ACCEPTANCE OF AGENDA</b>	<b>Bijan Ahmadi</b>
<p>The agenda for <a href="#">April 20, 2022</a> was approved by unanimous consent.</p>	
<b>G. MINUTES FOR APPROVAL</b>	<b>Bijan Ahmadi</b>
<p>The minutes for the <a href="#">March 16, 2022</a> meeting were approved by unanimous consent.</p>	
<b>H. REPORTS</b>	
<b>1. Education Council Chair</b>	<b>Bijan Ahmadi</b>
<p>Bijan reported that the Education Council election was called on Feb 16<sup>th</sup> (one day after the Feb EdCo meeting); by the of the next meeting on Mar 16<sup>th</sup> the election was closed. Bijan acknowledged he forgot to insert himself into that procedure to remind term ending members, and that EdCo will be entering the Fall term with three faculty seats empty. Bijan encouraged the three current faculty members whose terms are up to nominate themselves, if they are interested, for the Fall by-election. He also noted that out of four student positions only one was nominated and claimed; Council starts in the Fall with only fourteen members. He will be reaching out to faculty in the Fall to remind them of the by-election in October and offered outgoing Council members to attend as guests for September and October.</p>	
<p>Bijan commented on operational concerns vs. curriculum concerns when addressing curriculum for approval. Council is to consider the curriculum aspect of courses and programs; ICC reflects and take notes only of the aspects of curriculum. He encouraged Council to seek out information supporting their own interpretation and understanding of why and how curriculum decisions are being made and operationalized.</p>	
<b>2. VP Education</b>	<b>John Boraas</b>
<p>Program Cancellation</p>	
<p><b>Motion:</b> That Education Council approve and recommend to the Camosun College Board of Governors cancellation of the following:</p>	
<p>BUILDING EMPLOYMENT SUCCESS FOR TOMORROW (BEST)</p>	

ITEM	PRESENTER
<p><b>Moved by: John Boraas</b>  <b>Seconded by: Richard Stride</b>  <b>Motion Carried</b></p>	
<p><b>3. Board Member</b></p> <p>Lane reported on behalf of Ruth that the Board met last week and focused on the budgetary challenges that are continuing to be worked through as well as an update on the Strategic Plan.</p>	<p><b>Lane Trotter for Ruth Mojeed Ramirez</b></p>
<b>I. COMMITTEE REPORTS</b>	
<p><b>Education Council Policy and Standards Committee</b></p> <p>Pete reported that the Committee met on April 11. The Grading Policy work is now focused on minor elements, including recommendations on language surrounding “attendance” and what it means. This will be run past the Education Leadership Team. In addition, the Committee looked at a change to the current standard around Expedited Approval. The realization is that “out-of-cycle” changes to curriculum is about expedited implementation; the standard will be repositioning this as such.</p> <p>Pete noted that formalization surrounding membership is needed due to increased interest in the P&amp;S Committee. The Committee will look at the Terms of Reference, who comprises the membership, and the process of adding members. This will be brought to EdCo in the future. Pete reported that Claudia Sperling, Director of Applied Learning and Cooperative Education, has been added as a member of the Committee after having been a regular guest.</p>	<p><b>Peter Moroney</b></p>
<b>J. INTEGRATED CURRICULUM COMMITTEE REPORT</b>	
<p><b>Regular Curriculum for Approval</b></p> <p>Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:</p> <p>T&amp;T: ELECTRONICS &amp; COMPUTER ENGINEERING</p> <p><a href="#">Electrical Specialist</a></p> <p><a href="#">WENG Tech System Maintainer</a></p> <p><a href="#">ELEN 121</a></p> <p><a href="#">ELEN 166</a></p> <p><a href="#">MECH 176</a></p> <p><a href="#">MECH 178</a></p> <p><a href="#">ICS 200</a></p>	<p><b>Peter Moroney for Connie Klassen</b></p>
<p><b>Motion:</b> That Education Council approves changes to the curriculum as submitted:</p>	

ITEM	PRESENTER
<p style="text-align: right;"><b>Moved by: Scott Harris</b> <b>Seconded by: Monika Bhardwaj</b> <b>Motion Carried</b></p>	
<b>K. MOTION FOR APPROVAL</b>	<b>Peter Moroney</b>
<b>Motion for approval</b>	
<p><b>Motion:</b> To add Mandy Hayre as a panelist to the Education Council Academic Appeals Panel:</p> <p style="text-align: right;"><b>Moved by: Scott Harris</b> <b>Seconded by: Ruth Lyall</b> <b>Motion Carried</b></p>	
<b>Motion for approval</b>	
<b>Scott Harris</b>	
<p><b>Motion:</b> That Education Council approves the <a href="#">listed changes</a> to curriculum resulting from approved revisions of 15 April 2020 to the <a href="#">Academic Credits Standard and Procedure</a>:</p> <p style="text-align: right;"><b>Moved by: Scott Harris</b> <b>Seconded by: Brian Coey</b> <b>Motion Carried</b></p>	
<b>M. ADJOURNMENT</b>	<b>Bijan Ahmadi</b>
The meeting adjourned at 5:13 pm.	



## BOARD OF GOVERNORS

### AUDIT COMMITTEE MINUTES

**MEETING:** Monday, October 25, 2021  
**TIME:** 4:00 pm  
**ONLINE:** Teams

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**BOARD MEMBERS:**

Tanya Clarmont, Chair  
 Monty Bryant  
 Mike Stubbing

**RESOURCES:**

Sherri Bell, President (ex officio)  
 Deborah Huelscher, VP Administration & CFO

**REGRETS:** nil

**GUESTS:** Liette Bates-Eamer, KPMG  
 Madison Yesaki, KPMG

**EXECUTIVE ASSISTANT:** Heather Martin

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**I CALL TO ORDER**

The meeting was called to order at 4:05pm.

**II APPROVAL OF AGENDA**

The agenda was approved as presented.

**III APPROVAL OF THE MINUTES**

1. The minutes from the June 7, 2021, meeting were approved as presented.

**IV NEW BUSINESS**

**1. Audit Plan for coming year ending March 31, 2022**

Tanya Clarmont, Chair, noted the audit plan for the coming year, ending March 31, 2022, is in the package. Liette Bates-Eamer, KPMG, reviewed the highlights of the report. Materiality is \$2.5M, which is consistent with previous years. It is based on the forecast of total revenues of \$142M. They will report on any difference over \$125K. The audit was performed remotely for the last two years, and this year it will be done both virtually and on-site. KPMG will bring a report to the June, 2022, Audit Committee meeting. The PSAB new standard on asset retirement obligations will begin in March, 2023. Administration will begin to adopt it at the end of 2022.

**2. Audit Committee Annual Work Plan**

Tanya Clarmont, Chair, noted the proposed annual work plan will return to the original schedule which brought risk management to the Board in the fall instead of spring. Sharing the risk register in the fall fits in better with the College's delivery and planning cycle. The next risk register meeting will be in October, 2022.

**3. HR Payroll Processes & Controls – Colleague Update**

Deborah Huelscher, VP Administration and CFO, gave an update on the status of the Board's Enterprise Risk Management audit of Human Resources Payroll Processes & Controls - Colleague. In the last update, we were putting together a committee of six Camosun leads. The project includes Information Technology, Human Resources and Finance. Jen Stone, Director, Strategic Initiatives, will lead the multi-level project. The work will be done using existing resources. The time frame is from November, 2021, to December, 2023. The kick-off will be in a few weeks, and a report will go to the Audit Committee meeting next June.

**V ADJOURNMENT**

The meeting adjourned at 4:38 pm.

Financial Statements of

**CAMOSUN COLLEGE**

And Independent Auditors' Report thereon

Year ended March 31, 2022

## **MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS**

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

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

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

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

On behalf of Camosun College

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Lane Trotter  
*President*

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Deborah Huelscher  
*Vice President Administration and Chief  
Financial Officer*

## INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Camosun College, and  
To the Minister of Advanced Education, Skills and Training, Province of British Columbia

### ***Opinion***

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

- the statement of financial position as at March 31, 2022
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

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

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2022 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

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

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

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

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

### ***Emphasis of Matter – Financial Reporting Framework***

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

Our opinion is not modified in respect of this matter.





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

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

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

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

### ***Auditors' 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 auditors' report that includes our opinion.

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

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

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

We also:

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

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

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



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

Chartered Professional Accountants

Victoria, Canada  
\_\_\_\_\_, 2022

# CAMOSUN COLLEGE

## Statement of Financial Position

Year ended March 31, 2022, with comparative information for 2021

	2022	2021
<b>Financial assets</b>		
Cash and cash equivalents (note 3)	\$ 25,073,781	\$ 22,200,186
Accounts receivable (note 4):		
Due from government and other government organizations	2,741,960	2,058,556
Other	2,739,067	2,786,649
Inventories for resale (note 5)	687,034	989,031
	<u>31,241,842</u>	<u>28,034,422</u>
<b>Liabilities</b>		
Accounts payable and accrued liabilities (note 6):		
Due to government and other government organizations	2,079,786	1,882,477
Other	22,495,257	21,435,424
Employee future benefits (note 7)	3,206,728	2,735,986
Deferred contributions (note 8)	6,928,041	7,187,799
Deferred revenue (note 9)	9,678,352	5,523,055
Deferred capital contributions (note 10)	127,620,322	121,953,839
	<u>172,008,486</u>	<u>160,718,580</u>
Net debt	(140,766,644)	(132,684,158)
<b>Non-financial assets</b>		
Tangible capital assets (note 11)	150,822,467	147,310,894
Prepaid expenses	1,484,358	1,558,918
	<u>152,306,825</u>	<u>148,869,812</u>
Accumulated surplus	<u>\$ 11,540,181</u>	<u>\$ 16,185,654</u>

Contingent liabilities (note 12)  
Contractual obligations (note 14(c))

See accompanying notes to financial statements.

On behalf of the Board:

\_\_\_\_\_  
Chair, Board of Governors

\_\_\_\_\_  
Chief Financial Officer and  
Vice President Administration

# CAMOSUN COLLEGE

## Statement of Operations and Accumulated Surplus

Year ended March 31, 2022, with comparative figures for 2021

	Budget (note 16)	2022	2021
<b>Revenue:</b>			
Provincial grants:			
Ministry of Advanced Education	\$ 67,852,143	\$ 69,398,339	\$ 67,231,708
Other	5,750,000	6,700,467	6,271,909
Federal grants	805,000	614,211	499,028
Other grants	-	186,220	90,408
Tuition	43,711,659	40,722,078	38,264,439
Fees (other)	2,150,000	1,821,644	1,557,719
Other revenue	2,056,407	2,455,059	1,637,233
Amortization of deferred capital contributions	7,561,076	7,263,217	7,282,970
Rentals and leases	120,000	125,901	94,260
Investment income	95,000	127,557	129,715
Sales of goods and services:			
To the Province of BC	325,017	366,099	359,575
To Crown Corporations or government organizations	3,827,144	3,764,670	2,938,387
To other entities	7,967,677	9,254,731	6,870,188
	142,221,173	142,800,193	133,227,539
<b>Expenses (note 13):</b>			
Instruction and support	139,690,714	139,784,303	134,081,496
Ancillary operations	5,628,306	6,136,601	5,259,774
Applied research	1,149,700	1,524,762	1,469,223
	146,468,720	147,445,666	140,810,493
Annual deficit	(4,247,547)	(4,645,473)	(7,582,954)
Accumulated surplus, beginning of year	16,185,654	16,185,654	23,768,608
Accumulated surplus, end of year	\$ 11,938,107	\$ 11,540,181	\$ 16,185,654

See accompanying notes to financial statements.

# CAMOSUN COLLEGE

## Statement of Changes in Net Debt

Year ended March 31, 2022, with comparative information for 2021

	Budget (note 16)	2022	2021
Annual deficit	\$ (4,247,547)	\$ (4,645,473)	\$ (7,582,954)
Acquisition of tangible capital assets	(13,300,000)	(12,905,391)	(5,940,211)
Amortization of tangible capital assets	10,283,000	9,393,818	9,817,940
	(3,017,000)	(3,511,573)	3,877,729
Use (acquisition) of prepaid expenses	-	74,560	(239,903)
Increase in net debt	(7,264,547)	(8,082,486)	(3,945,128)
Net debt, beginning of year	(132,684,158)	(132,684,158)	(128,739,030)
<b>Net debt, end of year</b>	<b>\$ (139,948,705)</b>	<b>\$ (140,766,644)</b>	<b>\$ (132,684,158)</b>

See accompanying notes to financial statements.

# CAMOSUN COLLEGE

## Statement of Cash Flows

Year ended March 31, 2022, with comparative information for 2021

	2022	2021
Cash provided by (used in):		
Operating activities:		
Annual deficit	\$ (4,645,473)	\$ (7,582,954)
Items not involving cash:		
Amortization of tangible capital assets	9,393,818	9,817,940
Revenue recognized from deferred capital contributions	(7,263,217)	(7,282,970)
Change in employee future benefits	470,742	276,154
Changes in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(635,822)	1,282,528
Decrease (increase) in prepaid expenses	74,560	(239,903)
Decrease in inventories for resale	301,997	138,151
Increase in accounts payable and accrued liabilities	1,257,142	1,348,458
Increase (decrease) in deferred contributions	(259,758)	706,451
Increase in deferred revenue	4,155,297	982,913
Net change in cash from operating activities	2,849,286	(553,232)
Capital activities:		
Cash used to acquire tangible capital assets	(12,905,391)	(5,940,211)
Net change in cash from capital activities	(12,905,391)	(5,940,211)
Financing activities:		
Capital contributions received	12,929,700	4,412,345
Net change in cash from financing activities	12,929,700	4,412,345
Net change in cash	2,873,595	(2,081,098)
Cash and cash equivalents, beginning of year	22,200,186	24,281,284
Cash and cash equivalents, end of year	\$ 25,073,781	\$ 22,200,186

See accompanying notes to financial statements.

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 1. Nature of operations:

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

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. Since that time the College has experienced the following financial implications and undertaken the following actions in relation to the COVID-19 pandemic.

In fiscal 2020/21, the College experienced a significant decline in domestic and international student enrolments resulting in a tuition loss of \$10.8M (actuals compared to budget.) The full or partial closure of on-campus services due to the move to remote/online delivery of programs and services resulted in further revenue losses for the sale of goods and services of \$6.2M (actuals compared to budget.) A reduction in expenses of \$9.2M (actuals compared to budget) was realized primarily from a \$7M decrease in instruction and support costs and a \$2.2M decrease in ancillary operations expense.

In fiscal 2021/22, the College again experienced a decline in international student enrolments resulting in a tuition loss of \$3.0M (actuals compared to budget.) The full return to on-campus services in September 2021 contributed to an increase of \$1.3M in revenue for the sale of goods and services (actuals compared to budget.) A net increase in expenses resulted from increased program and service delivery costs to support the full return to campus in September 2021 (actuals compared to budget.)

As the situation remains dynamic and the ultimate duration and magnitude of the impact on the economy is still not known, an accurate estimate of the future financial effect on the College is not possible currently. However, the College is cautiously optimistic that with the acceleration of COVID-19 vaccinations and the removal of public health restrictions across the globe, we will see a return to normal operations, including a larger number of international students returning to the college.

## 2. Significant accounting policies:

### (a) Basis of accounting:

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

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 2. Significant accounting policies (continued):

### (a) Basis of accounting (continued):

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

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

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

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

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

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

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

### (b) Inventories for resale:

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



# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 2. Significant accounting policies (continued):

### (c) Tangible capital assets:

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

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

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

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

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

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

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

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

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

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

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 2. Significant accounting policies (continued):

### (d) Employee future benefits:

- (i) The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan, which are multi-employer joint trustee plans. The plans are defined benefit plans providing a pension on retirement based on the member's age at retirement, length of service and earnings. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as defined contribution plans and any contributions of the College to the plans are expensed as incurred.
- (ii) Sick leave benefits are also available to certain College employees. The costs of these benefits is actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligations under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected average remaining service life of the employees. Similarly, the cost and obligation of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.
- (iii) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes at March 31, 2022.
- (iv) The costs of insured benefits reflected in these statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

### (e) Prepaid expenses:

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

### (f) Revenue recognition:

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

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

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

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 2. Significant accounting policies (continued):

### (f) Revenue recognition (continued):

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

- (i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or in the form of a depreciable tangible capital asset, in each case for use in providing services are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.
- (ii) Contributions restricted for specific purposes other than for those to be held in perpetuity or for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contribution have been met.

### (g) Expenses:

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

### (h) Financial instruments:

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

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

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

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

### (i) Cash and cash equivalents:

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

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 2. Significant accounting policies (continued):

### (j) Measurement uncertainty:

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

## 3. Cash and cash equivalents:

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

## 4. Accounts receivable:

### (a) Due from government and other government organizations:

	2022	2021
Federal government	\$ 411,210	\$ 181,894
Provincial government	1,285,605	760,829
Other government organizations	1,045,145	1,115,833
	<u>\$ 2,741,960</u>	<u>\$ 2,058,556</u>

### (b) Due from other:

	2022	2021
Accounts receivable	\$ 3,345,025	\$ 3,261,031
Accrued interest	14,148	12,033
Allowance for doubtful accounts	(620,106)	(486,415)
	<u>\$ 2,739,067</u>	<u>\$ 2,786,649</u>

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 5. Inventories for resale:

Inventory is comprised of bookstore inventory for resale. During the year ended March 31, 2022 the College recognized \$2,245,344 (2021 - \$1,910,292) of expenses related to inventories in the statement of operations. This includes an amount of \$97,657 (2021 - \$55,438) resulting from the write-down of inventories.

## 6. Accounts payable and accrued liabilities:

(a) Due to government and other government organizations:

	2022	2021
Federal government	\$ 924,935	\$ 800,020
Provincial government	7,000	5,718
Other government organizations	1,147,851	1,076,739
	<u>\$ 2,079,786</u>	<u>\$ 1,882,477</u>

(b) Due to other:

	2022	2021
Trade payables and accrued liabilities	\$ 14,462,221	\$ 14,105,898
Accrued vacation pay and earned time off	5,177,903	5,074,641
Professional development and training	2,855,133	2,254,885
	<u>\$ 22,495,257</u>	<u>\$ 21,435,424</u>

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 7. Employee future benefits:

### (a) Employee future benefits:

	2022	2021
Sick leave	\$ 1,747,840	\$ 1,764,220
Long-term disability health and dental benefits	1,458,888	971,766
<b>Accrued benefit liability, end of year</b>	<b>\$ 3,206,728</b>	<b>\$ 2,735,986</b>

- (i) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's statement of operations and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's statement of financial position. The accrued benefit obligation and the net periodic benefit costs were estimated by an actuarial valuation at the measurement date of December 31, 2019 and extrapolated to March 31, 2022.

Actuarial gains and losses are amortized over 6 years (2021 - 6 years), being the expected average remaining service life of the employees.

	2022	2021
Accrued benefit obligation:		
Balance, beginning of the year	\$ 1,764,220	\$ 1,678,334
Current benefit cost	216,871	253,296
Benefits paid	(233,251)	(167,410)
Accrued benefit liability, end of year	1,747,840	1,764,220
Unamortized actuarial losses	99,886	124,857
<b>Accrued benefit obligation, end of year</b>	<b>\$ 1,847,726</b>	<b>\$ 1,889,077</b>

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 7. Employee future benefits (continued):

(a) Employee future benefits (continued):

(i) Continued:

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

	2022	2021
Projected service cost	\$ 149,000	\$ 145,000
Interest expense	42,900	43,100
Recognition of net actuarial losses	24,971	65,196
	<b>\$ 216,871</b>	<b>\$ 253,296</b>

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

	2022	2021
Discount rates	2.25%	2.25%
Expected future inflation rates	2.00%	2.00%
Expected wage and salary increases	2.75%	2.75%

(ii) Certain employees of the College are entitled to the continuation of extended health and dental benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and Exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65. Support staff receive these benefits from their date of disability to the earlier of recovery from disability and return to work or two years. The accrued benefit obligation for currently disabled employees was estimated by an actuarial valuation for accounting purposes as at March 31, 2022.

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

	2022	2021
Discount rates	2.70%	2.30%
Medical trend	6.36%	6.49%
Dental trend	5.25%	5.32%

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 7. Employee future benefits (continued):

### (b) Pension plans:

The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trusted pension plans.) The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit plans. Basic pension benefits are based on a formula. As at August 31, 2021, the College Pension Plan has about 16,500 active members and approximately 9,500 retired members. As at December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 7,000 from colleges.

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

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018 indicated a \$303 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018 indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

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

The College paid \$6,159,114 (2021 - \$6,086,390) for employer contributions for the College Pension Plan and \$1,977,535 (2021 - \$2,011,420) for the Municipal Pension Plan in fiscal 2022.



# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 8. Deferred contributions:

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

	April 1, 2021	Receipts during year	Transferred to revenue	March 31, 2022
Provincial	\$ 6,831,671	\$ 17,163,158	\$ (17,500,760)	\$ 6,494,069
Federal	304,905	679,420	(614,211)	370,114
Other	51,223	198,855	(186,220)	63,858
	\$ 7,187,799	\$ 18,041,433	\$ (18,301,191)	\$ 6,928,041

## 9. Deferred revenue:

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

	2022	2021
Tuition fees	\$ 8,719,863	\$ 4,481,598
Contract fees	958,489	1,041,457
	\$ 9,678,352	\$ 5,523,055

## 10. Deferred capital contributions:

Continuity of deferred capital contributions is as follows:

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

March 31, 2021	Deferred	Unamortized	Total
Opening balance	\$ 2,673,433	\$ 122,151,031	\$ 124,824,464
Restricted contributions received	7,878,328	-	7,878,328
Contributions spent	(7,967,731)	7,967,731	-
Amounts amortized to revenue	-	(7,282,970)	(7,282,970)
Amounts recognized as revenue	-	(3,465,983)	(3,465,983)
Closing balance	\$ 2,584,030	\$ 119,369,809	\$ 121,953,839

# CAMOSUN COLLEGE

## Notes to Financial Statements

Year ended March 31, 2022

### 11. Tangible capital assets:

Cost	March 31, 2021	Additions	Transfers/ Disposals	March 31, 2022
Land	\$ 14,484,612	\$	\$	\$ 14,484,612
Buildings	197,643,613	2,183,086	1,426,945	201,253,644
Assets under construction	3,083,786	7,172,099	(2,238,008)	8,017,877
Furniture, fixtures and equipment	17,102,492	2,371,361	(749,457)	18,724,396
Computers and software	8,862,554	1,178,845	(1,479,131)	8,562,268
	\$ 241,177,057	\$ 12,905,391	\$ (3,039,651)	\$ 251,042,797

Accumulated amortization	March 31, 2021	Disposals	Amortization Expense	March 31, 2022
Land	\$ -	\$ -	\$ -	\$ -
Buildings	79,733,496	-	5,070,110	84,803,606
Furniture, fixtures and equipment	8,573,129	(1,560,520)	2,870,680	9,883,289
Computers and software	5,559,538	(1,479,131)	1,453,028	5,533,435
	\$ 93,866,163	\$ (3,039,651)	\$ 9,393,818	\$ 100,220,330

	Net book value March 31, 2021	Net book value March 31, 2022
Land	\$ 14,484,612	\$ 14,484,612
Buildings	117,910,117	116,450,038
Assets under construction	3,083,786	8,017,877
Furniture, fixtures and equipment	8,529,363	8,841,107
Computers and software	3,303,016	3,028,833
	\$ 147,310,894	\$ 150,822,467

(a) Assets under construction:

The assets under construction include expenses for a complete renovation of the Wilna Thomas building. The renovation is expected to be complete by September 2022.

(b) Contributed tangible capital assets:

Contributed capital assets are recognized at fair market value at the date of contribution. The value of contributed capital assets received during the year is \$1,198,915 (2021 - \$79,449).

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 12. Contingent liabilities:

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

## 13. Expenses by object:

The following is a summary of expenses by object:

	2022	2021
Salaries and benefits	\$ 117,167,927	\$ 112,980,248
Supplies and services	14,559,696	12,012,177
Costs of goods sold	2,579,484	1,910,292
Amortization	9,393,818	9,817,940
Minor repairs and maintenance	3,744,741	4,089,836
	\$ 147,445,666	\$ 140,810,493

## 14. Related party transactions:

### (a) Other agency operations:

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

Included in accounts receivable at year end is \$1,285,605 (2021 - \$760,829) from the provincial government. During the year the College received grants in the amount of \$66,133,466 (2021 - \$67,828,026) from the provincial government and included \$66,181,142 (2021 - \$67,231,708) in revenue. \$14,507,647 (2021 - \$6,004,459) of the \$16,313,562 (2021 - \$7,878,328) of restricted capital contributions received during the year was from the provincial government.

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 14. Related party transactions (continued):

### (b) Camosun College Foundation:

The College has an economic interest in the Camosun College Foundation (the "Foundation"). The net assets and results of operations of the Foundation have not been included in these financial statements. The Foundation is a registered charity under the Income Tax Act. The Foundation is a separate society formed to provide scholarships and bursaries for students of the College and to raise funds for furthering the interest of the College. The College provides some financial support to the Foundation. During the year, financial support of \$533,873 (2021 - \$561,056) was provided to the Foundation.

For the year ended March 31, 2022, gift in kind donations from the Foundation to the College were \$760,023 of which \$747,246 was recorded as capital assets (2021 - \$79,449). Included in the College's accounts receivable at March 31, 2022 is \$24,283 (2021 - \$102,262) due from the Foundation.

### (c) Pacific Institute for Sport Excellence Society:

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

PISE's facilities, located at the Interurban campus, were completed in September 2008 at which time the College signed a long term lease and license agreement with PISE under which PISE will operate the facility for a 25 year term with a 29 year extension option at an annual rent of \$1 per year. At the same time, PISE has signed a long term sub lease with the College under similar terms under which the College will operate its sport education programs, recreation and athletics programs and teams and applied research activities at an annual cost of \$668,840.

At the date of occupancy, the related \$28 million cost of the capital assets under construction and associated deferred capital grants were removed from the College's financial statements. The College provides custodial, grounds, maintenance and other specialist facility services to PISE on a cost recovery basis under a service agreement. Fees and expenses for these services amounted to \$302,985 (2021 - \$302,985) during the year. Included in the College's accounts receivable at March 31, 2022 is \$11,001 (2021 - \$3,760) due from PISE. Included in the College's accounts payable at March 31, 2022 is \$3,045 (2021 - \$63) due to PISE.

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

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## 15. Financial risk management:

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

### (a) Liquidity risk

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

### (b) Interest rate risk

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

### (c) Credit risk

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

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

There has been no change to the risk exposure from 2021.

The insurance on College property is the responsibility of the Province, which paid \$197,602 (2021 - \$199,893) for premiums and fees on behalf of the College for the coverage. The premiums paid are not recorded in the financial transactions of the College or in these financial statements. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

# CAMOSUN COLLEGE

Notes to Financial Statements

Year ended March 31, 2022

## 16. Budget data:

Budget figures have been provided for comparative purposes and have been derived from the Multi Year Budget approved by the Board of Governors of the College on April 12, 2021. The budget is reflected in the statement of operations and the statement of changes in net debt. The chart below reconciles the approved budget to the budget figures reported in these financial statements.

Revenues:	
Operating budget	\$ 129,047,097
Capital budget	13,174,076
<hr/>	
Total revenues	142,221,173
Expenses:	
Operating budget	130,764,244
Capital budget	15,704,476
<hr/>	
Total expenses	146,468,720
<hr/>	
Annual surplus	\$ (4,247,547)



**BRIEFING NOTE  
BOARD OF GOVERNORS**

**SUBMITTED BY:** Deborah Huelscher  
**DATE:** June 20, 2022  
**TOPIC:** Reappointment of Auditors 2022/23

For Information: \_\_\_\_\_ For Decision: X \_\_\_\_\_ For Discussion: \_\_\_\_\_

**1. OVERVIEW**

Section 55 of the College and Institute Act states that unless the Auditor General is appointed in accordance with the Auditor General Act as the auditor of an institution, the institution must appoint an auditor to audit the accounts of the institution at least once each year.

KPMG, who was the previous auditor for the college, was the successful proponent of the college's last RFP for audit services. They have completed the first year of that contract in fiscal 2021/2022.

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

**2. OPTIONS**

Reappoint KPMG for one year.

**3. RECOMMENDATION AND OR MOTION**

**MOTION**

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS REAPPOINT KPMG TO PERFORM THE AUDIT OF THE COLLEGE'S FINANCIAL STATEMENTS FOR THE REPORTING YEAR ENDING MARCH 31, 2023.



**BRIEFING NOTE**  
**Board of Governors**

**SUBMITTED BY:** Lane Trotter, President  
**DATE:** June 20, 2022  
**TOPIC:** E-3.4 Copyright Policy Revision

For Information:

For Decision: X

For Discussion:

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**1. OVERVIEW**

The college is undergoing a review of all policies in order to update them in accordance with the Policy Framework, established in late 2019. In the framework, all policy must fit under Governance policy or Educational policy. Governance policy is approved by the Board of Governors. Educational policy is approved by the Education Council. All other policies will be moved out of policy and into policy-informed directives; policy-informed procedures, requirements, and standards; or policy-informed practice.

Governance policy includes college-wide values, principles, and priorities; institutional goals and accountabilities; financial health; external relations; and legal and regulatory compliance.

The review conducted by the College Executive Team (CET) determined that the 'E-3.4 Copyright' policy is a Governance policy. The approval body for the policy was CET, and so now it must be changed from CET to the Board of Governors.

Prior to the change in approver, CET approved an update to the policy that included the addition of two Policy Informed Directives (PID): Fair Dealing and Alternative Formats. Language has been added with respect to the duty to provide materials in alternate formats as well as the recognition of the rights of Indigenous people to determine what Indigenous Knowledge is and how it can be used. The PIDs provide more detail on how the Alternative Formats of the Copyright Act is applied as well as more detail about the fair dealing guidelines developed by Colleges and Institutes Canada in accordance with decisions of the Supreme Court of Canada. Together, these updated documents provide an overview and additional detail on how the Copyright Act is supported at Camosun.

**2. OPTIONS**

Approve the change of the Approval Body for 'E-3.4 Copyright' policy from College Executive Team to the Board of Governors.

**3. FINANCIAL IMPLICATIONS**

No financial implications.

**4. COMMUNICATIONS**

The policy will be updated on the college policy website.



**5. RECOMMENDATION AND OR MOTION**

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CHANGE OF THE APPROVAL BODY FROM THE COLLEGE EXECUTIVE TEAM TO THE BOARD OF GOVERNORS FOR THE POLICY 'E-3.4 COPYRIGHT'.**

**6. SUPPORTING DOCUMENTATION:**

E-3.4 Copyright policy with revision.



POLICY TITLE	Copyright
POLICY NUMBER	E-3.4
APPROVAL DATE	September 14, 2000
APPROVAL BODY	<del>CET</del> Board of Governors
REPLACES (IF APPLICABLE)	N/A
LAST UPDATE OR AMENDMENT OR REVIEW DATE	TBD 2022
NEXT REVIEW DATE	2027
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	Director, Learning Services
SUPPORTING DOCUMENTS	Fair Dealing of Copyrighted Materials Alternative Formats Directive

## COPYRIGHT

### PURPOSE AND/OR RATIONALE

This policy outlines the requirement of Camosun College employees and students to comply with the *Canadian Copyright Act* (R.S.C., 1985, c. C-42) and the responsibilities of the College to ensure compliance.

### POLICY SCOPE AND LIMITS

This policy applies to all Camosun College employees and students who use or reproduce copyrighted protected works, in all media and formats, in the course of College teaching, learning, research and administrative activities.

### PRINCIPLES

1. College employees and students are responsible for complying with [Canada's copyright law](#), and with the terms of use for licensed content acquired by the College.
2. Copyright infringement is serious and can result in legal liability for an individual, as well as for the College. College employees and students are responsible for informing themselves of their obligations regarding copyright by consulting College-provided resources and services.
3. When required, the College will seek copyright permissions and licenses for materials used for teaching and learning purposes. If permission is not granted or costs are deemed too high, alternate materials will be identified for use for such purposes.



4. The College will encourage alternatives to reduce reliance on use of copyright protected works that require permission and compensation, including the application of the fair dealing exception and the use of Creative Commons openly licensed materials.
5. The College will provide information to employees and students on how to comply with copyright law, including the application of fair dealing, limitations of on the use of licensed resources, and required procedures for the compilation and distribution of coursepacks.
6. The College affirms the rights of Indigenous people to determine what Indigenous Knowledge is and how it can be used.

#### **RELATED LEGISLATED REFERENCES**

- [Copyright Act of Canada](#) (R.S.C., 1985, c. C-42)

#### **LINK TO RELATED CAMOSUN WEBSITE**

- [E-1.13 Academic Integrity Policy](#)
- [O-5.11 Standards of Conduct](#)
- [Camosun College Copyright Guide](#)



DIRECTIVE TITLE	Fair Dealing of Copyrighted Materials
DIRECTIVE NUMBER	TBD
APPROVAL DATE	NA
APPROVAL BODY	NA
REPLACES (IF APPLICABLE)	NA
LAST UPDATE OR AMENDMENT OR REVIEW DATE	NA
NEXT REVIEW DATE	NA
HOLDER	NA
RESPONSIBLE OPERATIONAL LEADER	NA
SUPPORTING DOCUMENTS	NA

## FAIR DEALING OF COPYRIGHTED MATERIALS

### RATIONALE

This policy informed directive is based on the fair dealing guidelines developed by Colleges and Institutes Canada (“CICAN”) in 2012, in accordance with decisions of the Supreme Court of Canada in 2004 and 2012. The CICAN guidelines provide post-secondary institutions reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act (the “Act”) and the Supreme Court decisions. Camosun College adopted the CICAN guidelines in 2012.

### DIRECTIVE APPLICATION, SCOPE, AND LIMITS

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, the “dealing” must be for a purpose stated in the Act: research, private study, criticism, review, news reporting, education, satire and parody, and the amount of dealing should be “fair.”

### GUIDELINES

The following guidelines must be followed to ensure the use or dealing of copyrighted material is fair, within the meaning of the Act:

1. Instructors, students and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.



2. Copying or communicating short excerpts from a copyright-protected work under Fair Dealing for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a. as a class handout
  - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
  - c. as part of a course pack
4. A short excerpt means:
  - a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
  - b. one chapter from a book
  - c. a single article from a periodical
  - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
  - e. an entire newspaper article or page an entire single poem or musical score from a copyright protected work containing other poems or musical scores
  - f. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
5. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
6. Copying or communicating that exceeds the limits of Fair Dealing outlined in these guidelines may be referred to College's Director of Learning Services, or the Copyright Advisor for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the College for communicating or copying a short excerpt from a copyright protected work must be intended to cover only the costs, including overhead costs.

#### **LINKS TO RELATED CAMOSUN POLICIES**

- [E-3.4 Copyright](#)



DIRECTIVE TITLE	Alternate Formats
DIRECTIVE NUMBER	TBD
APPROVAL DATE	NA
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	NA
LAST UPDATE OR AMENDMENT OR REVIEW DATE	NA
NEXT REVIEW DATE	NA
HOLDER	Director, Learning Services
RESPONSIBLE OPERATIONAL LEADER	NA
SUPPORTING DOCUMENTS	NA

## ALTERNATE FORMATS

### RATIONALE

This directive outlines how Section 32 (Alternate Formats) of the Copyright Act is applied at the College.

The Canadian Copyright Act [Section 32\(1\)](#) permits alternate format copies of literary, dramatic, artistic and musical works to be made for individuals with perceptual disabilities.

### DIRECTIVE APPLICATION, SCOPE, AND LIMITS

Alternate format copies can be made for individuals with perceptual disabilities who cannot use conventional print due to visual impairments (including blindness), learning disabilities, physical limitations, neurological impairments and multiple disabilities.

### GUIDELINES

The alternate format copies may be made either by the individual with the perceptual disability, or by someone acting at the request of the individual. The Centre for Accessible Learning (CAL) acts on behalf of students to secure copies in alternate formats. A copy in an alternate format of an entire work, article or book can be made under Section 32.

If a commercially available option in an alternate format is available, a copy should not be produced.

CAL reproduces in-house some materials required by students with a perceptual disability. CAL also works in partnership with the Centre for Accessible Post-secondary Education Resources BC (CAPER-BC). CAPER-BC provides accessible learning and teaching materials to students and instructors who cannot



use conventional print because of a perceptual disability. CAPER-BC provides s alternate formats for all print material including textbooks, course packs, journal articles, online sources, tests & syllabi and library material in multiple formats including Daisy, MP3, PDF, Kurzweil and ePub.

Section 32 excludes films and videos (cinematographic works). Permission of the copyright holder is required to provide an alternate format of films and video. The Centre for Accessible Learning works with the Copyright Advisor to secure permissions when needed, or with Library to find a resource.

Instructors are encouraged to connect with the Centre for Excellence in Teaching and Learning (CETL) or the Library for support in developing course materials that adhere to principles of universal design and are accessible to all students

### **LINKS TO RELATED CAMOSUN DOCUMENTS AND GUIDES**

For more information see the [Copyright Guide](#).



## BRIEFING NOTE

### Board of Governors

### Regular Meeting

**SUBMITTED BY:** John Boraas, VP Education

**DATE:** June 20, 2022

**TOPIC:** Cancellation of the Building Employment Success Tomorrow (BEST)

For Information:

For Decision: X

For Discussion:

#### 1. OVERVIEW

The Building Employment Success Tomorrow Program (BEST) was designed for learners of all ages, from a variety of backgrounds and experiences. BEST was designed to assist learners who are:

- Considering making a career change but aren't sure what to do next
- Thinking of returning to school or retraining
- Preparing for the changing world of work

In cooperation with the team at CETL, a thorough review of the BEST Program was conducted. The resulting program renewal has informed a new program: Education and Career Planning (EDCP)

The BEST Program has been well received over the years, but recently there has been a decline in numbers. The new EDCP Program will tackle updated topics, flexible deliveries, and the ability for inclusion in the BC Adult Grad Certificate, which the BEST Program can not do.

The new EDCP Program will supersede the BEST Program. If we don't cancel there will likely be confusion in the overlap of course/program content.

#### 2. FINANCIAL IMPLICATIONS/IMPACTS

#### 3. COMMUNICATIONS

Broad consultations made with as part of the PRR – CETL, faculty, staff, applied learning, community stakeholders, current/former students, navigators, advisors, ACF and CLP Chairs, ICP Chairs.

#### 4. RECOMMENDATION AND OR MOTION

##### MOTION:

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE CANCELLATION OF BUILDING EMPLOYMENT SUCCESS TOMORROW PROGRAM (BEST).**

#### 5. SUPPORTING DOCUMENTATION:

*Program Cancellation Form attached*



# CS#0110 Building Employment Success Tomorrow

## 2022-2023 Program Cancellation Form

### General Information

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the [Program Suspension and Cancellation Policy – E-1.11](#) for more info.

**Programs are generally suspended (1 or more intakes) before they are cancelled. Please complete if this program has been suspended. It is recognized that there may be times when a recommendation for cancellation might be made instead of a suspension.**

*Please launch any course cancellations/revisions as a result of this change as part of this submission.*

**Complete the questions below.** Attach supporting documents if needed.

School\*

School of Access

Department\*

Academic & Career Foundations

Type\*

- Program  
 Shared Core

Program Name\*

CS#0110 Building Employment Success Tomorrow

Credential Name(s)

Building Employment Success for Tomorrow (BEST)

**Description\*** Visit Program Webpage

Credential:  
Certificate in Building Employment Success for Tomorrow  
Program Code:  
BEST.CERT  
CIP:  
32.0105

Overview

The Building Employment Success for Tomorrow program is designed for learners of all ages, from a variety of backgrounds and experiences. BEST is designed to assist learners who are:

Considering making a career change but aren't sure what to do next.

Thinking of returning to school or retraining.

Re-entering the workforce.

Preparing for the changing world of work.

The program aims to:

Assist students in developing a realistic awareness of their own interests, abilities and potential.

Help students in transition build a healthy self confidence.

Support students in setting individual and realistic personal, career and educational goals.

Assist students to explore education and training opportunities in Camosun College and elsewhere.

## Curriculum\*

**Admissions**

There are no formal prerequisites however, attendance at an information session is required before applying for the program.

**Learning Outcomes****At the completion of the program students will be able to:**

Analyze the results of the assessment tools to assess his/her present interests, skills, attitudes and temperament with regards to choosing a career or a work direction.

Discover, practice and enhance the essential skills (soft skills) needed in today's workplace and needed in most daily activities.

Assess own interactive and teamwork behaviors in group situations.

Prepare for college assessments if applicable.

Research and determine how to be successful in the 21st century world of work.

Understand the value of education and the concept of life long learning.

Plan or solidify career choices.

List the college and community's supports and resources which guide students to success.

Use strategies that help reduce the anxiety inherent in change of any sort.

Write realistic personal, career and learning goals.

Complete an up-to-date resume and begin creating a career portfolio.

**Curriculum****All of:**

<b>BEST 041 Career Exploration</b>	<b>0</b>
<b>BEST 042 Labour Market Trends</b>	<b>0</b>
<b>BEST 043 Essential Employability Skills</b>	<b>0</b>
<b>BEST 044 Life Long Learning/Academics</b>	<b>0</b>
<b>BEST 045 Work Search Strategies</b>	<b>0</b>

**Additional Information (*Inactive-Hidden*)**

**Internal Information (*Inactive-Hidden*)**

**Delivery Arrangements (*Inactive-Hidden*)**

Part-time and full time  
Classroom  
Days, evenings, weekends

**Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program (*Inactive-Hidden*)**

**Is a (Co-operative/Internship) Work Experience Designation available for this program (*Inactive-Hidden*)**

**Education Approval Record (*Inactive-Hidden*)**

**Education Council Approved:** 20 Sept 2010/ 21 Nov 2005 / 19 Sept 2005

Minor change: Dec 11/06

**Additional Information (*Inactive-Hidden*)**

students will be required to maintain a BEST attendance policy.

## External Licensing Certification (*Inactive-Hidden*)

Indicate below which Schools and/or Departments are affected by this cancellation.\*

Academic & Career Foundations

Name/date of consult with Dean(s) of other affected Departments\*

Ian Humphries May 2019

### Rationale and other questions

Has this credential been replaced/restructured into another credential? (yes/no) Explain.\*

The credential would be replaced by the Education and Career Planning (EDCP) credential.

When (i.e. date) was the credential(s) first offered? \*

Fall 2005

Proposed start date for last intake of students in this credential prior to cancellations\*

Winter 2022

Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.\*

In cooperation with the team at CETL, a thorough review of the BEST program was conducted. The resulting program renewal has informed a new program: EDCP

How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?\*

The BEST program has been well received over the years, but recently there has been a decline in numbers. The new EDCP program will tackle updated topics, flexible deliveries, and the ability for inclusion in the BC Adult Grad Certificate, which the BEST program can not to.

**What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option? Were there competing priorities? \***

The new EDCP program will supersede the BEST program, If we don't cancel there will likely be confusion in the overlap of course/program content.

**Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration. \***

Broad consultations made with as part of the PRR - CETL, Faculty, Staff, Applied Learning, community stakeholders, current/former students, Navigators, Advisors, ACF and CLP Chairs, ICP Chairs,

**Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data. \***

Data gathered in the BEST PRR process informed the decision made to revise and update the program in EDCP.  
Updates will need to be made to the ACF and ICP programs to reflect the changes to new EDCP program.

**Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts. \***

No anticipated impacts.

**Articulate a Transition & Communication Plan for any students impacted by this cancellation. \***

No impact on students.



## BOARD OF GOVERNORS

### REGULAR MEETING MINUTES

**MEETING:** Monday, May 9, 2022  
**TIME:** 5:00 pm  
**LOCATION:** Paul 216, Lansdowne Campus  
**ONLINE:** Teams

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#### BOARD MEMBERS:

Monty Bryant, Chair  
 Bijan Ahmadi  
 Tanya Clarmont, Vice Chair  
 Joanne Cumberland  
 Amanda Garner  
 Puneet Kaur  
 Lindsay Kearns  
 Brenda McBain  
 Brent Palmer  
 Ruth Mojeed Ramirez  
 Mike Stubbing  
 Lane Trotter, President  
 Al van Akker

#### 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

**GUESTS:** Evan Hilchey, Director, Student Affairs  
 Jen Stone, Director, Strategic Initiatives

**REGRETS:** Richard Margetts

**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, noted all the regular Board meetings are open to the public. Today we are welcoming two guests on Teams: Lynelle Yutani, CCFA; and Nancy Ellen Mabey, CAL. Guests are asked if they have a question or comment to email it to Monty via Heather Martin after the meeting, and he will respond.

Monty noted that he met with Lane Trotter, President, several times for planning and updates. They discussed a number of items including Lane's objectives, which are an important part of the transitioning for a new President.

On April 25 to 27, 2022, Monty attended the annual Colleges and Institutes Canada (CICan) conference. CICan's annual conference is the largest event of its kind in Canada, and fosters connections between post-secondary institutions from across the country. It was an excellent opportunity for networking. While there, Monty met with Board Chairs and Presidents. It was a delight to attend the lunch where Camosun International's Micki Speirs won the gold Award for Excellence for non-managerial staff. Monty attended a session on sustainability which is a part of fiduciary responsibility, risk management and the strategic plan. Camosun provided a session called *Na'tsa'maht*. John Boraas joined on-line and Ruth Lyall, Rashed Al-Haque and Peter Moroney attended in person. The session was very well received and showed how well Camosun is doing.

The Board OIC appointments for next term have been received. Congratulations to Tanya Clarmont and Brent Palmer who were reappointed until July 31, 2025. Richard Margetts will finish his final term on July 31, 2022. We will say farewell and thank Richard at the June 20 Board meeting. The spring election for the Board seats is now complete. The two students who will join the Board next term are Kyle Jones and Karen Young. They have a one-year term from August 1, 2022, to July 31, 2023. We will say goodbye to Amanda Garner and Puneet Kaur on June 20th.

## 2. President's Report

Lane Trotter, President, thanked Heather Jones, Advancement Officer, for her support when he spoke at Harbourside Rotary on April 20.

Geoff Wilmshurst and Lane travelled to India on a recruitment trip on April 22. It was an intense week-long visit to multiple cities. We met with various partner organizations in order to bolster relations to ensure a continued stream of international students coming to study at Camosun.

During the last two years, COVID has negatively affected the college's recruitment of international students. In September 2019, the college had 1,700 international students and as of January 2022, we had 1,300. The reduction in international students also correlates to the college's deficit position over the last two years. Currently Camosun has approximately 400 students from India, 200 of whom are from Kerala.

As we move out of pandemic and toward COVID as an endemic, the college is focusing on rebuilding its international student recruitment infrastructure. India, while not our biggest market, is an important market and the purpose of the trip was to reconnect with our agents – the college does not use sub-agents – and to speak to Canadian consular officials about the post-secondary model in BC that is distinct from the models in Quebec and Ontario where the majority of consular officials come from.

- We visited with consular officials in Delhi, Mumbai and Chandigarh and met with our biggest agents in Delhi, Kochi and Chandigarh. During our meetings with consular officials, we reviewed the BC post-secondary model that is very different from the Quebec and Ontario models and answered questions about our system.
- We informed consular staff of the ten-year labour market forecast report that indicates that BC will need 1M new workers where 58% can be filled through domestic growth, 27% through immigration and the remaining 15% through alignment with international education.



- There was a recent situation with 800 students who had pre-paid their fees to attend several private colleges in Quebec, that these colleges had since declared bankruptcy, that the students may not be able to get their pre-paid tuition back and the potential damage this could have to the Canadian brand in India. We discussed how we might be able to ameliorate this situation to potentially bring some of these students to Camosun if they meet our entry requirements.
- We also heard from all of our agents that Camosun needs to develop new programs to attract students. We are waiting to receive their top ten list.
- We were also told that we need to come back to India to continue to re-establish the Camosun brand.
- The main market is South America right now.

### **3. Foundation**

Geoff Wilmshurst, Vice President Partnerships, noted that since January, 2022, the Advancement team has raised \$2M, which is an increase of 214% over this time last year. Part of the reason was a large bequest of \$1M. Since April 11 they raised \$279K in cash, which is \$140K higher than in 2021 – an increase of 100%. The team is doing very well. The Foundation Board is looking forward to the upcoming Joint Board/Foundation Board meeting on Monday.

Monty Bryant noted at the annual joint meeting there has been a tradition of throwing down the gauntlet for a friendly fund-raising competition between the Board and the Foundation Board. The goal is to have 100% participation and has nothing to do with the amount given. The challenge will go out on Monday.

### **4. Education Council**

Bijan Ahmadi, Education Council Chair, noted the minutes from the March 16, 2022, meeting were included in the agenda package. Bijan went over the highlights of the April 20, 2022, meeting. The spring elections were completed but resulted in only one student and no new faculty. Until the fall by-election, the departing faculty have been invited to stay on as guests. They approved the cancelation of the BEST program, so it will go to the Board soon for approval.

### **5. Pacific Institute for Sport Education (PISE) (nil)**

## **IV BOARD COMMITTEE REPORTS**

### **1. Executive Committee**

Monty Bryant, Chair, Executive Committee, noted the Executive met on April 19, 2022. Deborah Huelscher provided an overview of the ongoing work on the plan to balance the budget, which included revenue generation and costs savings and a combination of both. The Board will receive regular updates from Mike Stubbing, Chair, Finance Committee. Lane Trotter gave an update on the work being done on the development of the Strategic Plan. The Government Mandate letter for 2022/2023 was reviewed and the Executive Committee recommended approval of the terms.

The Board self-evaluation electronic survey for 2021/2022 went out on May 2. Thank you to those who responded. The Executive members will contact members this month for a one-on-one interview. We set and approved the agenda for the May 9 regular Board meeting.

**2. Finance Committee**

Mike Stubbing, Chair, Finance Committee, noted that because we are budgeting for a sizable deficit, we have added a standing line to the Board agenda to provide a budget update at every meeting. We will look at how we are doing compared to the budget for the current year. It is too early today for a report since we are only a month into the new year and do not have any results yet.

**3. Governance Policy Review Committee**

- i) The minutes from the March 15, 2022, meeting were included in the agenda package.
- ii) Monty Bryant, Chair, Governance Policy Review Committee, gave a report on the April 19, 2022, Committee meeting. The Board Conduct By-Law revision is almost complete. The committee will bring the revised policies for Board approval once they are ready.

**V APPROVAL OF THE MINUTES**

The minutes of the April 11, 2022, meeting were approved as distributed.

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

Lane Trotter, President, noted the Sexual Violence & Misconduct Policy Implementation Report is required by Government each year. Lane thanked Evan Hilchey, Director, Student Affairs, for his work on the report. It is mandated by legislation and must be done on an annual basis.

Evan Hilchey added this annual report provides overview on key areas such as student engagement and consultation; prevention, communication and awareness strategies; and the response. The goal is to shift the culture around education on sexual violence. The Government mandated the policy in 2016, and Camosun's was approved in 2017. We are mandated to review them every three years, and the last review was in 2020. At a future date, Heather Cummings, VP Student Experience, will share more information with the Board on the quantifiable measures for the effectiveness of the implementation of the policy.

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

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

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS DIRECT ADMINISTRATION TO COLLECT THE FOLLOWING FEES FOR THE 2022/2023 ACADEMIC YEAR AND REMIT SAME TO THE CAMOSUN COLLEGE STUDENT SOCIETY:**

CCSS	\$12.63/month
BCFS	\$2.48/month
CASA	\$0.46/month
Health	\$143/year
Dental	\$143/year
Student Refugee Program	\$0.50/month

**AND**

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

<b>U-Pass</b>	<b>\$20.25/month</b>
<b>Childcare</b>	<b>\$1.21/month</b>
<b>Athletics</b>	<b>\$4.95/month</b>
<b>Recreation</b>	<b>\$3.45/month</b>
<b>Building Fund</b>	<b>\$4.47/month</b>
<b>Recycled Paper</b>	<b>\$0.15/month</b>

**CARRIED****3. CCSS Audited Financial Statements - Year Ending March 31, 2021**

Deborah Huelscher noted it is a requirement that the Student Society inform the Board that their financial statements have been audited. They received a clean audit opinion and are in strong financial health.

**4. Strategic Plan Development Update**

Jen Stone, Director, Strategic Initiatives, shared an overview of the work being done on the development of the new Strategic Plan.

## Completed and Upcoming Engagements

- Janice Simcoe presented update to IAC on May 3. Invited members to participate and provide input into strategic plan development.
- Employee World Café and Open House will run on May 25 and 26
  - May 25 1:00-3:30 at Lansdowne Library 151
  - May 26 9:30-12:00 at Interurban Helmut Huber
- Focus groups planned for May and June.
- Student and Employee thought exchanges have both concluded with 155 participants in the student exchange and nearly 320 participants in the employee exchange.
- Three Qualtrics surveys to external donors, alumni and cop-op employers has also concluded with over 580 responses. ProSit is running another survey this week with clients and partners.
- Focus groups are being planned for May/June. Climate Action is scheduled for May 18. Jen is collaborating with C4 (the college's Sustainability Committee) and the manager of Sustainability on this. She is collaborating with Ruth Lyall on a focus group for Indigenization. She is collaborating with Rodney Porter on a focus group to check in on our mission, vision, and external slogan. She would like to hold a focus group session with the Board in June.

**Communications:**

- CamNews update scheduled for May 10.
- Student workers created student focused engagement content and TikTok video to encourage student patriation in strategic planning

**Major Themes Emerging on the Student Exchange are:**

1. Adding more online and flexible program offerings (extended hours too)
2. Adding Student Housing, Food options and on-campus activities
3. Two term registration and easier registration processes
4. Challenges arising from cost of living, tuition, and expenses

**Major Themes Emerging on the Employee Exchange are: (320 participants)**

1. Climate Action and Sustainability
  - a. In administration
  - b. In education
2. Indigenization, TRC and UNDRIP
3. JEDI
4. Organizational Environment
  - a. Talent attraction and retention
  - b. People and culture
  - c. processes
5. Teaching, Learning and Program Development
  - a. Desire for flexible learning options
  - b. Desire for extended/ additional campus service hours and course hours.
6. Services for Students
7. Student Life on Campus
  - a. Student Housing
  - b. A more vibrant life on campus

**5. Government Mandate Letter 2022/2023**

Monty Bryant advised the letter has been circulated. The briefing note includes a comparison to last year's letter.

**MOTION**

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT AND APPROVE THE TERMS OF THE 2022/23 GOVERNMENT MANDATE LETTER.**

**CARRIED**

**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**



# INSPIRING LIFE-CHANGING EDUCATION

“Leveraging education, training and employment opportunities through employment-linked sponsorship to provide economic opportunities and durable solutions to refugees in a safe third country has great potential globally, and is an exciting way to mobilize new funds and engage new actors, including local businesses to create more opportunities to support the more than 15 million refugee youth around the world.”

*Chris Eaton,  
Executive Director, World University Service of Canada*

# INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2021/22 REPORTING CYCLE

March 31, 2022

The Honourable Anne Kang  
Minister of Advanced Education and Skills Training  
Government of British Columbia

Dear Minister Kang,

On behalf of Camosun College, we are pleased to present our annual Institutional Accountability Plan and Report for 2021/22, and accept responsibility for its contents.

During the reporting period, the college community demonstrated courage, kindness and resilience. This included navigating the pandemic and welcoming all students, faculty and staff safely back on campus in September 2021; marking the 50th anniversary of Camosun by honouring the past and inspiring the future; and, ensuring the success of students through relevant, innovative and applied education.

The college has started work on a new strategic plan, which provides an opportunity for the community to come together and envision an exciting shared future, while putting the educational needs of students first. The college has deep roots in the surrounding communities, responding to employer and industry needs for a well-educated workforce, and breaking down barriers so people from all backgrounds can access the transformative power of education. We are truly a community college.

Over the year, there were thousands of reveals of unmarked graves on the grounds of former Indian Residential Schools. Camosun stands alongside Indigenous peoples. As a community college, we offer our support and a promise to continue to provide students and employees with the opportunity to improve their understanding and respect for Indigenous peoples. Additionally, the college is committed to learning more about the why and how this happened, and how to respond adequately. More reveals will continue to come to light in more communities. It is essential that the college maintains its work on the Truth and Reconciliation Commission of Canada: Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples and greater Indigenization.

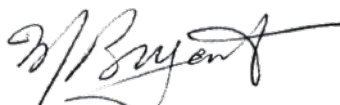
Camosun continues to focus on supporting equity, diversity and inclusion as well as the ongoing work on improving campus sustainability. We are also working to advance three exciting projects: the West Shore initiative to improve access to post-secondary education for the fastest growing municipality in B.C., a film studio with educational facilities on the Interurban campus, and student housing on the Lansdowne campus.

We are proud of how the Camosun community responded during a time of great change and uncertainty, and how faculty, staff, students and alumni contribute to the health, success and prosperity of the college, Southern Vancouver Island, the province and beyond. A rising tide lifts all boats.

Sincerely,



Dr. Lane Trotter  
President



Dr. Monty Bryant  
Chair, Board of Governors



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The canoe design at the bottom of the page is by alumni and Indigenous artist Dylan Thomas. The design was applied to the canoe that was launched by Camosun College on the Gorge Waterway on National Indigenous Peoples Day in June 2021. The design is based on the traditional ocean-going canoes used by Indigenous peoples on the Pacific coast.

## SEEKING KNOWLEDGE IN THESE TERRITORIES

Camosun College is one of the largest colleges in British Columbia, serving communities on southern Vancouver Island, the southern Gulf Islands and beyond. With deep respect and gratitude, the college acknowledges that these are the traditional territories of the ləkʷəŋən (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and WSÁNEĆ peoples. Learners, faculty, staff and leadership are all enriched by the friendship and gracious welcome extended by the hosts of the territories and by the beauty of the lands on which we live, work and learn.





## CAMOSUN: WHERE DIFFERENT WATERS MEET AND ARE TRANSFORMED

Camosun is a ləkʷəŋən name meaning “where different waters meet and are transformed.” It is as true today as it was in 1971 when the college opened its doors to 980 students through university transfer, vocational and course upgrading programs. A plaque can be found in the Young Building on the Lansdowne campus commemorating the beginnings of Camosun College.

Today, the college’s Lansdowne and Interurban campuses, along with five community partner learning sites, offer over 160 innovative, life-changing academic and applied learning programs to thousands of students each year.

Our education offerings include university transfer and applied degree programs; career and trades training; upgrading and preparatory programs; in addition to professional studies and industry training.

Camosun has earned an outstanding reputation for teaching excellence—we’re proud of the faculty, staff and students, and the fact that we provide one of the best learning experiences in Canada.

We’re large enough to provide great services and facilities for a vibrant campus environment on beautiful Vancouver Island, yet small enough with an average class size of 21 to offer students the individual support, care and attention not found in most post-secondary institutions.

Our impact as a college extends well beyond our highly skilled, job-ready alumni. We provide industry training opportunities for small and medium sized local businesses; research, innovation and prototyping services for industry; and various work-integrated learning and career opportunities.

With approximately 1,400 employees and an annual budget of \$142.8 million, Camosun is one of our community’s top employers and generates close to \$1 billion in economic impact in our province every year.

## DID YOU KNOW...

- OVER 68,000 ALUMNI ARE WORKING IN A RANGE OF SECTORS FROM BUSINESS AND HEALTHCARE, THROUGH TO TECH, TRADES AND TOURISM.
- SINCE 2017, APPROXIMATELY 170 STUDENTS WHO WERE FORMER YOUTH IN CARE AT CAMOSUN HAVE HAD THEIR TUITION AND MANDATORY FEES WAIVED THROUGH THE PROVINCIAL TUITION WAIVER PROGRAM.
- CAMOSUN IS HOME TO THE LARGEST TRADES SCHOOL ON VANCOUVER ISLAND WITH ABOUT 2,500 STUDENTS ACROSS ALMOST 30 PRE-APPRENTICE AND APPRENTICESHIP PROGRAMS.
- CAMOSUN OFFERS THE LARGEST BUSINESS SCHOOL ON VANCOUVER ISLAND AND WAS ONE OF THE FIRST COLLEGES IN B.C. TO HAVE A DEGREE APPROVED UNDER THE APPLIED MODEL WITH PROFESSIONAL ACCOUNTING IN 2005.
- IN 1980, CAMOSUN OPENED THE FIRST COLLEGE-BASED NURSING PROGRAM ON VANCOUVER ISLAND.
- CAMOSUN HAS THE ONLY MASSAGE THERAPY PROGRAM IN B.C. WITH TRANSFERABLE ACADEMIC CREDITS.
- THE TECHNOLOGY ACCESS CENTRE AT CAMOSUN WAS THE FIRST OF ITS KIND IN B.C.



### QUICK FACTS ABOUT THE COLLEGE

**2** campuses in Victoria:  
Lansdowne & Interurban

**14,000** Students

**73+** Nationalities

Average class size of **21**

**68,000+** Alumni

**160+** Programs

**24.7** years old is the median age  
of a Camosun applicant

**68.8%** of applicants are from the Capital Regional  
District with an additional **6%** from Vancouver  
Island and the Gulf Islands





## STRATEGIC PLAN RENEWAL

Camosun College is at the start of developing its next Strategic Plan (2023 - 2028) and is engaging with students, faculty and staff to continue building a better future for our shared community. Camosun's strategic plan provides guidance for the college's decisions, both long-term and day-to-day. It reminds us who we are, why we're here, and how we want to grow going forward.

Strategic planning will need the input and participation of the entire college community—both internal stakeholders (faculty, administration, staff, students, alumni) and external stakeholders (community members, employers, Indigenous communities, government).

Stakeholders will be invited to share their thoughts and engage with each other's perspective for the college's future through online ideas sharing platforms, in-person World Cafes, and focus groups.

**"A lot of thought and effort went into the creation and implementation of Camosun's 2016-2021 Strategic Plan. It is important as the new President of Camosun College to acknowledge the work and leadership of Sherri Bell in creating a vision, mission, values and four corner posts that have guided the college through many challenges. As we develop a new strategic plan, the Camosun College Board of Governors has approved the continued use of the 2016-2021 Strategic Plan. The new strategic plan will be our guide for the next five years, so it is critical that the work is as robust as possible."**

*Dr. Lane Trotter,  
President, Camosun College  
February 2022*



## CELEBRATING 50 YEARS OF RELEVANT, INNOVATIVE AND APPLIED EDUCATION

### CAMOSUN UNVEILS HOUSE POST TO MARK 50TH ANNIVERSARY

On Sept. 16, 2021, Camosun celebrated its golden anniversary with a special recognition ceremony and the unveiling of The Cycle of Knowledge House Post. The outdoor ceremony, on the steps of the Centre for Trades Education and Innovation at Camosun's Interurban campus, marked exactly 50 years since the college was officially opened on Sept. 16, 1971.

Speakers at the event included the Honourable Janet Austin, Lieutenant Governor of British Columbia, the Honourable Anne Kang, Minister of Advanced Education and Skills Training, now retired President Sherri Bell, and Tsawout artist and alum Douglas (Bear) Horne.

**"Students, faculty, staff and alumni have promoted inclusion, democracy and reconciliation within their campus community and beyond. On behalf of all British Columbians, thank you for your contributions to the culture, vibrancy and prosperity of our province. I wish you every success for the next 50 years."**

*- Janet Austin,  
Lieutenant Governor of British Columbia*



### FIRST EVER CAMOSUN FOOD AFFAIR

The first Camosun Food Affair shone a spotlight on restaurants founded by or employing Camosun students. During the week of Sept. 16 to 23, 2021, over 40 restaurants—mostly located in Greater Victoria, but some in Sooke, Sidney, and Cowichan Bay — participated in the special 50th anniversary event. Each restaurant offered a menu item specifically themed for the occasion.

The concept was to 'dine in or take out' delicious local fare from one of the participating establishments while giving community businesses a boost during a period of continued pandemic uncertainty in the sector.



## STUDENT CREATIVITY CELEBRATES CAMOSUN'S 50TH ANNIVERSARY

When Camosun College invited students to get creative and help commemorate its 50th anniversary celebrations this year, the resulting entries showed off the depth and breadth of talent.

After whittling submissions down to a final list, the judging panel selected three winning entries. Criteria was based on best adherence to the 50th anniversary theme, overall creativity and technical accomplishment.

Congratulations to: office administration student Erica Potivn in the category of 2D/3D Artwork, for her original painting "Honouring the Past, Inspiring the Future"; business student Jimmy Chhor in the category of Written Word, for his original poem "faces;" and, automotive student Chloe Jess, in the category of Audio Art for her original song and performance "I don't really know".

**"Life experiences of any, and all kind, shape us into who we are, at this very moment. This contest has given me the opportunity to share a raw and honest version of who I am today, because of those experiences. I am very grateful, and feel elated, to have my original composition chosen, and thought of in such high regard."**

- *Chloe Jess,*  
*Camosun automotive student*



## BOARD OF GOVERNORS MARK 50 YEARS OF EDUCATIONAL EXCELLENCE

On Oct. 28, 2021, the college's board of governors, former chairs and former presidents came together for a special 50th anniversary dinner prepared by culinary arts students at the Interurban campus.



## 30TH ANNIVERSARY OF EYĒ? SQĀ'LEWEN, THE CENTRE FOR INDIGENOUS EDUCATION AND COMMUNITY CONNECTIONS

As a community college, Camosun is proud to support Indigenous student success. We offer programs designed especially for Indigenous learners plus a wide variety of courses with Indigenous content and a strong engagement with community.

On Nov. 26, the college welcomed 10 Indigenous alumni, two from each of the past five decades, for a discussion on lives well lived.

The Indigenous Alumni Forum marks two important milestones: the 50th anniversary of Camosun, and 30th anniversary of Eyē? Sqā'lewen – the Centre for Indigenous Education and Community Connections.

Through Eyē? Sqā'lewen, we deliver award-winning, nationally-recognized Indigenous programs and support services to Indigenous students. We've also forged deep relationships and strong links between the college, students, local Indigenous organizations and Métis and First Nations communities.

Extraordinary and accomplished people have emerged from classrooms at Camosun over the years. Many Camosun alumni, including the panelists and their families, have succeeded and made positive impacts despite trauma including surviving the residential school system and other colonial indignities.

## PIT COOK DEMONSTRATION

Eyē? Sqā'lewen, the Centre for Indigenous Education and Community Connections in partnership with the Songhees and Tsartlip Nations hosted a traditional Pit Cook demonstration on campus for students and guests, Oct. 20 and 21.

The annual gathering demonstrates how camas, a bright blue star-like flower, which grows in Garry Oak meadows, is used with other locally harvested plants and other traditional Indigenous foods. The event was part of the 30th anniversary of Eyē? Sqā'lewen and Camosun's 50th anniversary.

This year's Pit Cook demonstration included teachings from Cheryl Bryce of the Songhees Nation, as well as medicine walks with Della Rice-Sylvester from Cowichan. John Bradley Williams from Tsawout First Nations hosted the event at Interurban campus.





### INDIGENOUS STUDENT CELEBRATION FEAST

On Nov. 25, a special welcome feast took place on the college's Interurban campus to celebrate students, families and friends and communities. Camosun has come a long way in Indigenous education but has a lot more work to do.

### CAMOSUN, UVIC CELEBRATE PADDLING TOGETHER

A 50-year journey of friendship between Camosun College and UVic was celebrated on March 2 during a paddle gifting ceremony at Na'tsa'maht that further ties the two institutions together. The gift marks two important milestones for Camosun: the 50th anniversary of college, and 30th anniversary of Eyē? Sqā'lewen – the Centre for Indigenous Education and Community Connections.



## KEY ACCOMPLISHMENTS OF 2020/21

### NEW CAMOSUN COLLEGE PRESIDENT

Dr. Lane Trotter, an experienced post-secondary leader, started as the new President and Chief Executive Officer of Camosun College in January 2022. Dr. Trotter's appointment was announced by the Camosun Board of Governors Chair Dr. Monty Bryant. Dr. Trotter succeeds Sherri Bell, who retired after serving more than six years as president.

**"Camosun has a well-deserved reputation as a college that transforms the lives of its students. I was inspired by the tremendous dedication to students, the applied research, and commitment to supporting the needs of local communities. Now, more than ever, post-secondary education has a pivotal role to play in B.C.'s post-pandemic restart, facilitating reconciliation with Indigenous peoples, supporting marginalised communities, and enhancing sustainability to create a bright future for students."**

- Dr. Lane Trotter, eighth President of Camosun



### A COURAGEOUS, KIND AND RESILIENT COMMUNITY

Throughout the pandemic, the college community followed public health direction to keep students, faculty, staff and campus visitors safe and healthy. The college closely monitored the COVID-19 situation as it evolved and followed guidelines, mandates and recommendations provided by the Provincial Health Officer as well as the Ministry of Advanced Education and Skills Training, WorkSafeBC and the BC Centre for Disease Control.

Based on provincial government and Provincial Health Officer direction to colleges and universities, Camosun successfully planned for a full return to on-campus activity in September 2021.

Actions throughout the year included:

- Providing accurate and timely updates on the restrictions.
- Supporting employees with interpretation of guidelines that applied to their unique work environment, courses, events etc.
- Providing personal protective equipment free of cost to students and employees upon request.
- Implementing work from home options to all employees who could carry their duties remotely.
- Implementing remote services for students, faculty and staff to support operations.
- Conducting risk assessments and implementing control measures for safe on-campus operations.
- Distributing rapid test kits to students, faculty and staff.
- Encouraging people to get vaccinated and hosting Island Health's vaccination clinics on campus.
- Creating Communicable Disease Prevention Plan and Communicable Disease Prevention Guidelines to support safe campus operations and guide decision making.

While practices and procedures may change, our commitment to caring, cleanliness, and safety is here to stay.





### PADDLING TOGETHER WITH A NEW INDIGENOUS CANOE

A traditional-style Indigenous canoe, featuring artwork by renowned Coast Salish artist Dylan Thomas, launched on National Indigenous Peoples' Day 2021 during a private smudging ceremony on the Gorge Waterway.

The canoe, made of fiberglass, is a 'Pacific Dancer' model and was manufactured by Clipper Canoes of Vancouver. At 36-feet long it can hold 18 paddlers plus a helmsperson. Camosun plans to use it for experiential education and to participate in the annual post-secondary canoe races held each year at Royal Roads University.

The design is based on the traditional ocean-going canoes used for hundreds of years by many different Indigenous peoples on the Pacific coast of North America. Camosun's new canoe was a part of the college's Indigenization plan and response to the Truth and Reconciliation Council Canada, Calls to Action.



**"The colour-coded trays developed by Camosun support health-care professionals to safely administer vaccines to children. Innovations like these trays are the foundation of B.C.'s post-secondary institutions. By manufacturing these orange trays, Camosun has demonstrated they can deliver practical solutions to everyday challenges and contribute to B.C.'s vaccination efforts."**

- Anne Kang, Minister of Advanced Education and Skills Training.

### COLOUR-CODED TRAYS HELP GET VACCINES TO CHILDREN

The college's applied research department employed its design and manufacturing abilities to help with the efficient and effective distribution of Pfizer COVID-19 vaccines by producing bright orange trays and dividers that distinguish doses for children.

Working in the Babcock Interaction Lab on the college's Interurban Campus, Camosun Innovates used a commercial-grade laser cutter to make 150 vaccines trays for children aged five to 11, along with 25 retaining bases that help to stabilize the trays during transportation.

The request for the distinctive children's dose trays came directly from the BC Centre for Disease Control, and was prompted by previous work designing and manufacturing clear vaccine trays for regular doses, face shields and a portable PPE sterilizer.

### INDIGENOUS FAMILY SUPPORT STUDENT RECEIVES LT. GOVERNOR MEDAL

Katie Manomie, an Inuk woman born in Iqaluit, Nunavut, is an Indigenous Family Support student who "inspires" her classmates after overcoming barriers. She received the 2021 B.C. Lieutenant Governor's Medal for Inclusion, Democracy and Reconciliation.

The annual B.C. Lieutenant Governor's award recognizes an outstanding student enrolled in a post-secondary program who has excelled in their studies, while contributing to the life of their institution or community by promoting inclusion, democracy and reconciliation.

As part of the 'Sixties Scoop' she was raised in the traditional T'Sou-ke Territory with her non-Indigenous mother and is currently living and learning on lək'wəḡən Territory. The Sixties Scoop refers to the removal of Indigenous children from their communities through the 1960s and their adoption into predominantly non-Indigenous families leaving many with a lost sense of cultural identity.

### HANDS ON TOUR FOR B.C.'S LIEUTENANT GOVERNOR

The Honourable Janet Austin, OBC Lieutenant Governor of British Columbia, got a hands-on taste of some of the trades programs available at the Interurban campus of Camosun College. During the visit on Dec. 7, 2021, Her Honour participated in a sheet metal / metal fabrication class with students Sydney Fox and Reid Carlson; tried out one of the nautical simulators; checked the charge on batteries being used in the electric vehicle maintenance pilot program; and, met Sarah Cooper, a carpentry student who helped Her Honour make her own wooden herb planter.



### CAMOSUN STUDENT JULIA GREENSHIELDS TACKLES TOKYO OLYMPICS

All eyes were on Tokyo when the Japanese capital hosted the Summer Olympic Games in July 2021. Camosun College was represented on the world stage by Bachelor of Sport and Fitness Leadership student Julia Greenshields, who participated as a key member of the Canadian women's national rugby sevens team.

Taking off for her first Olympics was a milestone moment representing years of high performance athletic training, focus, teamwork and hard work while completing her studies at Camosun.





### MASSAGE THERAPY STUDENTS SUPPORT OUR PLACE

While massage therapy can be useful for everything from soothing chronic pain to supporting a good night's sleep, access to its healing benefits isn't always available to those who need it most.

This year, residents at New Roads Therapeutic Recovery Community were able to benefit from treatment provided by Camosun students in the college's two-year Massage Therapy diploma program. The students began work with New Roads on Jan. 17, 2022 and will continue treatments through the end of the semester in April.



### RAISING DONATIONS FOR UKRAINE

Students and employees from the School of Health and Human Services collected donations of much needed health and medical supplies that were headed to the Specialized Children's Medical Centre in Lviv, Ukraine. Instructors Paula LittleJohn and Bridget Stirling kickstarted the collection that included over 250 toothbrush and paste kits, and will continue with ongoing collections depending on requests.

## EDUCATION – KEY HIGHLIGHTS

### MATH COUNTS – CELEBRATING MATHEMATICS ON PI DAY

Faculty from the mathematics and statistics department were out on campus celebrating Pi Day on March 14. Often represented with the lower-case Greek letter  $\pi$ , Pi is one of the most famous numbers in the world and represents the ratio of a circle's circumference to its diameter. Although Pi has been approximated as the decimal 3.14 or the fraction  $22/7$ , it is an example of an irrational number which has an infinite number of decimal places without any repeating patterns. If you think of a circle as never ending, there is a wonderful connection to the mystery of Pi. We can recognize this unique number on the 14th day of the 3rd month, representing the first three digits of Pi.



### CAMOSUN AMONG TOP 50 RESEARCH COLLEGES

Boosted by advanced manufacturing capabilities, top-notch faculty and interdisciplinary collaboration with local industry, Camosun College's applied research accomplishments received national recognition with a top 50 ranking among research colleges in Canada in all five ranked categories, according to the latest annual report by Research Infosource, Inc.

Recent applied research projects at Camosun include the design and manufacturing of medical grade face shields, portable COVID-19 vaccine holders and trays, and a decontamination device to support front-line health care professionals during the pandemic. Other work supports local breweries and distilleries in their analysis of taste factors, small and medium-sized enterprises looking to automate production of wax food wraps and composting bags, and innovative design and manufacturing for marine buoys.

### A TASTE OF SUCCESS

The entrepreneurial women in Camosun College's Mosaic Tastes have been recognized with the CWB (Canadian Western Bank) Women Makers and Creator's award 2021 for Best Business Implementation.

Mosaic Tastes is a group of immigrant women in Victoria, eligible for settlement services, who study and work with a team of instructors and mentors in the college's Markets as Incubators program, funded by Immigration, Refugees and Citizenship Canada. They have created three spice blends – Baharat and Za'atar from the Middle East and Sazón from Latin America – to sell at local markets and have developed a free online cookbook.

## HELPING NORTHERN YOUTH ACCESS COLLEGE

Over the spring and summer 2021, 20 Indigenous students in Canada's North took part in a unique four-month transition program designed to prepare them for further education at Camosun College in Victoria. Camosun's program started in March and ran for 16 weeks until the end of July 2021.

The partnership is led by Northern Compass and is a collaboration between Camosun College, Northern Youth Aboard and Northern Loco—a local organization in Fort Providence, Northwest Territories. The aim is to prepare Indigenous students from the North who have graduated high school to pursue educational opportunities in other parts of Canada. The program was designed with a focus on supporting learners to pursue exercise and wellness studies, with courses delivered virtually including lectures, science labs, and fitness classes across a range of subjects such as math, biology, exercise science and English.



### FOAM TRAYS SAFELY DELIVER PRE-DRAWN VACCINE DOSES

The applied research department at Camosun College designed and manufactured foam trays that are being used to safely transport up to seven syringes containing a pre-drawn, single dose of a COVID-19 vaccine.

Once a COVID-19 vaccine vial is punctured it cannot be transported except in a syringe. The specially designed foam trays stop the doses from rolling around or the accidental depression of the plunger. The foam trays are manufactured using a commercial-grade laser cutter located in the Babcock Interaction Lab on the college's Interurban Campus Camosun Innovates manufactured 200 foam trays for the BC Centre for Disease Control who will distribute them to various health authorities.

### AUTOMOTIVE INSTRUCTOR WINS TOP EDUCATOR AWARD

Camosun College Automotive Service Technician program lead Patrick Jones was the recipient of the inaugural Canadian Council of Directors of Apprenticeship (CCDA) Award for Excellence in Apprenticeship Education. The new national award honours apprenticeship educators and training instructors who deliver innovative and top quality instructional programming to apprentices in Red Seal Trades.

Jones is being recognized as an innovative instructor, a role model for aspiring skilled tradespersons and for his significant contributions to apprenticeship education in the Red Seal trades as an educator, leader in Skills Canada competitions and as a Red Seal Automotive Service Technician Journeyman Certification with global expertise.



## THE CAMOSUN ADVANTAGE: A DYNAMIC CAREER IN HOSPITALITY

Camosun alumnus Preston Rissley was recently promoted to the top operations job as Director of Operations at Victoria's prestigious Delta Hotels Victoria Ocean Pointe Resort. Rissley credits his success and advancement in the tourism and hospitality industry to his education at Camosun College, where he earned his diploma in hospitality management in 2010.

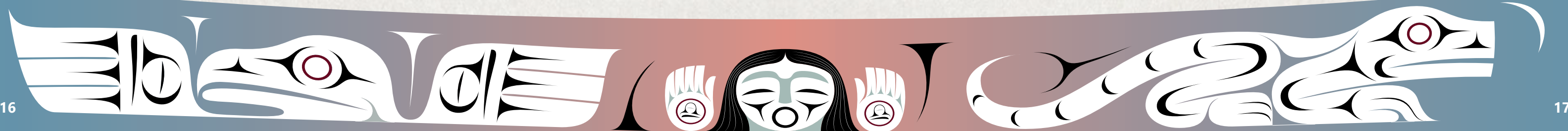
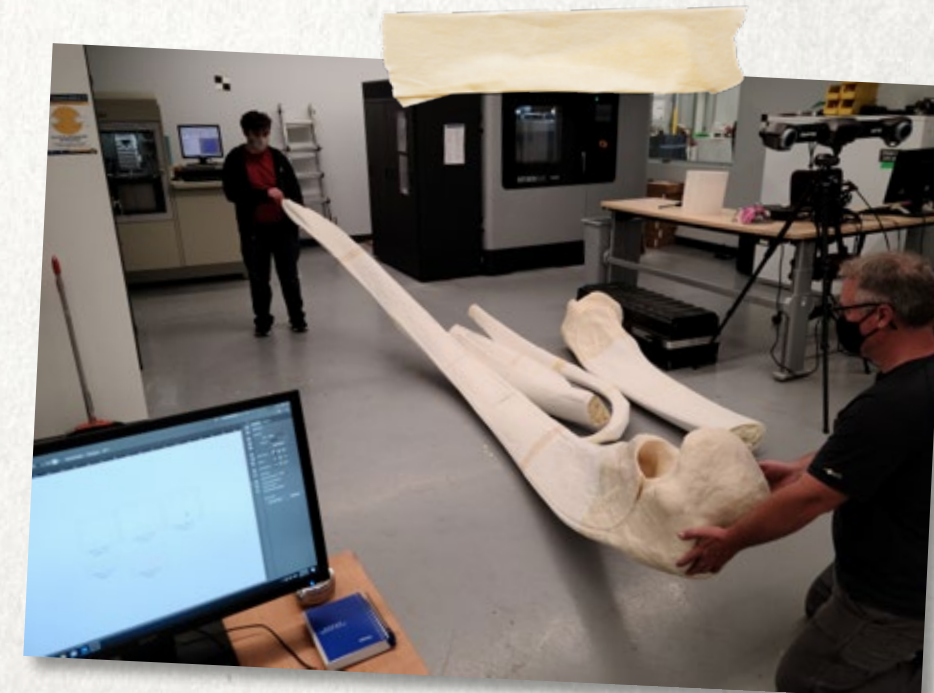
**"I loved the Camosun program, it was high intensity but it was about everything I loved doing. I got to work with other soon to be hotel and food and beverage professionals, a very close-knit group, and all of us studied together, worked together and went out into the industry together."**

- *Preston Rissley, Camosun Alumni*

### FIN-TASTIC RESEARCH: RECREATING WHALE BONES

When museums and university collections attempt to articulate life-sized skeletons of large animals such as dinosaurs or whales for display and study, often missing parts of the skeletons present obstacles for an accurate model recreation. Using ingenuity and creativity to solve this problem, Camosun Innovates and local partner Cetacea Contracting Ltd. are assisting institutions around the world to recreate the zoological past through technology like 3D scanning and printing to manufacture exact replicas of missing bone fragments.

Camosun Innovates' projects with Cetacea have included work to plan an anatomically correct articulation and armature design of a historic blue whale skeleton for the Western Australia Museum in Perth and the design of a humpback whale skeleton exhibit for the Quandamooka Yoolooburrabee Aboriginal Corporation in Queensland, Australia.



## STUDENTS EQUIPPED FOR SUCCESS WITH NEW TECH AND TRADES TOOLS

Students throughout B.C. will gain the hands-on skills they need thanks to new technology and trades equipment upgrades at 20 post-secondary institutions. Colleges, including Camosun, were able to replace obsolete equipment with up-to-date technology.

Access to the same type of equipment and technology used in industry will ensure students at Camosun continue to receive the education needed to succeed and thrive in programs ranging from electronic and computer engineering through to heavy mechanical trades. Similar tools and equipment make a real difference when students transition between the classroom and workplace.

## DUAL CREDIT OPPORTUNITIES FOR HIGH-SCHOOL STUDENTS

The South Island Partnership (SIP) includes Camosun College and the five south Vancouver Island school districts: SD61 Victoria, SD62 Sooke, SD63 Saanich, SD64 Gulf Islands and SD79 Cowichan Valley.

Working together with local industry leaders, SIP provides Dual Credit programs and courses to give high school students a head-start on their post-secondary and career paths. Courses vary from year to year and are designed to let participants earn high school and college credits at the same time while also providing financial support for tuition.

## AWARD RECOGNIZES LIFE-CHANGING CO-OP EXPERIENCE

Camosun College student Matthew Hicks was the overall winner of the 2021 Yvonne Thompson Page Co-op Student of the Year Award. Hicks, a second-year Arts and Psychology student is studying social sciences to begin his career in the field of social work.

As a 43-year-old father and husband, Hicks suffered a life-changing event when he sustained a workplace injury that led him to leave his long-term career as an electrician. After being confronted with an uncertain future, he decided to take a leap of faith and attend college.

An interview supported by the co-op department led to Hicks obtaining a position at the Ministry of Social Development and Poverty Reduction. During this time, he found the opportunity to share his lived experiences and education with the Ministry and his fellow students.

**"I now have confidence in myself that I am going to achieve my goal of becoming a social worker no matter what challenges I might have to face. This is the true reward for me, and I am enjoying every second of it."**

- Matthew Hicks, Camosun Student

## STUDENT EXPERIENCE – KEY HIGHLIGHTS

### CREATING AND MAINTAINING A SAFE AND HEALTHY LEARNING ENVIRONMENT FOR ALL STUDENTS

Feb. 14-18, 2022, saw Camosun's third annual Sexualized Violence Awareness Week, led by the Office of Student Support. A component of year-round sexual and gender-based violence prevention education efforts, the week offered a hybrid blend of virtual and in-person learning and engagement opportunities for students, staff and faculty. Opportunities included dynamic workshops, on topics including consent, healthy relationships, boundaries, effectively responding to disclosures, and bystander intervention. These events were coupled with a comprehensive social media campaign tackling topics such as technology-facilitated violence, intersectional approaches to sexual violence support, understanding support options on and off campus, and self-care for survivors of sexual and gender-based violence.

Alongside prevention and education outreach for all members of the Camosun community, the Office of Student Support continues to provide safe, trauma-informed, and confidential support to all students who have been impacted by sexualized and gender-based violence.

### BREAKING DOWN BARRIERS FOR FORMER YOUTH IN CARE

Camosun students who were former youth in care are benefiting from the Provincial Tuition Waiver Program. The program is focused on making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. Approximately 170 students at Camosun have accessed the program since its launch in 2017.

### CHARGERS MEN'S VOLLEYBALL WIN AT NATIONALS



The Camosun Chargers men's volleyball team are the Canadian Collegiate Athletic Association champions following a perfect tournament record and a 3-0 win against the host, Titans de Limoilu, on March 27. With 20 points in the match and a solid fifty-six percentage on the offense, Vitor Pereira was named Chargers Player of the Match. Pereira and Eduardo Bida accounted for a combined 32 points, including 25 kills.

### CHARGERS TEAMS BRING HOME HARDWARE



The Camosun Chargers volleyball teams played their hearts out at the Pacific Western Athletic Association championships. The women won bronze and the men brought home gold. The women's team defeated the Capilano Blues in an exciting four-set match.



## WINNINGEST COACH IN CAMOSUN HISTORY CALLS TIMEOUT

Camosun Chargers head coach Charles Parkinson, who led the men's volleyball team to seven Pacific Western Athletic Association Championships and two Canadian Collegiate Athletic Association National title over 14 years retired this year.

## NEW STORYTELLING TOOL HELPS STUDENTS IN JOB INTERVIEWS

Camosun launched an interactive storytelling tool that shows students how to better articulate their skills to help nail that all-important job interview.

CamSTAR, developed by Camosun's Applied Learning, Co-op Education and Career Services department, is an interactive, online learning tool that teaches students how to use structured storytelling to weave together their skills, behaviours, and competencies in a way that resonates with potential employers.

CamSTAR will also become one of the integrating elements of a Camosun's Career Development course, providing students an advantage heading into interviews for work terms, employment or further education.

## PUPPY LOVES RETURNS TO CAMPUS

There was a whole lot of puppy love on Camosun College's campuses with the return of the therapy dog program. The visits were paws-ed when the pandemic began.

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



## PARTNERSHIPS AND INTERNATIONAL EDUCATION

### LIGHTS, CAMERA, EDUCATION: COLLEGE-WOOD NORTH

Plans continue for a Centre for Film Production and Digital Media at the Interurban Campus of Camosun College. A film studio is an amazing opportunity for the college to create world-class education and training programs, and facilities to support a rapidly growing industry on Vancouver Island and beyond.

In spring 2021, the B.C. Government invested \$150,000 to explore the educational opportunities for students and the development of an on-campus film studio. Plans include a strong education component alongside two or three sound stages.

Ultimately, students would be trained to work in all ancillary areas of film production from special effects to digital post-production. Educational opportunities could include carpentry and electrical programs for trades students; new diploma and certificate programs such as digital animation; and, skills training programs for people in the industry.

The college is wrapping up work on a business case with a team that is familiar with the film industry.



### OPENING DOORS TO INTERNATIONAL LEARNING EXPERIENCES

Students at Camosun College now have access to life-changing international study and work opportunities after the college was awarded a \$500,000 grant.

Camosun will use the funding provided by Colleges and Institutes Canada through the Global Skills Opportunity to reach groups, including Indigenous and low-income students, who may otherwise face barriers to an overseas learning experience. The program launched on April 1, 2022 and will complete on March 31, 2025. During this time, participating students will be able to travel during the academic calendar as long as their application has been approved.







### OPENING DOORS TO REFUGEES IN HOSPITALITY SECTOR

In fall 2021, World University Services Canada and Camosun College welcomed nine refugee youth from Kenya through HIRES, a unique new employment-linked sponsorship pathway. Students completed a two-month hospitality management education program at Camosun before joining their new workplaces and sponsorship groups in Tofino. Camosun's participation builds on decades of experience delivering real-world applied learning and student employment opportunities in partnership with local and regional employers.

### PANAMANIAN STUDENTS ENJOY TRANSFORMATIVE LEARNING EXPERIENCE

Universities and colleges in Panama are sending students to study English language development at Camosun College. The initiative aims to improve economic development in Panama and to establish a lasting partnership between Camosun and the Panamanian government, while improving participants' English language skills. The inaugural group of 14 students arrived in October 2021 and completed 32 weeks of study in June 2022.



## CHANGE FASTER AT CAMOSUN B.C.'S LABOUR MARKET OUTLOOK: 2021

Camosun College is an important component of the labour market supply – providing educated and skilled graduates ready to enter their career.

The British Columbia Labour Market Outlook 2021 edition<sup>1</sup> was launched on Feb. 7, 2022 to help guide resources to support the future workforce. The Labour Market Outlook projects 1,004,000 job openings between 2021 to 2031 with 77 per cent of these future job openings requiring some level of post-secondary education or training.

Of those openings, 63 per cent (635,000) are expected to come from replacement demand (retirements, etc). The remaining 37 per cent (369,000) are expected to come from economic growth and COVID-19 pandemic recovery.

Of the required supply, it is projected that 48 per cent (477,000) will come from, 'young people starting work', which is defined as those aged 29 years or younger entering the labour market for the first time.

In terms of education and skills needs, of the jobs to be filled:

- 36 per cent (359,900) are expected to require a Bachelor's, Graduate or First Professional Degree.
- 29 per cent (294,000) are expected to require a Diploma/Certificate excluding Apprenticeships.
- 12 per cent (119,200) are expected to require an Apprenticeship Certificate.

Camosun is well-positioned to support the workforce needs of the regional economy and ensure students can seize emerging opportunities. At the official launch, Camosun alumni Conall Argue spoke to how his career has opened up new possibilities in the burgeoning field of electric vehicle maintenance.

<sup>1</sup> [https://www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC\\_Labour\\_Market\\_Outlook\\_2021\\_9MB.pdf.aspx](https://www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx)



## JUMPSTARTING A CAREER IN ELECTRIC VEHICLES

While some automotive technicians credit their childhood fascination as the reason they got into the trade, Conall Argue didn't start working with cars until he decided to take a chance on an intro course in high school.

Graduating high school in 2015, Argue was already on his way as an Apprentice Automotive Service Technician thanks to the South Island Partnership between Camosun College, Southern Vancouver Island School Districts and local industries.

As a student in one of the Electric Vehicle Technology and Service program pilots in fall 2021, Argue completed the one-week intensive that gave him and other technicians the opportunity to learn how to safely work with the high-voltage vehicles' batteries, run diagnostics, test motors and more.

Currently, Argue works at Rand Automotive in Victoria where he hopes that he'll soon be working on exclusively electric vehicles. After that, he wants to focus on educating a new generation of technicians with the skills he's learned.



## ALIGNING EDUCATION WITH THE LABOUR MARKET OUTLOOK

### SELECT OCCUPATIONS THAT REQUIRE POST-SECONDARY EDUCATION OR TRAINING, B.C. LABOUR MARKET OUTLOOK

PRIORITY/HIGH OPPORTUNITY HEALTH OCCUPATIONS	CAMOSUN SUPPORTING PROGRAMS OF B.C. HEALTH CARE PRIORITIES
Registered nurses and registered psychiatric nurses	Nursing BSN and LPN diploma
Physiotherapists and occupational therapists	Bachelor of Athletic and Exercise Therapy, University Transfer towards a degree
Nurse aides, orderlies, and patient service associates	Health Care Assistant Certificate
Medical administrative assistant	Medical Office Assistant Certificate
Medical laboratory technicians and pathologists' assistants	Medical Laboratory Assistant Certificate
Medical radiation technologists	Medical Radiography Diploma
HIGH OPPORTUNITY OCCUPATIONS	CAMOSUN ALIGNED PROGRAM (DIRECT OR TRANSFERABLE)
Automotive service technicians, truck and bus mechanics and mechanical repairers	Automotive Service Technician Foundation Certificate
Retail and wholesale trade managers	Business Administration Degree and Certificate
Social and community service workers	Associate of Arts Degree in Pre-Social Work
Accounting technicians and bookkeepers	Bachelor of Business Administration, Accounting Major and Business Administration, Post Degree Diploma – Account Option
Graphic designers and illustrators	Visual Arts Diploma
Massage Therapists	Massage Therapy Diploma
Computer network technicians	Cybersecurity and Network Support Technician Certificate

Of the above listed programs there has been much growth within the corresponding programs to help aid the future labour supply requirements. Some of the select programs include:

- Education Assistant and Community Support grew from 35.1 FTEs in 2019/20 academic year to 46.5 FTEs in the next year – an increase of 11.4 FTEs (+32.7 per cent).
- Massage Therapy moved from 25.7 FTEs in 2019/20 academic year to 27.4 FTEs in the next year – an increase of 1.7 FTEs (+6.6 per cent).
- Medical Office Assistant moved from 29.2 FTEs in 2019/20 academic year to 40.2 FTEs in the next year – an increase of 11.0 FTEs (+37.6 per cent).
- Trades Skills Foundation (CORE) increased from 92.8 FTEs in 2019/20 academic year to 107.2 FTEs in the next year – an increase of 14.4 FTEs (+15.5 per cent).

The previously listed programs are examples of how Camosun is helping supply the labour market with required occupations, and is poised to continue to aid in the development of a qualified labour supply to meet future demands.



# PROFILE OF STUDENTS AT CAMOSUN COLLEGE

## ITA FUNDED FTES IMPROVE, WHILE MINISTRY FUNDED FTES DECLINED

Overall, when compared to the 2020/21 fiscal year, Camosun’s overall student FTEs < > by < >% (+-< >) in the 2021/22 fiscal.

FULL-TIME EQUIVALENT STUDENT DATA BY FISCAL YEAR	2020/21	2021/22	CHANGE
FTEs – Ministry of Advanced Education and Skills Training (AEST)	5,452		
FTEs – ITA	2,300		
FTEs – International students	1,236		
Total student FTEs	8,989		

## SELECT STUDENT DEMOGRAPHICS

The overall impact of COVID-19 was significant and enduring across multiple industries, and the education industry was no different. The effects can be demonstrated in the table below, with many subpopulations of the student body at Camosun being reduced compared to the prior time period. From the 2019/20 academic year to 2020/21:

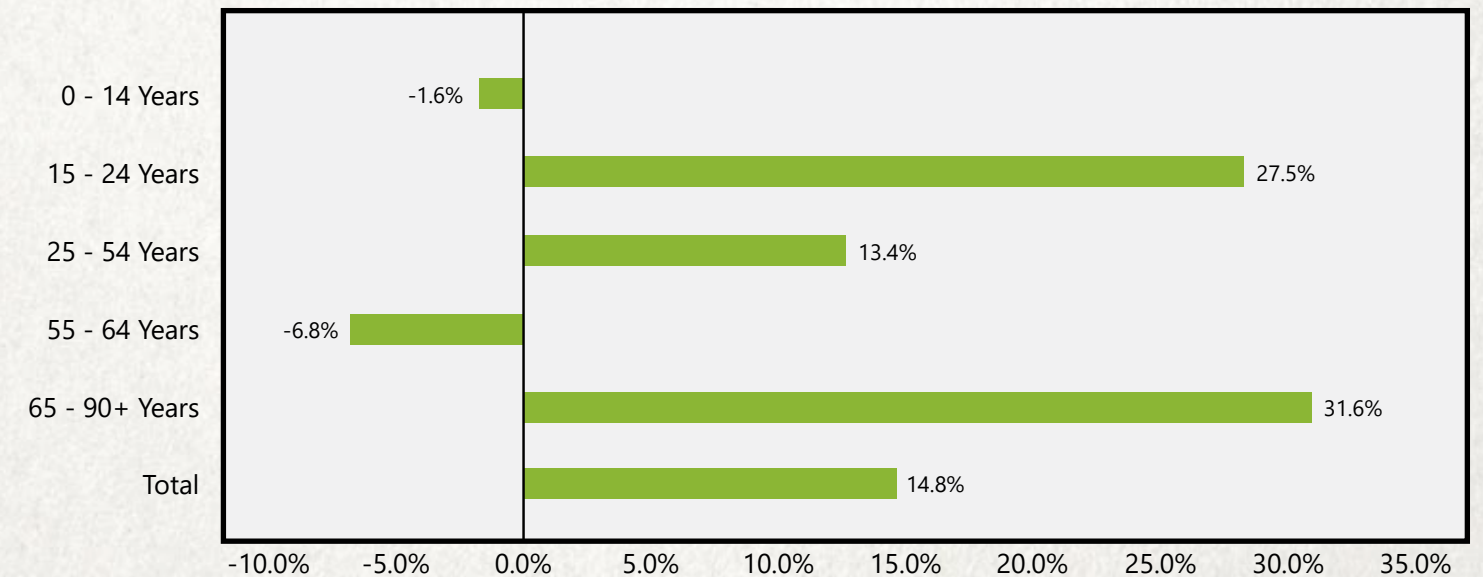
- The overall student population fell from 15,979 to 13,951 – a contraction of 2,028 (-12.7 per cent).
- Conversely, the Indigenous student body rose 60 students to 1,121 in 2020/21 – an increase of 5.7 per cent.
- The international student headcount fell to 1,763 from 1,978 from the previous year – a decline of 215 students (-10.9 per cent).

STUDENT ENROLMENT HEADCOUNT DATA BY ACADEMIC YEAR	2020/21	2021/22	CHANGE
All students (AEST, ITA, Continuing Education, International)	15,979	13,951	-2,028
Indigenous students	1,061	1,121	+60
International students	1,978	1,763	-215

# FUTURE POPULATION TRENDS

Camosun continues to monitor with the provincial population projection (PEOPLE)<sup>2</sup> with a specific focus on the Capital Regional District (CRD). Although, there is an increasing number of international students, a large proportion of students at Camosun come from within the province demonstrating Camosun’s commitment to the local community and beyond. Population projections are created by BC Stats and used for the long-term strategic planning of post-secondary institutions. The larger the projected growth rate of select segments of the CRD population, the greater the demand for locally supplied education or graduates. The following graph provides a 10-year projection (2023-2033) for the CRD population by select age groups. The expected growth of the 65 years and older segment of society – projected to grow by 31.6 per cent in the next 10 years, signals a greater demand for health care professionals and supportive positions in the future. Camosun is prepared to help educate what is going to be the labour supply of future health care workers keeping in alignment with the provincial high opportunity health occupations. With an overall projected growth rate of 14.8 per cent for the CRD population, it is expected that the need for skilled tradespeople to build and maintain the public projects and infrastructure. These projects are going to be required to support an ever-growing community and is going to continue to be an important part of planning for the future. Camosun has a variety of trades and health care programs to help supply the current and future labour requirements.

Select Population Segments Growth Rates (2023-2033)



<sup>2</sup> <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population/population-projections>



Projected population growth rate by age, Capital Regional District, 2023-2033

- The largest ten-year growth is projected to in the 65+ years and older segment of society at 31.6 per cent over the horizon.
- The 15 -24 'youth' population is expected to grow by 27.5 per cent over the next 10 years (2022/32)
- The core-working aged population (25-54 years old) is projected to grow by 13.4% per cent.
- The largest contraction for a subpopulation is expected to be -6.8 per cent for those aged 55-64 years old.
- The youngest segment of the population, those aged 0-14 years-old, is projected to slightly contract (1.6 per cent) over the horizon.

Population growth between the 2016 and 2021 census estimates

- According to the most recent Census data from Statistics Canada, the overall population of Canada grew by 5.2 per cent between 2016 and 2021.<sup>3</sup>
- During the same time period the overall population in British Columbia grew by 7.6 per cent - outpacing the national growth rate by 2.4 percentage points.
- The indigenous population in both British Columbia and Canada had a higher rate of growth between 2011 and 2016. For British Columbia, the Indigenous Population grew 16.5 per cent compared to 19.5 per cent growth for Canada, over the same period.

<sup>3</sup> <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810000101>



# FINANCIAL INFORMATION

## 2020/21 FISCAL YEAR

For additional information, please the Audited Financial Statements available on the Camosun website: [camosun.ca](http://camosun.ca)

REVENUE	\$ MILLIONS	PERCENT
Provincial Grants	72.9	51.0%
Provincial Capital Grants	8.6	6.0%
Tuition and Fees	42.5	29.8%
Federal and Other Grants	2.7	1.9%
Goods and Services	13.4	9.4%
Other	2.7	1.9%
<b>TOTAL</b>	<b>142.8</b>	<b>100%</b>

EXPENSE	\$ MILLIONS	PERCENT
Salaries and Benefits	117.2	79.5%
Supplies and Services	14.6	9.9%
Costs of goods sold	2.6	1.7%
Amortization	9.4	6.4%
Minor Repairs and Maintenance	3.7	2.5%
<b>TOTAL</b>	<b>147.4</b>	<b>100%</b>

# ADULT UPGRADING GRANT SUMMARY (AUG)

## ADULT UPGRADING GRANT SUMMARY: APRIL 1, 2021 – MARCH 31, 2022

TERM	APPROVED	DENIED	CANCELLED	% DENIED	TOTAL APPLICATIONS	FUNDING FOR TUITION & FEES
Summer 2021	234	35	N/A	15%	269	\$42,828.28
Fall 2021	370	40	N/A	11%	410	\$126,455.70
Winter 2022	328	27	N/A	8%	355	\$130,011.35
<b>Totals</b>	<b>932</b>	<b>102</b>	<b>N/A</b>	<b>11% (average)</b>	<b>1034</b>	<b>\$299,295.33</b>



# APPENDIX A: IAPR PERFORMANCE METRIC RESULTS AND MANDATE PRIORITIES

The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieve the 2021/22 mandate letter priorities.

PERFORMANCE MEASURE 1: TOTAL FTE STUDENT SPACES (EXCLUDING THE INDUSTRY TRAINING AUTHORITY)		
2020/21 Actual:		
2021/22 Actual:		
2021/22 Target:		
2021/22 Assessment:		

PERFORMANCE MEASURE 1A: STUDENT SPACES IN NURSING AND ALLIED HEALTH PROGRAMS (FTE) (EXCLUDING THE INDUSTRY TRAINING AUTHORITY)		
2020/21 Actual:		
2021/22 Actual:		
2021/22 Target:		
2021/22 Assessment:		

PERFORMANCE MEASURE 1B: STUDENT SPACES IN DEVELOPMENT PROGRAMS (FTE)		
2020/21 Actual:		
2021/22 Actual:		
2021/22 Target:		
2021/22 Assessment:		

PERFORMANCE MEASURE 2: CREDENTIALS AWARDED		
2020/21 Actual:		
2021/22 Actual:		
2021/22 Target:		
2021/22 Assessment:		

PERFORMANCE MEASURE 3: TOTAL SPACE FOR INDIGENOUS STUDENTS (CALCULATED STUDENTS FTE)		
2020/21 Actual:		
2021/22 Actual:		
2021/22 Target:		
2021/22 Assessment:		

PERFORMANCE MEASURE 4: STUDENT SATISFACTION WITH EDUCATION					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	90.9%	95.9%	94.6%	93.9%	The results of the 2021/22 student satisfaction from Outcomes indicate all but TFTVG populations achieved their targets. The TFTVG substantially achieved the target rate of 90.0%.
2021/22 Actual:	90.9%	85.7%	87.2%	95.8%	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Achieved	Substantially Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 5: STUDENT ASSESSMENT OF QUALITY OF INSTRUCTION					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	94.3%	94.1%	95.6%	99.0%	The results of the 2021/22 student satisfaction from Outcomes indicate all the survey populations achieved their targets.
2021/22 Actual:	94.8%	88.8%	92.3%	95.8%	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Achieved	Achieved	Achieved	Achieved	

PERFORMANCE MEASURE 6: ?					
Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	85.8%	87.9%	84.1%	87.9%	The results of the 2021/22 student satisfaction from Outcomes indicate all but APPSO populations achieved their targets. The APPSO substantially achieved the target rate of 90.0%.
2021/22 Actual:	86.6%	82.2%	80.7%	89.4%	
2021/22 Target:	≥85.0%	≥85.0%	≥85.0%	≥85.0%	
2021/22 Assessment:	Achieved	Achieved	Substantially Achieved	Achieved	



**PERFORMANCE MEASURE 7: STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB**

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:	85.9%	86.8%	93.7%	92.6%	The results of the 2021/22 student satisfaction from Outcomes indicate all but DACSO populations achieved their targets. The DACSO substantially achieved the target rate of 90.0%.
2021/22 Actual:	82.0%	87.4%	88.9%	96.8%	
2021/22 Target:	≥90.0%	≥90.0%	≥90.0%	≥90.0%	
2021/22 Assessment:	Substantially Achieved	Achieved	Achieved	Achieved	

**PERFORMANCE MEASURE 8: UNEMPLOYMENT RATE**

Survey Name	DACSO	TFTVG	APPSO	BGS	Comments
2020/21 Actual:					
2021/22 Actual:					
2021/22 Target:					
2021/22 Assessment:					

**ADDITIONAL PERFORMANCE MEASURES**

**TOTAL FTE STUDENTS FOR OTHER STUDENT CATEGORIES**

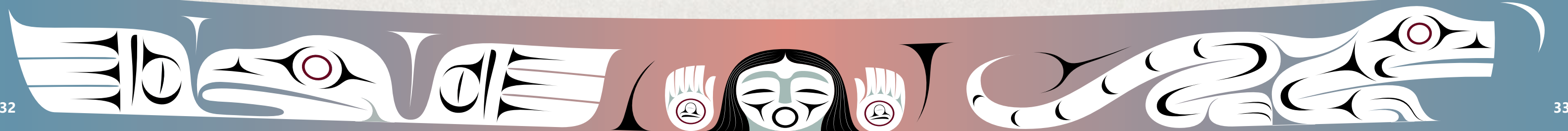
2021/21 results, Industry Training Authority funded students		
2021/22 results, International students		

**INDIGENOUS STUDENTS AT CAMOSUN**

2021/21 results:		
2021/22 results:		
2021/22 assessment:		

The following table, together with the performance measures listed in this report, demonstrate the commitment of Camosun College towards achieving the 2021/22 mandate letter priorities.

MANDATE LETTER PRIORITIES 2021/22	INDICATORS
<b>Five foundational principles</b>	
Putting people first	We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone
Lasting and meaningful reconciliation	Reconciliation is an ongoing process and a shared responsibility for us all. Government's unanimous passage of the Declaration on the Rights of Indigenous Peoples Act was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate
Equity and anti-racism	Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.
A better future through fighting climate change	Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the Climate Change Accountability Act, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50% reduction in public sector building emissions and a 40% reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.
A strong, sustainable economy that works for everyone	I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.



MANDATE LETTER PRIORITIES 2021/22	INDICATORS
<b>2021/22 Mandate Letter</b>	
Resume full on-campus learning and services for students, faculty and staff	Outline initiatives/report on how your institution is involved in cross-system and community consultation, engagement and collaboration to resume on-campus learning and services and work towards pre-COVID 19 levels. This could include demonstration of how institutions have worked with Indigenous communities and learners impacted to develop plans to support continued access to some academic programming and services in cases where communities have continued to take increased safety measures.
Implement post-secondary education and skills training for those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities	<p>Micro-credentials</p> <ul style="list-style-type: none"> <li>Report on plans and progress to introduce and recognize micro-credentials that aim to meet local or regional needs and/or reskill individuals to gain employment in high opportunity occupations</li> </ul> <p>Co-op, Work Integrated Learning and Career Planning</p> <ul style="list-style-type: none"> <li>Continue to report on increases or expansion of co-ops and work integrated learning opportunities.</li> </ul>
Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system	<p>Cross-government and stakeholder collaboration</p> <ul style="list-style-type: none"> <li>Report on initiatives that show your support of broader government commitments including climate action, anti-racism and Indigenization.</li> <li>Provide updates on your progress in implementing the education related TRC Calls to Action relevant to your institution. The progress report is to be included with the annual IAPRs (as per Appendix B).</li> </ul> <p>Funding Review</p> <ul style="list-style-type: none"> <li>Support the Ministry with key post-secondary institution staff participating collaboratively in the upcoming review process and any steering committee/working groups.</li> </ul> <p>Tuition Policy</p> <ul style="list-style-type: none"> <li>Continue to submit annual tuition and mandatory fees data to the Ministry.</li> </ul> <p>Digital Services</p> <ul style="list-style-type: none"> <li>As applicable, adopt the EducationPlannerBC application and transcript exchange service.</li> <li>Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.</li> <li>Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through</li> </ul>

<b>2022/23 Minister's Letter of Direction</b>	
<p>Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:</p> <ul style="list-style-type: none"> <li>Working to align education and skills training to goals of the BC Economic Plan; and</li> <li>Supporting the implementation of Skilled Trades Certification</li> </ul>	
<p>Contribute to Ministry engagement on upcoming initiatives, including:</p> <ul style="list-style-type: none"> <li>The future Ready: Skills for the Jobs of Tomorrow plan</li> <li>The Ministry's sexualized violence policy review</li> <li>Further tech-relevant seat expansions</li> <li>The funding formula review of provincial operating grants</li> </ul>	





## APPENDIX B: TRC CALLS TO ACTION / UNDRIP ARTICLES

### Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. The following table provides an at-a-glance summary of Camosun's progress in these important areas.

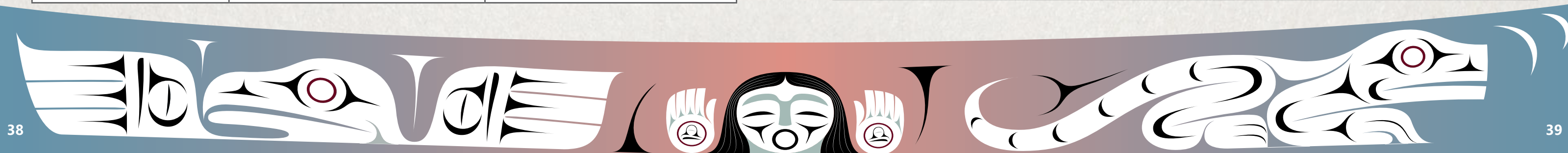
TRC Call to Action and UN Declaration on the Rights of Indigenous Peoples Article	PROGRESS	INITIATIVE & PARTNERSHIP DETAILS
<p><b>1. Social Work</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> <li>• New</li> <li>• Planned vs In Progress vs Implemented or Ongoing</li> <li>• If there is no relevant program show as N/A.</li> </ul> <p>Ongoing: IST 205: Indigenous Introduction to Social Work Ongoing: IST 206: Indigenous Social Welfare Ongoing: IST 243: Comparative Indigenous Rights Ongoing: All instructors and student support personnel who work with pre-social work students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW. Planned: Camosun is in process of developing a new 10-month certificate program in Indigenous Community Wellness. Graduates will work in Indigenous communities and urban community agencies to support the wellness of Indigenous community members. The program is expected to begin delivery in 2023. Planned: Camosun will deliver eight human services courses to the Saanich Adult Education Centre in 2022/23 while the Indigenous Community Wellness program is developed and goes through curriculum approval processes.</p>	<p>Provide key details initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution's relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p> <p>More Indigenous and Indigenous-informed social workers will reduce the number of Indigenous children in care. IST 205 and 206 are continuing. Both serve as prerequisites to BSW programs and are delivered in both traditional formats and intense weekend-based sessions during the summer semester. The number of IST 205 and 206 sections has doubled in the last two years. IST 243, Comparative Indigenous Issues, is continuing. It compares Indigenous social welfare practices across the pacific rim, enabling students who may later work in Indigenous child welfare to learn from practices in Canada, USA, Australia and New Zealand. The Indigenous Community Wellness program is being designed in partnership with the IAHLA institution the Saanich Adult Education Centre and with Indigenous social work and human services practitioners. In 2022/23 Camosun will deliver the eight human services courses in partnership with the Saanich Adult Education Centre.</p>





<p><b>12. Early Childhood Education</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Ongoing: Camosun has a Human Rights Tribunal (HRT) special program to provide priority access to Indigenous students entering Health Sciences and Human Services programs, including Early Learning and Care (ELC)</p> <p>Ongoing: All instructors and student support personnel who work with ELC students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW</p> <p>Ongoing: IST 120: Understanding Indigenous Peoples</p>	<p>Partnership: In 2020, Camosun completed a customized version of its Early Learning and Care program in partnership with the Saanich Adult Education (located on Tsartlip Nation). 8 students completed with full certification to work in early childcare.</p> <p>Partnership: In early 2021 Camosun, in partnership with the Victoria Native Friendship Centre, began delivering a program that will support Indigenous students with Early Childcare (ELC) certificates to earn Early Childcare diplomas. Other Indigenous communities are expressing interest in similar programs and we are seeking funding to be able to address that interest over the next three years.</p> <p>Continuing: All ELC program delivery requires students to complete IST 120, Understanding Indigenous Peoples.</p>
<p><b>16. Indigenous Language Degree and Diploma Programs</b></p> <p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	<p>Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.</p> <p>Ongoing: Formal Indigenous language programs in this region are delivered by Indigenous Education in the Faculty of Education at the University of Victoria. Camosun honours this agreement with local First Nations. It contributes to this programming by serving on the Faculty of Education's Indigenous Advisory Board.</p>	<p>Ongoing: Local First Nations, urban Indigenous organizations in Victoria and Metis Nation Greater Victoria all manage their own Indigenous language programs. Camosun refers students to these programs as appropriate and may provide facilities as necessary.</p>
<p><b>23. Health-Care Professionals</b></p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	<p>Ongoing: Health 111: Indigenous Peoples' Health</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p> <p>Ongoing: The School of Health &amp; Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>Continuing: All students in Medical Lab Assistant and Diagnostic Medical Sonography are required to complete IST 120: Understanding Indigenous Peoples. All students in the Mental Health &amp; Addictions program are required to completed HLT 111: Indigenous Peoples' Health.</p> <p>Partnership: Camosun completed an Indigenous Health Care Attendant program in partnership with the Saanich Adult Education (located on Tsartlip Nation).</p>

<p><b>24. Medical and Nursing Schools</b></p> <p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Ongoing: Health 111: Indigenous Peoples' Health.</p> <p>Ongoing: All instructors and student support personnel who work with Health Care students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW</p> <p>Ongoing: The School of Health &amp; Human Services has a faculty position exclusively committed to Indigenous student success and Indigenization training for HHS faculty.</p>	<p>All students in the Nursing program are required to completed HLT 111, Indigenous Peoples' Health and will soon be required to complete IST 120, Knowing Indigenous Peoples.</p>
<p><b>28. Law Schools</b></p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>IST 136, Indigenous Justice &amp; Law is part of the core curriculum of the Indigenous Studies program and the Criminal Justice program, the two programs pre-law students are most likely to enrol in.</p> <p>Ongoing: All instructors and student support personnel who work with Justice students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.</p>	<p>N/A</p>
<p><b>57. Public Servants</b></p> <p>We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p> <p>New: The Indigenous Ways of Leadership and Learning program will debut in September 2023. This post-diploma program provides learning for students who plan to, or are, leaders in Indigenous communities and those who work, or will work, in organizations that provide public services to Indigenous people, communities and Nations, and are responsible to bring Indigenous consciousness to those organizations.</p>	<p>The Indigenous Ways of Leadership and Learning program is delivered in partnership with Māori Studies at the Ara Institute in Christchurch, New Zealand.</p> <p>Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.</p>



	. Ongoing: All instructors and student support personnel who work with public administration students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.	
<b>62. Teacher Education</b> We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	N/A: Camosun does not offer Teacher Education courses, but Indigenous content is integrated into the Education Assistant and Community Support (EACS) program. Students in EACS must complete IST 120: Understanding Indigenous Peoples.	Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun programs, including within Public Administration.
<b>86. Journalism and Media School</b> We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	N/A	N/A
<b>92. Business Schools</b> We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	Ongoing: A number of Indigenous Studies courses are available as electives in a variety of Camosun business programs.  New: The new Ways of Indigenous Leadership and Learning advanced certificate program will support learners who want to work in Indigenous leadership or support Indigenous initiatives/decolonization work in non-Indigenous organizations.  Ongoing: All instructors and student support personnel who work with business students are able to take TELFIN TFE WILNEW, a blended delivery course that supports Camosun personnel to Indigenize their professional practice, as well as a new course, ĆENENITEL, that expands the knowledge they accessed in TELFIN TFE WILNEW.	New/Partnership: The Ways of Indigenous Leadership and Learning advanced certificate program will be delivered in partnership with the Maori and Indigenous Studies program at Ara Institute in Christchurch, New Zealand. The program, which will be a hybrid online learning/on-the-land learning with students from each location visiting the others in their homelands, will focus on trauma-informed leadership of Indigenous organizations and implementing Indigenization processes in non-Indigenous organizations.

<b>United Nations Declaration on the Rights of Indigenous Peoples Implementation</b>	
How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:	
<b>Article 14</b>	
1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education.	
<b>Article 15</b>	
1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.	
<b>Article 21</b>	
Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	
<b>Progress</b>	<b>New and/or continuing initiatives and partnerships</b>
The first phase of Camosun’s Indigenization and Reconciliation Initiative is complete and includes the following successes: <ul style="list-style-type: none"> <li>• Programs in a variety of ways.</li> <li>• Developed Indigenous-focused required learning for all applicable programs.</li> <li>• Explored programming to meet relational and cultural leadership needs in Indigenous communities and organizations.</li> <li>• Supported faculty to indigenize teaching and learning experiences in programs and courses.</li> <li>• Identified and created pathways and connections between Indigenous and non-Indigenous programs.</li> <li>• Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.</li> <li>• Acquired a Camosun Canoe to provide students, employees and community members’ access to a canoe for cultural camps and outdoor expeditions/field trips etc.</li> <li>• 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.</li> <li>• Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization.</li> <li>• Facilitated two Indigenous learning sessions for the Board of Governors.</li> <li>• Provided a one-day TRC awareness day in February 2017 for all employees.</li> <li>• Expanded offerings of TELFIN TFE WILNEW (TTW) for employees.</li> <li>• Developed and began delivery of the TELFIN TFE WILNEW follow up, ĆENENITEL.</li> </ul>	Partnership: Eyē? Sqā’lewen: the Centre for Indigenous Education & Community Connections is part of the Victoria Urban Leadership Table, which is supporting inclusion of urban Indigenous peoples’ needs and interests as the Declaration on the Rights of Indigenous Peoples becomes implemented. Eyē? Sqā’lewen is also part of the Victoria City Family, a collaboration between the Lekwungen Nations, the Victoria City mayor and select Council and two other Indigenous representatives who are educators. This group has focused strongly on educating the general public about Indigenous truths and issues, including UNDRIP.  Phase 2 of the Indigenization and Reconciliation Initiative is in development. It currently includes 18 new projects. Planning will wrap up by June and projects will start in September.



Progress	New and/or continuing initiatives and partnerships
<ul style="list-style-type: none"> <li>• Incorporated intercultural awareness and understanding as key college-wide competencies, informed by principles of Indigenization, in the college's Capability Framework.</li> <li>• Introduced integral elements of Indigenization into the onboarding process, the welcome orientation, and the employee handbook.</li> <li>• Piloted the development of cultural camps for students and employees, including college leadership.</li> <li>• Brought more Indigenous presence to our Senior Leadership Council (SLC).</li> <li>• Ensured the Strategic Plan is informed by Indigenization and Reconciliation.</li> <li>• Designated September 30 as an annual, college-wide, college-supported Orange Shirt Day.</li> <li>• Piloted an Indigenous job event for potential employees.</li> <li>• Provided Elders' parking.</li> <li>• 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.</li> <li>• Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples.</li> <li>• Included elements of the TRC calls to action in the Respect in the Workplace program.</li> <li>• Established Indigenous cultural space on the Interurban campus.</li> <li>• 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.</li> <li>• Identified classrooms on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy; moreover, a special Indigenized classroom, large enough for 40 people to sit in circle with fans and insulation for drumming and smudging, will be opened in March 2022.</li> <li>• Indigenized hiring practices to value Indigenous competencies and employment of Indigenous people, and was successful in a proposal to the Human Rights Tribunal to initiative priority and limited hiring for Indigenous people for some programs and positions in the college.</li> <li>• Established Indigenous gathering/learning/service space at Interurban.</li> <li>• Established an Indigenous Research and Indigenous Knowledge protection process under the direction of a multi-discipline council called NECITEL.</li> <li>• Organized a Vancouver Island Post-Secondary Alliance session to support the five island PPSIs to collaborate in ongoing Truth &amp; Reconciliation initiatives and response to the revealing of Indigenous children's graves near former Indian Residential Schools.</li> <li>• Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation.</li> <li>• Devoted part of the College website to reconciliation information and support</li> <li>• Calendarized Indigenous events.</li> </ul>	

## APPENDIX C: PERFORMANCE MEASURES

### STUDENT ASSESSMENT OF SKILL DEVELOPMENT

PERFORMANCE MEASURE	ACTUAL			TARGET 2021/22	ASSESSMENT 2021/22
	2019/20	2020/21	2021/22		
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>					
Skill Development	84.6% +/- 1.0%	85.8% +/- 1.3%	86.6% +/- 1.3%	≥85%	Achieved
Written Communication	82.5% +/- 1.7%	83.4% +/- 1.7%	83.7% +/- 1.5%	≥85%	Achieved
Oral Communication	78.1% +/- 1.8%	79.8% +/- 1.8%	80.8% +/- 1.6%	≥85%	Achieved
Group Collaboration	86.0% +/- 1.4%	87.6% +/- 1.4%	87.1% +/- 1.3%	≥85%	Achieved
Critical Analysis	88.1% +/- 1.3%	91.3% +/- 1.2%	91.7% +/- 1.1%	≥85%	Achieved
Problem Resolution	82.1% +/- 1.6%	83.4% +/- 1.6%	85.8% +/- 1.4%	≥85%	Achieved
Learn on Your Own	86.2% +/- 1.4%	85.7% +/- 1.5%	86.2% +/- 1.3%	≥85%	Achieved
Reading and Comprehension	89.0% +/- 1.3%	89.4% +/- 1.3%	90.5% +/- 1.1%	≥85%	Achieved
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>					
Skill Development	82.6% +/- 4.3%	87.9% +/- 2.3%	82.2% +/- 4.0%	≥85%	Achieved
Written Communication	64.0% +/- 7.9%	69.0% +/- 8.4%	63.6% +/- 9.2%	≥85%	Achieved
Oral Communication	70.5% +/- 7.9%	75.7% +/- 6.9%	70.9% +/- 6.6%	≥85%	Achieved
Group Collaboration	87.4% +/- 4.0%	92.0% +/- 3.0%	84.5% +/- 4.0%	≥85%	Achieved
Critical Analysis	84.7% +/- 4.3%	93.9% +/- 2.6%	86.1% +/- 3.7%	≥85%	Achieved
Problem Resolution	83.3% +/- 4.4%	91.3% +/- 3.2%	84.6% +/- 4.0%	≥85%	Achieved
Learn on Your Own	85.9% +/- 4.0%	87.7% +/- 3.7%	85.9% +/- 3.8%	≥85%	Achieved
Reading and Comprehension	87.9% +/- 3.8%	92.7% +/- 2.9%	89.0% +/- 3.4%	≥85%	Achieved



Former apprenticeship students					
Skill Development	83.2% +/- 3.9%	84.1% +/- 3.4%	80.7% +/- 4.0%	≥85%	Substantially Achieved
Written Communication	67.4% +/- 8.2%	67.0% +/- 7.5%	63.1% +/- 7.1%	≥85%	Substantially Achieved
Oral Communication	69.2% +/- 7.4%	68.0% +/- 6.7%	64.8% +/- 6.9%	≥85%	Substantially Achieved
Group Collaboration	80.9% +/- 4.4%	82.8% +/- 4.1%	80.0% +/- 4.4%	≥85%	Substantially Achieved
Critical Analysis	86.4% +/- 3.7%	90.3% +/- 2.9%	87.2% +/- 3.5%	≥85%	Substantially Achieved
Problem Resolution	81.3% +/- 4.2%	88.3% +/- 3.2%	82.4% +/- 4.0%	≥85%	Substantially Achieved
Learn on Your Own	87.5% +/- 3.5%	87.2% +/- 3.3%	85.0% +/- 3.7%	≥85%	Substantially Achieved
Reading and Comprehension	91.6% +/- 3.0%	91.9% +/- 2.7%	88.3% +/- 3.3%	≥85%	Substantially Achieved
Bachelor degree graduates					
Skill Development	91.5% +/- 3.7%	87.9% +/- 4.1%	89.4% +/- 3.3%	≥85%	Achieved
Written Communication	90.2% +/- 4.0%	87.2% +/- 4.7%	81.1% +/- 6.0%	≥85%	Achieved
Oral Communication	85.4% +/- 4.8%	87.6% +/- 4.5%	91.7% +/- 4.0%	≥85%	Achieved
Group Collaboration	92.6% +/- 3.6%	82.0% +/- 5.1%	94.8% +/- 3.2%	≥85%	Achieved
Critical Analysis	96.3% +/- 2.5%	93.0% +/- 3.4%	93.7% +/- 3.5%	≥85%	Achieved
Problem Resolution	94.0% +/- 3.2%	83.5% +/- 5.0%	91.6% +/- 4.0%	≥85%	Achieved
Learn on Your Own	93.8% +/- 3.4%	90.9% +/- 3.8%	87.5% +/- 4.8%	≥85%	Achieved
Reading and Comprehension	90.1% +/- 4.1%	90.7% +/- 3.9%	85.3% +/- 5.2%	≥85%	Achieved

